CREATING A Meaningful LEGACY AT GW IS EASY

If you have a brokerage account or retirement plan, it’s easy to help enhance world-class academic resources for GW’s faculty and students. You can name the George Washington University Libraries and Academic Innovation (GWLAI) as a beneficiary of some or all of the funds that may remain in your brokerage or savings account, IRA, 401(k), or other savings plan after your lifetime. Just complete a new beneficiary designation form that includes GWLAI and its Tax ID number (53-0196580) and submit it to your plan administrator.

A few of the benefits:
- Flexibility to support the GWLAI program of your choice.
- No change in lifestyle since your gift comes from leftover funds.
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We can answer your questions to help make it even easier. Contact us today!
CALL: 877-408-7590
EMAIL: gjfeng@gwu.edu
ONLINE: go.gwu.edu/gwenfeng

Pat is supporting the George Washington University Libraries and Academic Innovation and the Elliott School of International Affairs by naming GWLAI as a beneficiary of her individual retirement account (IRA).
Peer tutoring in GWLAI’s new STEMworks enables students to learn from each other and create a community of support for quantitative skill-building. (Logan Werlinger/the George Washington University)
Welcome

FROM THE DEAN OF LIBRARIES AND ACADEMIC INNOVATION

GW Libraries

GW prides itself on its rich tradition of students and faculty conquering the world’s great challenges — putting knowledge into action. Now more than ever we have the opportunity to make real progress on some of our more intractable problems and understand the world in new ways using data. Large data sets and powerful tools for analysis are available to everyone, if you know how to use them.

In this issue, we highlight some of the most important ways that GW Libraries and Academic Innovation (GWLAI) is actively preparing students for this new world of complex data and supporting faculty efforts to collect, analyze, and visualize data to find meaningful patterns. I am especially proud of STEMworks, GW’s one-stop shop for quantitative, data, and spatial reasoning skills, located in Gelman Library. (Logan Werlinger/the George Washington University)

My vision for GW Libraries and Academic Innovation is that we are “the bedrock of scholarship and learning at GW.” Our work is “the foundation of integrated teaching, learning, and research throughout the university.” But just as GWLAI underpins all aspects of the academic experience at GW, the philanthropic investment of our generous donors underpins all aspects of the Libraries and Academic Innovation. Your support is our bedrock, and for that, I offer my heartfelt thanks on behalf of the entire GW community.

Geneva Henry, dean of GW Libraries and Academic Innovation, addresses the need to prepare students to work with data sets for researchers. Using an application developed by library programmers called the Social Feed Manager, GW’s Program on Extremism is building a collection of tweets of suspected extremists to study how they use social media. Faculty around GW and around the world are using this tool to explore and understand our changing social landscape.

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Geneva Henry
Dean of Libraries and Academic Innovation

The Tools to Counter ISIS

The Islamic State, also known as ISIS and ISIL, relies heavily on social media to recruit fresh volunteers to its cause, disseminate propaganda, and call for attacks. But governments and major technology companies attempt to take down their posts as quickly as possible, making one of the greatest problems facing researchers studying their social media messages the need for that information’s instantaneous capture.

When GWLAI is deeply involved in the collection of data, and spatial reasoning skills, located in Gelman Library.

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CONNECTING RESEARCHERS WITH The Tools to Counter ISIS

The immediate and automated capture of social media information is exactly what the Social Feed Manager was created to do. It automates the data collection from accounts that the Program on Extremism has identified as pro-Islamic State, ensuring that data is captured for study before it is removed to prevent its spread. In addition, the Scholarly Technology Group connected the Program on Extremism with other tools that allow navigation of the content for substantive analysis.

The Social Feed Manager is open source software created by the Scholarly Technology Group, funded by grants from the Institute of Museum and Library Services, the Council on East Asian Studies, and the National Archives’ National-Historical Publications and Records Commission, to harvest social media data and web resources from free public sources on a number of platforms, including Twitter, Tumblr, Flickr, and Sina Weibo.

With the help of the Scholarly Technology Group, the Program on Extremism has built a one-of-a-kind collection of content from English-language Islamic State sympathizers on Twitter, allowing them to conduct research and produce the sort of compelling policy recommendations that can inform and inspire both government officials and the general public. On October 26, 2017, the program released their latest report, Digital Decay: Tracing Change Over Time Among English-language Islamic State Sympathizers on Twitter. “This report is one of the biggest projects we’ve ever completed at the Program on Extremism,” continued Alexander. “The data set offered innumerable opportunities for robust analysis. We couldn’t have done the project without the Scholarly Technology Group and the results have very real implications in the realm of countering the Islamic State online.”
Imagine standing in front of 250 students with a full slate of materials to cover in this class period when you accidentally hit a button and your technology goes dark. Even for naturally-savvy tech users this can be a daunting experience, but at GW, immediate help is just one click away at the Academic Technologies Solutions Center.

General purpose classrooms on the Foggy Bottom campus are equipped with a phone and a direct line for immediate access to a trained technician. Armed with remote assistance technology, technicians can log in to the classroom computer to immediately attempt to resolve the issue.

“We can resolve about a third of the calls we get with remote assistance. That allows the professor to go right back to teaching, with minimal interruption,” explains Brent Delaney, CCAS ’18, who manages the Solutions Center. In an average semester, the Solutions Center fields about 2,000 requests for support. In addition to permanent staff, student workers help to respond to these inquiries, giving them a hands-on opportunity to gain valuable career skills in the booming technology sector.

If the Solutions Center staff can’t resolve an issue remotely, a field technician is dispatched to the classroom to provide in-person support as quickly as possible. The Solutions Center is staffed beginning at 7:30am for early classes until 8pm for the beginning of evening sessions.

Dr. Kamal Beyoghlow, professorial lecturer in the Elliott School of International Affairs and professor at the National War College, is grateful that field technicians work proactively to help resolve an issue remotely, a field technician is dispatched to the classroom to provide in-person support as quickly as possible. The Solutions Center is staffed beginning at 7:30am for early classes until 8pm for the beginning of evening sessions.

Dr. Beyoghlow has gotten to know some of the field technicians, including Patrick Hart, CCAS ’18, who has been at GW for four and a half years. “He’s been very helpful, not only as a manager, but also in trying to solve problems as they come up,” Dr. Beyoghlow says. “He’s very adaptive, nimble, and flexible and that, I think, really helps the mission of teaching and education.”

More than just troubleshooters, technicians work proactively to help professors understand their classroom’s system. Through one-on-one training sessions, usually in the classroom in which they are teaching, professors are trained on available technology.

“This Solutions Center is based on the idea that ongoing support for technology in the classroom is necessary to ensure an exemplary student experience,” said Delaney. “We’re committed to making every class session the best experience it can be.”

To learn more about how to support the teaching and learning activities at GWLAI, please contact Tracy Sullivan, executive director of development, at gwlibdev@gwu.edu or 202-994-8928.

Lusting for career success and wanting your brand to be and making sure you take advantage of those resources,” says Amanda Fullwood, a graduate student pursuing her master’s degree in business administration. A full-time web designer, Fulwood also took advantage of GWLAI’s Adobe InDesign workshop a few semesters ago. “If you have certain deficits, you can look to the library to see if they have opportunities to enhance those skills,” says Fulwood. “I think that’s always really encouraging to know that there’s someone there who is willing to find references and find resources to help you get better. I saw the library as that.”

Students attend the Freelancing 101 workshop to learn about the benefits of contracts and how to bill for their time. (Sydney Elle Gray, GWSB ’20/the George Washington University)
Building Community and Understanding Through Film

When Professor Rachel Pollack began teaching a course titled, “Framing the Visual World of Shakespeare,” she wanted to find printed works written contemporaneous to Shakespeare to provide her students an insight into his time. Perhaps examining primary material would prompt her students to study deeper.

A colleague pointed her to the I. Edward Kiev Judaica Collection, where she found Hebraica and Judaica written around Shakespeare’s time. Then, working with librarians in the Special Collections Research Center (SCRC), Pollack was able to expand the selection to materials in other GW collections.

Encountering primary materials in class inspired her students. “My students have even found things we didn’t pull on the class day,” says Pollack. That first semester of teaching the Shakespeare course, one of her students discovered a 16th century edition of Richard Hakluyt’s The Principal Navigations, Voyages, Traffiques and Discoveries of the English Nation in the GW collection. “Shakespeare used it for writing Othello,” Pollack explains.

“I thought, ‘Well, why am I not doing this for my Dutch class, as well?’” she says about her “Dutch Painting at the National Gallery of Art” course, which she had been teaching for six years. As a writing-intensive course, it had a component of library instruction, but Pollack hadn’t thought of using primary materials for that course until she saw the impact of source materials on students in her Shakespeare course.

Now she teaches three courses and each semester she brings her students to the SCRC for a class day with source materials. Pollack describes a big difference in her students since using these resources. Before, she would encourage her students to use primary materials, but they only understood it in an abstract sense. “Now,” she says, “the books are right there in front of them. They really go right to the source. It’s an exciting thing to work with the material.”

This semester, one of her students is examining Anatomy of Melancholy, published in 1628, shortly after Shakespeare’s death. One of the earliest writings on the pre-medical subject of melancholy, the book is well-known to psychologists. The student is using it to write a paper about proto-psychology and Shakespeare.

“It really does make a difference,” Pollack says, “They’re not afraid to look through the books anymore.”

Learning with the Libraries

ENGAGING STUDENTS WITH Primary Sources

Lost in Gelman Library one day, David Lange, ESIA ’19, stumbled upon GW Libraries’ video and media collection. “Now we really should just do it,” he says of founding DLP at GW.

He and his friends had been discussing ways to provide a space for men to better understand their identity, as well as queer history. “A lot of our members are from families or regions that might not really have a strong gay cultural scene,” he says.

Lange’s idea was to look at film and television to spark discussions and conversations. However, streaming platforms don’t have a large selection of classic LGBTQ films.

Netflix is limited, especially some of the older movies, like (The) Celluloid Closet, are not available,” says Lange. GW Libraries’ collection greatly expands Lange’s options for exploring queer history through film.

“It’s prompted a greater appreciation for where we’ve come from, as a community,” he says. “We have a whole story and whole culture and beautiful history we can be proud of.”

“I think it’s been very successful,” Lange says of using film to explore identity with his brothers. “I think it’s made people feel a lot more like a part of a community, and community building is what a fraternity is all about.”

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“Now,” she says, “the books are right there in front of them. They really go right to the source. It’s an exciting thing to work with the material.”

Professor Rachel Pollack and her students explore primary source materials from the GW Libraries’ Special Collections Research Center. (Photo by Quinn Baron, BA ’14)
If you want to analyze whether the House Agriculture Committee reflects the overall preferences of members of the House of Representatives for your Political Science dissertation, where do you start?

"There was no computer program that did that and no logical place to go for help," Provost Forrest Maltzman said when speaking about how he tackled just this dilemma. He had to devise his own program, spending a month visiting departments and offices around the University of Minnesota to find the help he needed. That experience stayed with him throughout his career, and inspired him to work with GW Libraries and Academic Innovation (GWLAI) to create STEMworks. Now, GW students and faculty seeking to break ground in quantitative research will be able to turn to STEMworks.

STEMworks opened in September 2017 in a newly renovated space on the entrance floor of Gelman Library, and is a one-stop shop to boost data skills just as the Writing Center, located on the same floor, does for writing and editing. Services are available for all GW students, faculty, and staff, regardless of discipline or major, to build skills for research and discovery. Dean Geneva Henry and her staff worked to configure the new space and equip it with a state-of-the-art video telepresence system donated by Cisco and its partner DISYS Solutions. With a focus on active learning and flexibility, the room has electricity throughout and desks on wheels that allow for highly mobile interactions among students and faculty.

"We have incredible students at GW, and they want to be prepared for the world of the future. And in the world of the future, analytics — the analyzing of data and trying to figure out patterns — is a key part of it," the Provost said at the STEMworks opening. GWLAI is helping prepare students to flourish in this new world with instruction and assistance in skills like writing code in Python and R, two of the most popular computer programming languages for data analysis; using GIS (geographic information systems) software to visualize data geographically, and navigating and managing large-scale data collections.

Studies show that about half of bachelor’s degree candidates in STEM change to non-STEM majors before completing a college degree, with women leaving at a higher rate than men. Often students encounter a tough freshman year of calculus, physics, and chemistry, introductory courses typically taught in large lecture halls, and don’t know where to turn for peer support. STEMworks brings together a robust program of peer tutoring.
an introductory course on Python during the fall semester, she learned how to find GIS data and resources that evening. “These workshops are really cool,” she said. “I'm learning things I just don't have time to do in my degree and I don't have to invest the time and money for a full course.” Bennett already hopes to use her new GIS skills in her capstone project on water usage in Oman as well as to further her professional career goals. “GIS skills are something I can put on my resume; they are a shortcut to improving my career opportunities.”

Program Associate Kes Schroer, Ph.D. ‘13, who earned her doctoral degree in human paleobiology from GW, directs the STEMworks program and has been instrumental in shaping its offerings. She's passionate about STEM and about student success. “Whatever the students need, we are going to get them, especially in the quantitative skills,” she said. “I'm STEM all the way and I hope we can build a diverse community of STEM learners.” Dr. Schroer also wants to lay the groundwork for STEM learners to become STEM earners through workshop offerings such as Freelancing 101, covering topics like copyright issues, the benefits of contracts, and counting billable hours.

Faculty are also taking advantage of this new resource. Professor Donna L. Hoffman, Louis Rosenfeld Distinguished Scholar and professor of marketing in the School of Business, was struggling to analyze a large set of data for her research on how consumers interact with their smart devices. When she heard about coding consultations through STEMworks, she made an appointment right away. She had been teaching herself Python with the many resources available on the internet, but she was flummoxed by a specific problem. An hour-long consultation with programmer Laura Wrubel, a librarian and software developer at GWLAI, helped her understand some Python code she had been stuck on and use a jupyter notebook — a web application for creating and sharing documents with live code, equations, and visualizations — to explore and wrangle the data in preparation for the analysis she had in mind. “She easily saved me hours of work — maybe weeks,” said Dr. Hoffman, “It's a little overwhelming when you have a very specific problem, but being able to get this advice is fabulous.” Dr. Hoffman already has plans to use the consulting services again when she begins to debug her new program, finding and fixing software coding errors.

To learn more about how to support STEMworks, please contact Tracy Sullivan, executive director of development for GW Libraries and Academic Innovation, at gwlibdev@gwu.edu or 202-994-8928.
The Voluntary Library Gift

Enhancing Your Library Environment

"Making sure our students are successful is our number one priority," said Geneva Henry, dean of Libraries and Academic Innovation, at the opening of the new STEMworks (page 8) space in September. "We are here, no questions asked, no judgments whatsoever, to support GW students and faculty and we’re committed to doing what it takes."

Doing what it takes can mean different things for different students. For some, it’s providing a safe space and comfortable chair in which to study 24-hours a day. For others, it’s 125 hours of drop-in peer tutoring each week. Still others need access to specialized software and technology to complete their research or passion project. To meet these and many other needs, the libraries depend on the voluntary library gift, a $50 student donation each semester.

While some students are aware of the voluntary library gift, many never consider that their gift may be responsible for purchasing their favorite study chair, paying the student staff who keep the building open for their overnight study session, or funding the panel discussion they attended. The voluntary library gift program began in 1988 and was created to demonstrate student support for the libraries.

GW Libraries is committed to using the voluntary library gift to support programs that directly impact students and help them to thrive at GW and beyond. A portion of this year’s gift supports the Top Textbooks program, which makes freely available the required textbooks for a select group of undergraduate courses with high enrollment and expensive texts. This initiative to combat the escalating price of course materials began as a proposal by Student Association President Peak Sen Chua and was made possible by the voluntary library gift.

Students are not only some of our most important patrons, but also some of our most important donors. Just as the libraries strive to be the "bedrock of scholarship and learning at GW," the voluntary library gift underpins all aspects of Libraries and Academic Innovation. Student philanthropy is our bedrock and we appreciate everyone who supports the GW Libraries through the voluntary library gift.

Funds from the Voluntary Library Gift support a wide range of student-focused events and resources. Clockwise from above: GW community members gather at Eckles Library for an event celebrating the creative process; Students learn to write like a scribe at a hands-on history event co-organized with Professor Jeffrey Cohen from the GW English Department; GWLAI staff demonstrate 3-D printing, available to all students at Gelman Library; Student workers are the lifeblood of GWLAI, and gain practical experience in technology, research, and customer service; Students learn more about our Middle East and North Africa collections in the Global Resources Center.

By October 2015, the much-loved club chairs throughout Gelman were past the end of their lifecycle. Only about 10 years old, they had already been reupholstered twice and needed another round. Voluntary library gift funds allowed the Libraries to replace these with new chairs.

Logan Werlinger/the George Washington University

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Logan Werlinger/the George Washington University
It's 1980 in the Soviet Union, and attempts to stifle ideological dissent are common practice. But ideas want to spread, and with the help of an underground network of bohemian associations, clandestine political circles, and friends both foreign and domestic, these ideas are self-published, distributed, and smuggled out of the USSR at great personal risk. These materials are known as “samizdat.”

The Global Resources Center (GRC) at Gelman Library has a large and growing collection of samizdat (from the Russian “sam” (“by oneself”) and “izdatel’stvo” (“publishing house”) meaning “self published”), thanks to a generous donation by Peter Reddaway, professor emeritus of political science and international affairs at GW. “Access to this material, and the associated cultural output essential to substantively interpreting it, is critical to the understanding of the late 20th century and the various ways in which Soviet dissidents resisted the dominant political hegemony,” says Cathy Zeljak, director of the GRC.

GW’s collection covers the mid-1960’s to the collapse of the Soviet Union in 1991. Focusing on the response of Soviet authorities to ideological dissent, the collection includes paper originals and copies, photo negatives, film strips, correspondence, petitions, news sheets, articles, memoirs, works of prose and poetry, published and unpublished book manuscripts, press releases, transcripts of trials, bills of indictment, newspaper clippings, and other historical documents. A significant amount of these materials spotlight psychiatric abuse, mental health reform, and the persecution of religious groups. Students and researchers can take advantage of GW librarians with both subject-expertise and Russian and Eastern European language skills to use this rich collection of primarily Russian and English language texts. “These materials were produced at great risk to the individuals and groups responsible for their creation and distribution,” says Zeljak. “But, in the end, ongoing dissent helped to apprise others of conditions within the USSR and supported a coordinated effort to destabilize the authoritarian regime.”

The Samizdat collection is open to the public and available for research in Gelman Library’s Special Collections Research Center. Please contact speccoll@gwu.edu to make an appointment to view the collection.
The International Brotherhood of Teamsters (IBT) has signed an agreement to permanently transfer its archival collection to GW. Housed in the IBT Labor History Research Center (LHRC) in Gelman Library, the Teamsters archive contains over 1,300 linear feet of historical materials documenting the history of the International Brotherhood of Teamsters, a labor union that represents truck drivers, warehouse workers, and construction laborers. This collection is open to the public and available for research in Gelman Library's Special Collections Research Center. Please contact specoll@gwu.edu to make an appointment to view these materials.

**INTERNATIONAL BROTHERHOOD OF TEAMSTERS TRANSFERS ARCHIVES TO GW**

**SHARING SCHOLARSHIP ON THE Boy Who Lived**

For years Tolonda Henderson, instruction & reference librarian, has been GW's resident Harry Potter scholar, researching and writing on many aspects of the Harry Potter series of books and movies, including the role of libraries and librarians. Although Henderson has written and presented extensively on the world of Harry Potter, this summer brought a new way to share this work—a performance discussion of Harry Potter and the Sorcerer's Stone at Wolf Trap National Park for the Performing Arts.

With an audience of enthusiastic “Potterheads,” Henderson and conductor Émil de Cou discussed the body of scholarship on Harry Potter as well as the particular challenges of playing live music with a film. Henderson highlighted how others can turn popular culture interests into academic topics. Addressing topics such as how one comes to study the franchise and where to find Harry Potter scholarship, Henderson took several questions from the audience.

“It was great to have access to another slice of the public,” said Henderson, “to share my passion for bringing scholarship to bear on the tale of the boy who lived.” Henderson continues serious research on the world of Harry Potter. Henderson presented work on monuments and memorials in Harry Potter at the sixth annual Harry Potter Conference in October 2017. Henderson’s work can also be found in a chapter titled, “I Don’t Think You’re a Waste of Space: Redemption, activity, and the social construct of famous” for a book being released in 2018.

**Grants Support Innovation AT GW LIBRARIES & ACADEMIC INNOVATION**

Increasingly, humanities scholars are moving beyond traditional scholarship based on physical materials and using new computational tools to analyze information and deliver findings. This is the field of “digital humanities.”

“Resilient Networks for Inclusive Digital Humanities,” a partnership with Davidson College, Prairie View A&M University, and Rice University based in GW Libraries and Academic Innovation, is working to build a resilient network of institutions to provide training and support in the tools needed for this new academic work. Conceived and led by Dean Geneva Henry and funded by the Andrew W. Mellon Foundation, it draws on the concept of resilience as a means of imagining a sustainable way to support digital work in the humanities.

Resilient Networks provides project-based experience as well as extensive digital skills training. Ultimately, the initiative will fund a total of 20 digital project teams of faculty, librarians, and students from all four participating institutions and will recruit new colleges and universities to join the network.

**RESILIENT NETWORKS FOR INCLUSIVE DIGITAL HUMANITIES**

**Librarians facilitate Computational Analysis of Social Media Data**

With all of the attention paid to the impact of social media on the 2016 presidential election, it’s no surprise that research on it has emerged across a wide variety of fields. However, as accessible as that data may seem, acquiring it requires technical skills beyond most researchers.

It was that research dilemma that led to the creation of Social Feed Manager (SFM), open source software developed by GW Libraries and Academic Innovation to harvest social media data and webresources from Twitter, Tumblr, Flickr, and Sina Weibo, a Chinese micro-blogging site. SFM allows users to specify what to collect, manage the collection process, and then export the data. Behind the scenes, SFM handles the complexity of interacting with the social media platform, scheduling harvests, and storing the results. It was that research dilemma that led to the creation of Social Feed Manager (SFM), open source software developed by GW Libraries and Academic Innovation to harvest social media data and webresources from Twitter, Tumblr, Flickr, and Sina Weibo, a Chinese micro-blogging site. SFM allows users to specify what to collect, manage the collection process, and then export the data. Behind the scenes, SFM handles the complexity of interacting with the social media platform, scheduling harvests, and storing the results.

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