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 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 the GW Libraries and its Tax ID number (53-0196584) and submit it to your plan administrator.

A few of the benefits:
- Flexibility to support the GW Libraries program of your choice.
- No change in lifestyle since your gift comes from leftover funds.
- Elimination of income taxes that otherwise would be due.

We can answer your questions to help make it even easier. Contact us today!

CALL: 877-498-7590
EMAIL: pgiving1@gwu.edu
ONLINE: go.gwu.edu/plannedgiving

Sam is supporting the George Washington University Libraries and the American Studies Program by naming GW as a beneficiary of his brokerage account.

“For four years, GW gave me so much; now I’ve made the decision to give back. I look forward to my planned gift making a difference for future students and inspiring similar philanthropy.”
– Sam Horowitz, BA ’14
Welcome

FROM THE DEAN OF LIBRARIES AND ACADEMIC INNOVATION

S ome of you might notice I have a new title: Dean of Libraries and Academic Innovation. This change is indicative of a larger change in our organization. In January, we embarked on a new adventure as GW Libraries and Academic Innovation. As part of a strategic reorganization, the departments responsible for GW’s online learning programs, academic technology, and faculty teaching initiatives have all merged into our new, robust organization.

I am excited about the new opportunities this realignment offers to further academic excellence at GW. Pulling the Libraries, academic technologies, online learning, and the University Teaching & Learning Center together is an excellent opportunity to seamlessly meet the instructional needs of our faculty. This deeper collaboration between previously separate areas will additionally enhance the learning environment for our 25,000 students.

In 2015, we embarked on an ambitious new strategic plan to both align with GW’s Vision 2021, plan for the university and to realize our shared vision of the Libraries as “a nexus where existing things happen, where change happens, where growth happens.” Our new, combined organization places us in an even stronger position to meet these goals:

• Be the nexus for cross-disciplinary collaboration on campus.
• Through tools, spaces, consultation, and collaboration, help the GW community explore, and discover information in new ways.
• Build robust and unique specialized collections to attract world class scholars.
• Building upon our demonstrated commitment to innovative pedagogy, develop methods for expanding the reach of research instruction across the curriculum, responding to the needs of GW’s diverse student body.
• Provide leadership on scholarly communication for the university.

The 2015–2016 academic year was an exciting period of change and growth for the Libraries and I am pleased to share it with you in the pages of this magazine. In this issue, we highlight some of the most important and innovative ways by which the Libraries are generating, making accessible, and preserving new knowledge and understanding. In future issues, the content of Vision will reflect the full scope of activities undertaken by GW Libraries and Academic Innovation. What we achieve is buttressed and enabled by the philanthropic investment of our generous donors. On behalf of the entire library staff, as well as GW’s students and faculty, I offer my heartfelt thanks for your support of the research, teaching, and learning needs of the GW community.

Geneva Henry
Dean of Libraries and Academic Innovation

Meet our NEWEST PARTNERS in GW Libraries and Academic Innovation

ACADEMIC TECHNOLOGIES

A cademic Technologies (AT) identifies, develops, implements, and supports technology for the enrichment of the academic experience. With that aim, AT’s Instructional Technology Lab assists instructors in incorporating technologies within teaching and learning, and supports specialized services, including lecture capture and Blackboard.

AT promotes student engagement in the classroom through innovative learning spaces, many of which have earned prestigious awards. To expand technological classroom capabilities and meet new digital standards, AT is executing a robust and cost-effective solution over four years to upgrade analog AV technology in more than 60 classrooms. This Digital Transition Initiative offers new features including wireless presentation, web conferencing, and a unified user experience.

AT’s dedicated team is devoted to enhancing teaching and learning for faculty and students at GW.

ONLINE LEARNING

O nline learning at GW is a collaborative effort with a coordinated team of instructional designers, videographers, animators, and administrators working together with faculty to plan and execute high-quality courses. Faculty work with an instructional designer in the eDesign shop to brainstorm course design and structure. The eDesign shop offers a wide range of tools and expertise to ensure students have access to a modern online learning environment.

GW’s online degree programs span the full range of liberal arts, business, education, medicine, nursing, and pre-professional disciplines with over 100 tuition-based, degree-granting programs. The university strives to ensure online students have access to the fullness of the GW experience, including library services, counseling, student organizations, and all of the support and opportunity enjoyed by on-campus students. GW continues to expand and integrate online learning opportunities for students and faculty.

UNIVERSITY TEACHING AND LEARNING CENTER

T he University Teaching & Learning Center (UTLC) is a faculty-driven effort to provide support for teaching at GW. UTLC strives to provide teaching support for faculty at all points in their academic career. New faculty are invited to join a Faculty Learning Community for Junior Faculty, which provides networking opportunities while working on a range of teaching skills to strengthen the effectiveness of their instruction.

Along with a variety of short workshops offered throughout the year, the UTLC offers an annual, week-long Course Design Institute (CDI). Faculty in this popular “boot-camp” explore learning-centered design principles while they imagine, or re-imagine, a class.

UTLC is also spearheading efforts to engage faculty in the Scholarship on Teaching and Learning (SoTL), a growing area of research and discussion at top universities across the country.
HIDDEN MOMENTS ARE REVEALED IN LIBRARY CROWDSOURCING PROJECT

The calendar entry in Winston Churchill’s engagement diary for November 14, 1939—written in italicized shorthand and faded black ink—reads: “6:00 Gen. Sikorski (Private Door).” Churchill is First Lord of the Admiralty, a position he will hold for the eight months before becoming British Prime Minister. Władysław Sikorski is prime minister of the Polish government-in-exile. World War II is 75 days old.

“This was just two months after Germany and the Soviet Union invaded Poland,” said Rachel Trent, digital services manager at Gelman Library. “It’s this quiet notation in the calendar, and it’s interesting because you can see the story of how he met with this leader and had to do it secretly.”

Mr. Churchill’s engagement diary is part of the National Churchill Library and Center (NCLC) at the George Washington University, which will be the first permanent home in our nation’s capitol for the study of Winston Churchill. The meeting, research, and learning space, housed on the ground floor of Gelman Library, is slated to open in Fall 2016.

In anticipation of the official opening of the NCLC facility, the NCLC Libraries launched an initiative earlier this year to crowdfund the transcription of Mr. Churchill’s World War II engagement diary, a collection of handwritten cards detailing the famed British Prime Minister’s appointments during World War II.

Chairman of Forbes Media Steve Forbes donated the collection of 30 cards to the Chicago-based Churchill Centre, an international education organization that made the initial leadership gift to establish the National Churchill Library and Center at GW. Mr. Churchill’s engagement diary was gifted to the GW Libraries for use in the center.

“We are delighted to receive this fantastic record that gives us a window into part of Winston Churchill’s life during World War II,” said Geneva Henry, dean of libraries and academic innovation.

Library staff members have created high-resolution digital images of the two-sided, 12 by 13-inch cards, which outline Mr. Churchill’s wartime leadership and activities between September 1939 and June 1945, as recorded by private secretaries. Students, faculty, and the public were invited to help transcribe these appointments, day by day, through a crowdsourcing website.

“A GW history class is also helping with the transcription effort. The scribbled notes in the diary contain large quantities of data—patterns and rhythms in Churchill’s daily activities. In addition to transcribing and reviewing material, students in Jennifer Bertolet’s digital history course are pulling that data (including dates, times, and locations) and mapping it visually.

“It really is amazing to look at some mapping projects and how they get you to look at history in a different way,” said Dr. Bertolet, MA ’95, Ph.D. ’07, a visiting professor in the history department. “And crowdsourcing has opened up this whole other world for history buffs who want to participate in something like this but have jobs in other fields.”

For more information about how you can support the NCLC project, please contact Tracy Sullivan, executive director of development for GW Libraries and Academic Innovation, at 202-994-8928 or gwlibdev@gwu.edu.

Career Ready: STUDENTS GAIN VALUABLE EXPERIENCE WORKING AT GW LIBRARIES

MICHELLE BRADBURY
SMPA BA ‘12
Former student assistant at Eckles Library
Why did you choose to work for the GW Libraries?
I wanted to work at Eckles from the first time I toured it during Colonial Inauguration. It was bright and fun, and everyone who worked there was welcoming.
What did you learn from working at the Libraries?
I didn’t take University Writing until second semester freshman year, and it was amazing to me how far ahead a semester of working at the library had put me. As a freshman, I felt comfortable showing others how to research and where to start. The student staff and the professional staff became my GW family and part of my support network. They made GW great, and Eckles is by far the best thing that GW “gave” me. Having worked in a library in college and having recommendations from my GW mentors was a huge part of why I offered my current position with the University of Pittsburgh.

HEATHER GLADY
CCAS MA ’17
Current student assistant in the Special Collections Research Center at Gelman Library
Why did you choose to work for the GW Libraries?
Working at Gelman puts me in the center of campus and allows me to keep up with the great resources GW offers. I also appreciate getting to help people with research and work in an environment where my job consists of learning and reading all day.
What did you learn from working at the Libraries?
I’ve learned a lot about archival practices and the digitization of materials and gained experience with how to properly handle, document, and store materials. What critical because I want to work in the museum field after I graduate. I continue to refine my skills as a researcher and communicator through my work with patrons.

For more information on how you can support student assistants at the GW Libraries, please contact Tracy Sullivan, executive director of development for GW Libraries and Academic Innovation, at 202-994-8928 or gwlibdev@gwu.edu.

M odern libraries are founded on the principle that information is a public good. This principle entails more than just providing access to collections and databases; it necessitates providing our communities with the tools they need to pursue important questions, wherever these may lead. An indispensable tool for those trying to shed greater public light on the actions of the government is the Freedom of Information Act (FOIA). At the GW Libraries, we share space with the National Security Archive, a world-renowned nonprofit dedicated to bringing classified government documents into the public domain. The archive’s work has helped journalists and scholars enrich our history of the 20th and 21st centuries, from the Cuban Missile Crisis to the War on Terror, and the archive’s experts have supplied documents and testimony that have helped courts convict human rights abusers around the world.

Each year we collaborate with the archive’s FOIA expert Nate Jones to provide our community to the FOIA process. Nate’s fascinating workshop explains how journalists, historians, students, and anyone else can use FOIA (and its close cousin, the Mandatory Declassification Review) to liberate documents from virtually any government agency. FOIA is a powerful but underused tool, perhaps in part because the public lacks the technical know-how Nate and his colleagues have acquired over the years. Our FOIA workshops draw large and engaged audiences, and by sharing these methods, the Libraries are proud to contribute to a vital part of the democratic process.
Telling the Story of GW
AN INTERVIEW WITH UNIVERSITY ARCHIVIST

Christie Peterson

What does it mean to be university archivist?
To a very large degree, what is in the archives defines what we know about GW’s past. I spend significant time doing outreach about the archives and determining how we can work with offices across the university in possession of historical documents.

As university archivist, I preserve and educate people about the oldest records in the archives—preparing an 1821 copy of the charter for display and lecturing about how Luther Rice’s journals precipitated and documented the nascent college’s 1826 financial crisis are all in a day’s work. I also acquire and preserve the newest records being created including the university website, which includes over 700 subdomains under gwu.edu alone.

What is the best part of your job?
One of the most exciting parts about being university archivist is that I have reasons to interact with nearly everyone who works for, attends, or is otherwise touched by GW. The mission of the University Archives is probably one of the broadest ones in the entire organization—we collect, preserve, and provide access to the documentation of GW’s history, whether it happened 200 years ago or is scheduled to happen tomorrow.

How do you want to expand the University Archives in the future?
I’m particularly interested in growing the archives of student life, I’ve been contacted by several student groups, and I’m identifying ways to reach out to others. I’m also eager to gather records from alumni who were involved in founding a club or establishing a sorority on campus and who have been holding on to files and photographs and ask them to donate their materials to the archives, where they can become part of GW history.

For more information about how you can support the University Archives, please contact Tracy Sullivan, executive director of development for GW Libraries and Academic Innovation, at 202-994-8928 or gwlibdev@gwu.edu.

Visitors explore selected materials from the Professor Ahmad Mahdavi-Danghadi Collection on Islamic Studies.

International and foreign-language collections at the GW Libraries have been expanding with generous philanthropic support. These collections are part of the Libraries’ Global Resources Center (GRC), which provides services and research assistance to support the university’s internationally focused academic research efforts.

Last summer, the GRC opened its new Okinawa Collection with a visit by Okinawa Governor Takeshi Onaga. Made possible through ongoing grant funding from the Okinawa Prefectural Government, this collection of research materials focuses on Okinawan politics, policy, international relations, economics, culture, literature, linguistics, and history. The government of Okinawa also funded a part-time Japanese-language research librarian to guide the further development of the collection and provide research support.

Dr. Mike Mochizuki, associate professor of political science and international affairs, has been studying Okinawa for more than 20 years and was instrumental in laying the groundwork for GW’s partnership with the Okinawan government. “To have this collection in the nation’s capital at GW gives unparalleled access to researchers and decision-makers in the think tank and policy community. We are delighted to have these materials,” he said.

The Korea Foundation recently funded the processing of a scholarly collection of Korean materials developed by Young-Kyu Kim-Renaud, emeritus professor of Korean language and culture and international affairs. This generous grant will ensure these rich research materials are accessible to students, faculty, and researchers. As part of its support, the Korea Foundation is funding a part-time Korean language cataloguer and electronic resources related to Korean studies.

The GW Libraries further acquired the Professor Ahmad Mahdavi-Danghadi Collection on Islamic Studies, one of the largest Arabic/Persian collections from Shi’i and Sunni foundational sources on Islamic law, jurisprudence, theology, and exegesis in the United States. Working closely with Mohammad Faghihfooyeh, director of GW’s Islamic Studies program, the purchase of this collection was made possible by generous gifts from Dr. Ayaz Virji and Mr. Hassanain Rajballi. Faculty advocated strongly for the addition of this 4,000-volume collection due to the university’s growing focus on the Islamic world and the role religion and culture play in shaping long-term dynamics in the region.

The University Archives, part of the Special Collections Research Center at the GW Libraries, preserves and documents the history of the university, including the Mount Vernon College and Seminary. These materials are available to the public for research purposes and we actively highlight selected materials on social media through @GWLibArchives. We asked Christie Peterson, our university archivist, to share some insights into her work.
You see them every night of the week, anytime in the semester: GW students, clutching their Starbucks in one hand and their laptop in the other, climbing the steps to begin their late night study session at Gelman Library. You can find them in their favorite spot—perhaps a carrel on the 3rd floor, an overstuffed chair on the 6th floor, or maybe at a computer in the learning commons—at all hours of the day and night. The one thing you won’t find is a time when Gelman is empty.

During the academic year, both the Gelman and Virginia Science and Technology Campus Libraries are open 24-hours a day, 7 days a week to GW students, faculty, and staff. Eckles Library remains open 24-hours for a limited time during final exams.

Kimberly Shirmill is a typically busy GW sophomore, pursuing a BS in finance with a second major in computer science. She is involved with multiple student organizations and service projects, as well as two on-campus internships. “Gelman has always been an amazing space for students like myself who choose to study instead of party on weekend nights,” she wrote. “Although some of the general population may not be using it at these times, it is not any less important.”

On an urban campus like GW, late night options for study space can be limited. Academic buildings close by 11 p.m. and the Marvin Center closes at 2 a.m., leaving many students with a choice between the distractions of their residence hall room or the library. Gelman provides a safe and comfortable environment for the inevitable overnight sprint to finish a paper or prepare for tests. And when a laptop freezes or a printer dies in the middle of the night, students can count on the library.

Being open 24-hours a day can make managing operations at Gelman a complex endeavor, requiring staff to be present at the entrance and exit desks at all times to keep the building secure. These overnight staff members, who regularly work 9–10 hour shifts, are dedicated to meeting the needs of late-night patrons. These staff members are jacks of all trades, responsible for addressing any problems that might arise, from a surprise building leak to a study room dispute, a computer breakdown, or a distraught student. They also continue regular activities like consortium loan processing and shelving. Housekeepers must be creative to maintain a building in which there is never a time when a vacuum won’t disturb someone.

“We do it for our students,” explained Jennifer Wesson, head of access services, who manages many of the logistics needed to maintain Gelman’s 24/7 hours.

At 11:45 p.m. each night, an announcement is made that the building is closing for visitors. For at least one student, listening to this announcement so many times gave rise to a most unusual request. Graduating senior Brittany Shepherd, CAS ‘16, made her ask via Twitter, “My graduation goal is to do a live @gelmanlib 11:45 p.m. announcement. Can this dream be made possible?” We’re happy to say that the Libraries are a place where late-night dreams come true!
EXPLORING THE
Future of Scholarship

Most people know that librarians and library staff can help researchers find the right books and articles, and that academic libraries are indispensable for researchers’ access to the best and most current resources. But in the modern academic library, students and faculty collaborate with library professionals to create new software, build databases, perform statistical analyses, create 3-D models, manage and visualize their research data, and more. The GW Libraries model the cross-disciplinary collaborations that increasingly define academic research by putting our students in touch with the expertise that will help them aim for the stars—and reach them.

Intrigued by cutting-edge research in his field, senior economics major Sebastian Elghanian wanted to use his thesis project to create a machine-learning program that forecasts U.S. bank insolvency. With no background in programming, he came to the Libraries. With the help of Senior Software Developer Daniel Kerchner, Sebastian was able to identify Python as the most appropriate programming language for his purposes, delve into Python training materials, and discover pre-existing Python modules that had the algorithms he needed. When Sebastian wanted to better understand the statistical aspects of his research, the GW Libraries statistics consultant worked with him to take his expertise to the next level. Throughout the process, library staff members served as resources to keep his research moving when he got stuck. Sebastian produced an excellent thesis, thanking his library partners in the acknowledgments section “for supporting me throughout” an intellectual adventure that let him pursue his ambition and curiosity while learning valuable new skills.

As Sebastian discovered, new digital tools make it possible for researchers to dive into questions that would have been too complicated and costly even 10 years ago. With access to these tools, undergraduate and graduate students are able to perform the kinds of sophisticated analysis and visualization that were once the purview of a few highly specialized experts or else simply impossible. Drawing on the expertise of our librarians and staff, we are actively collaborating across campus—reaching out to students and faculty across disciplines—in support of work that tackles the world’s most challenging problems.

One of the newest additions to the GW Libraries is Programming and Software Development Consultation performed by software developers with deep experience building technological solutions for academic research problems. Justin Litman, a GW Libraries software developer, notes, “I heard from several researchers who had taught themselves coding basics, but they inevitably ran into problems and had nowhere to turn. This new consultation service allows us to help researchers get started, choose the right tools, and work through difficulties.”

But programming consultation is just one of the ways the Libraries support digital scholarship at GW. Kaan McDermott helps faculty and students use powerful geographic information systems (GIS) software, available on library computers. This technology allows researchers to examine a variety of social, environmental, and cultural relationships through the lens of space. McDermott

Dominique Pierce, systems specialist at the GW Libraries, instructs students on how to create and print 3-D models.

Students inspect a model produced by a 3-D printer with the help of Dominique Pierce, systems specialist at the GW Libraries.

Imagine printing a rare fossil to use in a class presentation, a prototype for a new product idea, or your latest artistic creation. All these things are possible at Gelman Library with 3-D printing available to all GW students, faculty, and staff.

“University libraries locally and across the country are using technology like this to engage students,” said Matt Mihalk, GW Libraries director of information technology. “It’s quickly becoming a common tool of modern libraries.”

This process, also called additive manufacturing, creates three-dimensional solid objects from a digital file by laying down successive layers of material until the item is complete. The resulting object is a lightweight 3-D replica of the original piece or digital design.

The GW Libraries host workshops throughout the academic year on how to create 3-D models from scratch and alter existing models using free software. Staff members consult with users to walk them through locating and working with 3-D files, making this sophisticated technology accessible to anyone curious enough to try it.
FINDING RELATIONSHIPS WITH Geographic Information Systems (GIS)

Geographic information systems (GIS) software allows a user to produce maps with layers of information that tell a story about relationships. The striking, visual representations GIS can produce often reveal patterns and trends that might otherwise have gone unnoticed. This software can be used to input, store, manipulate, and visualize any location-based data.

The Libraries offer the powerful ArcGIS software on all PC workstations to users across disciplines. GIS specialist Kean McDermott consults with students and faculty to find and use geographically referenced data. Student researchers often use this robust tool to conduct, analyze, and visualize their data while gaining hands-on experience in this increasingly marketable skill.

Although GIS has traditionally been the purview of geographers, planners, environmental engineers, and cartographers, it is gaining popularity in many fields. Historians are interested in the global spread of the “black death”; criminologists are interested in local patterns of criminal activity; and political scientists track voter engagement by neighborhood.

From a map created by undergraduate Caitlyn Bough, CCAS ’15 with data supplied by Tyler Anbinder, GW professor of history. It shows a sequential set of points corresponding to the first New York City address of immigrants from County Roscommon in Ireland, as listed on bank records from the 1840s and 1850s.

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Students debate software coding challenges with GW Libraries Software Developers Justin Littman and Laura Winkel. Coding consultation is a new research service offered by the Libraries.

Dr. Laura Gross, associate professor of the School of Media and Public Affairs, analyzes the Twitter participation of 13 major news organizations, he was intrigued. But when he heard that she was collecting Twitter data by hand-pasting it into a document, he knew the Libraries could help. Thus was born GW Libraries’ Social Feed Manager (SFM), a tool that collects Twitter data by hashtag, keyword, or other filter and exports it to data analysis software.

This open-source tool is freely available to any individual or institution, and it has been enhanced with support from a series of grants, including funding from the Institute of Museum and Library Services and the National Historical Publications and Records Commission. Software Development Librarian Laura Winkel notes, “SFM has gained broad attention as a freely available tool to empower researchers, archives, and libraries to build collections of social media. GW Libraries are part of an international community developing tools to capture the web before it’s lost to future researchers.”

The GW Libraries team is now expanding SFM to harvest data from other social media platforms like Flickr, Tumblr, and Sina Weibo, a microblogging site similar to Twitter. “Twitter is a great tool, but you are just awash in data, and you have to work hard to collect all of it,” explained Danny Hayes, an associate professor of political science who has used SFM for his research on congressional candidates. “Social Feed Manager is great for researchers like me, who want the data but don’t know how to get it.”

The GW Libraries are a catalyst, a spark to generate new ideas and possibilities. By providing these tools for digital scholarship—along with the expertise to make them useful—the Libraries help researchers at GW and beyond explore new solutions and follow research wherever it might take them.

Students discuss the potential applications of GIS technology in their own research.
GW faculty scholarship is imaginative and transformative. Using robotic systems to help autistic children, studying enzyme inhibitors to treat malaria, or exposing high levels of industrial substances in people who consume fast food are just some of the potentially life-changing projects happening daily at GW.

The Libraries are working to showcase faculty research and publications through GW ScholarSpace (scholarspace.library.gwu.edu), an institutional repository that stores academic papers, articles, photos, and other digitized works. A permanent record of the scholarship produced at GW, ScholarSpace makes that work publicly accessible to scholars around the world. Authors protect the rights to their work while increasing its visibility and impact.

GW ScholarSpace exemplifies the university’s commitment to an open-access environment. GW joins hundreds of universities around the world in this drive to preserve and promote the work of their faculty. A growing requirement for government-funded research, “open access” can mean many things to many people, but at GW it is a way to give the world-class work of our faculty the wide audience it deserves without changing where or how faculty publish.

GW defines open access as the “free availability of journal articles on the public internet, permitting any users to read, download, copy, distribute, print, search or link” to these works. The Faculty Senate tackled this complex issue in 2015, deciding upon a plan to require faculty to deposit published scholarly work into ScholarSpace in accordance with each journal’s rules.

Dianne Martin, vice provost for faculty affairs, and Geneva Henry, dean of libraries and academic innovation at GW, welcome attendees to a celebration of faculty authors at Gelman Library.

**Interview with**

LORENA BARBA

PROFESSOR, SCHOOL OF ENGINEERING AND APPLIED SCIENCE

What does Open Access mean for your research and scholarship? It means that my students and I didn’t dedicate collective years of work in the pursuit of science for the results to be out of reach of the public. We want to make sure that anyone who has interest in what we are doing can read our papers.

Can you talk about the role that repositories play in the ecology of your research and scholarship in your field? In my own research, we are adamant that every paper that we publish, every paper that we submit needs to go to an online repository. I haven’t encountered a situation yet where I feel very strongly about the journal and I give myself an exception. If the journal doesn’t have an arXiv-repository friendly policy, we just go to another journal.

Did you feel like you had already established yourself as a scholar when you started to deposit your publications in a repository? [It was] after I had gotten my Ph.D. certainly... I have been quite committed and vocal about open access previous to being tenured.

How do you introduce issues of open access to your own graduate students? And what advice about publishing would you give to someone who is worried about establishing a publishing record sufficient to get tenure? [When] advising my own post-docs and graduate students, [I tell them] that the benefits of open access are that your research results are publicly available to anyone who might be interested in them as early as possible, which means that they can have more visibility, they can be used by others, and potentially that increases citations. So I would say to an early-career researcher that having a commitment to open access will give your research more exposure, and that is a good thing....Many very prestigious and recognized journals do have a liberal preprints policy, so there’s no loss at all in that. There are lots of quite famous people that post their preprints.

Read the entire interview online at library.gwu.edu/vision/2016/barba-interview
FACULTY IN FOCUS

SERIALS COST A BUNDLE

Purchasing journal “packages” from publishers saves money and provides access to more journals than title-by-title subscriptions. But package subscriptions also limit flexibility, since publishers impose strict rules on which titles we can cancel while retaining access to the rest. And they leave us vulnerable to dramatic price increases when a publisher decides to change the terms of the pack itself.

85% PACKAGE PRICE INCREASE, 2015–2016

OPTION ONE: Break up the package and cancel some of the journals. The total cost would still amount to a 35% increase over last year’s cost, only in order to retain access to a handful of critical titles.

OPTION TWO: Keep the package and accept the 85% increase.

Based on high usage across these titles, we chose option two.

RUNAWAY INFLATION ERODES LIBRARY PURCHASING POWER

Percent change of the average cost per journal title by discipline from 2006–2016¹²³

How much do RESOURCES really cost?

What we spend on certain annual subscriptions is equivalent to the purchase of some surprising high-priced items.

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¹ 17.6% US cumulative inflation between 2006–2016

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sources: Available at gw.lib.gwu.edu/infexp/impact
The archive brings together three genres foundational to D.C.’s music scene: go-go, bluegrass, and folk. Collections of reel-to-reel tapes, photos, production notes, and concert flyers from artists, DJs, fans, and concert-goers line the archive, in addition to the work of Lombell’s students.

“The intent is that the Vernacular Music Archive will fill any gaps and give a more rounded view of vernacular music around D.C.,” says Lombell. “That means looking at the influx of cultures, recording oral histories of musical expression, and documenting music produced by people in and around Washington, D.C. that is usually ignored by other institutions or the press.

Philanthropy is a critical element for the archive’s growth and success. Lombell himself made a leadership gift to support the archive in 2015 and hopes that support from music lovers, D.C. locals, and GW alumni will help further their cause.

“What seems to be so commonplace now might be lost to time,” Lombell says. “It’s a crucial record of a particular moment in history.

For more information about how you can support the mission of the archive, please contact Tracy Sullivan, executive director of development for GW Libraries and Academic Innovation, at 202-994-8928 or gwlibdev@gwu.edu.

Weighing Hope and Loss and Seeking the Path of Racial Healing: Liza Dezube’s Holocaust Exhibit

L ast spring, the GW Libraries hosted a student-organized exhibit—“Remembering the Holocaust: A Story of Love, Loss and Survival”—based on the dual memoir of Norman and Amalia Patranker Salis, who braved labor camps during the Nazi regime. The memoir recounts how the Saliszes launched daring escapes and used false identities to survive. They married in Poland after the Nazi regime fell.

GW undergraduates created the exhibit for Dr. Walter Reich’s “Holocaust Memory” course with support from a Shenkman Career Services Fund Faculty and Staff Innovation Grant. The United States Holocaust Memorial Museum and the Saliszes’ daughter Esther Dezube loaned the photographs and objects on display.

“My father always said ‘never forget,’” Ms. Dezube said. “We need to imbue in students a desire to remember and to pass on and not let history repeat itself.”

The course offers an in-depth study of how the Holocaust is remembered through an examination of diaries, documentaries, and memoirs. Students explore how memory and history diverge depending on the sources.

“It’s not just recounting history, but it’s how memory changes how we see the Holocaust,” said Liza Tumen, a sophomore in the Elliot School of International Affairs. “Putting together an exhibit like this was an amazing opportunity because we get to change how people see the Holocaust through the way we choose to present the material—working with these primary sources is an experience I wouldn’t have gotten if I hadn’t taken this course.”

This is the third exhibit to come out of Dr. Reich’s course, in partnership with the GW Libraries.

The exhibit was located on the seventh floor of the Gelman Library at the Dr. Yehuda Nir and Dr. Bonnie Maslin Special Exhibition Gallery.

Esther Dezube shares memories of her parents with students from GW’s “Holocaust Memory” class.

$500,000 Grant To Promote Digital Humanities Scholarship

above: Support from the Andrew W. Mellon Foundation will enable a network of four academic institutions to develop a shared digital humanities curriculum to advance use of computational techniques in humanities research. Below, Geneva Henry, dean of libraries and academic innovation at GW, is leading this project in conjunction with Ben Vinson III, dean of the Columbia College of Arts and Sciences.

When you think of scholarship on Plautus or Plato, Dialogues, you may not picture using software to map the social networks of Socrates, but that’s just what Dr. Diane Cline, associate professor of history at GW, is doing. Applying computational techniques using the NodeXL tool has enabled Dr. Cline to visualize Socrates’ relationships to various individuals (302) and their extended relationships (688). Traditional humanities scholarship would make this type of analysis daunting, if not impossible, to endeavor.

Digital tools are increasingly being applied to the traditional humanities—art, history, literature, and philosophy—and to cross-disciplinary scholarship to transform our understanding of human culture throughout history. This intersection of computing and traditional methods of inquiry requires new skills, technology, and ways of thinking about research questions. But universities have struggled to support this exciting new humanities work since the knowledge required at a single institution may be limited or part of another discipline such as computer science.

“Resilient Networks to Support Inclusive Digital Humanities (IDH),” is a new project that was jointly conceived by Geneva Henry, GW’s dean of libraries and academic innovation and Ben Vinson III, the dean of the Columbia College of Arts and Sciences, in collaboration with Rice University, Davidson College, and Prairie View A&M University. The Andrew W. Mellon Foundation awarded the project a $500,000 grant to address the challenge of providing diverse perspectives, shared pedagogical approaches, and partnerships between librarians, students, and scholars to advance digital humanities (DH) scholarship. This two-year project will establish a network of institutions to share and build expertise in and support for digital humanities instruction and research.

“Librarians and scholars today work in a rapidly evolving information environment that requires proficiency in research methods and technologies not traditionally part of undergraduate or graduate education in the humanities,” writes GW President Steven Knapp. “The Resilient Networks model will encourage innovation through collaboration across academic disciplines and institutions, bringing together students, scholars, and librarians to share methodologies and technological tools with the goal of advancing knowledge.”

This generous support from the Mellon Foundation will allow faculty, students, and librarians to collaborate to develop shared DH curriculum modules, participate in training initiatives, and form research project teams that include students, faculty, and librarians from across the participating institutions. Providing students with hands-on experience in applying the DH concepts they have learned to a real research endeavor will advance their understanding of both the research methods and computational techniques needed for successful inquiries. We hope to create DH networks that are resilient and diverse, supporting long-term sustainability with minimal new institutional resource investments.