LITS FY16 ANNUAL REPORT

SUMMARY

The mission of Library & Information Technology Services (LITS) is to partner with Bryn Mawr College departments and community members to enable teaching, learning, research, and administration at the College through access to contemporary tools, data, scholarly resources, and expertise.

This annual report describes Academic Year 2015-2016 LITS activities in service of that mission, in support of the strategic directions of the College, and in partnership with colleagues who help to realize shared organizational and institutional goals. Highlights include both the strategic contributions of LITS to enabling Bryn Mawr’s highest priorities and the everyday foundational work that the team does to ensure we’re able to operate in a robust contemporary way.

Areas of focus this past year have included information security and stewardship, an area where we have made significant progress through the work of the Information Stewardship Council, and through particular initiatives such as introducing security training, and the PCI compliance and cyber liability insurance initiatives. LITS has also received or been a part of managing many grants, creating the opportunity for innovation in our curriculum and our collections. In these and all endeavors this year, an organizational focus for LITS has been cultivating partnerships and building our practices of collaborating effectively to help individuals and departments across campus to achieve their goals.

CONTENTS

SUMMARY ........................................................................................................................................................................ 1

LITS INITIATIVES SUPPORTING BRYN MAWR’S STRATEGIC DIRECTION ...................................................................... 2

TRANSFORMATIONS ....................................................................................................................................................... 7

FOUNDATIONS AND OPERATIONS .................................................................................................................................. 9

PARTNERSHIPS ................................................................................................................................................................. 10

LITS BY THE NUMBERS .................................................................................................................................................. 12

APPENDIX: MUSEUM STUDIES PROGRESS REPORT ..................................................................................................... 13
LITS Initiatives Supporting Bryn Mawr’s Strategic Direction

LITS’ main purpose is to enable Bryn Mawr to be successful in achieving its strategic goals. Sometimes this manifests in partnerships with students, faculty, and staff that are locally transformative; other times the work is more foundational or behind the scenes, indirectly enabling community members to shape and meet a diverse set of goals. Listed under of the strategic directions of the College below are highlights of LITS AY2015-16 initiatives that support each priority.

**Outcome #1**

<table>
<thead>
<tr>
<th>Student Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canaday Service Desks: <strong>52</strong></td>
</tr>
<tr>
<td>Carpenter &amp; Collier Circulation: <strong>44</strong></td>
</tr>
<tr>
<td>Special Collections: <strong>30</strong></td>
</tr>
<tr>
<td>Other LITS Areas: <strong>16</strong></td>
</tr>
</tbody>
</table>

Students will have the opportunity to live and learn in multiple environments, and in so doing, to become flexible learners who can apply their learning in varied contexts and to complex problems. Students will be prepared to live, work and lead in a global context through the pursuit of strong, mediated pathways that engage them through scholarship and action.

LITS is actively engaged in supporting students’ intellectual development, resourcefulness, and lifelong learning, as well as their professional development and capacity to work effectively with others toward shared goals. One way we do this is by designing diverse learning spaces and contexts which have the potential to transform learning.

Last year LITS introduced the Digital Media & Collaboration Lab (DMCL) in Carpenter to enable ad hoc group work as well as better support high-end digitization and media production projects; this lab has been heavily used and services continue to develop. With the addition of a nearby specialist, this lab will serve as the base for Digital Scholarship services. Built on the space theories used in the DMCL, the addition of Canaday 315 introduced a new type of computer classroom to campus. The facility permits students to work on computer-assisted assignments individually, in small groups, or as an entire class with the use of multi-level screen-sharing technology. Canaday 315 also provides 24 student workstations, doubling the capacity of the largest computer classroom previously available to be used for any course.

We also partnered with the Provost’s Office to transform an underused room in Thomas into the new Language Lounge, encouraging student and faculty conversation in non-English languages, and hosting film screenings, and other informal cultural and linguistic learning opportunities that support students’ preparation for life and work in global, multi-cultural contexts. LITS iPads were used to support the use of

Educational Technology Services partnered with Alice Lesnick on longstanding course an EDUCB275: Education, Technology, and Society, bringing expert practitioners for Facebook, Wikipedia, Twitter and WordPress to campus. Students became practitioners in projects that required them to engage with these platforms, and several shared their experiences with the Bryn Mawr Community in a Tuesday Tech Talk titled, “Education in the Age of Social Media.” This is an outstanding example of the 21st-century practical and critical digital literacies that students gain through a combination of scaffolded curricular experiences and opportunities beyond the classroom.
active learning approaches in classrooms and workshops, and to enable students to communicate when traveling abroad for academic work or collaborating with global partners.

**OUTCOME #2**

*Students who are interested in pursuing STEM fields will have a higher likelihood of achieving that goal, without having to sacrifice a well-rounded education in the arts, humanities and social sciences (and with a high degree of integration across divisions). All students will graduate with strong competencies in math and science that will allow them to meet the demands of an increasingly technological, quantitative, and science-driven society.*

LITS has partnered on several blended learning projects in STEM fields and continuously supports faculty research and student learning in STEM courses and digital competencies. Over the 2015-2016 academic year, ETS Manager Jennifer Spohrer and Professor Elizabeth McCormack led a team of instructional designers, faculty at multiple colleges, and student interns in developing and field-testing a suite of online instructional modules. These are designed to help students in introductory calculus, chemistry and physics identify the underlying math skills needed to tackle common problems in those courses and practice and get feedback on those skills as needed1. For the next two years, Bryn Mawr and its nine partner colleges (Allegheny, Denison, Franklin and Marshall, Grinnell, Lafayette, Mills, St. Olaf, Smith, and Vassar) will participate in a randomized control trial to test the efficacy of the program, with half implementing the program and half serving as a comparison case during the first year, and then switching roles the following year. At the end of the study, the materials, strategies, and all training and documentation to create a Blended Just-in-Time Math program will be published as open educational materials for other colleges to adopt.

Bryn Mawr also leads a cross-institutional project to develop online interactive learning materials needed for a blended courses in psychology research methods and statistics2. Professor Anjali Thapar and Jennifer Spohrer have been working with faculty from Albright, the College of St. Benedict and St. John’s University, Santa Rosa Junior College, St. Mary’s College of California, Swarthmore, and Wesleyan, to develop a suite of online, interactive modules. They will be piloting these materials in courses over the coming academic year in preparation for publishing them as open educational resources in summer 2017.

To pave the way for the Park renovation and the enhancement of STEM support that this renovation represents, LITS has been a key participant in the planning, particularly for Collier Library, future programming in the new Park learning and exhibition spaces, and technology infrastructure and service needs. Collier Library collections have been extensively evaluated, culled, and moved this year.

---

1 Bryn Mawr College is the lead institution on a project called “Blended, Just-in-Time Mathematics Fundamentals for STEM.” This project has been funded by a four-year $1.6 million U.S. Department of Education Fund for Improvement of Post-Secondary Education First-in-the-World, number P116F140302.

2 This project is funded by the Teagle Foundation’s Hybrid Learning and the Residential Liberal Arts Experience program.
OUTCOME #3

Students will have excellent preparation for professional lives beyond BMC grounded in a liberal arts education. They will be well supported in pursuing their career goals and as a result will have a high rate of success in realizing their post-graduation ambitions.

LITS hires, mentors, and provides internship experiences for numerous undergraduate and graduate students each year across a variety of programs and projects. The cohorts that develop, the apprenticeship in practical professional skills, and contributions to shared goals assist with retention at the College and preparation for life beyond Bryn Mawr. Some of this work is integrated directly with academic experiences, as in Museum Studies and Praxis projects while other opportunities allow students to use industry-standard tools and to work with others to manage projects effectively, paving the way for early career and graduate/professional school. ETS hosts summer internships for Bryn Mawr students who would like to develop digital technology skills and technology-related “meta skills” such as design thinking, project management, working with clients, and an understanding of related security, privacy and copyright issues. The students working for Client Services (Help Desk & Circulation) are part of an excellent employment program that asks them to act as professionals in the context of their work and teaches them both technology and library skills. The students who graduate having worked in Client Services positions are well equipped to act in a friendly, responsible manner and represent themselves ably in a professional workplace. Classes, work projects, and internships in Special Collections directly support student learning goals and prepare them for careers beyond Bryn Mawr. The increasing use of objects in classes has meant that students are spending more time now closely examining art works, cultural artifacts, and historical documents and, in the process, learning skills of observation and discovery that will serve them well in future careers. These experiences provide entryways for students considering careers in libraries and museums. For those pursuing other careers, the opportunity to work on exhibitions and social media postings helps them to think about how to present their work to the public.

Museum Studies has been accepted as a minor by the College during its first pilot year. Many students are excited by the opportunities the program offers, cultural institutions in the region are enthusiastic about partnering with Bryn Mawr and providing opportunities for our students, and we are already seeing increased interest in working with collections in both classes and in jobs. (See full Museum Studies Progress Report, Appendix).

Marcia Lee ‘16 worked for Collection Management & Discovery (CMD) as a student supervisor and book mender for three years. As a double major in English and Art, mending books was a way to use her artistic creativity and also be surrounded by dozens of wounded books that needed attention and a delicate touch. This program serves as a model to Pennsylvania Academic Library Consortium, Inc. (PALCI) institutions, and St. Joseph’s colleagues are visiting this summer to learn how we engage students in our book repair program in order to adapt the program locally.

In the Gallery

8 exhibitions mounted

30 public programs held
The Bryn Mawr Digital Competencies framework is a curricular and co-curricular model designed to help students identify skills and knowledge that they need to be leaders in a digital age, provide curricular and co-curricular opportunities for developing these capabilities, and help students articulate their competencies in ways that future employers or graduate committees will find appealing. This program also supports preparing students as flexible learners ready for a global world.

The adoption of Office 365 (discussed in detail below) introduces an industry-standard platform of tools for the full community, enabling students to gain proficiency in these core business applications.

**OUTCOME #4**

_Students will experience a more lively and robust campus life contributing to greater overall satisfaction with their Bryn Mawr experience._

LITS is dedicated to creating a vibrant campus culture and helping students to connect with engaging, enjoyable experiences, whether finding joy in their scholarship and learning, socializing in meaningful ways on campus, or otherwise soaking in the richness of Bryn Mawr experience.

---

Our Assessment team has been working closely with other members of the Market Research Advisory Group (MRAG) to collect data to forge a greater understanding of the views and needs of students, potential students, and parents, and to begin understanding what attracts prospective students to the College and how they thrive once they’re here. The process is ongoing and has generated new insights into these critical populations.

Highlights of this year’s creative outreach efforts include Special Collections’ Friday Finds, a presentation series that brings community members together learn about – often from a student researcher – and interact with collections in an informal setting, and the _Bananagrams_ video, a humorous promotional video for our transition to Office 365 that was featured in _Inside Higher Ed_.

LITS values the voice and input of students into decisions that affect life at the College. We engage regularly with SGA and respond directly to questions and concerns. Undergraduate and graduate student representatives participate fully as ETS worked with Rachel Heiser and Christina Rose in the Dean’s Office to create Athena’s Guide, where “[s]pecially crafted blogs and videos explore and explain effective strategies for learning, self-care, and getting involved.” One student wrote bi-weekly blog posts that covered topics such as health care, study skills and general tips for first year students. The other two students created videos. ETS is meeting with Rachel to plan for the future of the project: [http://athenasguide.blogs.brynmawr.edu/](http://athenasguide.blogs.brynmawr.edu/)

---

members of the Information Stewardship Council. This year we also advocated successfully for student representation on the faculty Committee on Libraries, Information, and Computing (CLIC). Research and Instruction Librarians developed and implemented a new iPad scavenger hunt for first-year students and customized scavenger hunts for advanced students in a political science class and for Mellon Mays Fellows. Students enjoyed this educational gaming model and reported that they learned new things about available scholarly resources and how to conduct research.

Over the last two years, Special Collections supported two ground-breaking student research projects on the history of under-represented groups at Bryn Mawr. Recent graduate Brenna Levitin ’16 worked with the Greenfield Center and advisor Sharon Ullman to produce the digital exhibit We Are/We Have Always Been, a public program that led to a promised donation to the College Archives and a renewed connection for alumnae with the College. Grace Pusey ’15 and Emma Kioko ’15’s Black at Bryn Mawr project was awarded the National Council on Public History’s 2016 Honorable Mention in the Student Project Award category. During the 2015-2016 academic year, Monica Mercado and Pusey, who volunteered her time with the project after graduating, were invited to present the walking tour for a number of classes and special events.

The green in front of Wyndham, Taft Garden, front of Canaday, green across from Taylor, Campus Center patio, and rear of Ward all now have wireless coverage to support vibrant outdoor life on campus. LITS partnered with the President’s Office, History of Art, the Dean’s Office, Athletics, Facilities, and Environmental Health & Safety to install a ping pong table in front of Canaday, and we’ve been pleased to see it heavily used.

**OUTCOME #5**

*Bryn Mawr will move forward being attentive to costs for students and for the institution. Our mission requires a commitment to access and to financial aid. Rethinking financial aid strategies and outcomes will be guided by the commitment to access implicit in our mission. To the extent possible, our investment in initiatives to strengthen our offer to prospective students and the educational experience of our current students will prioritize those that will have the biggest impact with the least incremental cost. We will leverage existing resources and partnerships old and new to achieve our goals.*

LITS has contributed to the affordability of Bryn Mawr education for students and to raising awareness of access issues. Our staff participated in planning, supporting, and leading sessions for Bryn Mawr’s Community Day of Learning focused on issues of class, including a workshop titled “Fair and Lovely: Class, Colorism, and Beauty Standards.”

We think creatively about how to achieve necessary projects and aspirational goals in the most cost-effective ways possible and in ways that bring long-term benefit to the College. This

---

**LITS pursues grant funds to support our initiatives, conserving tuition and endowment revenue. Here are a few of this year’s examples:**

- $260,000 NEH grant for the Seven Sisters CollegeWomen.org project coordinated by Bryn Mawr and the Greenfield Center
- $20,000 Sumimoto Foundation grant to restore the Tales of Genji screen
- $40,000 planning grant to identify solutions for special collection storage

We also administer grant projects on behalf of the College, including the Mellon grant on “Developing a Liberal Arts Curriculum for the Digital Age”, and FIPSE, Teagle, and TIDES grants.

These funds enable academic innovation and student success, jump-start transformation of our teaching and learning approaches, and enable us to study and build on what works.
saves money that can be allocated to other needs that support students’ education. For example, the transition to Office 365 means that we can provide an array of new services with no additional infrastructure costs and low licensing costs. A major advantage of Office 365 is the ability to add Microsoft Office Professional free of charge to personal computers and mobile devices, previously a significant individual cost to students. OneDrive for file sharing and collaborative editing is included with 1 TB of storage, and the service will cost us less.

This year, we enhanced our course reserves program to ensure plentiful access to required course texts. This program is active across disciplines, but particularly well-utilized in the sciences, where textbooks are often cost-prohibitive for students.

The little things matter, too. This year, we converted computing lab and library printing to multifunction devices (copiers) to provide free copying and scanning, and increased availability of color printing for our students. This expands our free printing service, which exists to minimize unnecessary charges for our students. Because these devices do not print until the print job is released at the device and allow high quality and accessible scanning (sometimes preventing the need to print or copy), fewer prints are wasted, supporting campus sustainability and accessibility efforts.

TRANSFORMATIONS

One way that LITS is able to support the goals of the College is by thoughtfully reforming, transforming and improving both LITS itself and our services, sometimes in ways that can prove transforming to the campus experience. A few highlights of these transformations are as follows:

INFORMATION LITERACY

The newly formed Research & Instructional Services (RIS) and Assessment teams are assessing the scope, reach, and effectiveness of course-embedded library instruction. This project is funded by a Mellon Digital Curricular Seed Grant and is due to be completed this summer. The RIS team will use the results to drive future course-embedded learning designs with the goal of achieving a high baseline of information literacy in the undergraduate program. This project is one piece of the larger library instruction program which this year included in-class active learning activities, Universal Design for Learning practices, flipped content through use of online tutorials, scavenger hunts, and collection of regular assessment data using in-class one-minute reflection papers.

OFFICE 365 ADOPTION

Email and calendar services are essential to faculty, students, and staff around the clock. This year, after a rich discovery process, LITS migrated email and calendar operations to Office 365, taking advantage of Microsoft’s highly reliable and robust cloud offering. Office 365 combines the best of a traditional approach to email with a modern, always-improving interface, better mobile experience, and a larger mailbox size. In addition, moving to Office 365

---

4 Individual student price is $99/year.
5 Individual student price for comparable storage is $7-10/month if acquired independently.
allows us to offer expanded services such as OneDrive cloud-based file storage and the ability to use Microsoft Office applications online or download the programs onto personal computers and mobile devices. More will be offered over time.

This move was about more than visuals. Not only does this move bring us in line with peer institutions, but the redundant, distributed nature of such a service ensures better academic and business continuity for these core services, and supports our broader strategy of shifting to cloud services where reasonable to reduce costs and allow our excellent in-house staff to focus on areas where we are best suited to bring value to Bryn Mawr and our institutional partners. Microsoft also offers Office 365 free to educational institutions, allowing us to conserve over $65,000 per year of operational expense.

During this project, the LITS team was able to apply new project management and communications strategies to facilitate a smoothly run project and the best possible migration experience for our community; these were part of a larger LITS program of project and change management maturity. Outreach efforts included in person demos and courses, written documentation, videos, and email and sign campaigns to raise awareness and will continue into October. Both before and after migration, the team has offered brief, single-topic emails allowing community members to become familiar with new features of the Office 365 platform in manageable chunks.

In January 2016, ETS hosted a custom-designed Universal Design for Learning (UDL) Workshop. Rather than treating students with disabilities or difference as exceptions requiring accommodation, UDL advocates proactively designing course materials and activities so that the maximum range of students can benefit. This workshop provided 18 Tri-Co faculty and academic support staff with an overview of UDL and the range of differences and disabilities among Tri-Co students, an “in the trenches” report from a faculty member who has been learning and applying universal design, and the opportunity to practice applying universal design ideas and techniques in common classroom scenarios.

“DEVELOPING A LIBERAL ARTS CURRICULUM FOR A DIGITAL AGE”

This Mellon Foundation grant, under the auspices of the Bryn Mawr Blended Learning in the Liberal Arts Initiative, offers seed grants for curricular development as well as allowing LITS to offer two Mellon Digital Curriculum Assistants to assist with course design and technology. The newly formed Educational Technology Services (ETS) team led by Jennifer Spohrer (formerly of the Provost’s Office) supported 7 teams of faculty, staff and/or students who received seed grants. These projects are designed to transform courses and enable blended teaching and learning. Here are a few highlights:

- **Esem: Building Bryn Mawr** – Alicia Walker – Digitized historical plans of Bryn Mawr’s 19th century buildings and developed interactive assignments in which students practice reading, interpreting and critically assessing architectural plans in preparation for a conversation with campus architect, Joseph Marra.

- **Food and Drink in the Ancient World** – Annette Baertschi – New Course. Students worked in pairs or groups to design Omeka exhibits featuring their research around particular artifacts and practices.
• *Introduction to Chinese Literature* – Shiamin Kwa – Digitally reinvented this course using iPads, Pleco (an English/Chinese learning app) and issuu, an online publishing platform. The final class project involved creating zines on issuu and posting to a class tumblr.

• *Food in Translation* (part of the Food and Communication 360 course cluster) – Shiamin Kwa – New Course. Students used a variety of technologies including Wordpress, photo and video editing software, video cameras, LiveTreker mapping app, issuu, and cameras. The final class project was a digital portfolio of their past projects with additional reflection.

**FOUNDATIONS AND OPERATIONS**

Supporting College strategic goals is not all visible or obvious work. LITS provides underlying services supporting nearly all of the College’s work. We actively work to improve practices, and maximize both resources and results. Listed here are a few of this year’s many assessments and improvements.

• LITS was instrumental in the College’s recent PCI compliance review. We are making changes based on the consultants’ report including removing our network from PCI scope and enhancing policy and practice on campus. The College has acquired cyber liability insurance and we are availing ourselves of bundled consultation and technical services to further improve.

• LITS provided many technology learning opportunities this year. In addition to Tech Talks and the annual Staff In-Service offerings, we offered data security computer-based training in consultation with the Information Stewardship Council (ISC), including a custom-developed Phishing Awareness E-Learning module. We also offered workshops for Web editors, and (in partnership with the Provost’s office) hosted a series of Presentation Workshops such as “Making Word, PowerPoint, and PDF Files Accessible” and “Screenshots, Screencasting, and Adding Media.”

• We’re making enhancements to our campus information security education program for year two. The LITS Advisory Group of the Board of Trustees (LITSAG) meeting in May involved a deep dive on our overall information security program as against current standards in the field, and we will be continuing to train and consult including on records management planning.

• We improved Business Continuity for the main web site by placing a copy on Amazon’s cloud service. We are able to switch to and from this off-campus resource as needed.

• The Bryn Mawr-led Tri-College Library group responsible for making recommendations on digital asset management and preservation issued a report detailing best practices and recommendations for digital asset management and preservation. The group is currently creating formal guidelines that will enable coordinated practices for the management and preservation of digital assets stewarded by the TriCo Libraries and campus partners including a digital preservation policy, and digitization guidelines.

• Collection development and access paradigms continue to shift based on the rise of popular consumer services. As a result, we have significantly improved access to streaming video by participating in individual and consortial demand-driven and subscription services. Print newspaper use was assessed during the Fall 2015 semester; based on the results, we have cancelled all print newspapers except the 5 that had observed use.

• Our Rare Book Collection Assessment had two goals: 1) identifying and removing books that are either out-of-scope or more appropriate to the general circulating collections, and 2) identifying high priority but under-catalogued rare (about one-third of the collection) and beginning the process of cataloging. We have created
space for 2500 books, identified 1500 books for transfer to the general collections, and nearly completed the review of the under-catalogued books.

- LITS’ Library Research & Instructional Services (RIS) team launched several new initiatives for students this year, including “Starting Your Thesis” workshops with The Writing Center and workshops for graduate students on digital scholarship.
- Since approximately 2009, calls to the main College number went to a voicemail menu, with fall-through to the Help Desk. This year, by popular demand, we added a “live voice” experience. We now employ student operators to provide callers with a friendly greeting and direct calls.
- The Web group introduced a number of changes in support of the Capital Campaign, Alumnae(i) Bulletin, and Bryn Mawr Promise projects. One of these involves a major redevelopment of how content can be created and syndicated throughout our site – allowing for more efficient and effective distribution of story-related content throughout all sections of the campus web site.
- We also partnered with Enrollment, the Dean’s Office, the Provost’s Office and graduate programs to assess the utility of OnBase, a document management system currently used to help manage the application process, and a variety of other functions across campus, to determine a suitable model for this service. We will be moving forward with filling the position within Administrative Information Systems (AIS) and prioritizing use of the platform so that service is robust and sustainable. Admissions will also be migrating to best-of-breed platform Slate.

PARTNERSHIPS

LITS’ effectiveness in delivering value and robust service to the College community depends on the partnerships we cultivate across LITS directorates, with other Bryn Mawr departments, with Tri-College colleagues, and beyond.

The Information Stewardship Council, a representative cross-departmental group convened by co-chairs Gina Siesing, Associate Treasurer Maria Wiemken, and Registrar Kirsten O’Bierne, covered significant ground this year. One of the most significant contributions to the stewardship of College data is the new Data Handling Policy, which includes recommendations for data storage and for education for all community members among other aspects of data handling best practices.

This year, we joined the InCommon Federation, which provides a common framework for trusted shared management of access to online resources among U.S. educational institutions. Through this partnership, we connected to HathiTrust Digital Library, offering to the Bryn Mawr community a shared collection of millions of titles digitized from libraries around the world. Membership in InCommon opens many doors for the College, including seamless authentication to existing services. InCommon is a part of the larger Internet2 (I2) community. We already use eduroam and other I2 services; this year we

---

The MISO Survey Results (MSR) project involved the creation of a Web based tool permitting the 125+ participating schools to view, compare, and statistically test their MISO results with those of other institutions. The new Web interface is easy to use, scalable, and offers potential enhancements not achievable via the previous method of delivery.

The MISO Survey was created at Bryn Mawr and continues to be developed and managed by David Consiglio along with a small group of colleagues from participating institutions. MISO data is used by Bryn Mawr and many peer institutions to guide IT and Library service development. 56 schools participated in 2016.
replaced our secondary internet feed with two I2 feeds, doubling our bandwidth and providing a dedicated connection to I2’s Research & Education network, something faculty had requested.

As the College works to improve accessibility for educational materials, RIS worked with Deb Alder to create a process for obtaining closed captioning for media required for classes. We also partnered with Deb to purchase and deploy Texthelp Read & Write, an on-screen text reader that also helps check written work, which is available both in public labs and on students’ personal computers and mobile devices. HathiTrust also serves as a resource for accessible texts.

In Summer 2015 we announced the beta launch of the cross-institutional archives portal College Women: Documenting the History of Women in Higher Education, a collaboration between the institutions formerly known as the Seven Sisters colleges. The site development was funded by a Foundations planning grant from the National Endowment for the Humanities (NEH), and allowed us to begin imagining a resource on shared histories of women’s education at some of the first U.S. women’s colleges in the Northeast. This April, the NEH awarded a $260,000 Humanities Collections and Reference Resources grant to Bryn Mawr College that will allow us to expand the digitization project with our partner institutions beginning in Summer 2016.

We are participants in two grants awarded this year for major projects in Philadelphia. The first, Bibliotheca Philadelphiensis, is a $500,000 grant from the Council on Library and Information Resources (CLIR) to support the digitization of medieval and renaissance manuscripts in the Philadelphia region, including 50 from Bryn Mawr. The second, In Her Own Right, is a $40,000 grant from the National Endowment for the Humanities to support planning for an online site on the history of the struggle for women’s rights in the Philadelphia region.

We maintain active membership in many consortia to which we contribute and gain value. Melissa Cresswell is working with colleagues at the Consortium of Liberal Arts Colleges (CLAC), a group of 70 peer institutions, to better meet our collective benchmarking needs by building a suite of data-gathering tools. The purpose of this work is to gather and make available to CLAC members comparison data on organizational design, staff salaries, core services, and budgets at a detail and context level not possible through larger data gathering organizations. Andrew Mantuano worked with the EDUCAUSE Higher Education Information Security Council (HEISC) to update the security awareness quick start guide and other best practice documents.
LITS BY THE NUMBERS

HELPING OUR COMMUNITY
- 19,677 tickets, 6,940 of which were resolved by Help Desk Student Technicians
- 600 Ask a Librarian email requests
- 90 Staff In-Service day attendees; 24 sessions, 31 instructors
- 509 Special Collections Reading room patrons
- Email/Calendar Project (so far - straddles FY16 and FY17)
  - 219 video views of Office 365 instructional videos
  - 117 attendees in 10 Office 365 classes
  - 24+ pieces of Office 365 Tech Documentation published
  - 14 small group education consultations for Office 365 launch
  - 3542 views of Bananagrams promotional video

LITS IN THE CLASSROOM
- 472+ reflection papers written by students in 58 course-embedded information literacy sessions
- 79 library instruction sessions in classes or workshops
- 71 courses used the Moodle Quiz feature
- 321 hours of video recorded using our Tegrity lecture capture system; over 327 viewers watched a total of 43,115 recorded hours of video
- 170 class sessions either taught or team-taught by Special Collections staff

INTEGRATING OUR COLLECTIONS
- 8 exhibitions mounted; 30 public programs held
- 1,329 books and 28 ebooks purchased by faculty or librarian request
- 262,000 full-text articles or ebook sections downloaded by Bryn Mawr community members
- 344 videos viewed via our Kanopy streaming video service
- 353,659 Tripod sessions

EMPLOYING BRYN MAWR COLLEGE STUDENTS
- 44 undergraduate student assistants at the Carpenter and Collier circulation desks (with an additional 22 graduate students during the breaks and summer in Carpenter)
- 52 student employees at Canaday service desks
- 30 Special Collections Student workers, interns & volunteers

CONTRIBUTIONS TO SCHOLARSHIP, RESEARCH, AND OUR PROFESSIONAL COMMUNITIES
- 313 Bryn Mawr College faculty and staff papers added to repository.brynmawr.edu
- 108,509 full-text downloads from repository.brynmawr.edu
- 531 reviews published in *Bryn Mawr Classical Review*; nearly 15,000 daily readers worldwide
- $260,000 NEH Implementation grant received to expand the College Women site
- $20,000 Sumitomo Foundation grant received for conservation of important Japanese screen
- 4210 books and 5711 articles lent by InterLibrary Loan
- 56 schools participating in the 2016 MISO Survey
The first year of the Museum Studies program has been very successful. First and foremost, there was extremely high student interest in taking museum studies classes, seeking museum-related internships and wanting to learn about careers in museums, galleries and archives—indeed, many students attested to the great “energy” or “buzz” around Museum Studies that was felt across the Tri-Co to current students, recent graduates and Alums. There was also much faculty interest in the Museum Studies program, specifically interest from faculty in developing new course components with museum-related content (across various disciplines). In the first year, the visibility of the program was also greatly raised by strengthened relationships with many Philadelphia museums, several of which now have Bryn Mawr Museum Studies students participating in summer internships.

At Bryn Mawr, Museum Studies is described as a pilot program that offers students a rich and dynamic education in both museum theory and practice. Students have the opportunities to learn about the history of museums and their roles in society as well as to engage with critical, theoretical museum scholarship. Through coursework and internships, students will also have the opportunity to gain practical hands-on experience in Bryn Mawr’s Special Collections as well as in museums in Philadelphia and beyond. The program aims to be dynamic and inter-disciplinary, intersecting disciplines such as the History of Art, Anthropology, Archaeology, History, Education, Cities, Biology and Geology. The Bryn Mawr Museum Studies program aims to empower students to become significant contributors to various professions throughout museums, galleries and archives.
YEAR ONE ACCOMPLISHMENTS

THE MUSEUM STUDIES MINOR

The Curriculum Committee approved of Museum Studies as a minor on April 8th 2016 (after an April 6th meeting with Committee members, Lisa Saltzman and myself). The Minor will include two core courses, two elective courses and two Praxis courses as requirements. I’ve had input towards developing the proposal for a minor by many people. Lisa Saltzman (History of Art), Alicia Walker (History of Art), Steven Levine (History of Art), Homay King (History of Art/Film Studies), Amanda Weidman (Anthropology), Alice Lesnick (Education), Sharon Ullman (History), Anita Kurimay (History), Peter Magee (Archaeology), Eric Pumroy (Special Collections), Carrie Robbins (Special Collections), Gina Seising (LITS), Carol Solomon (History of Art, Haverford). Out of this group, we will create a Museum Studies Steering Committee.

I also have sought much feedback from the Directors and faculty of other Museum Studies programs, including the University of the Arts and Smith College (which provided a valuable small liberal arts model).

Museum Studies Faculty Proposals

We received 5 proposals from faculty members to use museum studies funds in their spring 2016 courses. We received proposals from Education, Psychology, French, East Asian Languages and Culture, and Anthropology. We were able to fund all five. I want to also note that two of the proposals incorporate museum studies scholarship quite significantly: Laurel Peterson in Psychology (“Enriching Health Psychology Through Critical Museum Studies Scholarship: Health, Society, and the Self – Stories at the Mütter Museum”); and Heather Curl in Education (who is adding a museum studies component to her “Theories of Change” curriculum). As of June 15, there are 6 additional proposals from faculty for the 2016/2017 academic year, including proposals from Geology and Biology.

MUSEUM-STUDIES COURSES

The three fall museum-related courses were extremely successful in generating student interest: the History of Art course which I taught, “Curator in the Museum;” and Carrie Robbins’s courses “Contemporary Art in Exhibition” and the “Exhibition Seminar on Worlds Fairs.” The latter course also produced a student-curated exhibition “Fair Photographs?” (described in more detail below.) In the spring, the new Anthropology course “Museum Anthropology: History, Theory, Practice” was overenrolled and created much enthusiasm for the synergies between archaeology, anthropology and museums. In addition to these year one courses, I advised two senior theses that concerned museums; and advised one Praxis student who worked on an exhibition at the Philadelphia Free Library. In the second year, the course “Museum Studies: History, Theory and Practice” already has 40 students seeking enrollments.

In year two, there will also be two 360s that highlight the Museum Studies program and integrate the program with hands-on work in Special Collections, culminating in student-curated exhibitions. There will be a 360 on the “Poetics and Politics of Race” which will include my fall class, “Exhibiting Africa: Art, Artifact, and New Articulations” as well as course taught in English by Anne Dalke and a course taught in Education by Jody Cohen. There will also be a 360 on “Mirroring the Self” with an exhibition design course taught by Carrie Robbins and a content seminar taught by Steven Levine.

O Courses Offered in Year 1 (6)

- HART B300 - The Curator in the Museum
- HART B373 - Contemporary Art in Exhibition
- HART B374 - Topics: Exhibition Seminar
- ANTH B271 - Museum Anthropology: History, Theory, Practice
- EDUC H311B - Field Work Seminar

**Courses to be offered in Year 2 (9):**
- HART 279: Exhibiting Africa: Art, Artifact and New Articulations
- HART 301: Topics in Exhibition Strategies-Exhibiting the Self
- HART 350 Topics in Modern Art-Mirroring the Self
- HART TBD: Museum Studies Fieldwork Seminar
- ARCH102: Introduction to Classical Archaeology
- ARCH125: Introduction to Classical Myths and their Representation in ancient Greece and Rome
- ARCH234: Picturing Women in Classical Antiquity
- PSYC B231 Health Psychology

**Student Interest**

Student interest in museum studies in the first pilot year has been overwhelming. More than 100 students have requested information or advice from me regarding museum studies. This includes Bryn Mawr students as well as those from Haverford and Swarthmore. After the well-attended fall Museum Studies Tea, I also started a website and Facebook page for students interested in Museum Studies at Bryn Mawr. It offers updates about museums and exhibitions making headlines, updates about job opportunities and updates about museum-related events in Philadelphia. The Facebook page also encourages students to join me in attending evening or weekend events at, for example, the PMA, the Barnes and the Mutter Museum, as well as student events hosted by the Philadelphia Council of Museums.

**Internships**

Interest in museum studies internships was also quite high (as evidenced by the many student emails and inquiries). In addition to the museum studies internships that Bryn Mawr already funds, I worked with LILAC to offer 4 more internships this summer in association with my spring course, “Museum Anthropology: History, Theory, Practice.” There are two student internships offered at the American Philosophical Society to conduct archival research for the upcoming Charles Wilson Peale exhibition. There are also two internships offered at the Philadelphia Museum of Art on education programming related to the “Creative Africa” exhibition (overseen by myself). In both institutions, these internships were uniquely created for Bryn Mawr students.

**Exhibitions/Exhibition Lectures**

Two exhibitions opened this year that allowed for rich museum studies teaching opportunities. The two exhibitions that opened on February 10th 2016 concerned World’s Fairs (the topic, itself, being museum studies in content): Curator Marianne Hansen’s exhibition, “Mementos and Monuments: Aftereffects of the Fairs” and Curator Carrie Robbins’s student-curated exhibition, “Fair Photographs?: Portraits and Types from the World’s Columbian Exposition.” The opening lecture on February 10th was given by Tracy Jean Boisseau of Purdue University, entitled “Women with the World at their Feet: Visualizing Gender at World’s Fairs and International Expositions” (funded in part by Museum Studies).
It is important to highlight Carrie Robbins’s exhibition seminar on Worlds Fairs. The seminar provided students with the opportunity to research the histories of objects related to World’s Fairs held in Bryn Mawr’s Special Collections and to use postcolonial theory to investigate and critique their representational claims. The seminar and curation of the exhibition also gave students practical production experience such as: conceiving a curatorial approach, articulating themes, writing didactics, researching a checklist, designing gallery layout, and marketing the exhibit.

**MUSEUM STUDIES PANEL**

On February 29th 2016, the Museum Studies program funded a panel at Haverford on “Museums as Agents of Change.” The guest speakers were: Emily Schreiner, the Zoë and Dean Pappas Curator of Education and Public Programs at the Philadelphia Museum of Art; and Damon Reaves, Associate Curator of Education, Community Engagement and Access at the Philadelphia Museum of Art. This panel was a part of Professor Heather Curl’s course, “Education 311: Fieldwork Seminar” and was open to all Tri-Co students.

**SCHOLAR IN RESIDENCE**

The archaeologist Stephanie Moser from the University of Southampton was in residence at Bryn Mawr the week of April 18th. Moser’s research primarily concerns how Egyptian archaeology is represented in museums. Moser gave an evening lecture on Monday May 18th entitled “Exhibiting Distant Times and Places: The Crystal Palace, London and the Making of History.” On Tuesday May 18th, Moser spoke with students of “Museum Anthropology.” On Wednesday April 20th, Moser did a Visual Cultures lunchtime lecture on “Truth and Beauty in the Artistic Engagement with Antiquity: British History Painters and the Representation of Ancient Egypt.”

**PHILADELPHIA MUSEUMS**

I have made great headway in building more formal relationships with many Philadelphia Museums. This includes meetings with the Philadelphia Museum of Art, the Barnes Foundation, the Penn Museum, the Mutter Museum, the Franklin Institute, the Academy of Natural Sciences, the American Philosophical Society, the Chemical Heritage Foundation, the National Museum of American Jewish Culture and History, the African-American Museum, the National Liberty Museum as well as with the Smithsonian Natural History Museum, the Smithsonian Museum of African Art, the University of Delaware Museum and the American Museum of Natural History. Each Museum has expressed enthusiasm for Bryn Mawr’s unique liberal arts approach to museum studies and looks forward to further collaboration with the program.

**VISIBILITY OF THE Bryn Mawr’s MUSEUM STUDIES PROGRAM**

In year one, the program has generated much attention in the Philadelphia area and beyond. We have formed key relationships with the University of Arts Museum Studies Program, the Drexel Museum Studies Program,
the Penn Museum Office of Academic Engagement and, outside of Philadelphia, with the Smith College
Museum Studies program. We also have made key partnerships with the Philadelphia Museum of Art, the
Barnes Foundation, the Penn Museum of Archaeology and Anthropology and the American Philosophical
Society. As Director, I also serve on advisory boards at the Philadelphia Museum of Art (the African- American
Collections Committee and the Constance Clayton African-American Fellowship Committee), the Penn
Museum of Archaeology and Anthropology (as consulting scholar for the Africa Section) and the African-
American Museum (on the Collections and Acquisitions Committee). These relationships have greatly
strengthened student access to Philadelphia museum exhibitions, collections and museum professionals. The
increased visibility of the Bryn Mawr Museum Studies program has direct benefits for student learning, student
career opportunities and for future fund-raising.

As the Director of Museum Studies at Bryn Mawr, I’ve also contributed to the visibility of the program through
three presentations I’ve given over the course of this academic year: “Race, Evolution and Identity in the
Natural History Museum” (Center for Visual Culture, Bryn Mawr College); “Color-Coded Bodies on Display”
(Body and Power Symposium, Haverford College); “Envisioning African Origins” (Conference on Museum
Temporalities: Time, History and the Ethnographic Museum, Museum Volkenkunde, Leiden). I also have
published one journal article: “Race, Genetics, Medicine and the Museum” (in the journal, Museums and Social
Issues). As Director of Museum Studies, I also represented Bryn Mawr’s new Museum Studies program at the
American Alliance of Museums conference, the American Association of Academic Museums and Galleries
Conference and as a member of the Philadelphia Council of Museums.

STUDENT REFLECTIONS
I asked several students to share their reflections on their first year with Museum Studies. These are a selection
of the comments:

“When I got a job in Special Collections my sophomore year I realized I really enjoyed working there and maybe it was something I wanted to do with the rest of my life. But I was unsure as to the opportunities that were out there and whether I wanted to work in a museum, library, or archive. I went to my dean and asked what classes I could take on the subject and his answer was there were none. But then next year the Museum Studies program was created. My first class with Professor Scott was Curator in the Museum, and it was the best class I have ever taken at Bryn Mawr. It was so unlike anything else the school offered, we took amazing field trips to Museums, spoke to experts behind the scenes, and our class discussions were so vibrant and dynamic I’d think and talk about them for days afterwards. In the spring I took Museum Anthropology and again the class was spectacular and engaging, our trip behind the scenes to the American Museum of Natural History gave me new perspective on academia’s place outside of the classroom. I also applied for and accepted an internship through the Museum Studies Program at the American Philosophical Society. My internship at the APS is giving me the opportunity to make actual decisions and contributions to an exhibit, and the experience is invaluable. Through the Museum Studies program, I have found what I want to do with my life and been given the opportunity to pursue it.” --
Elinor De La Torre ‘17
‘I loved museum studies because it opened my eyes to a new realm of theory while still being grounded in the real world. It’s a fascinating field with many practical applications taught by a dynamic, engaging professor. Our readings and class discussions constantly challenged me to think beyond what I’d experienced at museums and to critique them as powerful institutions, while our field trips supported our academic endeavors with lived experiences. I look forward to taking more museum studies courses in the future as I think they’re an incredibly valuable addition to any liberal arts education, especially as my studies in anthropology and visual studies seek an intersection.” --Maeve White ‘18

“I was hesitant to become an art history major because I was intimidated and alienated by the classes that I was a part of every week. When I heard about museum studies I didn’t know what to expect, but it soon became the missing piece to tie together all of my interests. Through museum studies, Monique was able to do an incredible job of weaving together several disciplines to create inspiring class discussions. I’ve taken both “Curator in the Museum” and “Museum Anthropology” and they have been the best classes I’ve taken at Bryn Mawr. Museum studies has continuously pushed me to think bigger than myself to find the critical connections between all of my academic and career interests.” --Olivia Porte ‘18

“I met Dr. Scott the summer before my senior year at Swarthmore while I was interning at the PMA. As a double major in Art History and Sociology/Anthropology, I had spent my previous three academic years attempting to inject museum studies into my courses on visual culture.

Upon meeting Dr. Scott and learning if the Museum Studies program I was overjoyed. Not only was the content of Museum Anthropology exactly what I am interested in academically, Dr. Scott has become a mentor. She was more than happy to help with my senior thesis, focused on the PMA’s exhibition International Pop, and offered me a summer research project working with her on the PMA’s Creative Africa exhibition. Further, she has been more than available for advice moving into my future. Museums are powerful institutions that deserve questioning from all angles—pedagogy, sites of in/exclusion, and theoretically engaged spaces. Therefore even if a student may not be entirely focused on museums, there is undeniably something to learn from exploring this realm and Dr. Scott pushes students to inject their own interests into Museum Studies. Being able to pursue Museum Studies at Bryn Mawr reinvigorated my belief that this academic field is what I want to do with my future and that wouldn’t have been possible without Museum Studies or Dr. Scott. --Summer Sloane-Britt ‘16, Swarthmore

“I am a rising senior at Bryn Mawr with a double major in Political Science and Anthropology with double concentrations in Middle Eastern Studies and International Relations. During the Spring Semester of 2016, I took Professor Monique Scott’s “Museum Anthropology” Course. Throughout the semester, Professor Scott challenged me to think critically, in new, innovative and creative ways while actively engaging my peers and myself... After taking many Anthropology courses throughout my undergraduate career, I began to question if I should continue my studies within Anthropology. Professor Scott’s “Museum Anthropology” course reminded me why I fell in love with Anthropology in the first place as a
discipline. I will always remember this course as one of the highlights of my Bryn Mawr career and cherish the value and enrichment that Museum Anthropology brought to my undergraduate career.”—Samantha Heyrich (‘17)

“Looking back on my four years at Bryn Mawr, one of the pieces of my experience I appreciate most is how interdisciplinary it was. From my Anthropology major coursework to my participation in the first year of the Museum Studies program, the skills and knowledge I gained from both were transformative in more ways than I can express. I am entering a teaching position in the fall, but after taking both of Professor Scott’s courses during the 2015-2016 school year, I have realized that I ultimately want to unite my undergraduate work in Anthropology and Education through a career in museums. The Museum Studies program was invaluable in that decision and my new-found passion for the field. Professor Scott is incredibly passionate about the program and that shines through to her work on the courses and her relationships with students. After assisting Professor Scott with a tea during the fall semester, it was clear that the program had gained, and continued to gain interest from students of all class years throughout the school year. I am eager to see how the program continues to grow and thrive.”—Kirsten Adams (‘16)

BRYN MAWR COLLEGE BLOG POST BY KIRSTEN ADAMS: “DAY AT THE MUSEUM”

Have you ever wondered how much a group of students could geek out about Anthropology and museums? Well after spending the day at the American Museum of Natural History in New York City last Friday, I can personally tell you that it is *a lot*. In a couple previous blogs, I have talked about my love for Bryn Mawr’s new Museum Studies program. After our visit on Friday, I am even more inspired by, in love with, and excited to see the program grow.

We started our visit off with a lunch of authentic New York pizza and conversation with six incredible members of the museum’s education department. Each educator talked to us about their path to their current position, and as somebody who is interested in museums and their intersections with education programming, I was fascinated to hear how they had become part of the museum’s team. After lunch, we made our way into the inner-workings of the museum building and quite literally got to go behind the scenes. On the way to our next stop, we walked through hallways lined with offices and cases full of artifacts. It was breathtaking to realize that even though the museum has an amazingly large amount of artifacts and objects on display, there are even more artifacts that are not on permanent display. If only museums had infinite amounts of space!

Besides being in awe of having the opportunity to see a side of the museum that not many visitors get access to, by walking through the hallways of the museum behind the scenes, we got to literally walk in the footsteps of Margaret Mead, who through her work helped popularize American Anthropology. This is where the geeking out came in! As an Anthropology major, it was surreal to be a place where not only one, but two prominent individuals in your field had once worked and left their mark on. Franz Boas, who is known as the father of American Anthropology also worked at the AMNH, and according to one of the curators we were fortunate to have the opportunity to speak with, the museum is where Boas decided American Anthropology should be taught using a four-field approach including Cultural, Biological, Linguistic, and Archaeology, a practice the Bryn Mawr Anthro. department still practices today.

The curator we spoke with also talked to us about what it was like to work with Margaret Mead, and even had her rocking chair right in his office, which one of my classmates got to sit in! She once told him that the classroom should not get in the way of students’ learning, a comment that has continued to stay in mind. I was
struck by it, because it really highlights the need for programs like Museum Studies at BMC, and the other PRAXIS courses we offer that make field sites outside of the college integral to students’ learning. Our syllabus came to life, as we were able to see the artifact that is pictured on its first page. That is a cool feeling! We can learn incredible amounts from lectures, discussions, and our textbooks, but nothing can compare to the learning you get from immersing yourself in a place.

Our next stop was the Margaret Mead Hall of Pacific Peoples where we got to hear about the intricacies of museum display, communication with cultures represented in the hall, and the effects of popular media on the museum. After all was said and done, we had about an hour of free time to explore the museum before we had to board the van back to Bryn Mawr. While we all would have loved even more free time to explore, we were all exhausted after such a full day of learning, questioning, and discussing. I’m sad that my time in the Museum Studies program is coming to a close, but as I’ve said before in my blogs, I am beyond ecstatic that the program will continue to grow and expose students to these incredible places and the people who make them what they are today.