Introducing Our New Website!

Over winter break, d’Alzon Library rolled out a new website! In conjunction with the College’s website redesign last fall, we seized the opportunity to rethink and revamp our own website. The Library’s web development committee worked hard over the summer and autumn months to study other libraries’ websites and identify the most important features of a college library site—namely, the ability to find articles and books quickly and easily, as well as navigate the site through an intuitive menu structure.

Our new homepage allows you to perform searches for articles and books right from the home screen. We also reorganized our content pages according to Faculty and Students, so that you can find the resources that meet your specific needs.

We hope these new features, along with a fresh look and feel to the site, will reduce some confusion and easily allow you to connect with us on the web.

We are grateful to Christopher Murray in IT for his help in rendering our vision in Drupal, the new content management platform for the College. As we continue to update our site in the coming months, we want to hear from you! Email us or check us out on Facebook and Twitter. Let us know what you think!
The open access movement aims to change the model of academic publishing from a restrictive, often highly lucrative business for large publishers, to an economic model that allows widespread access to published research. Costs to academic and public libraries would be significantly lowered in this model. Needless to say, that will be a welcome change as libraries struggle with diminished budgets. There are many proponents pursuing open access in myriad ways, and an important move forward has just happened within the budget passed by Congress on January 16, 2014.

Within that budget is a mandate that requires federal agencies in the Labor, Health and Human Services, and Education Departments that sponsor $100 million or more in research each year to provide public access to that research within 12 months of publication in a peer-reviewed journal.

Added to a similar mandate under which the National Institutes of Health has been operating since 2008, this means that half of the $60 billion spent by the federal government on research annually will now be subject to this public access policy. The argument that publications based on research funded by taxpayers should be available to those taxpayers has apparently gained currency in the U.S. Congress.

Just to give some perspective on what impact this mandate will have, NIH-funded research alone results in nearly 90,000 papers being published each year and made publicly available online.

While the current Congress faces much criticism for its inaction on so many issues, as far as public access is concerned, Congress kicked off 2014 with a bang!
At the end of last semester, I was given the opportunity to address a gathering of faculty members who share research interests and are likely to publish articles or other materials related to their work.

My goal was to impart a definition for what is being called “Altmetrics” to the group, and to offer a tool that can be used by authors to harness this information, and another that can help authors distinguish themselves from other researchers.

First, an explanation: Traditionally, when academics try to determine the depth and breadth of the reach of their work, or the “splash” their work is making, they have used such tools as citation counts — literally, a count of how many times a given paper has been cited in other articles, and the impact factor of the journal that published the paper. The impact factor is very similar to citation count, except this is a measure of how many times articles published within a certain journal are cited, which is seen as a measure of the esteem in which the journal is held. If articles published in a given journal are cited frequently and widely, the journal is considered to have a high impact factor.

The higher the impact factor, the more prestigious an honor it is to have one’s paper published within. Together, these tools are commonly referred to as “metrics.”

What is limiting about these traditional metrics is the fact that they do not take into account the many new ways in which conversation occurs around an article. At one time, the go-to place to find academic discussion was within the journals in the field. Today, scholars blog (and not just about what they ate for lunch). They blog about the research of a peer in the field, or about an article that they found interesting, and conference attendees blog/retweet/share in real-time about influential keynote talks. Articles are posted, “liked,” read, “favorite,” saved, etc. on various social media outlets — only some of which are academically focused. Clearly, not everyone who reads or benefits from the knowledge shared within a given journal article goes on to write a separate journal article that cites the original, but they often do give it a mention somewhere online, like on Mendeley, reddit, Facebook, their own blog, etc.

This is what Altmetrics seeks to reveal: the uses, mentions, and other evidence of influence that traditional metrics do not take into account.

Even if you are not planning to publish any scholarly work in the near future, be sure to check out these resources. They will help you to get “in the know” about what is out there, and they’re free!

(see box on page 4)

And as always, if you have any questions about scholarly publishing, author rights, etc., please do not hesitate to contact me; it’s what I’m here for!

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Continued on next page
Free Tools to Use:

**Altmetrics** | [http://altmetrics.org/manifesto/](http://altmetrics.org/manifesto/)
An explanation of why and how Altmetrics are being used to measure scholarly impact in the changing and diversifying online environment.

**ImpactStory** | [http://impactstory.org/](http://impactstory.org/)
Create a profile of your own to capture the “bigger picture” impact your work is making in your field.

**ORCID** | [http://orcid.org/](http://orcid.org/)
Create (and then be sure to use) a unique identifier that you can include when publishing future works to help disambiguate yourself from other researchers and authors with names similar to your own; use it to connect your past/future works to yourself after a name change.
We Can Request That For You!

Welcome to Assumption College Library’s Interlibrary Loan Service (ILL). ILL is available to our Assumption community through a web-based application called ILLiad. Books, articles and other library materials can be requested from libraries locally, within the state of Massachusetts, across the country, and even overseas.

To use ILLiad and place a request for library materials that you cannot find in the Assumption Library collection, you will need to set up an account with a username and password, which you can do through the ILL tab on the Library homepage.

Loan Terms for Books, DVDs
Books or DVDs are sent from the lending libraries with a lending time of usually 2-3 weeks. Delivery time varies and depends upon the location of the lending library. Average delivery time is between 5-7 business days. You will be notified by email when your loan arrives at d’Alzon Library.

The lending library makes the determination on loan time and subsequent renewals. A renewal request should be made to us before the item is due back to the lending library.

Requesting Articles
It is often easier to place your ILL request directly from within the database you are searching. Look for a PDF or HTML link near the article you need. If there are no full text links, click on Article Linker. If the article is not available in print or in another database, you can click the Submit via Interlibrary Loan link.

If you are looking for an article from a citation you already have, please check to see if the Library has access to your article prior to requesting it via ILL. You can search for journal titles in the Assumption Library collection by clicking on the Journal Titles tab on the Library homepage. If the journal and articles you require are not in the library online or in print, you can go ahead and request them through interlibrary loan. Articles requested through ILLiad are typically sent via electronic delivery as copyright or licensing allows. They can arrive within 24 hours, depending on their availability, but usually take between 1-3 business days. You will be notified by email when your article is available.

We are always delighted to help with any questions you may have regarding ILL and look forward to filling your requests! We wish you a successful and exciting semester ahead!

For assistance please contact the interlibrary loan staff at 508-767-7291 or ill@assumption.edu

Vivienne Anthony, Interlibrary Loan and Access Services: vanthony@assumption.edu
Robin Maddalena, Head of Access Services: r.maddalena@assumption.edu
At the end of the fall semester, Library users were invited to tell us what they think about the Library. Suggestion boxes were placed on each floor and suggestion cards were distributed in carrels, on tables, and next to the boxes. We were very pleased with the number of responses and found many of the ideas helpful and doable.

Some students requested more tables for group work, which we were able to supply by using folding tables that we had available. Some complained that the 3rd floor had gotten too noisy, so we put up additional signs, which seemed to help during exams. A number of people requested a printer on the 2nd or 3rd floor, which is something worth considering in the future. We were happy to hear that students like the new set-up on the 2nd floor and that they consider the Library a safe haven in which to study quietly. A couple of students even requested that we bring in puppies to provide some stress relief! We also gave students the opportunity to tell us why they think research is hard, which will help inform our library instruction. Our favorite research comment was, “You can’t use Ctrl+F in books!” Because of the good responses, we are installing permanent suggestion boxes (see picture) and invite all of you to continue to share your thoughts with us. We really do want to know what’s working and what’s not. While we may not be able to respond to every concern, we’ll consider every suggestion.
Research Services Statistics from Fall 2013

Librarians offer library sessions that engage students of all levels. Lessons include:

- Articulating the information need.
- Finding information effectively and efficiently.
- Evaluating appropriateness of sources.
- Using information effectively to accomplish a specific purpose.
- Understanding the ethical and legal uses of information.

What do you want your students to learn? We can tailor the session to make it relevant and engaging, and then assess whether we’ve met your objectives.

Information Literacy Session Statistics

<table>
<thead>
<tr>
<th># of Sessions:</th>
<th>30</th>
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<tbody>
<tr>
<td># of Students:</td>
<td>608</td>
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<tr>
<td># of Academic Departments:</td>
<td>9 Undergraduate &amp; 1 Graduate</td>
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<td>Top Three Things Students Said They Learned in Their Session:</td>
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<tr>
<td>#1</td>
<td>How &amp; Why to Use Databases</td>
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<tr>
<td>#2</td>
<td>Scholarly vs. Popular Journals</td>
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<tr>
<td>#3</td>
<td>Limiting a Search Using Keywords</td>
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Contact Us to Set Up a Session!

pwaterman@assumption.edu
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Research Help Desk Statistics

<table>
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<tr>
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<td>Most Frequent Subject Areas:</td>
<td>Theology</td>
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<tr>
<td>Most Frequently Used Databases:</td>
<td>PsycINFO</td>
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Tom Grady & Carrie Nixon Art Exhibition:

The Art Of The Demo
Tuesday, February 4 - Friday, April 11, 2014
Opening Reception: Tuesday, February 11, 4:30pm

Senior Art Show

April 14 - May 9
Opening Reception: Tuesday, April 22, 4:30pm

LIBRARY HOURS

REGULAR

M O N D A Y — T H U R S D A Y  8 A M — 1 A M
F R I D A Y         8 A M — 6 P M
S A T U R D A Y     1 0 A M — 8 P M
S U N D A Y        1 1 A M — 1 A M

S P R I N G B R E A K

F R I , M A R 7 :            8 A M — 4 : 3 0 P M
S A T , M A R 8 — S U N , M A R 9 :   C L O S E D
M O N , M A R 1 0 — F R I , M A R 1 4 :   8 A M — 4 : 3 0 P M
S A T , M A R 1 5 :          C L O S E D
S U N , M A R 1 6 :       5 P M — 1 A M

Wondering where it is?
OED is a direct link under the Online Reference tab.
It is also listed on our database page under “O,” for Oxford, and in the left-hand side-bar.

Oxford English Dictionary
The definitive record of the English language

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Check out our Library Hours widget on the new Library website!

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D O R I S  A N N  S W E E T
P H I L  W A T E R M A N

C O M P I L E D  B Y :  B A R R I E  M O O N E Y