BROWN UNIVERSITY **LIBRARY**

Annual Report 2013–2014

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Introduction

HARRIETTE HEMMASI *JOUKOWSKY FAMILY UNIVERSITY LIBRARIAN*

Dear Friends and Colleagues,

It is my pleasure to share with you the 2013–2014 Annual Report of the Brown University Library.

The activities recounted in this report demonstrate the commitment of Library staff to contributing to the fulfillment of Brown's academic mission and the staff's readiness to partner with faculty and students in achieving their scholarly goals. Also reflected in this report are the ways in which the design and use of library spaces are evolving and examples of how the scope and form of library services and collections are changing. Throughout, we see evidence of a new future for the Library.

While this future will be increasingly reliant on the integration of digital methods, tools, and resources, it will be equally reliant on the distinction of our analog collections, the availability of physical spaces, and the invaluable human interactions that occur between Library staff, students, and faculty as they jointly participate in the teaching, learning, and research activities of this great University.

The 2013–2014 Annual Report provides just a glimpse into the work of our dedicated Library staff and the many ways in which we are building on the past in order to shape the future and seize today.

Library Spaces

2014 was a transformative year for Brown University Library facilities, which saw the completion of two major renovations.

The entire first floor of the John Hay Library was reconfigured and modernized, while the remainder of the building received significant cosmetic and infrastructure updates. In addition, the central reading room at the John D. Rockefeller, Jr. Library (pictured above) was remodeled, signaling a fresh start for the Rock's next fifty years.

John Hay Library

After being closed for more than a year during the renovations, the Hay opened its doors in early September 2014. The $15 million renovation led by New York-based architectural firm Selldorf Architects has reconfigured the Library's main floor to provide expanded and more functional study and research spaces that not only will revitalize the use of one of Brown's most historic landmarks, but also will renew interest in and use of the Library's special collections as a foundation for teaching, learning, and research. Featuring a breathtaking restoration of the Library's main reading room, the renovation has returned this grand space to its original configuration and purpose — an inspirational refuge for quiet study and contemplation. Now named the Willis Reading Room, the space is drawing students in large numbers, attracted by its comfort and functionality as well as its beauty and grandeur.

Adjacent to the Willis Reading Room is a new Reader Services area, which leads into an enhanced and greatly expanded Exhibition Gallery. Directly beyond the Gallery is the Gildor Family Special Collections Room, a state-of-the-art research environment for those who come to the Library to use special collections materials and access the University's many archival resources.

Also included in the first floor renovation are a new Consultation Room and a Student Lounge, along with a handicap accessible entrance on the north side of the building. Additionally, cosmetic improvements have been made to other parts of the building, as well as enhancements to safety and infrastructure systems, including new sprinklers and an advanced alarm system.

The Hay renovation is an inestimable gift to Brown, and to the larger community, that was made possible through the generosity of many donors, especially the 2012 members of the Brown University Library Advisory Council.

John D. Rockefeller, Jr. Library

The refurbished and newly christened Sorensen Family Reading Room, located directly beyond the entryway of the John D. Rockefeller, Jr. Library, draws students and faculty into its gracious study and computing areas, filled with natural light and spectacular views of downtown Providence. Holding the distinction of being the most heavily used space in the Rock, the renovated room incorporates individual and group work spaces, flexible seating, ample computer installations, and wireless hookups that make the space come alive with student research, collaboration, and study.

Envisioned as an extension of the classroom where students can engage with each other and with faculty, consult with a librarian about research questions, or find a quiet space for study and reflection, the Sorensen Family Reading Room promotes the University's broader goals of building and sustaining a shared sense of community and fostering multidisciplinary interaction. Thanks to a generous gift by the Sorensen Family, this exceptional space is a reflection of the Library's commitment to being a world-class library and is closely aligned with the academic mission and goals of Brown University.

Coursework in the Digital Scholarship Lab

The Patrick Ma Digital Scholarship Lab, open since October 2012, has transformed the use of the Rockefeller Library's main floor.

The Digital Scholarship Lab, or "DSL," has become a popular venue for a variety of events, research projects, and student groups who seek to take advantage of the room's flexible space and technology to enhance their work. Notably, the 2013–2014 academic year saw a substantial increase in the number of courses taught regularly in the DSL. The design of these classes was, in many cases, significantly influenced by the flexibility and unique capabilities of this space.

The DSL has proven to be particularly compelling as a space that supports collaborative, active learning styles. Two classes during the spring semester that exemplified this approach were Shawn Greenlee's "Experimental Data Representation" and Jim Egan's "Literature and the Digital Humanities." Both classes were conducted as a series of workshops in which individuals or groups would generate and share their work in class.

Greenlee's course explored the use of digital technologies to visualize and sonify (i.e., express as sound) data. Greenlee used the display wall extensively to review and solicit peer feedback on student-generated materials during the production process.

In Egan's course, students analyzed literary texts using online tools and shared the results of their analytic experiments with the class.

In both of these classes, the ability to share and analyze digital materials through a multi-input, large-scale display wall had a significant impact on what was possible in the classroom.

Classes taught in the DSL in the 2013–2014 academic year included:

Fall 2013

- "Visualizations in the Humanities" (AMST2661/MCM 2500F) – Steve Lubar, Massimo Riva

- "Grave & burying grounds" (AC0125b) – Rob Emlen

- "Paleography seminar" – Ken Ward

- "Advanced Electronic Writing" (LITR 1010D.S01) – John Cayley

Spring 2014

- "Experimental Data Representation" (MCM 1700U S01) – Shawn Greenlee

- "Boccaccio's Decameron" (ITAL 1020 S01) – Massimo Riva

- "Word, Media, Power in Modern Italy" (ITAL 1590 S01) – Suzanne Stewart-Steinberg and Massimo Riva

- "Literature and the Digital Humanities" (ENGL 1901E S01) – Jim Egan

- "Group Independent Study: Video Games" – Joey DiZoglio and other students

Brown's scholars are still exploring the potential of large-scale and multi-input data visualization capabilities afforded by the Digital Scholarship Lab. In the design of these new classes, they are asking how the DSL can enhance the classroom experience and offer students new opportunities for the creation of scholarship in and outside the classroom context. Future developments in the DSL and the Library as a whole will seek to build on these insights to create spaces that continue to evolve alongside new modes of teaching and learning.

Changing Needs for Scholarship Support

During the 2013–2014 academic year, the Library initiated a research project designed to uncover gaps between faculty expectations about first year student research skills and the actual, demonstrated skills of those students. Faculty from departments including History, Anthropology, Sociology, Education, Music, and the School of Public Health provided input into the project.

The findings support trends observed by staff and provide direction for the Library's plan for growth and enrichment in the instruction program.

1. First year students are not universally well prepared to think critically, communicate effectively, and manage information at the university level.
Faculty note that the student experience prior to matriculation varies widely, and students with need of extra help may not be able to find or readily access the current support programs on campus. The Library seeks to enhance existing outreach to first year students through the following efforts:

- Provide ongoing support of first year seminar courses including in-class library skills instruction and one-on-one research consultations

- Continue to interview faculty about their perceptions of student research skills and what campus support is needed

- Conduct focus groups with students early in the academic year to identify their perception of their own research skills relative to faculty expectations

- Reach out to students through the Personal Librarian Program to increase awareness of services and support among incoming students

2. Students need support while learning how to conduct sophisticated research. While some of this instruction must come from faculty, additional assistance is needed.
For many years, information literacy instruction sessions were designed to guide students to the resources most applicable to their coursework. The amount of Library instruction has not changed dramatically in recent years, but the demand for new skills associated with emerging forms of scholarship is influencing the variety of instructional offerings and the learning environments in which they take place. Over the past year, the Library has developed workshops to help students successfully engage in the scholarly research process, including:

- Media Literacy and Visualization: Working with and creating complex multimodal information, including big data and networked information, requires different skills than working with textual information. This workshop helps to build skills around reading, interpreting, and analyzing media and visual communications as well as creating multimodal products that will impact and engage.

- Data Information Literacy: This workshop focuses on the dual concepts of data consumption and use in scholarly work and the management and curation of data for use in new research.

- Citation Workshop Series: What, When and Why: Students need but often do not have an understanding of the philosophical and practical issues associated with citation and plagiarism. This series may serve as a precursor to existing training sessions on Zotero, EndNote, RefWorks, and Mendeley.
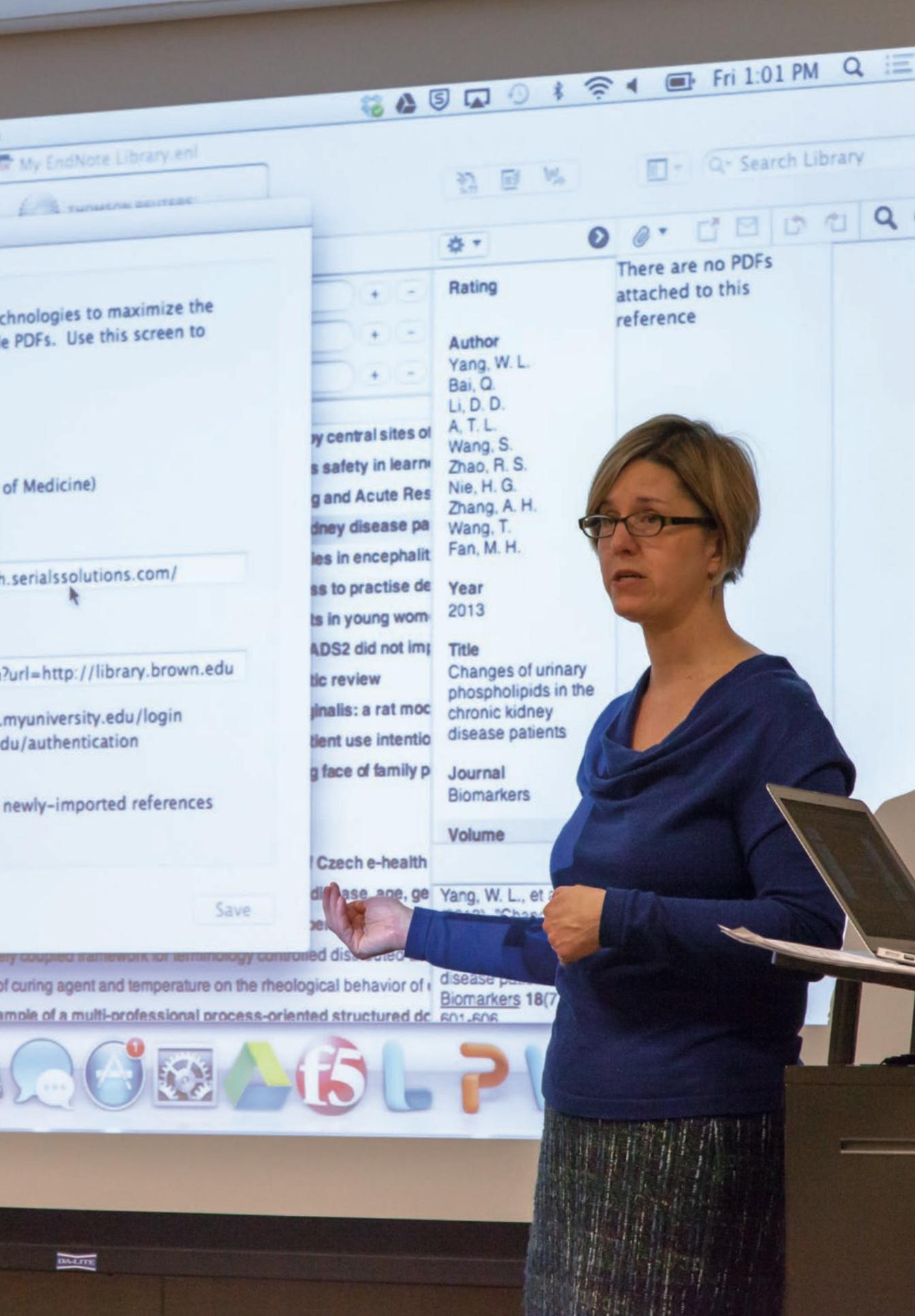
Changing Needs for Scholarship Support
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3. Collaboration with campus partners is critical in order to enhance capacity of support and increase outreach to campus.
The Library values and maintains productive collaborations across campus, with ongoing planning and programming underway with the Office of the Dean of the College and the Sheridan Center for Teaching and Learning. While continuing established initiatives for outreach to first year and sophomore students through advising, research skills instruction, and consultations, the Library and its University partners are adding several newly defined programs, such as:

- Professional development for other campus support services, in which library research and citation skills will be taught to Writing Center Associates, Writing Fellows, and campus tutors.

- A strategic communication initiative with the Office of the Dean of the College to first year advisors and Meiklejohn peer advisors about library consultations and workshops.

- In partnership with the Sheridan Center, the Library is promoting a culture of reflective teaching among research librarians through workshops, peer teaching observations, and co-teaching, with a goal of deepening involvement in the act of teaching and increasing student learning and engagement.

Moving Forward
Our research findings suggest a number of opportunities for the Library to enhance existing services, design new programs, and enrich collaborations on campus. The Library will continue to engage faculty, students, and staff to ensure that students have the library research skills required to conduct sophisticated, effective research to succeed at Brown and as lifelong learners.

New Roles for Librarians

Andrew Creamer, the new Scientific Data Management Specialist for Brown University Library, came to Brown in April 2014.

Andrew provides library support to faculty and student researchers who are creating data management plans and data sharing plans as part of the grant application process.

Data management is becoming increasingly important within the scholarly community as the sharing of research data facilitates the replicability of results and allows findings to be more easily substantiated. In addition, most funding agencies now require research data to be made available to others. Library staff have a growing role in supporting researchers by assisting them with creating metadata (descriptions of data that help people discover and navigate through a body of data), helping them choose formats that make data easy to preserve and reuse, and by assisting faculty depositing data into public data sharing repositories in compliance with funding agency requirements to support scientific discovery. Andrew is a key player in the Library's team that provides faculty and students with guidance in this relatively new area.

Since his arrival, Andrew has helped faculty and students throughout campus write data management and data sharing plans. Researchers who have benefited from Andrew's expertise hail from a wide range of University areas, including the School of Engineering, the Center for Computational Molecular Biology, the Population Studies and Training Center, the Institute for Environment and Society, and the departments of Chemistry, Geological Sciences, Physics, Computer Science, Anthropology, and Cognitive, Linguistic and Psychological Sciences. Andrew also assisted in drafting the University's Data Sharing Plan with Lifespan, required for NIH funding proposals in the amount of $500K or more.

Several graduate students and postdoctoral researchers in the Division of Biology and Medicine also sought out Andrew's guidance while depositing their research data into a public repository and obtaining DOIs (digital object identifiers) in preparation for submitting research articles for publication.

In addition to lending his expertise about data management and data sharing plans, Andrew is also involved in several digital curation projects, including a collaboration with the Office of the Dean of the College where student research posters created for Brown's Summer Research Symposium are being digitized and added to the Brown Digital Repository.

A knowledgeable and charismatic teacher, Andrew has delivered several workshops on data management for Brown organizations, including the School of Public Health and the Ethical and Responsible Conduct of Research Education (BEARCORE) program. During spring 2015, he and colleague Laura Pavlech, Brown's Biomedical and Life Sciences Librarian, will offer workshops on publisher data access compliance. Through Andrew, the Library is partnering with the Center for Computation and Visualization and the Division of Biology and Medicine to have a data management lecture become part of the annual Bioinformatics Workshop. The Rhode Island Experimental Program to Stimulate Competitive Research (RI EPSCoR) is also working with Andrew to create data management plans and develop workshops for EPSCoR partner institution librarians.

Before coming to Brown, Andrew coordinated research data management education initiatives for the Lamar Soutter Library at the University of Massachusetts Medical School and National Network of Libraries of Medicine, New England Region (NN/LM NER). In this role he was a member of the UMass Medical School's Library Data Services Advisory Group and taught research data management to librarians in the region, to members of the national NN/LM network, and to students and faculty at the University of Massachusetts Center for Clinical and Translational Science (CCTS). From 2012-2013 he coordinated and contributed to the New England Collaborative Data Management Curriculum (NECDMC); he is currently coordinating the piloting and evaluation of this curriculum at 14 universities in North America.

Andrew is a contributing editor to the e-Science Portal for New England Librarians, sits on the planning board for the New England Science Boot Camp for Librarians, and is a co-instructor of the Scientific Data Management course offered by the Graduate School of Library and Information Science at Simmons College. He is the lead author of a chapter on research data management and health sciences librarianship appearing in M. Sandra Wood's forthcoming edition of *Introduction to Health Sciences Librarianship*. Andrew holds a bachelor's degree in Biology from Capital University, a master's degree in Education from Virginia Tech, and a master's degree in Library Science from Simmons College.

Andrew's deep knowledge of current best practices in scientific data management along with his outgoing, positive attitude are doing much to support the Library and the University during this time of increased need for expertise and assistance in this critical area.

Personal Librarian Program

In the 2013–2014 academic year, the Library launched a Personal Librarian Program (PLP) aimed at first year students.

This program helps to establish a one-on-one connection with students, linking them with a professional Library staff member whom they could contact with questions about the Library. Staff also provide emailed information about the Library to individual students before they come to campus and at timely intervals throughout the year.

During the 2013–2014 academic year, 29 Library staff members from all departments participated in the PLP, reaching out to over 1,200 first year students (about 40 students per librarian). The initial contact with students

was a letter describing the program, inserted into each student's orientation packet. PLP staff also sent emails throughout the year describing targeted Library services and news and inviting students to meet with their personal librarians. In May 2014, PLP staff sent a survey to first year students to get their feedback on the program.

Some of the suggestions from students and Library staff about how to improve the program included:

- Hold the face-to-face meeting earlier in the year

- Ask questions of first year students that are more engaging

- Mine the Library's chat logs for ideas on the most common questions

- Publicize the Library blogs more aggressively

The PLP implemented many of these suggestions in the fall of 2014. As a result, we saw a 33% increase in the number of student responses to the initial PLP contact, more than 60 students attended the face-to-face event held in late September 2014, and many students praised the welcoming nature of the PLP. As the year progressed, several students set up research consultations with their personal librarians resulting directly from the PLP contacts.

To ensure continued growth in the program and to further improve participant satisfaction, we will conduct another survey and assessment at the end of the 2014-2015 academic year.

By continuing to use student and librarian feedback and increasing publicity of the program, the Library looks forward to utilizing the PLP to enhance the rich and robust menu of services the Library provides for Brown students.
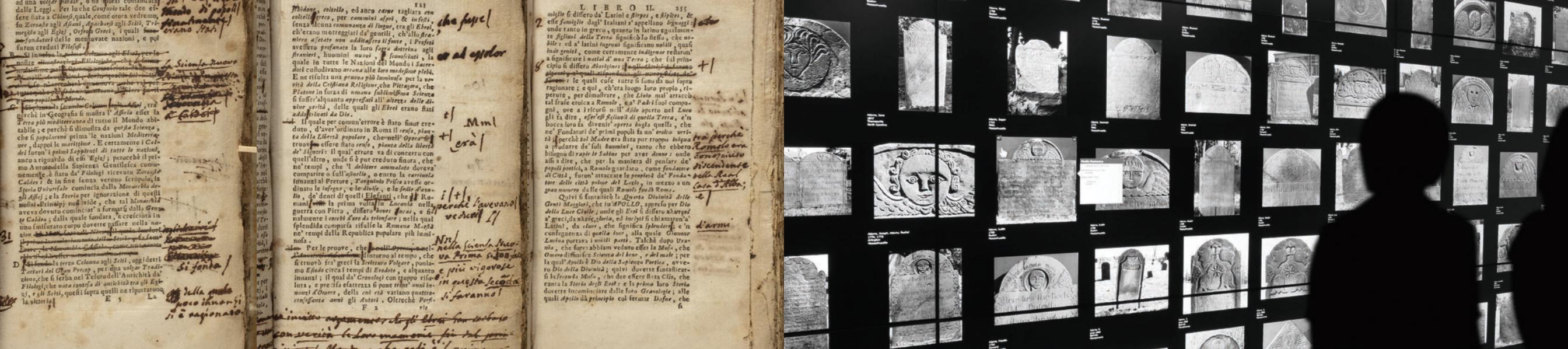
Evolving Digital Collections

For over a decade, the Brown Library has been building carefully crafted digital collections through collaborative projects between librarians and faculty.

During that time, the Library built and refined a productive digitization program that has created hundreds of thousands of digital images of books, manuscripts, broadsides, maps, and ephemera. While the expansion of digitized library collections continues to be an important area of development, in recent years the scope of digital collections has broadened to encompass a wider range of materials, both digitized and born-digital, which are directly produced and manipulated by scholars through their academic work. In addition, new areas include many forms of research data, student-generated digital content, administrative reports, and archival assets.

The shift to include scholar-generated digital content has been driven by national funding agencies, which now require researchers to plan for the management and preservation of research data produced by funded projects. This requirement, together with major policy initiatives such as the White House Office of Science and Technology Policy open data directives, as well as an increasingly pervasive culture of scholarly engagement with media and technology, have led to a multiplicity of types of digital projects undertaken at the Brown University Library.

Staff in the Center for Digital Scholarship provide support for the development of data management plans, the management of digital assets relating to research and teaching, and the design and implementation of research projects that yield new and eclectic kinds of digital collections. These collections range from the more familiar types — curated, digitized, organized, and delivered through the Library's production and repository infrastructure — to smaller, unique data sets that are deposited and linked to publications using the new EZID data citation service

offered by the Library. (EZID is an online service that facilitates creating and managing long-term identifiers.)
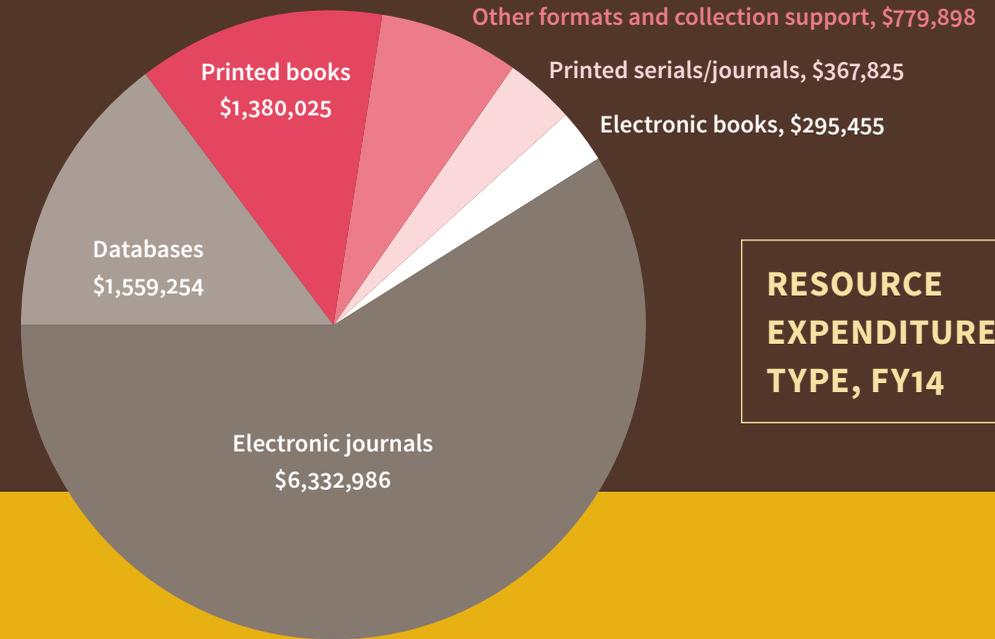
Some recent projects in which the Library has provided data management and digital collection services include:

- **Piedras Negras – Field Notebooks and Photographs** Anthropology Professor Steve Houston has deposited a large collection of digital photographs and field notebooks from excavations at Piedras Negras, a pre-Columbian Mayan site in Guatemala. While many of these materials are not publicly available, they are preserved for future use in the Brown Digital Repository.

- **Senate Elections Data Project 1871–1913** Political Science Professor Wendy Schiller spent several years collecting data as part of a National Science Foundation grant to study the voting patterns of state legislators in the late 19th and early 20th centuries. She is working with the Center for Digital Scholarship to curate the data and develop an online supplement to her forthcoming book on the topic.

- **Genome Assembly by Bayesian Inference (GABI)** Ecology and Evolutionary Biology Professor Casey Dunn deposited his web archive of data and visualizations into the Brown Digital Repository and created a DOI to provide a persistent link for citation and future access.

- **Apolemia Videos** Ecology and Evolutionary Biology Post-doctoral researcher Stefan Siebert needed a home and a DOI for his videos of a new species of Apolemia, i.e. string jellyfish. His videos were added to the BDR and linked from his publication.

While these are early days for the Library's data management services, the increasing diversity of data and digital collections projects supports a growing role for the Library as an active partner in the development, dissemination, and preservation of new knowledge. In this capacity, the Library serves to provide a stable foundation on which new modes of research and scholarly communication are conceived and built.

In the fiscal year that ended June 30, 2014, Brown University Library spent $10.7 million on scholarly resources.

In an age when many believe that information is (or should be) free, what are we getting for all of that money, and how does it compare to expenditures from 1994, before the rise of the World Wide Web and the universe of largely electronic resources?
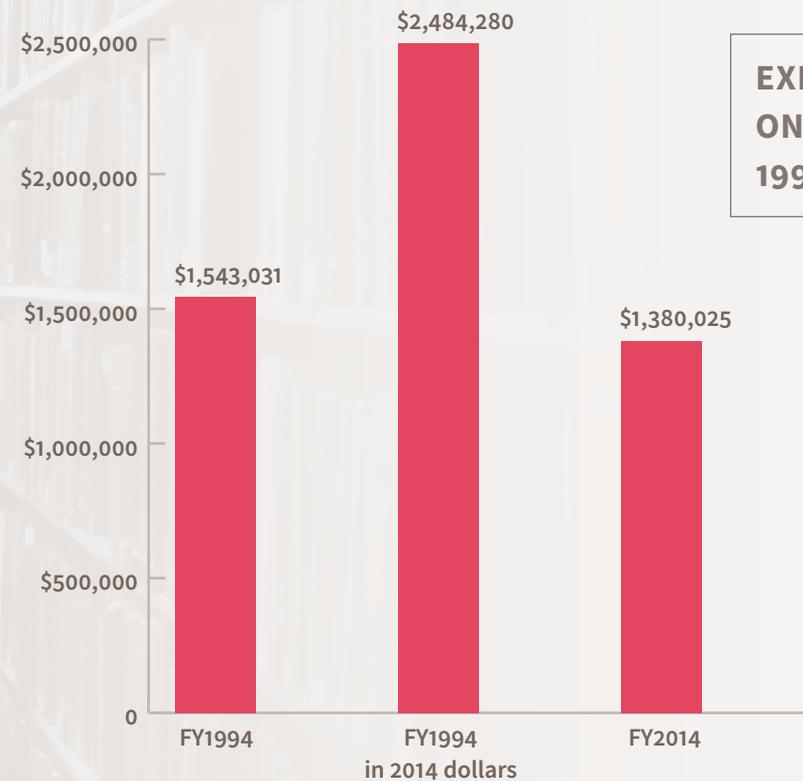
As the chart at right illustrates, the bulk of the Library's spending now goes to electronic resources of one kind or another. The largest share, over $6 million, is spent on electronic journal subscriptions. Taken with databases and e-book leases and purchases, over $8 million, or 76%, of the materials budget is spent on electronic resources.

Other formats and collection support, $779,898

Printed books $1,380,025

Printed serials/journals, $367,825

Electronic books, $295,455

Databases $1,559,254

Electronic journals $6,332,986

RESOURCE EXPENDITURES BY TYPE, FY14

Collection Expenses: 20 Years of Evolution

What about books?

So what's the role of printed books in a world of online scholarly resources? We spent nearly $1.4 million on printed books in 2014. That's about 13% of the total budget. By contrast, printed books represented 40% of the overall materials expenditure in 1994. Indeed, adjusted for inflation, our relative spending on printed books has declined by over $1 million, or 55%, in the past 20 years. However, for many disciplines, particularly in the humanities, books remain essential, and we continue to acquire thousands of new titles each year (over 25,000 in fiscal year 2014).

EXPENDITURES ON PRINT BOOKS, 1994 & 2014

	$2,484,280	
$1,543,031		$1,380,025
FY1994	FY1994 in 2014 dollars	FY2014

$2,500,000
$2,000,000
$1,500,000
$1,000,000
$500,000
0

Scholarly journals are another story. In 1994,

we spent $2.2 million on (print) journals. That's about $3.6 million in 2014 dollars. For that money, we purchased just over 10,000 subscriptions. Twenty years later, expenditures on serials, both electronic and print, are now $6.7 million, an 85% increase after adjusting for inflation. But we've also expanded access to content greatly, with over 55,000 subscribed titles available now.
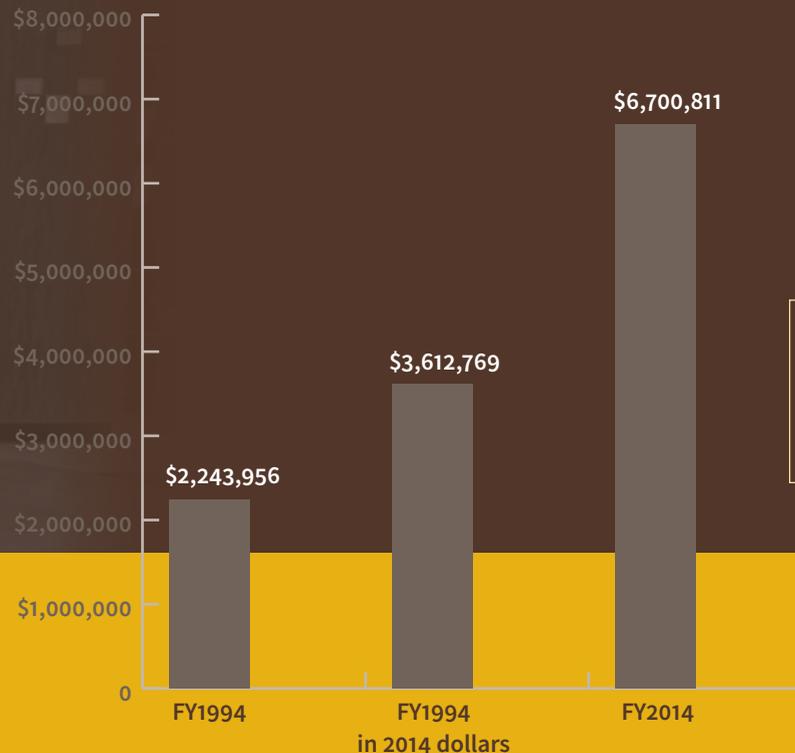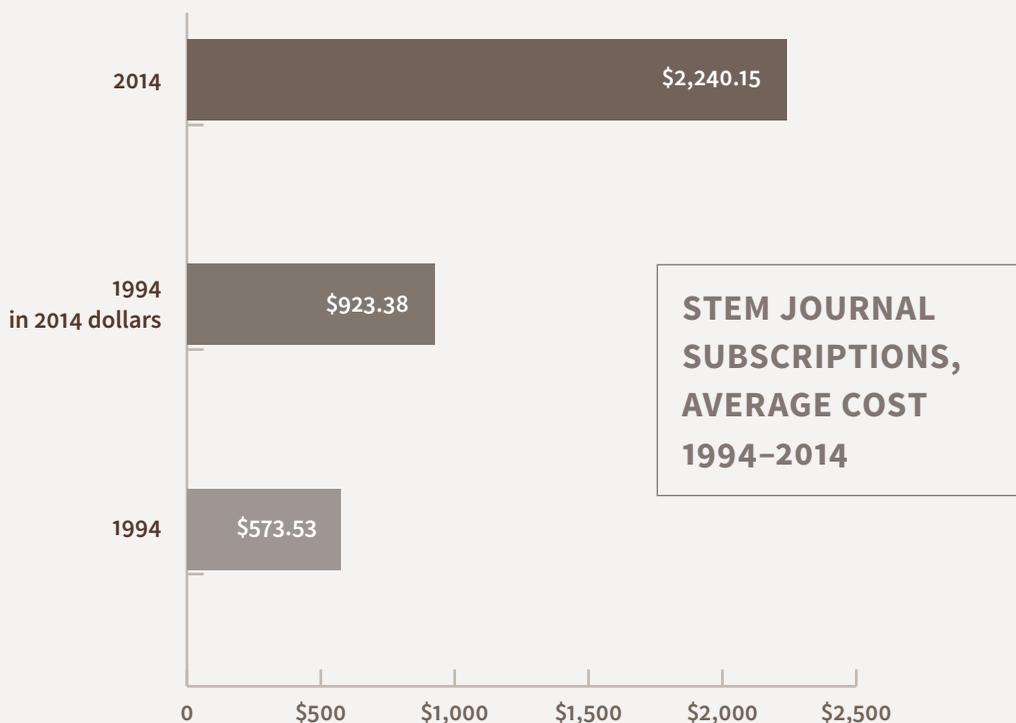
ALL JOURNAL EXPENDITURES, 1994 & 2014

- $8,000,000
- $7,000,000
- $6,000,000
- $5,000,000
- $4,000,000
- $3,000,000
- $2,000,000
- $1,000,000
- 0

FY1994	FY1994 in 2014 dollars	FY2014
$2,243,956	$3,612,769	$6,700,811

Collection Expenses: 20 Years of Evolution
CONTINUED

Several factors have pushed serials expenses up

while monograph purchases declined. First, serials inflation has long outstripped general inflation at the consumer level. The average price of a subscription to a STEM (Science, Technology, Engineering, and Medicine) journal in 1994 was $574. By 2014, that number had swollen to $2,240, rising at a rate more than twice the overall Consumer Price Index during that same period.

STEM JOURNAL SUBSCRIPTIONS, AVERAGE COST 1994–2014

	Cost
2014	$2,240.15
1994 in 2014 dollars	$923.38
1994	$573.53

0 — $500 — $1,000 — $1,500 — $2,000 — $2,500

The way journals are priced and sold today is another major influence.

The major reason our subscribed title count has quintupled is because publishers package journals together in "big deals." Under the terms of these deals, it's more cost effective for a library to subscribe to a bundle of titles than it is to pick them a la carte. Cable, internet, phone, and wireless services do similar things, but there is one major difference: publishers have a monopoly on content and exercise their monopoly pricing power, coupled with an inelastic demand for high-quality content, to push prices up as much as possible. Another consideration is the increasingly outdated and misleading terms "monographs" and "serials," which fail to capture the way libraries spend their money today. Instead, it is more accurate to think in terms of one-time purchases and ongoing subscriptions since the electronic resource world has blurred the lines between what were formerly distinct publication types. Not all subscriptions are

serials anymore, and not all serial content comes through subscriptions, either. The reality is that about 80% of our overall budget is for subscriptions of one sort or another. If we include databases, serials (in print and electronic formats), and some subscription services like electronic book packages, the overall share of the budget for ongoing expenditures has risen 33%, while the overall inflation-adjusted expenditures have gone up nearly 3 times that much. The increasingly diverse universe of scholarly resources means that meeting the needs of today's students and faculty takes much more money than it used to. The proliferation of sources, many available only through commercial sources, is continually challenging our ability to meet the needs of the Brown community, both today and going forward. We continue to steward our resources carefully and monitor developments in teaching, learning, and publishing to keep Brown at the forefront of all its areas of academic focus.
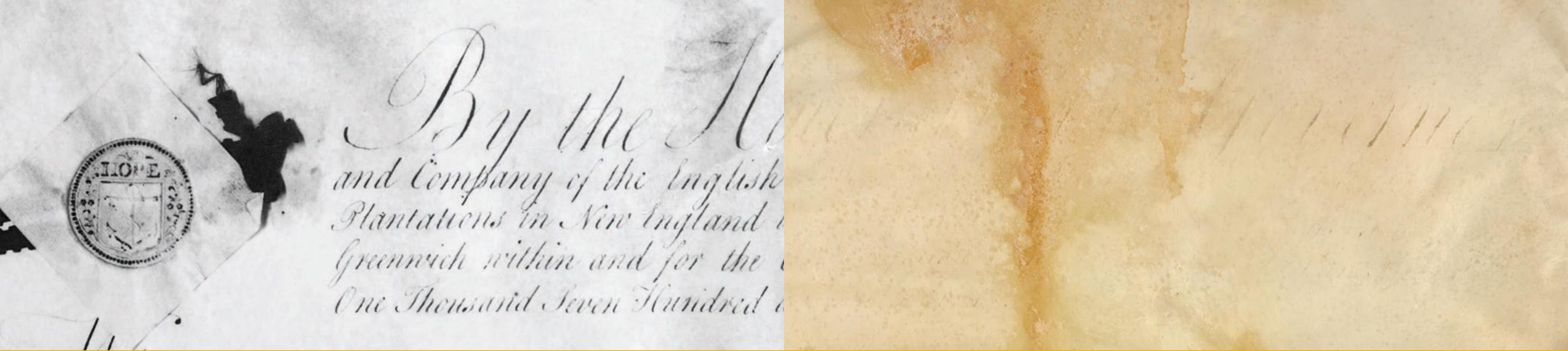
Conservation / Digital Production Services
Charter Work

It may come as a surprise to some readers to learn that the manuscript of the original 1764 Act founding Brown University is preserved in the Rhode Island State House.

In 1765, the Brown Corporation authorized one copy of that document, handwritten on parchment, which was conferred upon the University president along with a tin box for storage. The copy was later placed in a bank vault in downtown Providence. Unfortunately, the vault was flooded during the Great New England Hurricane of 1938, and the salt water erased the writing on the parchment. Since then, the tin box in which it was kept is still presented to each new president at his or her inauguration, but the box contains only an old, pre-hurricane photostatic copy of the document. The original parchment copy, while still retained in the University Archives, is essentially illegible.

To coincide with Brown's 250th anniversary, Rachel Lapkin, materials conservator at the Library, worked with colleagues to examine the washed-out copy of the document to see if modern imaging techniques could reveal more of the original print. After attending a workshop on the use of commonplace equipment to conduct a high level, non-destructive object examination, Rachel was encouraged to try some of these

techniques on the damaged charter copy. She approached the Library's Digital Production Services (DPS) unit with a proposal to image the 1765 parchment document using two different examination methods: Reflectance Transformation Imaging (RTI) and cross polarization photography.

DPS Digital Photographer Lindsay Elgin had experience working with RTI. She and Rachel set about working with lenses, lighting,

and image processing techniques along with some unorthodox items, such as a red billiard ball. The ball is reflective, and when used in conjunction with multiple light positions, it allows the capture of images in which the subject remains in the same position but the direction of the light source changes, creating a series of dramatically different images. Processed through software using polynomial texture mapping, the images could then be viewed as a single image that could be manipulated in different ways. The specular highlight in the snooker ball provides a reference for the direction of the light. Maneuvering the position of this highlight seamlessly swaps one image for another, exploiting the multiple lighting configurations to reveal previously unseen details and textures.

Lindsay and Rachel also photographed the parchment using cross polarization, in which polarizing filters are placed on both the camera lens and each light source, which are then carefully aligned to each other to reduce

specular highlights. The resulting images were processed through imaging software to illuminate subtle markings our eyes cannot normally see. Although the charter's ink was mostly washed away, Rachel's hope was that traces of acidic bites made by the iron gall ink along with the quill or pen strokes abrading the parchment surface during application would have left traceable markings. Indeed, despite the devastating damage from the floodwaters, the resulting images have clarified letterforms that are not perceptible to the naked eye and have enhanced the visualization of this singular document from Brown's history.

Meanwhile, the photostat of the 1765 manuscript remains difficult to read and not suitable for public display. After successfully clarifying the print on the copy of the Charter, Rachel thought that some kind of facsimile or presentation copy could be created using the copy plus the newly-enhanced images of the damaged parchment. iolabs, a fine art printing firm in Pawtucket, RI, emerged as the leading candidate to produce the new copy. Very high

resolution images of the photostat were taken and carefully processed to remove blemishes and imperfections in order to make the text as readable as possible, resulting in a new copy that can be used for formal presentation.

In addition to the imaging and new presentation copy production, the parchment Charter, photostat, and tin container will be rehoused in appropriate containers to extend their usable lives. The two pieces of 1765 parchment will be flattened and matted in the John Hay Library's Conservation Lab. The iolabs fine art prints will be matted and framed so they may be handled easily, displayed for exhibition, and safely stored for further use.

Originally a conservation initiative, this project has been a rewarding collaboration with DPS and partners outside the Library. The experience gained here opens the possibility for future applications, such as viewing other drawings beneath illuminated manuscripts or documenting the full extent of damage to paper and parchment in fluctuating environments.
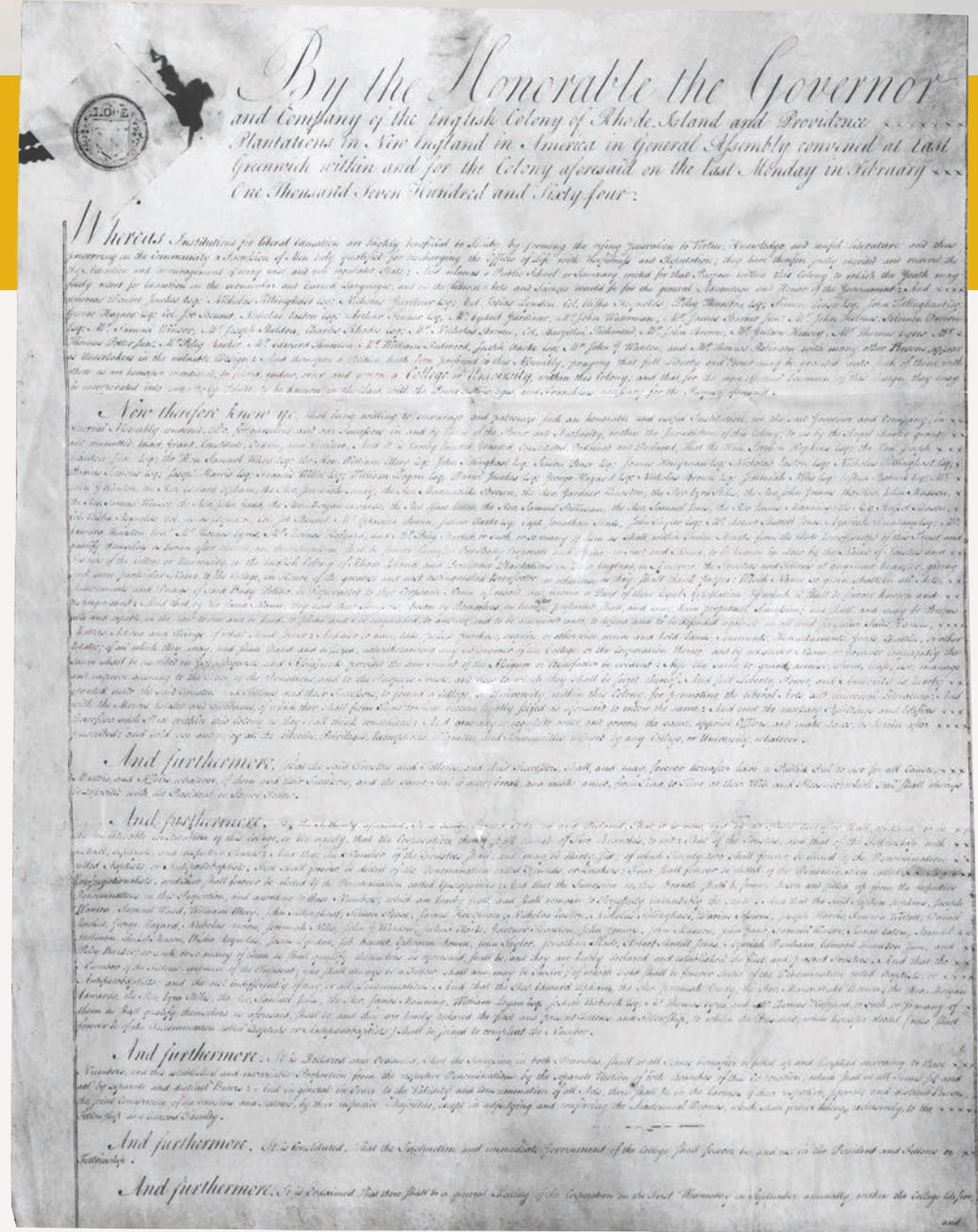
Special Collections

Library Renovation

The John Hay Library was closed from June 1, 2013 until September 2, 2014, due to the extensive renovations undertaken in the library. During that time, there was limited access to special collections materials. However, because of the heavy reliance on the University Archives to prepare programs and events during the University's 250th anniversary, special arrangements were made to make these materials readily available during the library's closure. From June 2013 through May 2014, two temporary reading rooms were created to service special collections materials, one on campus at the Rockefeller Library (Room A10) and one at the Annex. Together, the two locations hosted approximately 700 research appointments, made over 2,000 items available to researchers, and provided over 1,800 items for use in classes. Construction in the Hay was completed during the summer of 2014, and the Library's full complement of services resumed in early September with the re-opening of the Hay.

Library Programs & Exhibits

In spite of the temporary closure of the John Hay, the Library sponsored and engaged in a number of compelling programs and exhibits during fiscal year 2014, taking advantage of other locations to showcase the Library's special collections.

The Library and the Pembroke Center for Teaching and Research on Women collaborated on "Material Encounters in the Archives," a symposium hosted by the Feminist Theory Archives and held at the Pembroke Center on October 25, 2013. Three interdisciplinary scholars discussed how their engagement with archival objects shaped their understanding of the potential, as well as the limits, of the archive as a site of knowledge production as well as preservation.

On November 7, 2013, Brown University celebrated the return of Rush Hawkins' Civil War-era Tiffany presentation sword to the Annmary Brown Memorial. Presentations by staff from the Library, the Office of General Counsel, and Dennis Schurr, a Civil War historian and collector, described the life of Rush Hawkins and the social history of the sword, and told the story of the sword's remarkable journey back to campus.

One of the most significant exhibitions mounted in fiscal year 2014 was "The Shadow over College Street: H. P. Lovecraft in Providence." This exhibit was on display in the Rockefeller Library in conjunction with NecronomiCon Providence (August through October 2013) and in partnership with the Providence Athenaeum.

In addition, the Library collaborated with Professor Thomas Banchoff to present "*Flatland* and Abbott," an exhibit that celebrated the 175th anniversary of the birth of Edwin Abbott, the author of *Flatland*, the classic introduction to exploring the fourth dimension. Many of the books in the exhibition were donated to the Library by Professor Banchoff.

Numerous exhibits associated with the University's 250th anniversary also were curated or worked on by Hay staff, including an exhibit displayed in the Rockefeller Library, "Picturing Brown: Prints and Photographs from the Brown University Archives"; a selection of materials from the University Archives on exhibit in the Haffenreffer Museum (Manning Hall) show, "In Deo Speramus: The Symbols and Ceremonies of Brown University"; and an exhibit titled "Transformations: Celebrating 50 Years of the Brown University–Tougaloo College Partnership," which examined the unique relationship between Brown University and Tougaloo College (Mississippi) over 50 years.

These were just some of the highlights of a busy year of outreach, programming, and exhibitions that kept the Library's special collections actively engaged in the University community despite the temporary closing of the John Hay Library building.

Collection Highlights

Among the major acquisitions of Special Collections in fiscal year 2014 were the Joseph R. Paolino papers. This collection documents the political campaigns and

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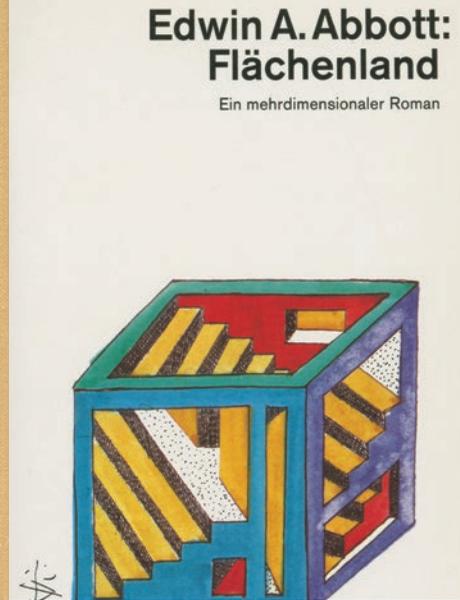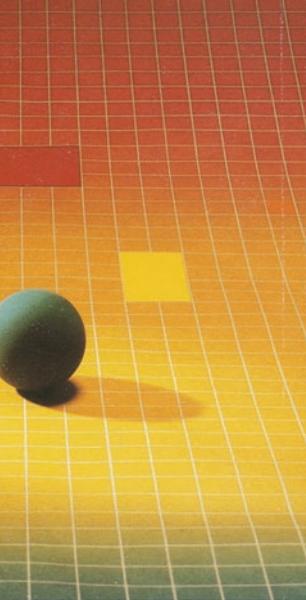
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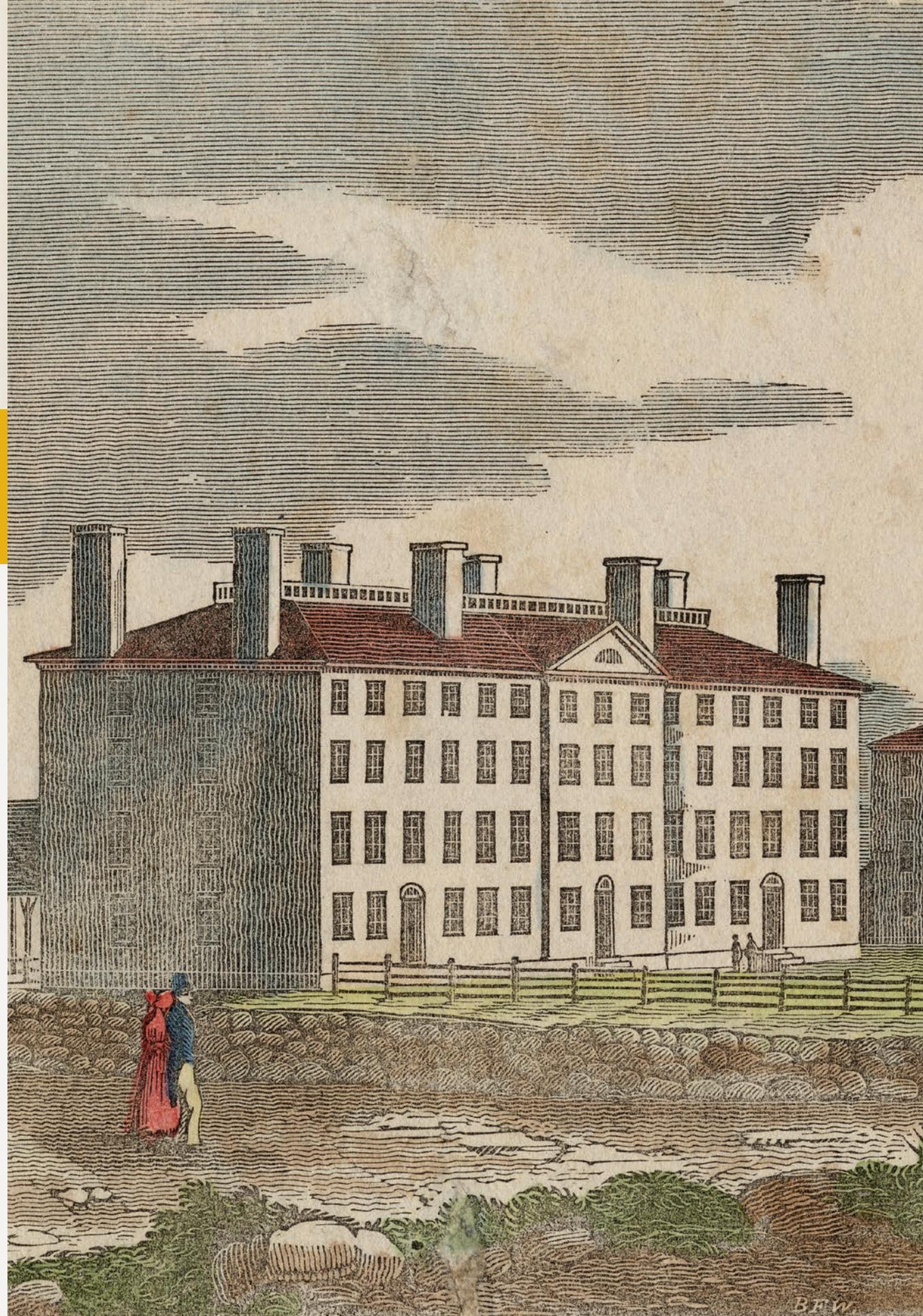
Special Collections

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service of the former Mayor of Providence from 1965–2002 and is a significant resource for research into the history of Providence and Rhode Island politics during the last half of the 20th century. In addition, the Library acquired an archive of World War II French soldiers' letters and photograph albums (1947–1962); two rare printings of H. P. Lovecraft poems, *New-England Fallen* (1914) and *Poetical Melange* (ca. 1928); manuscript records (1842–1870) of the Olneyville Female Foreign Society, detailing the activities of this local group of Providence Baptist women toward evangelizing India; and an annotated copy of the 1541 compilation of alchemical texts by Raymond Lull and Albertus Magnus edited by German physician Walther Ryff.

Professor Jim Green arranged for the donation of two important additions to the Brasiliana and Latin American Collections: Common Front for Latin America (COFFLA) and Coalition Against Repression in Brazil (CARIB) records, and the United States Catholic Conference research collection. Other notable acquisitions included an archive of documents, primarily manuscript, of William R. Prentice, a Union officer charged with guarding the Lincoln assassination conspirators sent to Dry Tortugas, Florida, in 1865; papers of George A. and Sarah Greene Cheney, comprising correspondence and ledgers detailing the trade in ivory and other African goods between Providence and Zanzibar, 1849–1859; Verle's *Anatomia Artifiziale Dell'occhio Umano* [Anatomy of the Human Eye] (1679); and Christian Wilhelm Allers' *La Bella Napoli* (1893), a compendium of text and prints executed by the renowned German naturalist lithographer, said to be one of his most beautiful productions.

In addition, a number of collections were processed during the year, including the John Birch Society records and the Daniel B. Schirmer papers. Work also proceeded on the Gordon Hall and Grace Hoag Collection of Dissenting and Extremist Printed Propaganda, funded by a grant from the Council on Library and Information Resources (CLIR).

Researchers @ BROWN

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Diane Lipscombe | Professor of Neuroscience, Co-Director of the BIBS Center for Neurobiology of Cells and Circuits

I graduated with a PhD in Pharmacology from University College London in 1986 and then studied with Richard W Tsien as a postdoctoral associate at Yale University School of Medicine and subsequently at Stanford University Medical School. In 1992 I joined the Department of Neuroscience at Brown. I study the expression, regulation, and function of voltage-gated calcium ion channels in different regions of the nervous system. I am also interested in their role in chronic pain and psychiatric (... **more**)

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Curriculum Vitae

Brown Affiliations

Brain Science | Neuroscience

Research Areas

Calcium | alternative splicing | analgesic | bipolar disorder | brain | drugs | gene structure | ion channels | molecular biology | neurons | neuropathic pain | pain |

Researchers @ Brown

The Library, along with colleagues in Computing and Information Services (CIS) and the offices of the Dean of the Faculty and the Vice President for Research, launched a new, campus-wide service that offers Brown faculty an online platform for sharing their research, publications, and professional work with the Brown community and the world at large. The service, called "Researchers@Brown," is derived from VIVO software, which was developed in recent years by Cornell University, the University of Florida, and a number of other academic partners. VIVO is based on semantic web technology, which provides capabilities for linking concepts, subjects, people, and organizations across institutional boundaries. While Brown's VIVO implementation is in its early days, it positions the work of Brown researchers to be discoverable and accessible in a variety of new ways and helps highlight the unique expertise of Brown faculty in the broader academic landscape.

Researchers@Brown profiles have been created for all regular faculty at the University. Their profiles include biographies, research interests, educational background, publications, and professional activity. Faculty members can manage their own profiles or can assign a delegate to update them. On a rolling basis throughout 2014 and beyond, the Library will continue to enhance and refine the system by structuring bibliographic data to enhance the discoverability of faculty publication data and by offering more automated tools for harvesting faculty publications from resources such as PubMed and Web of Science.

The potential of Researchers@Brown to highlight and share Brown's intellectual productivity will be most effectively realized by linking researchers' profiles to related resources on the web. To help with that, the Library has subscribed to ORCID (Open Researcher and Contributor ID). ORCID allows researchers to create unique, personal semantic web identifiers that they can embed within their journal submissions, web sites, and social media profiles as well as within the Researchers@Brown system. By establishing links between these outlets, Researchers@Brown can offer a more comprehensive view of a researcher's work and can leverage the power of the web to enhance Brown's visibility and impact.

Many of our peers and dozens of other institutions are rolling out VIVO and pursuing similar semantic web initiatives that bring their work into conversation with the broader web of data. By being part of this movement, Brown is poised to have a significant impact on the way learners, researchers, and institutions discover and disseminate scholarship.

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