

# Pivoting, Designing, and Building on Digital Competency at Bryn Mawr in the Time of the Pandemic

Gina Siesing

*Chief Information Officer & Constance A. Jones*

*Director of Libraries*

Alumnae/i Summit

October 3, 2020

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# Academic Continuity Right Away

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## Academic Continuity during COVID-19



*We are refreshing this page for the fall semester. Visit us starting on Aug 24, 2020 when we will have updates and new materials on this page.*

**Helpful links:**

[Contact Educational and Scholarly Technology](#)

[Library Help](#)

**Contact the Help Desk:**

[help@brynmawr.edu](mailto:help@brynmawr.edu)

610-526-7440

**Library and Information Technology Services**

Canaday Library  
101 N Merion Ave



# And then more mindful design

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## Online Teaching Institute



Designed as a professional development Institute delivered entirely online, the Online Teaching Institute is a mostly asynchronous opportunity in which participants work together with support on the design of an online course. Throughout the Institute, faculty designing an online course for the first time have the opportunity to devise,

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# And then more mindful design

## Welcome and Start Here



### Overview of the Institute

Designed as a professional development Institute delivered entirely online, the Online Teaching Institute is a mostly asynchronous opportunity in which participants work together with support on the design of an online course. Throughout the Institute, faculty designing an online course for the first time will have the opportunity to devise, create, and [reflect](#) on the different components of an online course. At the same time, faculty with more online teaching experience may work through the modules to further [reflect](#) on their existing online courses.

### Institute Outcomes

By the end of this Institute, participants will be able to:

- Build and support a community of inquiry in an online course
- Anticipate ways to efficiently manage student and instructor workload
- Articulate learner-centered outcomes and objectives for an online course
- Design effective online assessments aligned with course objectives
- Plan, organize, and create at least one online lesson plan on Moodle
- Identify which learning technology approach best fit course's learning objectives

# And then more mindful design



# And then more mindful design

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Teaching and Learning  
Institute

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[Faculty Pedagogy Seminars](#)

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## Creating and Rethinking Syllabi to Open Learning

*Welcome to the Community Page for Creating and Rethinking Syllabi. We are committed to developing syllabi that honor diversity, promote equity and inclusion, and spur decolonizing practices of thought.*

Here you will find associated readings and example syllabi, together with direct student perspectives. These represent a range of perspectives and practical wisdom from current and former students.

We believe there is no one right way to put together a syllabus that aims to honor diversity and support equity and inclusion. All are works in progress, and we encourage exploring various approaches.

[Explore Tools & Resources for  
Syllabus Development](#)

[Meet the Facilitators](#)

[Join the Workshops Sequence](#)

**Alice Lesnick**

[alesnick@brynmaur.edu](mailto:alesnick@brynmaur.edu)

Syllabus Workshop Facilitator

1

# And preparation for fall semester





And  
preparation  
for fall  
semester



And  
preparation  
for fall  
semester



And  
preparation  
for fall  
semester



# Why was Bryn Mawr well-poised?

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President's Office

**President Kim Cassidy**

**Presidential Initiatives**

- Research and Academic Excellence
- Digital Bryn Mawr**
- Community of Belonging

**Selected Speeches and Writings**

**President's Blog**

**Senior Staff and President's Office Staff**

**Past Presidents**

## Digital Bryn Mawr



Under President Cassidy's leadership, beginning during her tenure as provost, Bryn Mawr has been a pioneer in [blended learning in the liberal arts](#), bringing 40+ partner institutions together through [Next](#)

# Why was Bryn Mawr well-poised?

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Blended Learning

T3 + BlendLAC

Online Teaching Institute

Academic Continuity for  
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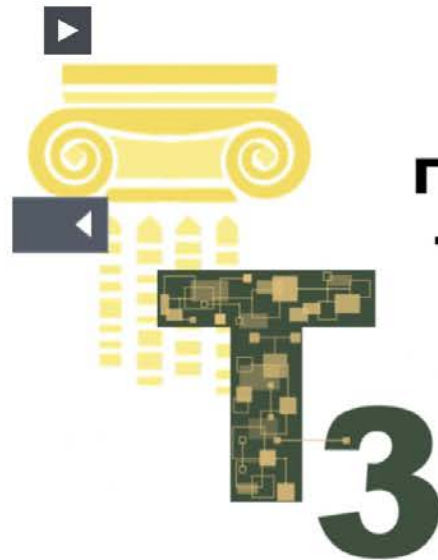
Work with EAST

Stories

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## Blended Learning



# T3 + BlendLAC

July 20–24, 2020

Online Conference

# Why was Bryn Mawr well-poised?

## LITS

### Digital Scholarship

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[News](#)

[People](#)

[Opportunities](#)

[Summer Fellows Program](#)

[For Graduate Students](#)

[Resources](#)

[Events](#)

### Contact Us

For more information or to be added to our developing mailing list, email

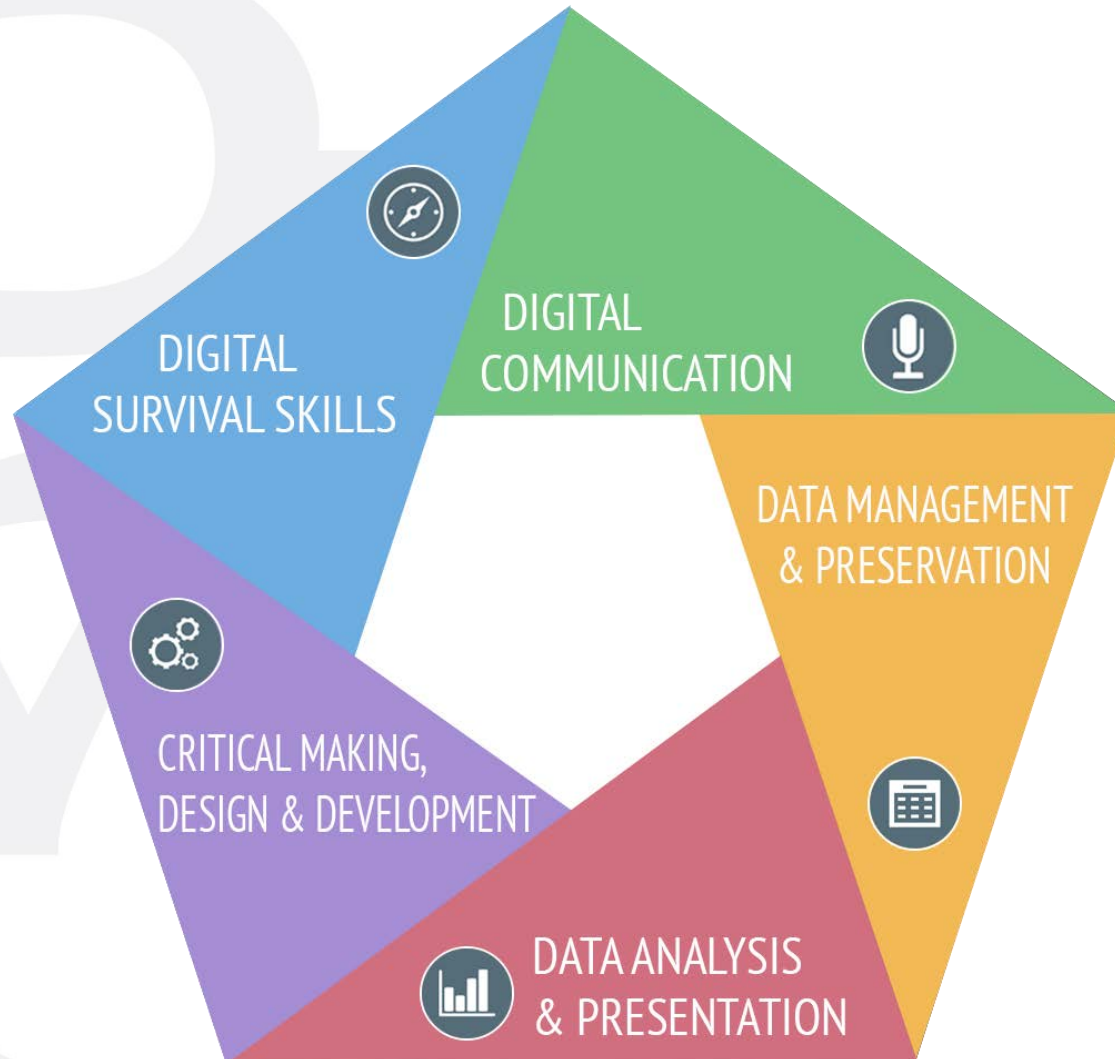
## Digital Scholarship



# Key Aspects of Digital Bryn Mawr & Digital Competencies Program



# Bryn Mawr's Digital Competencies Framework at a Glance





# 1. Student is at the Center

## Example Timeline

The screenshot shows the Bryn Mawr College website. At the top, there is a navigation bar with links for Library, Giving, Directories, Calendars, Directions, and a search box. Below this is the college's logo and a main navigation menu with links for About, Academics, Admissions, Financial Aid, Student Life, and Alumnae/i. A breadcrumb trail indicates the current page: Home > Digital Competencies > How Do I Build My Digital Competencies? On the left side, there is a sidebar menu with categories: Digital Competencies, What They Are, Why They Matter, How You Build Them (highlighted in orange), Stories, About the Initiative, and Get Involved! The main content area features a large dark banner with the title 'How Do I Build My Digital Competencies?' and a featured article titled 'Example Timeline of Digital Development'. The article includes a photo of a student working on a laptop and text explaining that digital competencies can be developed throughout a student's college career. A right arrow icon is visible on the banner.



## 2. Many Pathways to Success

# 3. Curricular and Co-Curricular Partners Ensure Robustness



HOME

ABOUT

PEOPLE

PROJECTS

EVENTS

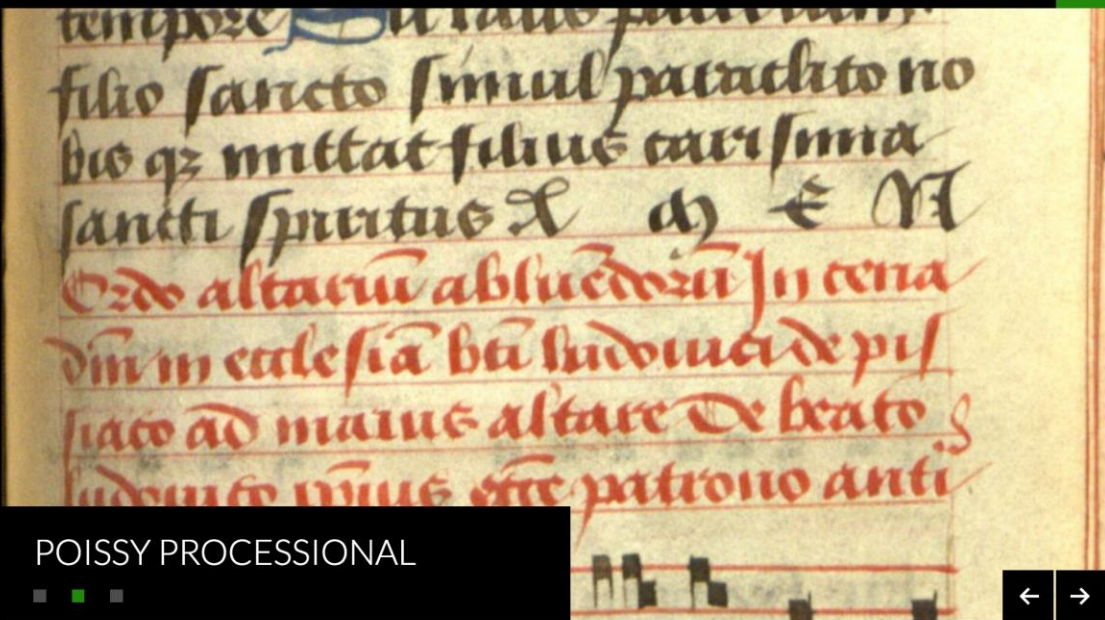
Search ...

UPCOMING EVENTS

Q&A Sessions (Office 365, Office 2016, and Windows 10)

Date: October 18, 2016 Time: 11:00am - 12:00pm Location: Thomas Hall, Quita Woodward Room Host: Library & Information Technology Services In these sessions we encourage attendees to bring your list of questions and a tip to share. We'll have several facilitators addressing questions one-on-one and highlighting useful tips for the group. Also, for mobile device users: bring your mobile [...]

WordLab at Penn



### POISSY PROCESSIONAL



# Curricular & Research Opportunities for Developing Digital Competencies

## LACOL

*The Liberal Arts Consortium for Online Learning*

About ▾ Conference ▾ Projects ▾ Resources ▾ Events ▾ Blog

## BLENDED LEARNING IN THE LIBERAL ARTS

Search ...

TAGS

- 2014-2015 Seed Grants
- 2015-2016 Seed Grants
- 2016-2017 Seed Grants
- Administrative

# 4. Liberal Arts Focus/Approach

- Reflect > Build > Articulate > Iterate!

“These are things you do every day, in your rooms, your dorms, your club activities. The only difference is doing it consciously.”

—Leslie Goloh (2019)

- Competencies include metacognition, design thinking, digital scholarship, *critical* audiovisual production

# 5. Focus on Women's Empowerment



← Key allies in Career Peers ...



... and Engineers and Makers Club →

# 5. Integration with Innovation Funding



## LITS

### About

### Exhibitions & Events

### Libraries & Collections

### Projects & Partnerships

Blended Learning in the Liberal Arts

Digital Bryn Mawr Seed Grants

Digital Competencies

Digital Scholarship

Information Literacy

Information Stewardship

## Digital Bryn Mawr Seed Grants

LITS invites Bryn Mawr faculty, for seed grants to support digital activities—broadly construed.

Digital Bryn Mawr seed grants are with digital technologies, regard expertise. We welcome proposals from seasoned experts, and everyone projects in a range of stages or that is still in the discovery phase prototype or pilot for a competitive We may provide full or partial su

7. What is your proposal primarily for? \*

- course
- academic research
- event
- professional development
- Other

8. What digital competencies do the activities in this proposal help students gain?

(<https://www.brynmawr.edu/digitalcompetencies>) \*

Enter your answer

# Origin Stories:

- Digital Bryn Mawr Task Force and “the MOOC Moment”
- Blended Learning in the Liberal Arts

## Digital Bryn Mawr Task Force Final Report

April Board Meeting 2014

### Executive Summary:

The Digital Bryn Mawr Task Force process has served the institution well. The process catalyzed broader understanding of the fast-evolving technology terrain, helped to raise awareness of things that were underway already on campus, and facilitated movement toward more agile practices, where members of the community are continuously learning and experimenting in order to keep pace with the opportunities and challenges represented by technological advances. As we shift to operationalizing the Digital Bryn Mawr priorities, we have achieved strong momentum on campus for pursuing the goals articulated in the Task Force report.

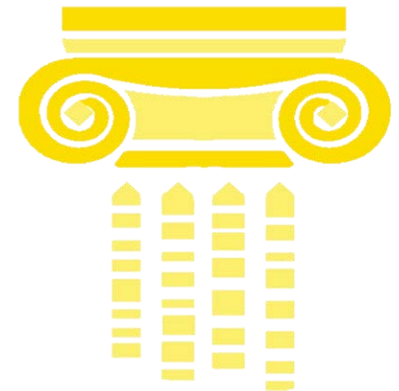
Three high-level goals inform the Digital Bryn Mawr priorities and the metrics we will use to assess progress toward realizing the Digital Bryn Mawr vision:

1. Enable digital fluency for students, faculty and staff
2. Continue to develop appropriate uses of technology for the liberal arts context
3. Experiment, assess, learn, iterate – strive to be agile

The specific Digital Bryn Mawr objectives are focused in these areas of priority:

1. Academics
2. Digital External Relations
  - a. Undergraduate Recruitment
  - b. Alumnae/i Engagement
  - c. Marketing & Communications
3. Foundations for Digital Bryn Mawr

The report includes three tables:



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# Key Realizations

- Importance of digital competencies (for students, faculty, and staff)
- Activity already underway, but without a shared frame or coordination
- Transformative potential
  - Connection to mission
  - Importance for students, prospective students, and families
  - Blended learning across the curriculum
  - Readiness for studies, life, and work in the digital age

# Importance for Mission as *a Liberal Arts College*

- Kimberly Cassidy and Gina Siesing, “[Solving the Work Force’s Skills Gap](#),” *Inside Higher Ed*, November 9, 2017
- Grace Belfiore and Dave Lash, “[Creative Know How: Competencies for Student Success in a World of Change](#),” *EDUCAUSE Review*, March/April 2018.
- Timothy Aubry, “[Don’t Panic, Liberal Arts Majors. The Tech World Wants You](#)” *New York Times*, August 21, 2017.
- Goldie Blumenstyk, “[Liberal-Arts Majors Have Plenty of Job Prospects, if They Have Some Specific Skills, Too](#),” *Chronicle of Higher Education*, June 9, 2016.
- Matthew Sigelman, “[Getting Past the Lazy Debate](#),” *Inside Higher Ed*, February 8, 2016.

# Importance for Mission as a *Women's College*



# Articulated Links to Mission & Strategy

Represented  
among the  
President's  
Strategic  
Initiatives →



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### President's Office

**President Kim Cassidy**

#### Presidential Initiatives

- Research and Academic Excellence
- Digital Bryn Mawr**
- Community of Belonging

#### Selected Speeches and Writings

#### President's Blog

#### Senior Staff and President's Office Staff

#### Past Presidents

## Digital Bryn Mawr



Under President Cassidy's leadership, beginning during her tenure as provost, Bryn Mawr has been a pioneer in **blended learning in the liberal arts**, bringing 40+ partner institutions together through **Next**

# Building on Existing Strengths



Center for Career & Civic Engagement as Parallel Model and Program Ally

Blended Learning in the Liberal Arts

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**LILAC**

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- Civic Engagement
- Experiential Learning
- Graduate School
- Student Funding and Resources
- Events
- About LILAC**
- Faculty and Staff
- Student Staff
- Community Partnerships
- LILAC News

**For Alumni:**

**For Employers:**

### About LILAC

**The Leadership, Innovation, and Liberal Arts Center**

The Leadership, Innovation, and Liberal Arts Center (LILAC) is an effort to greatly enhance the opportunities available to students for their personal and professional development.

### Mission

The mission of LILAC is to prepare liberal arts students to become effective, self-aware leaders in their chosen life pursuits.

### Experiential Learning

This preparation is rooted in experiential education. Students can explore opportunities through classes, personal and professional workshops and trainings, internships and externships, alumnae engagement, and civic engagement.

Career and Professional Development and Civic Engagement are essential functions of the Center.

### Outcomes

See how LILAC helps students to become leaders and engaged citizens.

View the LILAC Model (pdf)

# Building on Existing Strengths

- Blended Learning in the Liberal Arts
  - Opportunities across all academic programs
  - National network for shared innovation
- Center for Career & Civic Engagement Programming
  - Intensives
  - Praxis Program
  - Summer Internship Professional Development
  - Leadership Competencies
- Student and faculty interest in Digital Scholarship

# It Takes a Village

## Faculty

Departmental Outreach  
Faculty interviews  
Faculty seed grants  
CLIC/Curriculum

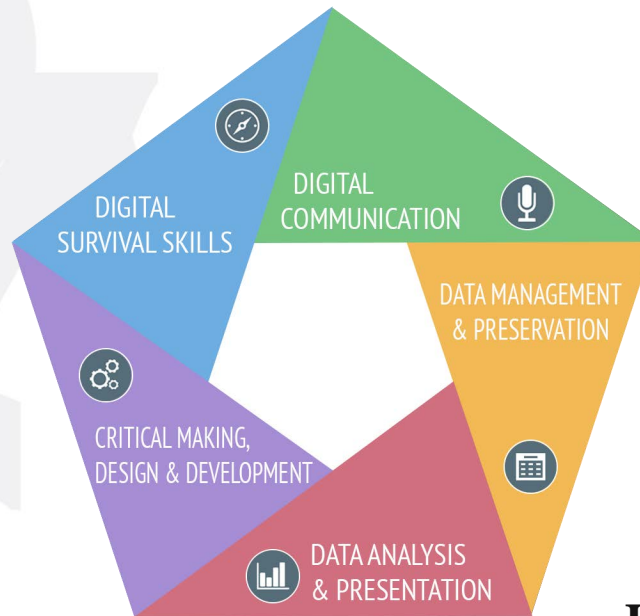
## Dean's Office

First-Year Programming  
Study Abroad

## The Center

Alumnae Talks  
Career Peers  
Intensives  
Sophomore Plan  
Summer Internship Program

## President & Senior Staff



## Development and Alumnae/i Relations

## Communications

## Admissions Office

Prospective Students  
Admitted Students

## LITS

Blended Learning  
Digital Scholarship  
Information Literacy  
Information Security  
Tech Talks

## Institutional Research

Senior Exit Survey  
Alumnae/i Surveys

# Outcomes We're Assessing:

1. Bryn Mawr College undergraduates graduate with the digital competencies needed to be effective in their chosen fields of pursuit, an awareness of their competencies, and the ability to articulate their competencies to a range of audiences.
2. Bryn Mawr College graduates gain a reputation for being prepared to succeed in fields involving digital technology, regardless of their major fields of study.
3. Prospective students and their parents consider Bryn Mawr College attractive because of our attention to digital competencies within the context of a traditional, rigorous liberal arts education.



# Embedded Assessment

- **Metrics for Success**— Board-level tracking via Strategic Directions and Program-level tracking for continuous improvement
- **Students Articulating Compelling Stories**
- Two purposes:
  - Is the program working for students?
  - Are levels of awareness, excitement, and institutional support growing?

# Digital Competencies Site

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Digital Competencies

## What They Are

[Digital Survival Skills](#)

[Digital Communication](#)

[Data Management and Preservation](#)

[Data Analysis and Presentation](#)

[Critical Making, Design and Development](#)

## Why They Matter

## How You Build Them

## Stories

## About the Program

## Get Involved!

## What Are Digital Competencies?



## Bryn Mawr College Digital Competencies Program

[digicomp@brynmawr.edu](mailto:digicomp@brynmawr.edu)

The framework (also available in the official PDF version) is a collection of digital skills, categorized into five main areas of focus.

# Digital Competencies Site

## Digital Competencies

What They Are

Why They Matter

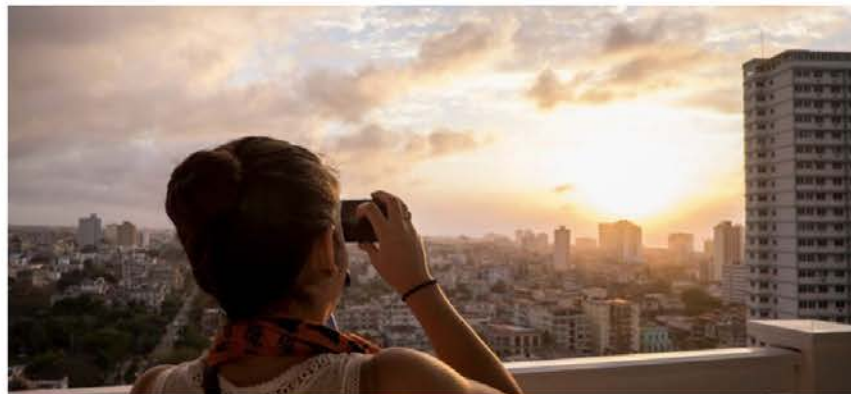
How You Build Them

Stories

About the Program

Get Involved!

## Why Do the Digital Competencies Matter?



**Across majors and career fields, strong digital skills are in high demand.**

The digital skills which students gain at Bryn Mawr offer them

**D** Summer Intro to Data Science Course Open to BMC Students  
*Posted March 26th, 2020*

Application deadline extended to April 8!

**Video: Creating Engaging Presentations Online**  
*Posted March 26th, 2020*

Educational Technology Specialist, Maria Ocando

# Digital Competencies Site

Digital Competencies

What They Are

Why They Matter

How You Build Them

Stories

About the Program

Get Involved!

## How Do I Build My Digital Competencies?

You'll build digital competencies throughout your college experience. Our sample student in the timeline above learns skills in **class**, but also during her **work**, **hobbies**, and **extracurriculars**.

Here's how you build strong digital competencies:

- **Reflect.** What are your strengths? Which digital competencies are the most worthwhile for you to develop? Try [looking through the competencies](#), taking the quick [digicomp quiz](#), or [downloading a more detailed self-assessment](#).
- **Build.** Is there something you want to learn more about? A strength you have that you want to grow? You can build the digital competencies in class, extracurriculars, and hobbies. Like to study on your own? Take a free online course with [Bryn Mawr's Lynda.com subscription](#), or [explore the resources](#) in many of the competencies areas, curated by students.
- **Articulate.** When you need to show all of the skills you've learned, remember the competencies as a frame! The digital competencies are integrated into many of your experiences with the [Career and Civic Engagement Center](#) and across your time at Bryn Mawr.
- **Iterate!** Your digital competencies will continue to grow throughout your experiences, so when you take the time to return to reflect and synthesize your experiences, you'll often find that your interests have shifted and your skills have expanded. From there, you can find new opportunities to further build your skills and new ways to express your talents.

Are you a faculty member interested in integrating the digital competencies into your classes? Are you a student who wants us to give digital competencies training for your group or club?

We can give workshops, connect you with experts in different techniques, and brainstorm integrations. [Contact us!](#)

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**Bryn Mawr College Digital  
Competencies Program**

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# Digital Competencies Site

## Digital Competencies

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How You Build Them

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About the Program

Press and Presentations

Get Involved!

## Press and Presentations

- [Press and Publications](#)
- [Presentations and Workshops](#)

### Press and Publications

- Michael Anft, "Expanding the Digital Curriculum: How colleges are embedding high-tech skills to prepare students for tomorrow's jobs," *The Chronicle of Higher Education* Insights Report (sponsored by Adobe), 2020, featured in *The Chronicle of Higher Education's* Virtual Forum on "The Soft Skills Gap," May 27, 2020.
- Beckie Supiano, "How One College Helps All Students Gain Digital Skills," *The Chronicle of Higher Education* "Innovators: The Digital Student", Special Issue, B8-B10, October 18, 2019.
- "Digital Agility: Embracing a Holistic Approach to Digital Literacy in the Liberal Arts," *EDUCAUSE Review*, January 2019.
- "7 Things You Should Know About Digital Literacies," *EDUCAUSE Learning Initiative*, July 2019.
- "7 Things You Should Know About the 2017 Key Issues in Teaching and Learning," *EDUCAUSE Learning Initiative*, February 7, 2017.
- Kimberly Cassidy and Gina Siesing, "Solving the Work Force's Skills Gap," *Inside Higher Ed*, November 9, 2017.
- Annie Almekinder, Gina Siesing, Jennifer Spohrer et al, "Digital

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Competencies Program**

[digicomp@brynmawr.edu](mailto:digicomp@brynmawr.edu)

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# Providing a Map to Opportunities

## Digital Competencies



September Newsletter

Find out upcoming events, the Competency of the Month, and a fun way you can build your skills this month.

## Building 21st Century Skills in a Small Liberal Arts College Setting

We know that being able to work digitally and, more importantly, being able to tell a convincing story about their digital competencies helps undergraduates launch their careers. The Digital Competencies initiative helps students forge a meaningful path from their first-year college orientation course through to their senior year career planning. Using a [framework of skills](#) ranging from basic computer survival skills all the way to advanced techniques in data, digital communication, and critical making, students surface opportunities to build their digital

## Upcoming Events

- [Tech Talk: Reports from Our Digital Summers](#)  
4:00pm - 5:00pm September 19, 2017
- [Data and You Intensive](#)  
9:00am - 4:00pm September 23, 2017
- [Data and You Intensive](#)

### Digital Survival Skills

- 1.1 Networks and file management  
Set up college username and connect to campus wifi
- 1.2 Metacognition and life-long learning  
Decide a new app or technology is useful, and learn
- 1.3 Troubleshooting  
Fix your computer

### Digital Communication

- 2.1 Collaborative communication  
Talk to people using technology, like shared files, chat, videoconferencing

### Critical Making, Design and Development

- 5.1 Algorithmic thinking/coding  
Write or read code
- 5.2 Design thinking  
Plan a project using quick prototypes and small changes based on user input
- 5.3 Project management  
Organize a group project with multiple people and deadlines
- 5.4 Digital research and scholarship  
Do a research project requiring you to build something online, rather than write a paper or take a test

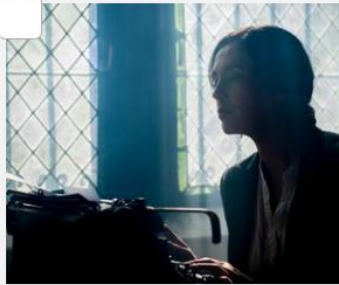
- Write and format something published online
- Analyze or make your own podcasts, videos, or music

# Opportunities for Students to Self-Assess

How would you describe yourself?



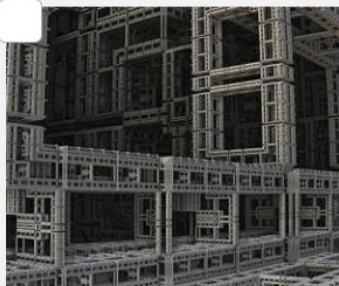
Someone who knows how to fix things



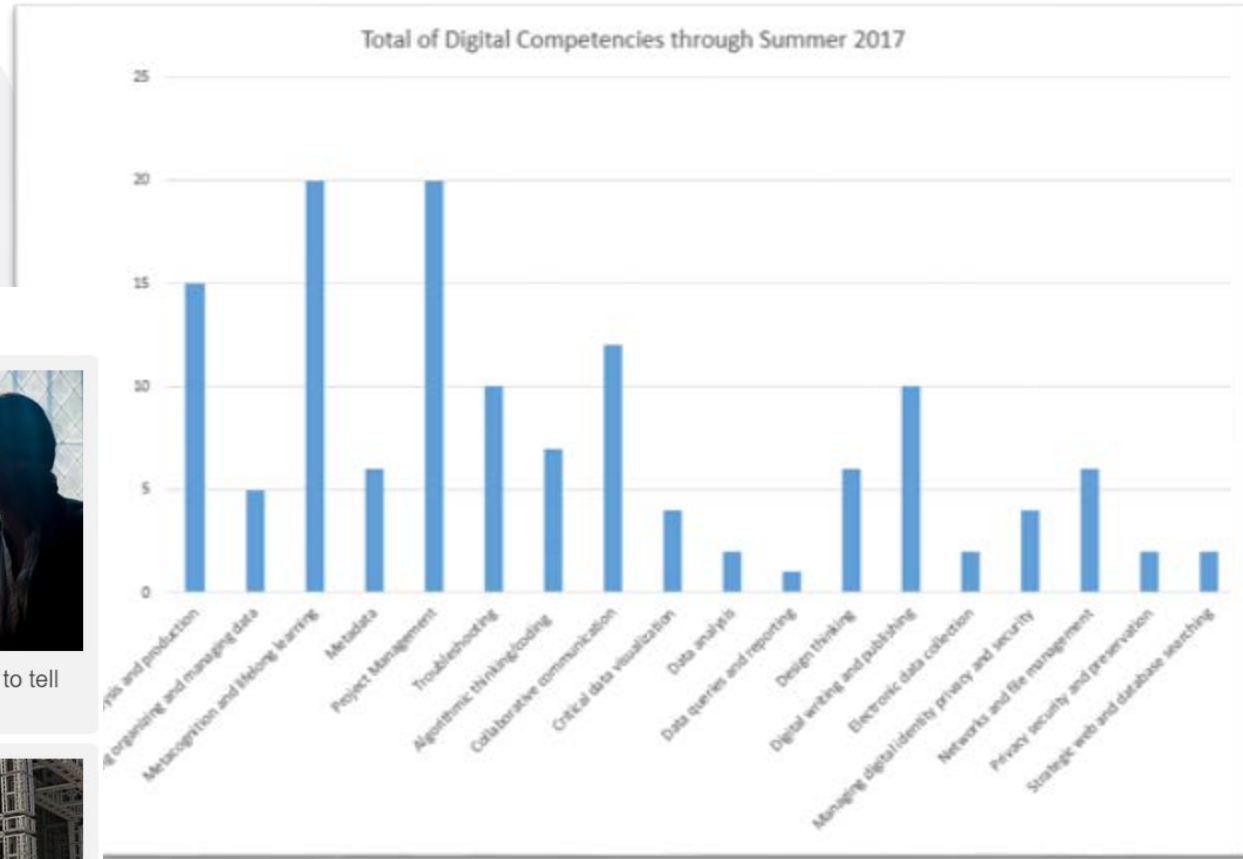
Someone with a story to tell



Someone who knows how to find the answers





Someone who likes making things



# Opportunities for Reflection

## Digital Survival Skills

Skill	How you use it	Interested in Learning More?
 <p>Networks and file management</p>		<p>Notes:</p> <p>Not interested <span style="float: right;">Very interested</span></p> <p style="text-align: center;">&lt;-----&gt;</p>
 <p>Metacognition and life-long learning</p>		<p>Notes:</p>

**S.T.A.R.:** State the **Situation** and your **Task**, describe the **Action** that you took, and then sum up the **Result**.

### Digital Communication

- 2.1 Collaborative communication: • Edit collaboratively • Post on online message boards • Chat and make video calls online
- 2.2 Digital writing and publishing: • Write and format blogs • Make interactive documents • Maintain a website and/or personal or professional social media accounts
- 2.3 Audiovisual analysis and production: • Analyze image/film/audio • Tell stories through podcasts or videos

**Tell me about a time when you had to build an important relationship.**

**Tell me about a time when you had to make an important presentation.**

**Tell me about a time when you were responsible for promoting/marketing an event or product.**

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# Telling Compelling Stories

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## Stories

**This section includes interviews with students, course highlights, opportunities for students/staff/faculty, and a monthly newsletter on Bryn Mawr Digital Competencies Program happenings, on campus and beyond.**



[Summer Intro to Data Science Course Open to BMC Students](#)

*Posted March 26th, 2020*

Application deadline extended to April 8!



*Spotlight on*

**Digital Bryn Mawr Seed Grants**

Funding opportunities for faculty, staff, and graduate students working on digital

# Telling Compelling Stories

The image shows a screenshot of the Bryn Mawr College website. The browser address bar shows 'digital.brynmawr.edu'. The website header includes the college name 'BRYN MAWR COLLEGE' and navigation links for 'Dashboard', 'Tech Docs', and 'Help'. The main content area features a large background image of a campus scene with cherry blossom trees. Overlaid on this are two devices: a laptop displaying a 'Choosing Your Domain' registration page and a tablet displaying a dashboard with 'Web Applications' and 'Featured Applications' like WordPress, Drupal, and DokuWiki. A 'Get Started' button is positioned in the lower-left of the main image area.

## Domain of One's Own

[Get Started](#)

### WEB LITERACY

Master the tools and technology that make up the web to build your own space online.

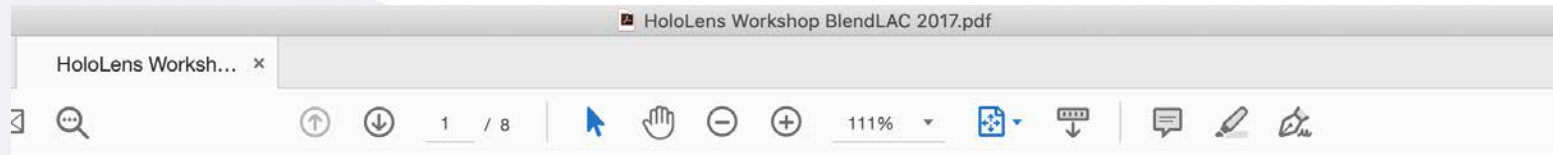
### DIGITAL IDENTITY

Explore the notion of digital identity and how publishing on the web can frame an identity.

### RECLAIM

Learn to take ownership and control over the content you put on the web instead of handing it to third-party publishers.

# Telling Compelling Stories



## Blended Learning Through Blended Reality

By Linda Bush, Ph.D & Palak Bhandari  
Smarthinking/Pearson & Bryn Mawr College

# Telling Compelling Stories

HoloLens Workshop BlendLAC 2017.pdf

Tools

HoloLens Worksh... x



111%



**Bryn Mawr College Leadership in  
the Liberal Arts Center (LILAC)  
STEM & Tech Intensives**

Photos courtesy of Bryn Mawr College

# In Their Own Words: Students on the Digital Competencies

## Augmented Reality for Women's Empowerment



## A Framework for Articulation of Capabilities

BRYN MAWR  
COLLEGE

THE GIRL'S OWN  
**BOOK**

Selections from the Ellery Yale Wood Collection  
of Books for Young Readers



Hilda Broughton (Illustrator), *The Singing Circle: A Picture Book of Action Songs, Other Songs, and Dances*. London: Longmans Green, 1911.

# Hybrid Bryn Mawr Now

BRYN MAWR  
COLLEGE

# Hybrid Bryn Mawr Now



THE GIRL'S OWN BOOK BY MARIANNE HANSEN

September 14, 2020,  
through May, 2021. Open  
to campus community only  
during 2020.

## HOURS

10am - 4pm, Mon - Fri

## LOCATION

Rare Books Room, Canaday

## MAP

## CONTACT

## EVENTS

Friday Finds: Allison  
Mills Reads from The  
Ghost Collector  
12:00pm - 1:00pm  
October 9, 2020

Friday Finds: '24 '31  
Students Study Race  
11:30am - 12:30pm  
October 16, 2020

SPECIAL  
COLLECTIONS

THE GIRL'S OWN BOOK (3/18)



Primers embodied a variety of ideas about how children learn to read. The most prevalent theories identified letter, sound, syllable, or word as the basic unit of understanding. From these elements, theorists and authors built up pedagogical structures of increasing complexity. The emphasis on introducing the young child to education and society makes primers valuable resources for the study of childhood itself. Although the three- and four-letter words in the earliest readers are familiar to us, the nineteenth-century child's world is revealed as more difficult and dangerous than our own.

Many primers contained instructions for parents; more advanced books were designed for use in formal instruction. *The Child's Primer* begins: "Direct the child's attention to the cut, and explain its parts and use. Exhibit, in the next place, the word representing the name of the object, and require the child to repeat the letters."



# Hybrid Bryn Mawr Now



## '24 '31 Students Study Race

[Home](#)

[1924 Conference](#)

[1931 Conference](#)

[Maps & Travel](#)

[Timeline](#)

[Today](#)

## '24 '31 Students Study Race

Content warning: this site and its primary sources include early 20th-century terminology for race and other material that may be upsetting to some.

[Home](#)

['24 '31 Students Study Race](#)

[Team](#)



# Hybrid Bryn Mawr Now



## In Her Own Right

Women asserting their civil rights, 1820–1920

All Fields



bryn mawr

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Essays & Exhibits

Collections Guide

About

Data

### Limit your search

Creator / Author



Date Range



Subject



Contributing Institution



Type



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10 per page



### 1. Student File, Correspondence, Helen H. Reid. Class of 1918, Frederick Douglass Memorial Hospital and Training School.

Creator: Barbara Bates Center for the Study of the History of Nursing | University of Pennsylvania School of Nursing

Date Created: 1916-01-26



### 2. Student File, Letter of Support, Helen H. Reid. Class of 1918, Frederick Douglass Memorial Hospital and Training School.

Creator: Barbara Bates Center for the Study of the History of Nursing | University of Pennsylvania School of Nursing

Date Created: 1916-02-03



### 3. Addison Hutton letter to Martha Schofield

Creator: Hutton, Addison, 1834-1916

Date Created: 1873-12-14

# Hybrid Bryn Mawr Now

Jenny Wang '21  
Working the  
Help Desk



# Hybrid Bryn Mawr Now

Jillian Lanoe '22  
and  
Eve Murphy '22  
Working the  
Circulation Desk

