



## **Bringing Collections to Light**

Using Digital Media to Strengthen  
Teaching and Research



A REPORT BY



THE COUNCIL OF  
INDEPENDENT COLLEGES

APRIL 2020

## ABOUT THE AUTHORS

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## ABOUT THE COUNCIL OF INDEPENDENT COLLEGES

The Council of Independent Colleges (CIC) is an association of 770 nonprofit independent colleges and universities, state-based councils of independent colleges, and other higher education affiliates, that works to support college and university leadership, advance institutional excellence, and enhance public understanding of independent higher education's contributions to society. CIC is the major national organization that focuses on services to leaders of independent colleges and universities and state-based councils. CIC offers conferences, seminars, publications, and other programs and services that help institutions improve educational quality, administrative and financial performance, student outcomes, and institutional visibility. It conducts the largest annual conferences of college and university presidents and of chief academic officers in the United States. Founded in 1956, CIC is headquartered at One Dupont Circle in Washington, DC.

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## ACKNOWLEDGEMENTS

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CIC also thanks the institutions that participated in the Consortium and allowed CIC to use images from their collections in this report.

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**Front cover image:**

A spiral moon snail shell (*Neverita helicoides*) from Wheaton College's Shell Collection was collected by biology professor Scott Shumway and identified and photographed by students.

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# Institutions Selected for the Consortium in 2015

Albright College (PA)	Manhattanville College (NY)
Allegheny College (PA)	Martin Methodist College (TN)
Bellarmino University (KY) *	Misericordia University (PA)
Bennington College (VT)	Moravian College (PA)
Caldwell University (NJ)	Muhlenberg College (PA)
Campbellsville University (KY)	Nebraska Wesleyan University (NE)
Central Methodist University (MO)	Ottawa University (KS)
Chatham University (PA)	Presbyterian College (SC)
Coker University (SC)	Roanoke College (VA)
Elmhurst College (IL)	Rosemont College (PA)
Gannon University (PA)	Saint Mary's College (IN) *
Gettysburg College (PA)	St. Lawrence University (NY)
Guilford College (NC)	St. Thomas University (FL)
Hampden-Sydney College (VA)	Tuskegee University (AL)
Hartwick College (NY)*	University of Dubuque (IA)
Hollins University (VA)	University of Puget Sound (WA)
Hope College (MI)	University of Saint Mary (KS)
Illinois College (IL)	Washington and Lee University (VA)
Keuka College (NY) *	Wheaton College (MA)
Limestone College (SC)	Wilson College (PA)
Linfield University (OR) *	Wofford College (SC)

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(\* denotes institutions that subsequently withdrew from the Consortium)

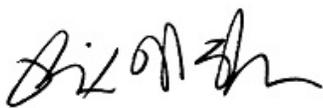
# Foreword

From 2015 through 2019, the Council of Independent Colleges (CIC) conducted a project that was intended to test the utility of Shared Shelf to the teaching and research needs of small colleges. Shared Shelf (now called JSTOR Forum) was created by Artstor initially to help scholars in research universities address the problem of large collections of slides and prints that were difficult to manage in nonelectronic forms and to make the idiosyncratic collections of materials of value to one scholar more likely to be used by others at scattered locations. With Shared Shelf, it became possible for a collection of material assembled by one faculty member—for example, butterfly specimens—to be stored electronically and made more easily available to others.

The challenge of the CIC project was to apply this technology to the kinds of collections that small colleges might have—such as art history slides, photos of athletic teams through an 80-year period, and jars of rare preserved mollusks. With support from the Andrew W. Mellon Foundation, 42 CIC member colleges and universities were selected to participate in a project that would test Shared Shelf’s use with a variety of materials—ranging from seashells to Asian art, from theatre set designs to memorabilia of President Lincoln (including a lock of his hair). As a result of the project, Civil Rights era leaders’ speeches in the archives at Tuskegee University are now available for all to see and study; and interviews with mill workers and town leaders from the mid-20th century are available through Presbyterian College’s oral history collection of the employees of the small mill town of Clinton, South Carolina. The participating institutions have digital collections that are shareable with the world and are used by faculty and students for their classes and research projects.

Participating campuses benefited from the project in many ways. For instance, institutional advancement and alumni relations offices now use many of these collections to sustain alumni interest. Admissions departments use them to attract new students. The students who were engaged in the process acquired valuable skills. Faculty learned to re-think their teaching with use of primary sources in this digital age. Faculty and librarians worked closely together on these projects and presented their findings at many regional and national conferences.

CIC applauds the hard work and enthusiastic engagement of faculty members, librarians, and archivists at these institutions. CIC also is grateful for the tremendous support given to each institution by the implementation managers at JSTOR Forum. This project took time, trial and error, patience, flexibility, and imagination. It also enabled smaller institutions to create digital collections for enhanced teaching, learning, and research. Perhaps most importantly, each participating institution brought to light the enormous value of resources that had been relatively unknown beyond the sole or small number of scholars, archivists, and librarians who had assembled these materials.



Richard Ekman  
President, Council of Independent Colleges  
April 2020

# Background and Overview

Not long ago, professors of art history collected images from galleries, museums, and bookstores as slides to show to their classes. Often, the slides were shuffled into different configurations for different courses and different class sessions. Each class meeting usually required preparation of a new slide cassette. Rarely were slides shared with departmental colleagues, as they were fragile and easily lost. Needless to say, maintaining and configuring slide shows was a time-consuming practice.

Then Artstor came to the rescue of art history faculty members. By the late 1990s, colleges, universities, and libraries had begun to convert their slide libraries into local digital image databases. Soon thereafter, Artstor was created in 2003 as an independent nonprofit organization to address the subsequent growing need for a shared online image library that would be accessible to educational institutions everywhere.

Artstor then joined forces with ITHAKA, a nonprofit organization that helps the academic community use digital technologies to preserve the scholarly record and to advance research and teaching in sustainable ways. ITHAKA provides four services for the academic community: JSTOR, an academic journal database; Portico, a digital archive that preserves thousands of e-books and e-journals; Ithaka S+R, which provides research and guidance to help academic communities understand economic, technological, and demographic change; and Artstor.

Artstor itself provides Digital Library, an online resource of images in the arts, architecture, humanities, and sciences, and Shared Shelf (now termed JSTOR Forum) “a web-based cataloging and image management software service that allows institutions to catalog, edit, store, and share local collections.” Artstor’s Digital Library is intended to reduce redundant efforts of scanning and cataloging thousands of the same images from multiple

## Rosemont College

This photo from the Rosemont College collection shows sisters and students at the dedication of Rosemont College’s Chapel of Immaculate Conception in January 1941.



repositories and to enable the sharing of new digital collections for teaching and research.

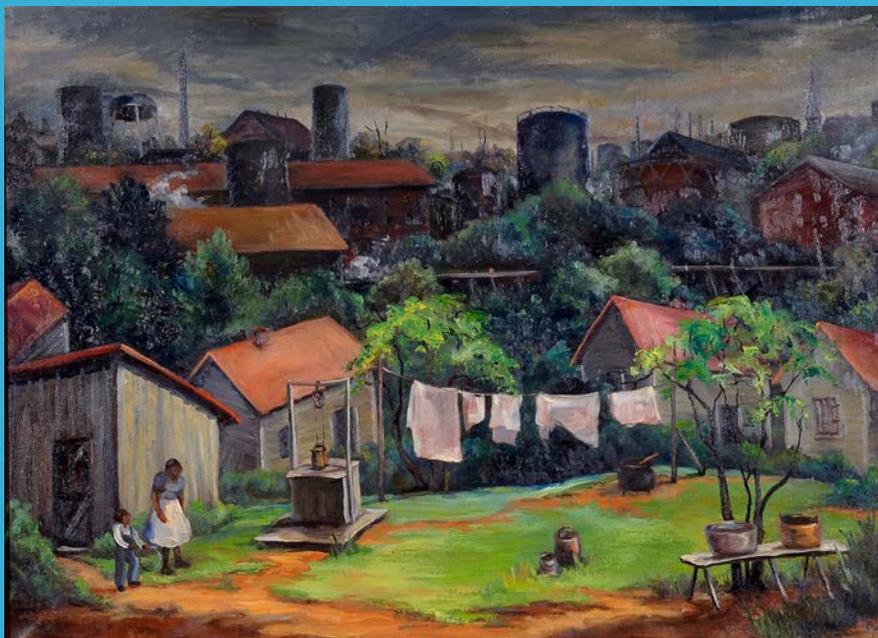
All of these initiatives have been supported by the Andrew W. Mellon Foundation, which launched JSTOR in 1995 and subsequently encouraged the development of the complementary repository of images in Artstor. Shared Shelf was introduced as an Artstor service in 2011. The idea was born (and incubated) at Mellon because a number of colleges and universities were seeking Mellon support to create digital versions of their local slide libraries, and the prospect of providing separate grants to many institutions to create isolated, redundant, and unauthoritative digital image libraries was undesirable.

Artstor staff worked initially with ten institutional partners to develop its Shared Shelf service: Bard College, Colby College, Cornell University, Harvard University, Middlebury College, New York

University, Society of Architectural Historians, University of Illinois Urbana-Champaign, University of Miami, and Yale University. From all reports, both Artstor staff and faculty and staff members at the partnering institutions were pleased with the functionality of Shared Shelf.

Next, an Artstor pilot project placed more than 2 million images from 148 colleges, universities, and museums on a software platform that was integrated with Artstor Digital Library's more than 1.8 million images to allow cross searching. Shared Shelf's media management software was developed to enable institutions to manage, store, use, and publish their institutional and faculty members' media collections within their own institution or more widely on the web.

Artstor, or more accurately, the organization that was set up to create and distribute the



### Wofford College

Julie Elizabeth Tolbert's *Wash Line and Skyline*, from 1945, is one of about 1,300 artworks in Wofford College's Fine Arts Collection that is publicly available through the college's website and through Artstor. The collection includes an almost complete collection of Tolbert's work, East Asian decorative arts objects, portrait paintings, Eastern European paintings, and other items. It serves as a valuable resource to enhance scholarly research and cross-disciplinary teaching at Wofford College and beyond.



### Ottawa University

A plaster and paper mask from India that was collected by Beatrice Holt in the 1950s while teaching and visiting the Far East is from the Gangwish Library's Beatrice Holt Papers and Collection at Ottawa University.

Artstor Digital Library, was created in 2003 with significant support from the Mellon Foundation for the following purposes:

- To create and maintain a sustainable library of media content to replace the effort and costs that would be involved in redundantly digitizing local analog slide libraries;
- To engage stakeholders both from the media content side (content owners, rights owners and representatives, photographers, and others) and the media user side (students, professors, and other consumers of media content at all levels) to create digitized content, develop a multifaceted intellectual property strategy and software tools, and build trust across communities by providing effective, balanced solutions;
- To collaborate with museums and archeological projects wrestling with issues of cost, standards, sustainability, and intellectual property as they began to document works digitally; and
- To build a scalable, sustainable solution, through an operating entity that would be mission-driven in supporting the works of institutions, teachers, and scholars and also

would be market-driven (both for the sake of assuring the continuity of the service and to ensure that it was providing a sufficiently important service to be truly valued).

Not long afterward, the Mellon Foundation and Artstor staff were interested in learning whether the Shared Shelf software system would be as effective in smaller colleges with a primary mission of teaching undergraduates. Staff speculated, for example, that faculty or staff at liberal arts colleges might develop repositories of objects directly related to classroom teaching as well as for research or that they might develop collections of little interest to large research entities but highly valuable to smaller institutions. Alternatively, they were concerned that individual experts and researchers whose interests may focus on very specific subjects, and with perhaps a limited audience of interested parties, would still have access to each other's collections, discoveries, and research. No longer would one professor's collection of precambrian rocks and fossils, for example, be confined to a display case in the hallway of the geology building. Rather, digitizing artifacts and sharing them through the

Artstor Digital Library using Shared Shelf would allow any classroom on campus or in the world to access valuable objects for teaching and research that would otherwise have remained hidden and undiscovered.

Mellon and Artstor staff also were interested in learning about the limitations that size might impose on the success of Shared Shelf projects. CIC institutions are small, the libraries also tend to be small, and the library staff and faculty size are relatively small. Would their library staff have the experience and expertise to use the software? Could they learn to use the software and perform their usual jobs simultaneously? What adjustments

might be made to compensate for the larger library staffs and greater resources of larger universities? Would library staff members have experience with digitization projects?

The Mellon Foundation and Artstor staff also wanted CIC colleges and universities to expand the range of institutions that would contribute to the digital collections, add to existing collections, and create new collections that would expand the range of subject matter. Following a meeting of Mellon, Artstor, and CIC staff members to discuss common interests, CIC proposed a four-year project to address these and other issues, and the Mellon Foundation supported the proposal.

### Roanoke College

Roanoke College's Freshwater Fish Collection includes this photo of a male candy darter (*Etheostoma osburni*) along with information about the location where it was found, here taken from Big Stony Creek along Route 635 in Giles County, Virginia. (Robert Jenkins and Noel Burkhead hold the initial copyright of this photograph.)



# Goals

In 2015, the Council of Independent Colleges launched a project through which colleges and universities would mount and manage digital collections supported by a significant grant from the Mellon Foundation. CIC staff devised a process to help Mellon and Artstor achieve their goals as well as to save costs and achieve several programmatic goals for CIC colleges and universities as they developed approaches to creating, managing, and using local digital collections. In the project, CIC member institutions would be encouraged, through subsidized Shared Shelf subscriptions and the opportunity to participate in a consortium, to use Shared Shelf to store and manage media in support of teaching, learning, and student/faculty research. The primary objectives of the project were:

- To improve teaching and learning at liberal arts colleges;
- To allow faculty members at small institutions to collaborate in both scholarship and teaching

in the use of their collections of research and teaching resources; and

- To make the use of digital collections in research and instruction more cost-effective.

The plan was to accomplish these goals by establishing a consortium of CIC member institutions that would use Shared Shelf (now JSTOR Forum) to create, store, and manage media as well as to have access to JSTOR Forum's collections of digital images in support of teaching, learning, and scholarship among faculty members and students.

CIC proposed to share the results of the project with its member colleges and universities to familiarize them with media management options and best practices in the management of digital collections. The ultimate goal was that the consortium would lead to the development of a broad network of colleges and universities that shared the images they have collected and



## Illinois College

This set of images of the Illinois College class of 1860 was a gift to the college from Elisha Bentley Hamilton who is the only student named and marked in the photo (center row, far left). The set is part of the Illinois College Students Collection that is housed in the college's Schewe Library Khalaf Al Habtoor Archives and is publicly available through Artstor.

organized in various academic disciplines and for selected administrative purposes.

CIC invited member institutions to apply to participate in a Consortium on Digital Resources for Teaching and Research in January 2015 and accepted 42 institutions to participate. The selected institutions represented a range of CIC members by size, geographic location, and distinctive mission including an HBCU, a single-sex institution, and many colleges with specific religious affiliations. The selected institutions also represented a range of experience with digital repositories, from the **University of Puget Sound** (WA), which had several thriving digital repositories, to **Keuka College** (NY), which had none. Most of the institutions, in fact, had no digital repository and their involvement in the Consortium allowed them to make quick advances in digitizing collections and to bring them up to speed with larger colleges and universities.

Participating faculty and library staff quickly learned how valuable it was to work with a consortium of other liberal arts institutions and, especially, with JSTOR Forum staff. Very few had

worked with digital technology previously and came to rely on JSTOR Forum staff to guide them through the new technology and to make decisions about which tools to choose for which aspects of the project.

Through the work of the Consortium, the digitization of new collections has allowed for an endless variety of useful images to be preserved, shared, improved by others, and, most importantly, used to advance student and faculty research, teaching, and learning. What one faculty member in one college might create in JSTOR Forum for her research might be found and used successfully in the classrooms of 25 other faculty members in 25 other institutions. Who knows where this shared availability could lead? Perhaps seven of those faculty members in seven different countries might decide to engage in a single research project. Maybe the honors paper that one student writes will become available as a source for other students in other institutions ten years from now.

Indeed, one of the staff expectations was clearly demonstrated in CIC's four-year exploration in the Consortium on Digital Resources for Teaching and

### Albright College

Albright College's Edwin and Alma N. '51 Lakin Holocaust Library & Resource Center contains the Richard J. Yashek Holocaust Collection that includes materials related to Yashek's life as a Jew in Germany and Latvia during the 1930s and 1940s. This driver's license was issued to Yashek in Lübeck, Germany, in 1948 when he was 19 years old.



Research: Valuable student and faculty research as well as effective teaching applications that were developed in individual colleges did not remain the private preserve of one or two faculty members;

rather, they were shared widely across the colleges and universities. Thus, digitized entities became available to benefit students and faculty members at institutions across the country.

### Muhlenberg College

From 1943 to 1946, Muhlenberg College was one of 131 colleges and universities that hosted Navy V-12 (and V-5) training programs that allowed students to accelerate their undergraduate degrees while preparing them to serve, supplementing the number of officers turned out by the U.S. Naval Academy while also maintaining high college enrollment during a time of general mobilization. This photo of V-12 students dining in Muhlenberg College's Walson Hall mess sometime during 1943 is included in the college's Navy V-12 and V-5 World War II Photograph Collection.



# Creation of the Consortium

In September 2015, participants in the Consortium on Digital Resources for Teaching and Research met for the first national workshop in Washington, DC. The workshop was organized and mediated by Susan Barnes Whyte, library and media services director at **Linfield University** (OR) (now retired) and CIC’s senior advisor and director of the Consortium on Digital Resources for Teaching and Research. Most projects were just getting underway, and teams were introduced to best practices in archival standards, copyright standards for digital archives, and digitization methods for images, video, and audio files. Presentations included advice from three Consortium colleges—Rebecca Driscoll, reference services and archives librarian at **Caldwell University** (NJ), Amy Bocko, digital initiatives librarian at **Wheaton College** (MA), and Jane Carlin, library director at **University of Puget Sound** (WA)—who were experienced with the JSTOR Forum platform. Among other suggestions, representatives of these institutions discussed how to work effectively with undergraduates as archival assistants. During the

workshop, teams also had time to meet with their Artstor implementation managers to discuss the first steps each would take to begin their projects. A special treat for participants was a presentation by Trevor Bond, head of manuscripts, archives, and special collections and instructor in history at Washington State University, about using digital primary sources in the classroom.

Team members from several institutions also made presentations about their own projects. Carolyn Sautter, director of special collections and college archives at **Gettysburg College** (PA), displayed an extensive map collection, including many from 17th century atlases, that illustrates the remarkably creative work of 16th- and 17th-century cartographers. Kyle Anthony, assistant professor of history, Danielle Dion, library director, and Lindsay Schettler, special collections and content management librarian at the **University of Saint Mary** (KS), reported details on digitizing a collection of Lincoln memorabilia. Elizabeth Anne Teaff, head of access services at **Washington**



## Hampden-Sydney College

Through its work in the Consortium, Hampden-Sydney College created its first digital collection, The Henry & Kaye Spalding Map Collection. The collection consists of rare maps of early Virginia dating from 1590 to 1860. Included in the collection is this digitized map of Virginia from an original hand-colored copperplate engraving. The map shows the area from Pennsylvania to North Carolina, including roads, towns, waterways, and relief. The map was first published in *London Magazine* in 1761 and again in *This New Founde Lande: The Henry & Kaye Spalding Map Collection at Hampden-Sydney College*, 2008.

## Chatham University

Chatham University's Collection on Rachel Carson includes this yearbook photo of the writer and biologist with the field hockey team from 1928, when the university was known as the Pennsylvania College for Women. Carson is in the top row, second from the right.



and **Lee University** (VA), discussed her work on the Great Wall of Los Angeles project. Tying all the projects together, Gregg Silvis, associate university librarian for information technology and digital initiatives at the University of Delaware and veteran user of JSTOR Forum, reassured participants that their projects do not have to be perfect to be effective. He emphasized that the teams' ultimate goal should be to make their local collections available for use by students and faculty members. He challenged the tendency of librarians and archivists to be dissatisfied with anything less than perfection in their work practices.

A second national meeting of Consortium institutions took place in Washington, DC, in September 2016. During the meeting, also organized and moderated by Susan Barnes Whyte, teams from participating institutions shared updates about their projects and ways that faculty and staff members were introducing collections into classroom instruction and student and faculty research. The meeting began with a "lightning-round" session that featured brief presentations from seven institutions. Presenters included Youmi

Efurd, curator and cultural events coordinator at **Wofford College** (SC), who shared ways in which students conducting research in art history, religion, and foreign languages can use 1,500 art works posted and cataloged through JSTOR Forum to produce written assignments. Lori Ricigliano, associate director for user services at the **University of Puget Sound** (WA), described a theatre arts collection that includes archived posters, edited scripts, scene designs, costume design sketches, and set notes for campus productions. Faculty members are using the production photographs to develop students' visual literacy as well as to preserve and organize the objects. Stanton Belford, an assistant professor of biology at **Martin Methodist College** (TN), demonstrated how students in history, nursing, education, and the sciences use photographs taken of tropical reefs and wildlife to prepare for field trips to Caribbean islands. Participants in the session agreed that one success with JSTOR Forum tends to lead to other successes; that one project naturally leads to another project that is adaptable and useful in a large variety of disciplines; and that the Consortium's work has allowed institutions to

make previously inaccessible archival collections widely available.

Workshop participants also heard from Kevin Guthrie, president of ITHAKA, Piotr Adamczyk, director of image content and museum partnerships at ITHAKA, and Megan Marler, director of strategic services for Artstor, who explained the benefits for Consortium participants of Artstor's

recent merger into ITHAKA. Other presentations included one in which Lindsay Schettler, special collections and content management librarian at **University of Saint Mary (KS)**, and Susan Falciani Maldonado, special collections and archives librarian at **Muhlenberg College (PA)**, as well as JSTOR Forum implementation manager Erin McCall, discussed advantages and disadvantages of two of the most widely used open-source content-

### Moravian College

This 19th-century lithograph depicts the campus for the Moravian Seminary for Young Ladies, specifically Brethren's House and Clewll Hall. It is part of the Moravian Seminary and College for Women Collection that documents the Moravian education of women in Bethlehem, Pennsylvania, from 1863 to 1954.



management software platforms: Omeka, which was designed for scholars, librarians, and museum and archive professionals to create digital exhibits and is relatively easy to set up and use but difficult to customize for complex projects; and Drupal, which requires more “up-front work” but allows for considerable customization.

Several teams from a range of colleges and universities shared ways to win faculty support for JSTOR Forum and to connect and collaborate with potential users. Among the suggestions Consortium members made to their colleagues was to develop a website that draws attention to the ways JSTOR Forum collections can be used in teaching and student research. Participants also suggested using marketing majors to develop an information campaign on campus and to make and distribute bookmarks with information about campus and Consortium collections. Still other teams recommended collaborating with public libraries, K–12 schools, community colleges, and museums. In addition, participants discussed how to use the collections during student recruitment events to draw attention to some of the advantages of studying at CIC institutions.

A highlight of the workshop was the presentation by Dana Chandler, assistant professor of history and university archivist of **Tuskegee University** (AL), who described the challenges of digitizing audio recordings of speeches from the Civil Rights era from reel to reel tapes in his session, “The Plot Thickens: Digitizing Reel to Reels Cannot Be That Difficult.” He reported that it was difficult to find machines that would play old tapes such as those manufactured by AMPEX and Scotch 3M in order to capture accurately the sound coming from the machines and replicate the information on the web. The enormous loss to American society that would result if this historically significant collection—including a presentation by civil rights activist Myrlie Louise Evers-Williams soon after the assassination of her husband, Medgar Evers—speaks volumes about the value of the work being undertaken by Consortium teams.

Another notable speaker was Peter Carini, college archivist of Dartmouth College, who provided examples of learning techniques developed by the Dartmouth College Librarians Active Learning Institute using primary sources in the classroom.



### **Caldwell University**

Members of the Caldwell College for Women's (now Caldwell University) first class preparing for Christmas caroling in 1942 from the Caldwell University archives digital exhibit “Christmas at Caldwell.”



### Hollins University

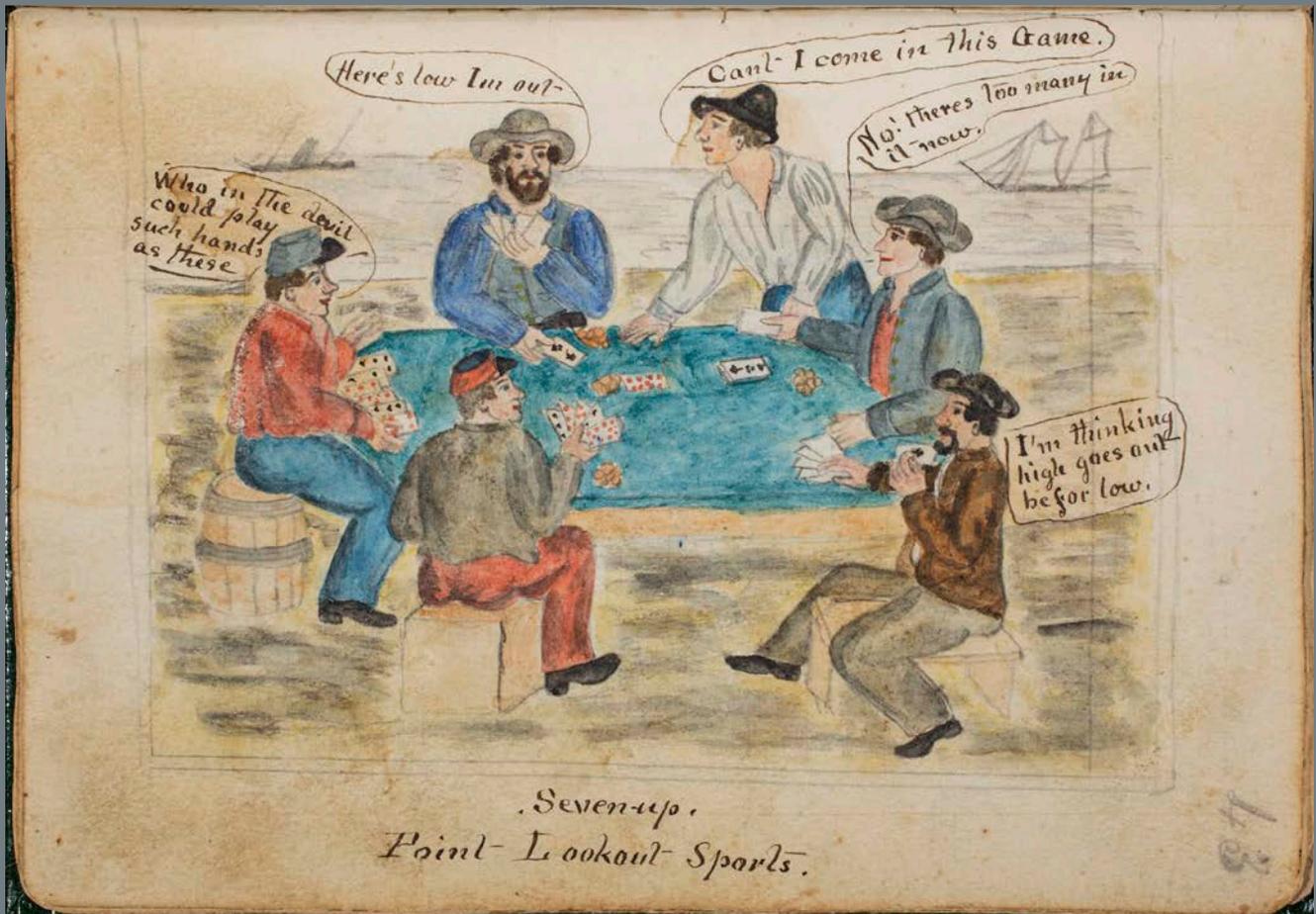
Hollins University's Painted Grave Stelai of Demetrius Pagasai Collection showcases images of and contextual information on Greek stelai (essentially decorated funerary slabs) from the Hellenistic period, including works where the colored paintings on the stelai have been unusually well-preserved. The images were made from stelai housed in the Athanasakeion Archaeological Museum of Volos in Greece.

This image depicts a stele for Stratonikos, son of Stratōn, circa 250–225 BCE. The inscriptions have been translated by Tina Salowey, professor of classics at Hollins, as: "We saw your soul that has forsaken you. So bones have arrived as a greivous care for your mother and sister."

The third and final national meeting of the Consortium took place September 7–9, 2017, in Washington, DC. The meeting was again moderated by Susan Barnes Whyte, who encouraged participants to consider “how to carry the work forward—how to publicize the good work, take it beyond the archive world, and integrate the growing number of impressive collections into classwork.” Bruce Heterick, vice president for outreach and participation services at ITHAKA, welcomed participants to the workshop with an enthusiastic assessment of the project to date: “I am just blown away by the work you have accomplished.” He elaborated that the colleges and universities participating in the project have gone “far beyond our original thinking, and we have benefited enormously” by the strides taken by the Consortium librarians and faculty members.

The opening session highlighted the successful work being undertaken to use college archives and special collections as tools for student learning. For example, Susan Falciani Maldonado, special collections and archives librarian at **Muhlenberg College** (PA), demonstrated how archival materials on the college’s own public

history are being used to encourage student use of primary source materials. In addition, Gwen Gosney Erickson, Friends Collection Librarian and archivist at **Guilford College** (NC), discussed her course in American history, which she teaches through the prism of Guilford’s history. Students focus on such local events as the civil rights sit-ins that took place in Greensboro, North Carolina, in the 1960s and research-related materials in the college’s collections. Oral histories gathered through interviews with the earliest African American students and faculty members at Guilford are used in sociology, justice and poverty, and American history courses. In a related activity, students in a literary analysis class transcribed handwritten letters that are in the archive; their transcripts are now part of the archive as well. Pam Johnson, research instruction and digital resources librarian at **Moravian College** (PA), oversaw the increase of artifacts—from 100 to more than 800 in one year—pertaining to the history of the Moravian Seminary and College for Women. Finally, Amelia Carr, professor of art history at **Allegheny College** (PA), described her course on “Digging in the Archives” and how she taught students to



### Allegheny College

This Civil War prison scene “Seven-Up, Point Lookout Sports” was made by a Confederate prisoner of war, John Jacob Omenhausser, and is one of many detailed drawings in Allegheny College’s Civil War Sketchbook Collection. Omenhausser, a prisoner held in Point Lookout, Maryland, made this watercolor, pencil, and ink drawing circa 1864-1865.

pool various Civil War memorabilia to make them more useful in teaching and learning.

The workshop included three poster sessions that showcased Consortium member projects and digitized collections that have been used successfully in teaching and research, teaching and learning, or promoting student agency. As one participant commented in the post-workshop evaluation: “The poster sessions were a fantastic way for us to learn about how other institutions

are using JSTOR Forum, especially as they allowed us to interact and ask questions for more in-depth information. I came back to my campus with new ideas and projects based on what others had done.”

Participants also heard from Kevin Guthrie, president of ITHAKA, Evan Towle, Artstor’s implementation manager for sponsored projects, and Carol Caviness, Artstor’s assistant director of strategic services. Towle praised the work of the Consortium member institutions that



### University of Puget Sound

Sketches for costume design, here for the character of Malvolio in William Shakespeare's *Twelfth Night, or What You Will*, are included in the University of Puget Sound's Theatre Arts Production Collection.

overcame the challenges posed by the JSTOR Forum platform, often with greater creativity than larger institutions with more resources. Guthrie discussed ITHAKA's portfolio of platforms (including Artstor and JSTOR), intended for journals, books, primary source materials, and other text-based research. As one outcome of the project, ITHAKA began to think across platforms (such as moving books and text-based documents in Artstor to JSTOR and JSTOR images over to a more appropriate Artstor environment). In addition, Guthrie spoke of ITHAKA's intention to reduce barriers to using JSTOR Forum, partly by lowering fees, and changing the names of the platforms to be more intuitive.

Over the course of the workshop, participants also learned various strategies to sustain institutional support by highlighting how a college's innovative collections on the Digital Public Library of America (DPLA) can increase a college or university's visibility. Participants learned how to collaborate on projects of mutual interest with museums, galleries, and historical societies, and how to use assessment results to illustrate a project's value. In addition, participants learned various ways to demonstrate to campus constituents how JSTOR Forum contributes to the enhancement of an institution's mission.

# Teaching and Learning with JSTOR Forum

One of the goals of the Consortium on Digital Resources for Teaching and Research was to encourage faculty members to bring primary sources into classroom learning using JSTOR Forum. Accordingly, archivists, librarians, and faculty members at many of the participating colleges worked together to digitize resources that had previously languished in the physical archives. This digitization and consequent accessibility of these resources created opportunities for faculty members to develop new kinds of assignments and for students to acquire valuable learning skills and knowledge. As an unanticipated bonus, the students' work became part of the digital archive as well, thus creating sources of information for future students and a new sense of audience for both students and faculty. The tangible results of student work became a valuable source of information available through a quick online search.

## EXAMPLES OF USING JSTOR FORUM TO ENHANCE STUDENT LEARNING

In a history course co-taught by a digital resources librarian and a faculty member at **Central Methodist University (MO)**, students developed an interest in placing QR codes (quick response codes, machine-readable optical labels that contain data that point to a website) in both the university's Museum of History and throughout the campus. These QR codes link to material on university and community history that have been stored in JSTOR Forum. The students also drafted a plan to select archival materials that will be made widely available for student and faculty use.

Students in the senior capstone course of the **Manhattanville College (NY)** honors program used images from the Artstor public collection, Manhattanville College: Convent Avenue Campus, for their semester project to create digital exhibitions for use in other courses and by students throughout the campus. Another section



### Wilson College

The images digitized for Wilson College's Historic Photographs Collection include photographs of buildings, people, events, and traditions on the Wilson College campus. Here, Peter and Wendy are depicted by students from the cast of Peter Pan during the college's 1924 May Day celebrations.

of this course used the Artstor public collection, Manhattanville College: Purchase Campus, to research the college's history and create other digital exhibitions. Students in these classes also presented their exhibitions at formal events that included alumni, faculty, and students.

At **Hope College** (MI), students in classes with media-intensive projects created podcasts with images from the digital archives. The librarians at Hope train the students to identify the metadata elements that they wish to include and how to upload the content to their podcast or

### **Washington and Lee University**

Washington and Lee University is currently creating a collection, East Asian Languages and Literature: Images of the Tea Ceremony. Photographs from the personal collection of Janet Ikeda, associate professor of East Asian languages and literature, have been added and additional photographs and video files of the tea ceremony are still to come. Students in the literature course Food and Tea in Japan may be responsible for adding metadata to the records. Pictured is a Kaga Hachiman Okiagari doll from Japan. It is the custom to present one of these dolls to celebrate the birth of a child or the marriage of a couple.





### Manhattanville College

Manhattanville College's Convent Avenue Campus Collection consists of digitized photographs of Manhattanville's former campus that was located in West Harlem on the Upper West Side of New York City between 1847 and 1952. The images capture the landscape and architecture of the 18-acre campus located on Convent Avenue between West 130th and West 135th Streets. Pictured here is a view of Main Building and its front garden in 1937 when the institution was known as Manhattanville College of the Sacred Heart.

video course project. A wide variety of classes, including sport and society; sport, ethics and the modern world; cultural anthropology; and a communications/English class on healing of memories, have used podcasts. In a history class on modern imperialism students create videos about films focused on decolonization. In their reviews, students explore questions such as: How are the past and the present portrayed in the film? What can be learned about decolonization from the film? What context does one need to know to understand the messages presented in the film? And does the filmmaker have a point of view or a political perspective?

**Illinois College** has had considerable success integrating its JSTOR Forum collection into several academic departments, including English, forensic science, and history. For example, the instructor of intermediate expository writing prepared students to study books and other resources in the digital collections in preparation for visiting the physical archives. Another professor of writing assigned students to use the Beecher Family Collection. Students read Edward Beecher's unpublished novel *Cornelia*, then created a digital project, such

as an annotated edition, a digital map, a film, or a documentary analyzing the novel. The instructor of a forensic science class assigned students to analyze old campus digital photographs that have no identifying metadata. Students have to determine the date and time of the photograph based upon the buildings, clothing, and other distinguishing features as well as the position of the sun and shadows.

**Limestone College** (SC) uses JSTOR Forum primarily as a showcase for student work: presentations, creative works, and research papers. Limestone hosts a bi-annual student presentation and research symposium that yields most of its digital student presentations. For three years, the college collected sample student essays online from English 101 and 102 classes and used these collections of essays in subsequent classes. The essays were instructive to students and served as helpful classroom resources.

**Martin Methodist College** (TN) has an unusual JSTOR Forum collection of marine biology images taken by assistant professor of biology Stanford Belford. He has created several assignments for

students in his classes that require students to use photographs from the Red Sea, Key Largo, and Trinidad. For example, in one class, students select three organisms from the collections, research each specimen's identification and taxonomic position among members in the same genus, and then create a presentation using slides and a poster. One advantage of these digital collections is that students can see the colors of these marine animals more clearly online. Students also use the JSTOR Forum collection to add taxonomic information to these digital specimens, and Belford reports that this practice helps students learn the scientific nomenclature better because they can refer to the digital representations. Some students have become interested in studying abroad in Trinidad after working with the digital images.

**Wheaton College (MA)** has a JSTOR Forum collection of seashells. Over the course of three years, five Wheaton students, several staff members, and a faculty member in biology collaborated to digitize this shell collection, which includes specimens dating back to the 19th century. Some of these specimens had

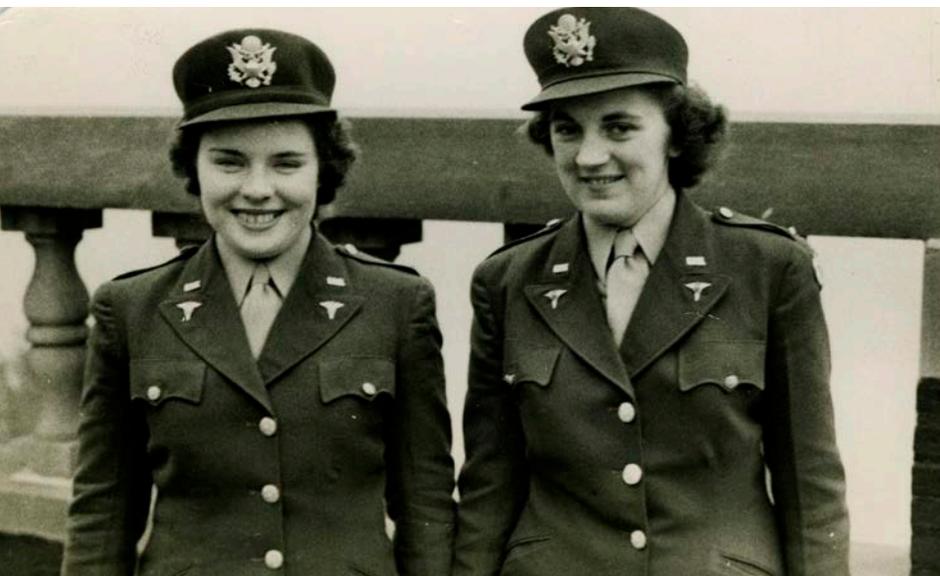
been in storage since the 1960s, so the students first needed to identify and classify them. Then they photographed three sides of the shells and placed them into digital collages indicating the top, bottom, and sides of each shell. Finally, the students applied descriptive metadata to the images. The resulting images were much easier for students in environmental science, studio art, art history, and the biology senior seminar to access than the actual shells, some of which are fragile and locked away in cabinets and drawers. Students in all of these disciplines used the JSTOR Forum collection as a resource for both individual and group projects.

Students in **Chatham University's (PA)** Film and Digital Media program used Chatham's collections of digital historical film and audio collections in a number of different courses. Some students used the digital archival audio/visual material to create their own short, nonfiction films that are now preserved and cataloged in the student films collection, a digital resource available for use by other students. Students whose films became part of this latter collection had to learn how to use a primary source effectively, as well as how to



### **University of Saint Mary**

University of Saint Mary's LeBeau Special Collections includes this photo of civil rights activist and leader Julian Bond visiting with students.



### Misericordia University

This photo of United States Cadet Nurse Corps cadets Agnes Donahue and Mary Johnson in 1943 is digitized from Misericordia University's Center for Nursing History Collection. The collection resides in the Sister Mary Carmel McGarigle Archives in the Mary Kintz Bevevino Library and assembles nursing documentation, personal histories, and memorabilia that document the experience of nurses and the history of the nursing profession in Northeastern Pennsylvania.

navigate the process of licensing creative works once they have been produced.

Chatham's JSTOR Forum collection also includes films of campus lectures throughout the years, students' international travels in the 1930s, recordings of stage productions, as well as images of the student newspaper, the student literary magazine, *Minor Bird*, and a collection of the early writings of a well known alumna, Rachel Carson. Other departments that engage students with the JSTOR Forum collections include English, history, political science, and the international studies departments.

### LESSONS LEARNED

- Digitization enables students to learn from and about various objects that may be difficult to handle physically, fragile, or otherwise inaccessible;
- Digital archives allow students access to primary sources of information;
- Students are more likely to use digital collections as these images can be manipulated more readily and often can be viewed in more detail than the original objects;
- Student work (paintings, sculpture, maps, and reports) can be digitized and thus are more readily available to future generations of students than the actual physical objects; and
- Students learn to write for an audience broader than their institution or their peers in a particular class.

# Using JSTOR Forum to Improve Research and Administrative Operations

## IMPROVING RESEARCH

Not surprisingly for a consortium of liberal arts colleges and universities, participating institutions focused most of their projects on improving teaching and learning. Nonetheless, some projects also included the improvement of student and faculty research and enhancement of administrative operations into their work with JSTOR Forum.

One of the unexpected applications of digital media was the use of research by faculty and students from other college and university campuses and by others who had no connection with the Consortium or its member institutions. There was no systematic search for use of digital collections by people not connected with institutions; rather, this knowledge emerged when participants were exploring how the collections were being used in teaching and learning on

their own campuses. Especially given the short period the digital collections have been publicly accessible, this small sample suggests that usage will only increase over time as researchers learn that these resources exist and how to access them.

It will be difficult to track the use of digital collections in research unless on-campus faculty members and librarians have a reason to keep records of a particular use. For example, faculty of honors courses that require a senior research paper will no doubt keep records on the availability and usage of particular collections, or librarians might note when a researcher provides feedback to the institution or the creator of a particular collection. A particularly good example of this situation is at **Tuskegee University** (AL), which has 154 items digitized, mostly on the civil rights movement. Only two years into the project, Google analytics reported over 1,500 “hits” from the U.S., England, Australia, Saudi Arabia,

### St. Thomas University (FL)

St. Thomas University's *The Voice* Photograph Collection includes photographs that appeared in *The Voice*, a Roman Catholic newspaper of the Archdiocese of Miami from 1959 until 1990. The photographs were either taken by staff photographers or collected by the newspaper, and the collection contains approximately 450,000 photographic prints and negatives. These images depict people, places, and events in South Florida, Cuba, and beyond as they intersected with the concerns and activities of the Catholic Church and the Archdiocese of Miami. The digital collection is currently housed in the university library's Archbishop John C. Favalora Archive and Museum.







### **Martin Methodist College**

This image of a bulb-tip sea anemone (*Entacmaea quadricolor*) is from Martin Methodist College's Marine Biology Collection: Red Sea. The collection of images taken in the Red Sea, off the coast of Jordan, has been compiled and made available through the Martin Methodist College science department to enhance the teaching of marine biology and other related disciplines.

a database of work completed in sophomore literature classes. Students work with a literature professor to develop and sustain the database. Class assignments, such as those made in **Illinois College's** major American writers and forensic science courses, ask students to use collections for research into topics related to their subject matter. **Limestone College** (SC) is building collections of student research papers and creative works specifically for use by future students. **Manhattanville College** (NY) Castle Scholars (honors students) use newly digitized public collections to research the college's history and curate digital exhibitions around a chosen theme. These collections also are among those used by students at other colleges and incorporated into faculty research.

Many of the librarians involved in this project made presentations at professional association meetings. For example, **Hampden-Sydney College** (VA) librarians made a presentation to the Virginia Library Association Conference. Individual librarians are using their digital collections for research and professional development, such as **Presbyterian College**

(SC) library director Dave Chatham, who wrote a series of 12 columns for publication in a local weekly newspaper, the *Clinton Chronicle*. Catherine Tedford, director of the Richard F. Brush Art Gallery at **St. Lawrence University** (NY), has been among the most prolific scholars in the Consortium and has developed scholarly articles, conference papers, exhibitions, illustrated essays, and professional presentations using her extensive digital collection of international political and cultural stickers. Another particularly active scholar is Andrea Lepage, associate professor of art history at **Washington and Lee University** (VA), who has used the collection she curated on the arts of modern Latin America in the creation of national and international conference presentations, papers, and book chapters. According to Lepage, her "production is directly related to the cataloging and organization that we did in JSTOR Forum." That collection also has been used by other researchers to prepare scholarly conference papers, journal articles, and book chapters.

Finally, **Wheaton College** (MA) has demonstrated that the creation and use of digital resources

is becoming its own form of scholarship. The following story captures this exciting new shape of research:

Wheaton is becoming a “maker community.” Students no longer produce scholarship simply using digitized archival and historical collections to create video, audio, and images in their undergraduate portfolios. Students indeed still employ foundational methods and concepts of collection digitization; however, they are expanding those methods and concepts as they make new scholarship. Students capture large datasets to create new types of visualizations to supplement and complement historical and traditional scholarship. They write code and programs for textual analysis, and they develop workflows and documentation for digital looms, 5-axis routers, and laser cutters—all to build something new.

This new type of scholarship, according to Kate Boylan, Wheaton’s director of archives and digital initiatives, “is rapidly changing the college’s historical and scholarly record.” No doubt other

participating institutions are experiencing the same exciting new phenomenon.

## IMPROVING ADMINISTRATIVE FUNCTIONS

Participating institutions have discovered that creating and using digital resources can be valuable in performing a wide array of administrative functions. Several institutions are taking advantage of JSTOR Forum to document and preserve various items of historical value, such as literary magazines, theatre productions, yearbooks, senior theses, and campus photographs. Such items have great potential to enhance alumni relations, student recruitment, and public relations.

**Nebraska Wesleyan University**, for example, has created the University Forum Speakers 1986–1995 Collection, which was shared with the university community during opening week orientation. The university also moved its art collection photographs, descriptions, and locations onto the JSTOR Forum platform. **Rosemont College** (PA), is creating video oral histories of emeritus



### Allegheny College

Allegheny College has digitized, and made publicly available through Artstor, a collection of illuminated manuscripts that were gifted to the college by Charles Carroll Albertson (D.D. 1899) in 1952. The collection includes a 15th-century psalterium.



## Wheaton College

Wheaton College's Shell Collection includes this fine example of a *Clanculus puniceus*, or strawberry top, that has been digitized to show both the top and underside.



faculty members, former presidents of the college, and distinguished alumnae to be available for use at various college functions and events. **Wilson College** (PA) is digitizing student newspapers, and **Campbellsville University** (KY) is digitizing both university newspapers and film collections. Administrators in marketing communications and alumni advancement at **Central Methodist University** (MO) joined with librarians to digitize and then display photographs of the oldest buildings on campus. Similarly, **Chatham University** (PA) digitized and published a set of archival drawings depicting its earliest campus buildings.

Several institutions are using the JSTOR Forum platform to preserve their history. The **University of Dubuque** (IA) is one good example. The institution used JSTOR Forum in combination with hosted work on Omeka to preserve *Women in Aviation at the University of Dubuque*; and *Ahead of the Curve: The First Century of African American Experiences at the University of Dubuque*. The project on aviation was the subject of a public radio presentation for the library director and archivist, and *Ahead of the Curve* was featured in the local press.

Some institutions are using digitization to enhance the recruitment of students. For example, **Hope College** (MI) recorded, preserved, and used interviews with alumni who had been Phelps Scholars to document the ways in which their participation in the project had influenced their lives, careers, friendships, and understanding of global citizenship. The evidence can then be used to attract new students to the institution. **Limestone College** (SC) is using its presence in JSTOR Forum “as a recruitment tool for both potential students as well as potential employers” of graduates. Student and academic affairs staff have joined with the campus ministry and institutional research and development at **Caldwell University** (NJ) to document student participation in service-related activities through its “Living the Mission” project. And Stanton Belford, a marine biology faculty member at **Martin Methodist College** (TN), reports that using his JSTOR Forum collection of marine biology images is an effective recruiting tool in presentations to prospective students.

Clearly, an unanticipated positive consequence of engaging in this project has been to bring

various administrative services together into closer working relationships. Staff members in **Guilford College's** (NC) communication and marketing, advancement services, and alumni engagement offices have become avid users of campus images, both contemporary and historical. According to Gwendolyn Erickson, the project's director:

“The ability for us to show proven benefits not just in the classroom but also in other college operations means that we have cross-campus support for JSTOR Forum as an essential part of our campus infrastructure. This also means that we have a variety of campus partners prepared to assist with cost sharing.”

### Illinois College

This scanned image of the cast of an undated campus production of William Shakespeare's *Much Ado About Nothing* is part of Illinois College's Student Collection.



# Challenges and Obstacles

As might be expected in a project that involved so many institutions that vary considerably by enrollment, mission, location, endowment size, and diversity of students served, among other factors, participating institutions experienced a number of significant challenges and obstacles to attaining their goals.

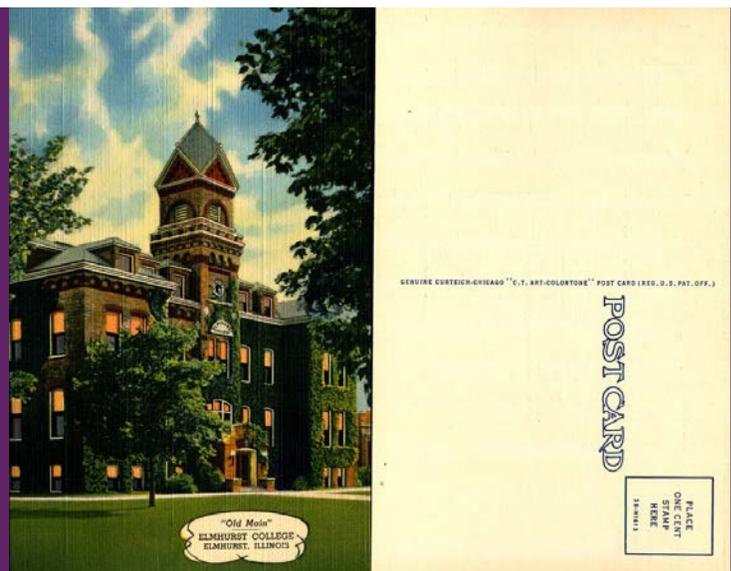
The most frequently cited problem reported by Consortium members was insufficient staff in the libraries and significant turnover among library staff members—most likely interrelated issues. Given the financial difficulties of many smaller independent colleges and universities, very few institutions added new staff or released existing staff from their standing duties to assume responsibility for Consortium projects, most of which were ambitious. As a result, several participating institutions reported that they were unable to make as much progress as they had planned because of one or both of these difficulties. In the most severe circumstances

library staff positions were eliminated or saw their positions reduced to less than full-time to meet budgetary shortfalls. A few times, the position leading this project was not filled, but the responsibility was handed to someone else. Needless to say, the new director needed the time, resources, and motivation to continue to develop the project. A few institutions were unable to continue participation in the latter years of the Consortium; at others, staff members were too busy to continue a digital approach to archival work.

Like most innovative projects, Consortium participants found that projects needed to have “champions” to gain the campus support necessary to thrive and survive. If the primary champion of the project moved to another job at a different institution, moved to another job at the same institution, or retired, it was difficult for the remaining staff to jump-start the project. This rate of librarian turnover and perceived or real lack

## Elmhurst College

Elmhurst College's Doan Postcard Collection includes this digitized 1925 color postcard that showcases the campus's Old Main Building.



## Bennington College

Carolyn Crossett Rowland's portrait of Ansel Adams seated on the running board of a Pontiac was taken in Yosemite National Park in 1941. The image is from Bennington's collection of her photographs publicly available in Artstor. Rowland was part of Bennington's second graduating class where she studied photography and set up the college's first darkroom. She later studied with Adams and traveled extensively as a photographer herself.



of sufficient library staff resulted in some delays in moving projects ahead, the need for additional outreach and assistance by CIC staff to maintain contact with all institutions regularly, and missed communications in both directions.

Institutional support is essential to sustain innovative and extensive change in the library or archives, where most of the Consortium projects were centered. Such projects cannot succeed without support from the provost, the faculty, and the students. Lack of support can become cyclical. Faculty, staff, and students need to be enthusiastic about developing and using digital resources in order to sustain their significance to the institutions and their moral and financial support. Relationships to alumnae/i, marketing departments, and to such academic departments as history, biology, English, education, and other constituents can make a difference in the awareness and meaningful use of these collections.

Fortunately, most institutions facing difficulties found effective solutions to their problems. Some developed a systematic and clear workflow that enabled new or newly reassigned staff or students

to continue the work quickly and efficiently even after the departure of early champions. For the most part, projects that succeeded also involved students from the start. One of the first speakers at the September 2015 workshop, Rachael Woody, archivist at **Linfield University** (OR), addressed the power of using undergraduates in all phases of the process. Colleges that created experiential learning opportunities for students were able to finish more work as a result. Many students learned to digitize, meta-tag, and create museum exhibits as part of their classwork or work as librarian assistants. Institutions that retained the more traditional model of staff responsibility for the work did not usually progress as quickly or institutionalize their projects as effectively because staff members were too often pulled in other directions.

Finally, the cost of the JSTOR Forum licensing fees became a challenge for some Consortium members. Without the subsidies CIC was able to provide through the Mellon grant, many member institutions would have been unable to participate in the Consortium. It is not yet known how many of the participating colleges and universities will



### Moravian College

This campus flagpole dedication ceremony took place at the Moravian Seminary and College for Women in Bethlehem, Pennsylvania, in 1915. Pictured are Charles M. Schwab, president of Bethlehem Steel (far left); Moravian Seminary and College for Women Class of 1915 in their graduation regalia (back row); and Henry Sturgis Drinker, Lehigh University president, 1905–1920 (far right).

be able to support continuation of the projects once the cost needs to be absorbed entirely into their own budgets.

### LESSONS LEARNED

- Institutions should plan early how they will assure continuation of a project or selected aspects of the project. As with all projects supported by external funding for finite periods of time, participating faculty and staff should work together to plan for the future of the project and be well aware of what to expect when grant funding is no longer available;
- Colleges and universities should incorporate multiple learning opportunities for students into their projects. Students will benefit from these experimental learning opportunities and may be

- able to help with staffing needs for the project;
- Institutional support is critical for these projects to flourish. Librarians and archivists cannot move these digital collections forward and promote their use in the classroom and for research without partnerships with faculty members, as well as the firm support of the provost;
- Effective leadership within the library, archives, and in the provost's office can make a substantial difference in the viability of these projects; and
- Effective projects require a champion or two on campus. Champions can be faculty members, librarians, archivists, or museum directors. Their vision and focus on the present and future value of these collections can be fundamental to the institutionalization of digital resources.

# Sustaining the Consortium's Work

## EXTENDING THE CONSORTIUM THROUGH COLLABORATION

Given the financial pressures faced by many colleges and universities, institutions participating in the Consortium are reassessing institutional priorities, instituting cost-saving measures, and consolidating or eliminating staff positions. This state of uncertainty could have led to reductions in the scope of digitization projects on campuses. However, careful planning combined with an emphasis on collaboration has led to more extensive and deepened collection development and uses of those collections in classroom teaching and student research.

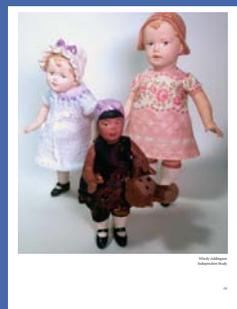
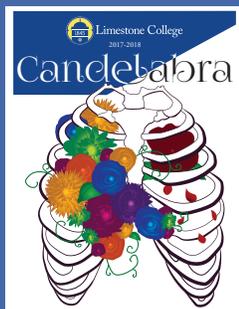
Consortium participants validated the wisdom of sustaining the Consortium on Digital Resources for Teaching and Research for five years rather than for a shorter period of time. Institutions continued to enlarge their

collections and to incorporate them into teaching, administrative operations, research, and exhibitions, often at a greater rate later in the course of the Consortium. This suggests that participants learned how to use JSTOR Forum more effectively and efficiently and thus were able to increase the availability of digital media. Importantly, while the collections continued to be refined and expanded, new collaborations emerged among institutions and their participants. The effect of these collaborations has been the exponential growth of individual projects as well as the Consortium as an entity to an extent that exceeded CIC's initial goals and expectations. As recently reported by **Chatham University (PA)**:

Through support from CIC, the Chatham University Archives and Special Collections (CUASC) has gained the ability to provide managed access to 6,771 individual pages,

### Limestone College

Limestone College has created a collection of students' creative work that includes a PDF version of the spring 2018 issue of *Candelabra*, the college's literary magazine. The publication includes poems, essays, short stories, and artwork submitted by students, staff, and faculty members.



images, and items that had not been previously accessible. Moreover, CUASC staff have become fluent in the use of JSTOR Forum and are now able to develop, manage, and implement the Forum system infrastructure with ease. Given that the CUASC works with a very small staff, the ability to create and share digital collections quickly and efficiently currently outweigh any other concerns about the use of JSTOR Forum.

CIC searched for ways to increase the number of collaborations, partly because faculty and staff members learned from each other how to strengthen their media collections, but mostly because more faculty, staff, and students had access to a greater amount of information as a result of the relationships. Fortunately, there were unspent funds left in the grant by spring 2018, largely as a result of licensing fee price restructuring by ITHAKA. CIC seized the opportunity to encourage even more collaborations, and the Mellon Foundation approved the request to offer small grants to advance inter-departmental collaborations across individual campuses, collaborative work beyond

the campus with other nonprofit partners, and travel to scholarly conferences or other campuses to share knowledge and best practices. Seventeen awards were granted to extend and deepen intra- and inter-institutional projects.

A new project being undertaken by **Rosemont College** (PA) represents the ways in which various forms of collaboration can support researchers, students, and teachers throughout a single institution as well as across several institutions in different countries. Rosemont faculty members in art history, education, philosophy, physics, political science, psychology, and sociology as well as scholars from Villanova University, University of Leeds, City University of New York, University of Edinburgh, the Institute for Christian Studies, and Auckland Institute of Technology have been invited to contribute to the undertaking. They plan to develop a digital resource to support scholarship and teaching in the growing area of friendship studies. In particular, they will develop a two-course interdisciplinary sequence and a shared platform to serve as a central locus for the collection of all materials in friendship studies, including

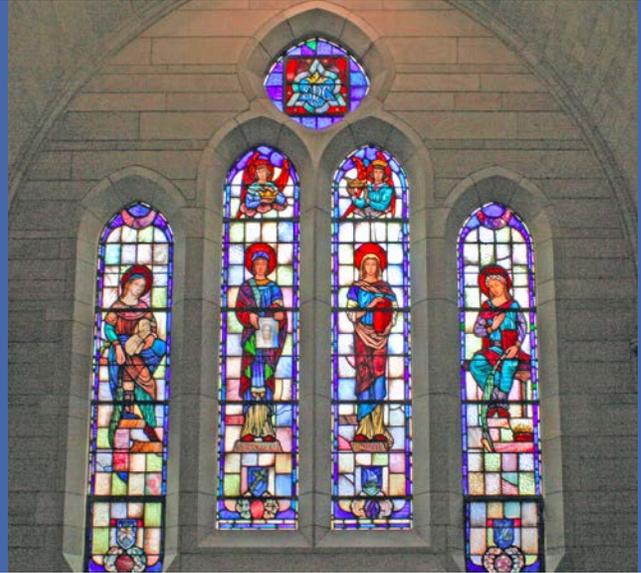


### Misericordia University

Misericordia University's Center for Nursing History Collection includes this image of a nursing student enjoying the glories of the profession, carrying a bedpan and other equipment, circa 1972. The collection is part of the Sister Mary Carmel McGarigle Archives in the university's Mary Kintz Bevevino Library.

## Rosemont College

Rosemont College's Chapel of Immaculate Conception Collection documents the years of planning and construction of the chapel by the two presidents in office during the time, Mother Mary Ignatius Carroll and Mother Mary Cleophas Foy. This image of the chapel's stained glass windows with Saints Agnes, Veronica, Martha, and Agatha is included in the digitized materials that also contain financial records, building specifications, news clippings, and correspondence between the presidents, architects, contractors, and the archdiocese. The chapel was completed in 1941.



reference links, online video presentations, and documents.

## COLLABORATION WITHIN INSTITUTIONS

**Caldwell University's** (NJ) project, "Living the Mission: Documenting Student Service Engagement," brings together library staff, the campus ministry, institutional research and development, and academic departments throughout the campus to document student participation in service-related activities. Caldwell also involves faculty members throughout the institution to establish a collection of images and abstracts from the annual Caldwell Research and Creative Arts Day, an annual student research symposium.

The **Chatham University** (PA) Archives and Special Collection staff engaged with interior architecture faculty to upload and publish a set of 13 archival drawings depicting its main campus buildings; with its film and digital media program to create a Chatham student films collection that

allows students to view work by their peers; and with its English writing program to scan, catalog, and upload its publication of 85 issues of the *Minor Bird* student literary magazine. Archives and special collections librarians also reached out to its Center for Regional Agriculture, Foodways, and Transformation to preserve and provide access to the Western Pennsylvania Foodways Collection that includes 28 oral history recordings that document grain production, use, and history.

**Guilford College** (NC) has successfully integrated JSTOR Forum throughout the campus. Due to strong interest among faculty and staff members, the library staff paused in its implementation activities to organize and address the many proposed ways of maximizing use of digital images in teaching, learning, and scholarship among academic departments. In addition, such administrative departments as communication and marketing, advancement services, and alumni engagement are prolific users of campus images, both contemporary and historical, and consider searchable access to its assets to be essential in their operations.

## COLLABORATION AMONG COLLEGES AND UNIVERSITIES

Any number of collaborations were generated by this project, some of which took place among participating institutions and others with independent and public institutions. For example, the Museum of Culture and Environment at Central Washington University hosted two of **St. Lawrence University's** (NY) political sticker exhibitions: *Rewriting the Streets: The International Language of Stickers*; and *Paper Bullets: 100 Years of Political Stickers from around the World*. The exhibits included more than 1,600 street stickers—both historic and contemporary—from around the world. These collections are among the many successful results of a long-term collaboration between Catherine Tedford, director of the St. Lawrence library, and Oliver Baudach, director of the Hatch Kingdom Sticker Museum in Berlin, Germany.

Librarians at four participating CIC institutions—**University of Saint Mary** (KS), **Central Methodist University** (MO), **Hampden-Sydney College** (VA), and **Limestone College** (SC)—initially came

together to offer a session at the 2017 Association of College and Research Libraries' Virtual Conference on their experiences developing digitization projects on their campuses. Despite having individual projects that are very different in scope and discipline, they also have shared ways in which gaining access to JSTOR Forum has contributed to the engagement of administrators, faculty members, and students in showcasing student work on an open access digital platform, strategies for securing grants for small libraries with limited resources, and staffing and patterns of staffing.

## COLLABORATION BETWEEN COLLEGES AND OTHER NONPROFIT ENTITIES

ITHAKA used images from **Martin Methodist College's** (TN) marine biology collections to promote ITHAKA's nonprofit educational mission and to increase awareness of the collections on a promotional card and email, on the Artstor blog, the *artstor.org* website, and other sites.

**Misericordia University** (PA) works with the Center for Nursing History of Northeastern

### University of Saint Mary

The University of Saint Mary's Alumni Photograph Collection contains this image of a student demonstrating her equestrian skills for the camera.



Pennsylvania to acquire, collect, preserve, and provide access to a wide range of material that document the history of nursing and the many nursing schools in the region. The materials include correspondence, diaries, photographs, memorabilia, textiles, books, ephemera, medical instruments and equipment, oral histories, audio-visual material, and printed matter dating between 1897 and the early 2000s. The primary goals of the collaboration are to establish a stable digital environment for the regionally significant collection and to facilitate new scholarship using the collection.

## COLLABORATION WITH COMMUNITIES

Several institutions reached out to the communities in which they are located to pursue joint projects. **Gannon University's** (PA) office of service learning paired with faculty members in the history department to collect and preserve oral histories of the experiences of refugees living in the Erie, Pennsylvania, area in collaboration with a number of community organizations, including Catholic Charities and the International Institute of Erie. The goal is for students to learn

about global issues through the prism of actual human experience and to overcome barriers to global awareness by listening to and coming to know people from international backgrounds. The project began with refugees from the Bosnian War, some of whom helped students develop interview questions and sensitivity to the population's experiences during their interviews. Their stories have been presented via live and digital oral histories to the Gannon community and are now available on the history department's website.

**Illinois College** is developing a comprehensive digital collection of historical documents and artifacts related to the forthcoming 2021 bicentennial celebration of Jacksonville, Illinois. This event will include a "history harvest," which will engage community members in digitization initiatives and their use of the collections and other resources in the college's archives and museum. Students and faculty members will develop a digital collection focused on the history of the region by working closely with internal academic and administrative departments and community organizations such as the Paul Findley Congressional Office Museum, the Jacksonville



### Wilson College

Wilson College's Antiquities Collection includes this image of an Apulian red-figure pelike, circa 400–300 BCE, from southern Italy. This type of amphora was used to hold wine and water and is decorated on both sides with marriage scenes of a groom and his bride.

Public Library, the Morgan County Historical Society, and a local economic development organization, the Jacksonville Mainstreet.

The archivist and an assistant professor of media and communication at **Muhlenberg College** (PA) teamed up to teach a documentary field work course on “In the Field and in the Archives with the Allentown Band.” The oldest civilian concert band in the country, the Allentown band has deep links to the college and the community and is housed in a former firehouse near campus. Students will digitize and share over 150 photographs, posters, programs, and letters, all framed and large-format, via JSTOR Forum. The project brings together the archival, pedagogical, and technical expertise of the college with the rich and living history of an important community organization.

**Wofford College** (SC) has developed a course titled “A Tale of Two Cemeteries: Celebrating Spartanburg’s Ancestors,” that focuses on two very different local cemeteries—an unsegregated family cemetery at the Walnut Grove plantation and an unnamed Civil War and Reconstruction-era cemetery serving a former community

of enslaved persons. In collaboration with the Spartanburg County Historical Society, the Spartanburg County Public Library, and community stakeholders including descendants of those buried at each cemetery, students will develop a plan for presenting the two cemetery spaces to the public in on-site, exhibit-based, and digitally hosted forums.

**University of Puget Sound** (WA) is creating a new collection that will document stories of the institution and its local community. The project will record, document, and make available digital interviews with university alumni/ae, student groups, and members of the local community. In the process, students will learn how to conduct oral histories, from designing questions to recording interviews and applying metadata principles, to make the interviews accessible.

## LESSONS LEARNED

- Consortium participants found that successful projects support the mission and values of the institution;
- The most effective projects provide value



### University of Puget Sound

The University of Puget Sound’s Theatre Arts Productions Collection documents the creation of faculty directed campus productions from script to stage through images of set, stage, and costume renderings; photographs; programs; and posters. This scene from the 2009 campus production of *The Skin of Our Teeth* by Thornton Wilder is included in the collection.

## Roanoke College

Roanoke College's Fowler Public Policy Lecture Series serves as an open forum on public affairs. In addition to classroom sessions with Roanoke College students, guest lecturers give public addresses, free of charge, to the community. Since 1983 the program has brought many distinguished guests to campus including former presidents Jimmy Carter and Gerald Ford, former Polish president Lech Walesa, and former prime minister of Pakistan, Benazir Bhutto, pictured here during her visit in September 2002. Bhutto served as prime minister of Pakistan from 1988 to 1990 and again from 1993 to 1996 and was the first woman to head a democratic government in a Muslim majority nation. Ideologically a liberal and a secularist, she chaired or co-chaired the Pakistan Peoples Party (PPP) from the early 1980s until her assassination in 2007.



- for several components of the institution— collaborations among several academic disciplines, between faculty or staff members and library staff, among institutions of higher education, or between institutions and community organizations;
- Successful projects that include several colleges and universities or institutions working with entities in the community or beyond must offer real value to all participants;
- Projects that emphasized local communities (such as immigrant groups) or particular professions (such as nursing) also contributed to the success of extra-institutional collaborative work. These groups already have strong interest in and loyalty to one another that can be useful to the creation and active use of digital resources;
- Many of the participating colleges and universities in this Consortium discovered unique resources in their own archives and within their local communities;
- Some projects involve oral interviews with alumni, students, and local community members. These projects were successful because they reached beyond the antiquated definition of “archives” as being only printed material and photographs; and
- Most of the participating colleges and universities discovered unique and largely unused materials that they were able to digitize and catalog, thus making them newly available to students, faculty, and staff.

# Case Study: Gettysburg College

Gettysburg College, a residential, undergraduate college of the liberal arts and sciences near the Civil War battleground in Pennsylvania, has been an active contributor to JSTOR Forum and to this CIC project. The archives and special collections staff members have uploaded nearly 3,500 items to JSTOR Forum and provided access to more than 500 rare and antique maps, 300 images from its fine arts collection, and nearly 500 botanical slides.

Students in several classes have worked with these digital collections in such disciplines as art history, studio art, history, philosophy, and biology. Students in the course, “The Atlantic World: 1600–1850,” for example, used rare maps to learn about the history of world trade and commerce. In another history class students created a digital scholarship resource, “Atlantic World: Year of Food,” that used digital maps as the foundation for their research to investigate food production, distribution, and consumption.

Gettysburg students also created a number of student-curated shows in such classes as Methods

in Art History, Art and Public Policy, and Wonders of Nature and Artifice. In these classes, students visited the art in the special arts collections. Library staff taught the students how to access images of the art through the Artstor Digital Library. Students then researched selected art and artists, wrote research papers, and participated in the installation of an exhibit that was open to the campus and community. Students also contributed exhibit catalog entries and made oral presentations in the Schmucker Art Gallery.

Gettysburg’s latest work for this project involves the Asian art collection of 2,000 objects through an art methods course. Students will view the actual original ivory, bronze, porcelain, and jade objects and then be able to work with the digital representations of those objects without risking any damage to the object itself. As in the other art history class, students will mount a gallery exhibition, write curatorial notes, and compose an essay for the exhibition catalog. Students also will present their results orally. All of the results of their work will be accessible in JSTOR Forum.



**Top:** Willem Janszoon Blaeu's 1630 engraving *Nova totius terrarum orbis geographica ac hydrographica tabula* includes figures of Mercury, Venus, Mars, Jupiter, and Saturn. The side panels show the four elements and the four seasons and along the bottom, the seven wonders of the world.



**Bottom:** Matthaëus Seutter's 1740 panoramic engraving of Amsterdam provides a view of the city from the river. Indexes in the upper corners identify numbered sites within the city plan.

Students in Gettysburg College’s “History 106: The Atlantic World, 1600–1850” course have worked on research related to food production, distribution, and consumption in the Atlantic World during that period. The course gives students the opportunity to use historical maps from the John H. W. Stuckenberg Collection in the Special Collections Department of Musselman Library to create narratives about the impact of Atlantic empires and colonies on global agriculture and diets.

# Case Study: Guilford College

Guilford College is a small liberal arts college in Greensboro, North Carolina. Founded in 1837 by members of the Religious Society of Friends (Quakers), Guilford's program offerings include such majors as Peace and Conflict Studies and Community and Justice Studies, both rooted in the college's history as a Quaker institution.

The college initially proposed two content areas for JSTOR Forum, the art gallery's collection of Asian and African images and the Friends Historical collection, an audio project of oral histories focused on the racial integration of the college in the mid-20th century. The JSTOR Forum team intended these two collections to serve as models for other potential campus partners and to improve access to unique digital materials held at Guilford.

Within 18 months, these two collections grew to six and now include: a collection of all senior and graduate student theses in the archives from 1898 to 2016; the Digital Silk Road, a student-curated digital image repository featuring images captured by students in their research travel to China as well as found images; and the marketing images collection, consisting of images from the college in a searchable platform that campus offices, departments, and students can access for both internal academic use and for college publications. Another newly developed resource is the Guilford College Archives Images Collection, containing

historical campus images of particular interest to the communications and admissions departments, alumni, and current students.

This proliferation of readily accessible images has enabled many faculty members and students in several academic departments including history, justice, and policy studies, the honors program, art, English, environmental studies, religious studies, and multicultural education to make direct use of these digital resources. One example of how an academic program incorporates the digital archives into the curriculum is the requirement that all honors program juniors write an analysis of the online theses in a subject area they might want to pursue for their own senior thesis. Students first meet with the college archivist for an overview of the online theses collection and learn how to access the material. The students then find theses that relate to their own interests and prepare an analysis of the information available (and unavailable). Faculty members report that students are especially diligent in researching and writing their theses because they know that they will be preserved in the collection and available to all future students.

Guilford is currently working to establish partnerships with other institutions, such as the University of North Carolina at Greensboro that hosts a well-known digital project on American slavery.



**Left:** Guilford College's Permanent Art Collection includes *Mt. Mygogi* by Gihachiro Okuyama (Japanese, 1907-1981). The woodcut on paper was a gift to the college of J. Floyd and Lucretia J. Moore. A prolific artist, Okuyama was active in both the *shin-hanga* and *sōsaku-hanga* traditions starting in the late 1920s. *Shin-hanga* was the revitalization of the traditional *ukiyo-e* art, in which the artist, carver, printer, and publisher engaged in division of labor, as opposed to the later *sōsaku-hanga* (creative prints) movement in which the artist, with the desire of expressing the self, was the sole creator, carver, printer and/or publisher of the art.

# Case Study: Presbyterian College

As a church-related college with a Scottish heritage and traditions, Presbyterian College's mission is to develop within the framework of Christian faith the mental, physical, moral, and spiritual capacities of each student. With strong ties to its location in Clinton, South Carolina, Presbyterian College chose to focus its project on three digital collections that highlight the 20th-century local history of the Clinton textile mills, in particular the Lydia Mills that closed in 1990. Dave Chatham, library director, and Kendra Hamilton, assistant professor of English, have spearheaded this project.

Chatham and Hamilton developed an agreement with the publisher of the newspaper, the *Clinton*

*Chronicle*, and the University of South Carolina to archive the weekly paper, with Presbyterian providing partial funding. All print issues from 1919 to 1966 are now available online. Chatham also arranged for the University of South Carolina Libraries to digitize and host the newspaper published by Clinton Mills for employees working at Lydia Mills. All known print copies of both these publications are now available through the Historic Newspapers of South Carolina (<http://historicnewspapers.sc.edu>.)

Presbyterian also has archived 23 conversations, each of which was held between two people who lived in southern mill villages and worked in the textile plants. The conversations were recorded by StoryCorps in Atlanta, Georgia. In addition, Chatham interviewed and recorded 24 former mill employees speaking of their work lives at the mill. "Workforce Development at Clinton and Lydia Textile Mills, 1961-1990" documents former mill employees discussing their jobs at the mill, employee relations, activities outside of their work, and workplace friendships. He also wrote a series of 12 columns for the *Clinton Chronicle* about his work with the oral histories in 2018. This oral history archive provides rich primary material for students and faculty.



**Left:** *The Clothmaker* served as a weekly newspaper for the Clinton and Lydia Mills community from 1952 to the 1990s. It was published by the employees of Clinton and Lydia Mills. The paper included information of interest to mill employees, such as articles on the importance of proper safety practices, but it also included news about special events in the lives of employees and their families such as birthdays, anniversaries, and graduations. The newspapers have been digitized by, and are part of, the Presbyterian College archives.

# Case Study: St. Lawrence University

St. Lawrence University is a small liberal arts institution in Canton, New York. Catherine Tedford, the university's director of the Richard F. Brush Art Gallery, has created one of the more unusual digital collections for this project: Street Art Graphics. Street art graphics is a form of street art in which an image or message is publicly displayed using stickers. These stickers may promote a political agenda, comment on a policy or issue, or comprise a subcategory of graffiti. Street art stickers from Canada, Egypt, England, France, Germany, Indonesia, the Netherlands, Russia, Spain, Ukraine, the United States, and other countries around the world can be found on its site ([www.stlawu.edu/gallery/street-art-graphics](http://www.stlawu.edu/gallery/street-art-graphics)). This unique archive may be the only one in the world that focuses on street art stickers.

Since 2010, Tedford has worked with Oliver Baudach, Hatch Kingdom Sticker Museum director in Berlin, both in Germany and at St. Lawrence. Each has presented the results of their collaboration at professional meetings and has written about their collective project. Each has contributed to the meta-tagging of these digital

stickers by artist's name, year developed, source, and geographic location. While most street artists do not use their real names to sign their work, Baudach knows many of these street artists and can identify them using their given names rather than use such street names such as "Beanqueen," "Miss Frooty," or "Strassenmaid."

Students at St. Lawrence use this sticker collection in both a first-year program and an intermediate German class. The professor of this class, Brook Henkel, said:

Students encounter a range of themes, from environmentalism to feminism, anti-facism, and the politics of immigration. This work challenges both their skills in German language as they work to read and understand the political messages, and their knowledge of contemporary German politics. They select several stickers on a single political theme and work to compose an essay in German that provides a cultural, political, and historical context for understanding the political stickers and then develop a close reading of their verbal and visual strategies.

Students in a Spanish-language class, a performance and communication arts class on visual rhetoric, and an introduction to peace studies class also have worked with the stickers—wonderful examples of teaching and learning using digital resources.



**Left:** St. Lawrence University students used street art stickers for a bilingual writing assignment that involved cataloging and interpretation in JSTOR Forum and for mini-online exhibitions at the People's History Archive website (<http://peopleshistoryarchive.org>).

# Case Study: Tuskegee University

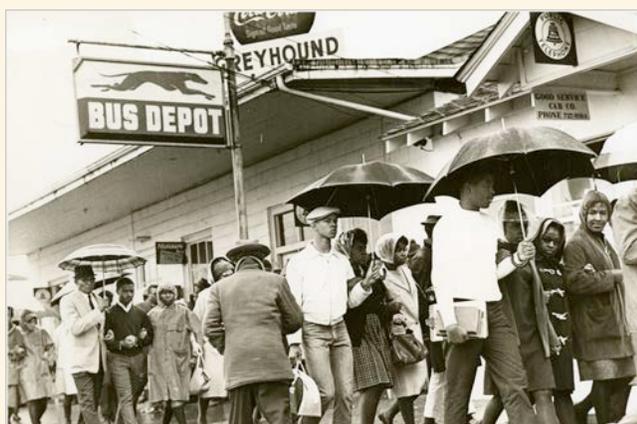
Tuskegee University is a private, historically black university (HBCU) located in Tuskegee, Alabama. Booker T. Washington established the university, the only HBCU to be designated a National Historic Site, in 1881. Its archives contain a treasure trove of speeches and accompanying photographs that highlight the university's involvement in the Civil Rights Movement from 1965–1968. Few people had heard the university's recordings of such prominent leaders as Stokely Carmichael, Shirley Chisholm, Malcolm X, Coretta Scott King, Martin Luther King Jr., Jesse Jackson, John Lewis, and Andrew Young until the CIC project provided broad access to the speeches. Digitizing some of the 600 reel-to-reel tapes and nearly a thousand cassette tapes provided genuine technical challenges, but people from all over the world, including England, Australia, Saudi Arabia, China, Russia, France, and Vietnam, have accessed the collection.

Many news outlets, including BBC Channel 4, NBC New York, *Rad Geek People's Daily*, *AOL.com*, and the local press, have published articles that lauded the release of these speeches. In addition, previously unpublished photographs of Booker T. Washington and George Washington Carver have been unearthed and shared via JSTOR Forum.

Students from Tuskegee and Auburn universities have worked with the collection under the direction of faculty members. Tuskegee archivists have collaborated with the departments of English, history, education, political science, and bioethics to introduce the collection to students and faculty members as a classroom resource. The archivists also have worked with reporting classes and technical writing classes. Additionally, high school students throughout the country have used these recordings and photographs in conjunction with National History Day competitions, and college students have worked with the materials to prepare projects for Black History Month programs.



**Above:** The Chapel Collection also includes this digitized image of Tuskegee native and civil rights activist Rosa Parks speaking to students. Parks was most well-known for her refusal to give up her seat on a bus in Montgomery, Alabama, in 1955 that led to the Montgomery Bus Boycott of 1955–1956.



**Left:** The Tuskegee University Archives Chapel Collection includes this photograph of students marching in response to the murder of Sammy Young, Jr. Young, a Navy veteran and student at Tuskegee Institute, now Tuskegee University, was shot by a gas station attendant after using the “whites only” bathroom in January 1966.

# Appendix: Consortium Collections

## **Albright College**

Archives Image Gallery  
Central Pennsylvania African American Museum  
David Schwartz Collection of the Nicaraguan Revolution  
Domino Players Photograph Collection  
Freedman Gallery  
Gold-Bikin Historic Marriage Documents  
Holocaust Survivor Testimonies  
UNAP Voices for Global Communication  
United Evangelical Church Leaders  
U.S. Service Members Testimonies  
Yashek Holocaust Collection

## **Allegheny College**

Art Collection  
Atlantic & Great Western Railroad Collection  
Book of Hours (15th Century)  
Book of Hours (15th Century, Flemish)  
Civil War Sketchbook  
Egyptian Hieroglyphics  
Exercise Book for Mathematics (18th Century)  
Hulmer Collection of Russian Religious Art  
Merrick Archives  
Minutes Relating to Chinese Astronomy  
Psalterium (15th Century)  
Talon Zipper Collection  
Sports Archive Images

## **Bennington College**

Carolyn Crossett Rowland Photographs  
Photography Portfolios

## **Caldwell University**

Caldwell Research and Creative Arts Day Abstracts  
Caldwell University Commencement  
Campus Buildings & Grounds  
Campus Events  
Carillon Yearbooks  
Dominican Heritage  
Honors Projects

Living the Mission: Documenting Student Service Engagement  
Mother Joseph Residence Hall Chapel  
University Governance  
University History

## **Campbellsville University**

Beulah Campbell Online Digital Collection  
Campbellsville University Permanent Art Collection  
Campus Newspapers of Campbellsville University  
Stan McKinney *Central Kentucky News-Journal* Digital Image Collection

## **Central Methodist University**

Central Methodist University Archives  
Jordan Collier Collection  
Life Story Project  
Theses and Articles

## **Chatham University**

Arthur G. Smith Collection  
Campus Architectural Records  
Chatham Campus Postcard Collection  
Chatham CRAFT: Babka and Beyond  
Chatham CRAFT: Buckwheat County  
Chatham CRAFT: Pittsburgh Food Shed Inventory  
Collection on Rachel Carson  
Commencement Programs Collection  
Course Catalogs Collection  
Day Camp Collection  
Eden Hall Architectural Plans and Drawings  
Eden Hall Construction Photographs  
Edna McKee Houston Scrapbooks Collection  
Elizabeth Corey Wallis Collection  
Found Footage Film Collection  
HIS307: Oral History, Neighborhoods, and Race Collection  
Historical Audio Collection  
Historical Film Collection

Mary Brownson Holy Land Slides Collection  
May Day Celebration Collection  
*Minor Bird* Collection  
Permanent Art Collection  
President Timeline  
Ruth Snowdon Photograph Album Collection  
Song Contest Recordings Collection  
Student Films Collection  
Student Newspapers Collection

### **Coker University**

Visual Resources Project

### **Elmhurst College**

Doan Postcard Collection  
Student Activism

### **Gannon University**

Voices of Erie Refugee Oral History Project

### **Gettysburg College**

Andy Warhol Polaroids and Print Collection  
Art Collection  
GettOpen Public Collection  
Map Collection  
Neil Beach Biology Slide Collection

### **Guilford College**

African Art  
Art Department Student Works  
Bryan Series  
Campus Images  
Digital Silk Road  
Influenza 1918  
Mosca Collection  
Permanent Art Collection  
Quaker Archives: Artifacts  
Quaker Archives: College Images  
Quaker Archives: College Theses  
Quaker Archives: Images  
Quaker Archives: Entrance Cards  
Quaker Archives: Manuscript Content  
Quaker Archives: Manuscripts  
Quaker Archives: Meeting for Sufferings  
Quaker Archives: Meeting Records

Quaker Archives: Oral Histories  
Quaker Archives: Portrait Inventory  
Quaker Archives: Southern Friend  
Spanish Video Projects  
Theatre Costumes  
Theatre Studies Collection  
Thesis Collection

### **Hampden-Sydney College**

Antiphonary  
College Church Biracial Study Group  
Echoes from the Past  
Henry & Kaye Spalding Map Collection  
HSC Perspectives on the Prince Edward County  
School Closings  
John Wayt Cosby Architectural Drawings  
Log Cabin Oral Histories and Associated  
Materials  
*The Voice* of Prince Edward County  
#IDHSC project (collection of historic  
photographs of individuals associated with  
Hampden-Sydney)

### **Hollins University**

Ancient Greek Inscriptions on Works of Art  
Painted Grave Stelai of Demetrias Pagasai  
World War II Monuments in Epirus, Greece

### **Hope College**

Hope College and Ready for Life: Kate's Story  
COMM 395/English 234: Healing of Memories  
Cultural Anthropology Indigenous Peoples  
Collections  
ENG 253: Writers as Witness: Finding Our  
Common Humanity  
HIST 280: Modern Imperialism  
IDS 171: Sport and the Ancient World  
IDS 175: Sport, Ethics, and the Modern World  
KIN 207: Sport and Society  
Louis P. Dame Collection (1886–1953)  
Mongolian Borhany Zuraags: Buddhist Deity  
Paintings  
Myro Van Art Postcard Collection

### **Illinois College**

Beecher Family Collection  
History Timeline Project  
Illinois College Commencement Programs  
Illinois College in WWI  
Illinois College Poetry Magazine  
Illinois College Yearbooks  
Jacksonville, Illinois Oral History Collection  
Jacksonville Sorosis Literary Society  
Japanese-English Visual Dictionary  
Science of Logic Collection  
Student Life  
The Jacksonville Female Academy  
*The Rambler*

### **Limestone College**

Faculty Works (Creative Works)  
Faculty Works (Research)  
Faculty Works (Teaching)  
Graduate Student Presentations  
Student Works (Creative Works)  
Student Works (Research)  
Undergraduate Presentations  
Undergraduate Student Presentations (Video Recordings)  
Undergraduate Student English 101 Sample Essays  
Undergraduate Student English 102 Sample Essays

### **Manhattanville College**

Archives Image Gallery  
Convent Avenue Campus  
Purchase Campus  
Student Life and Student Voices

### **Martin Methodist College**

Bio 115  
College Yearbooks  
Malawi Safari  
Marine Bio: Key Largo  
Marine Bio: Red Sea  
Marine Bio: Trinidad  
Nursing Posters  
Yearbooks

### **Misericordia University**

The Center for Nursing History of Northeastern Pennsylvania Photograph Collection

### **Moravian College**

Classroom Action Research Network bulletins  
John Payne Mathematics Journals  
Moravian College for Women Oral Histories Project, 2001-2003  
Moravian Seminary and College for Women Digital Collection, 1863-1954

### **Muhlenberg University**

Allentown Band Images Collection  
Campus Postcard Collection  
College Scrapbooks Collection  
Helen Richards Horn Bookplate Collection  
Historical Campus Photographs  
LGBT Oral Histories  
Muhlenberg College Photographic History  
Muhlenberg College Protest Artifacts  
Navy V-12 and V-5 World War II Photograph Collection  
Robert C. Horn Papyri Collection  
The Muhlenberg Papers  
The Ray R. Brennen Map Collection  
World War II Correspondence Collection

### **Nebraska Wesleyan University**

Forum Speakers 1986-1995  
University Art Collection

### **Ottawa University**

Beatrice Holt Papers and Collection  
Indigenous People in the Contemporary World Collection  
John Henry Kilbuck Collection  
Lina Newton Miniature Book Collection  
Tauy Jones Dishes Collection  
Okasaki Collection  
Meeker Collection

### **Presbyterian College**

Clinton and Lydia Mill Labor Disputes  
Oral Histories: Narratives of Life and Work Told  
by Former Employees of Clinton and Lydia  
Textile Mills  
Oral Histories: StoryCorps Narratives about Life  
and Work in Laurens County, SC

### **Roanoke College**

Audiocassette Archive  
Choctaw Students  
Henry H. Fowler Lecture Series and Other  
Campus Speakers  
Fintel Library History  
Freshwater Fish Slide Collection  
International Education Video Project  
*Rawenoch*: the Roanoke College Yearbook  
*Roanoke Collegian*  
Roanoke College: The First Hundred Years  
Roentgen Rays (precursor of the current  
Tri-Beta Biological Society)  
Semi-Centennial Celebration  
Southwestern Virginia LGBTQ History Project  
Student-Authored Spanish Books  
Undergraduate Research  
Virginia Spanish Language Corpus  
1972 National Championship Basketball game  
50th Year Class Highlights

### **Rosemont College**

Athletic Trophies  
Campus Buildings  
Chapel of the Immaculate Conception  
Friendship Studies and Initiatives Repository  
Jest & Gesture  
Publisher's Bindings  
Sister Stories Oral Histories  
T-Tones Recordings (singing group)

### **St. Lawrence University**

Adirondack Postcard Collection  
Emilie Clarkson Moore Lantern Slides  
Hopper Diary  
Street Art Graphics Digital Archive

### **St. Thomas University**

Logos Yearbook Collection  
*The Voice* Photograph Collection  
*The Voice* Serials Collection

### **Tuskegee University**

P. H. Polk Family Collection  
The Chapel Collection

### **University of Dubuque**

Ahead of the Curve: The First Century of African  
American Experiences Archives  
Athletic Hall of Fame 2018  
Faculty Collections  
President Bullock Blog 2013–2019  
Las Primicias—Latinx Experiences at the  
University of Dubuque  
Women in Aviation

### **University of Puget Sound**

Abby Williams Hill Collection  
Art Collection  
DIRT? Scientists, Book Artists, and Writers  
Reflect  
HIV/AIDS Student Prints  
Image Collection  
Senior Art Show  
Summer Research Award in the Arts  
Theatre Arts Productions

### **University of St. Mary**

Alumni Photographic Collection  
Bernard H. Hall Abraham Lincoln Campaign  
Collection  
Bernard H. Hall Abraham Lincoln Ephemera  
Collection  
Bernard H. Hall Abraham Lincoln Portrait  
Collection  
Historical Methods: The Stories We Tell Exhibit  
2017  
Saint Mary Academy Scrapbook Collection  
Saint Mary College Photograph Collection

### **Washington and Lee University**

Art History: Chicanx and United States Latinx Art  
Art History: The Great Wall of Los Angeles  
Art History: Tibetan Shrines  
East Asian Languages and Literature: Images of  
the Tea Ceremony

### **Wheaton College**

Digital Resources Collection  
Digital Resources for Teaching and Research  
Early Modern Representations of the New World  
Marion B. Gebbie Archives Image Collection  
Permanent Collection  
Shell Collection

### **Wilson College**

Antiquities Collection  
Athletics  
Campus Newspaper  
Histories  
Historic Campus Postcards  
Historic Photographs  
Kittochtinny Players Collection  
Literary Magazine  
Orchesis Dance Collection  
Pat Vail Civil Rights Collection  
WWII Collection  
Women's Suffrage Broadsides and Brochures  
Yearbooks (1895-1908)

### **Wofford College**

A Tale of Two Cemeteries  
American Civil War Illustrated Envelopes  
Antiphonary Codex  
Chinese Photographs and Slides  
Fine Arts Collection  
Goodall Center Environmental Studies  
Herbarium for Glendale Shoals Preserve  
Stereographs in Special Collections  
Studio Art Program  
The Lindsay Webster Collection of Cuban  
Posters



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