

Fall 2015

Library System News, Fall 2015

VCCS Library Services

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Recommended Citation

VCCS Library Services (2015). Library System News, Fall 2015., 6 (2). Retrieved from http://commons.vccs.edu/libraries_news/13

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Library System News

Virginia's Community Colleges

Volume 6 Issue 2 - Fall 2015

From the Director

Thanksgiving is now behind us for 2015 and we are fast approaching the December break, so it must be time to rush the newsletter so we can still claim it is a "Fall" edition!

Again this year, it took a lot of time to put together the 2014-15 statistics, so here they are on page 10. I will offer a few summary comments on the e-resource use data:

- The totals are down about 6% in comparison to 2013-14. Part of that is the result of a declining enrollment – about 4%.
- As mentioned last fall, the move from MetaLib federated search to Primo discovery for a majority of our users has a real impact on the download rates. Recall that a Metalib search counts as multiple downloads from multiple databases, while a Primo meta-index search on-

ly counts a download when the user clicks on a given result link and accesses that particular provider database. As of fall 2015, almost all of our searching is via Primo instead of Metalib but there was still some activity there during 2014-15.

- I made another change this year in that I attempted to be more precise in separating e-book access from the article downloads. There were several cases in the past where I couldn't break those numbers out, but I

was able to do that this year.

As a result, some things that in the past would have counted as an article download are now counted as an e-book access. There were over 750,000 e-books "hits" in 2014-15, an average of 6.53 per FTES.

I use the term "hits" because of the difference in what counts as use among our many e-book service providers. For example, what eBrary counts as a DDA check-out, ProQuest Safari may count as a chapter download.

Quantifying e-resource use is

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From the Director, continued

one way to look at library traffic, but I'd also like to highlight an interesting discussion at the December 2015 SCHEV Library Advisory Committee meeting about use of library facilities.

There is an assumption outside of the library community, particularly among those who determine funding for higher education, that library use is declining.

A study reported at the meeting demonstrated that over the last 10 years, the total visitor count at Virginia's larger public college/university libraries has actually increased by 37%.

This increase exceeds what can be accounted for by expanding enrollment. The actual increase is likely much higher, as this preliminary report was incomplete in a number of areas. The LAC plans to develop a full

report on use of library spaces over the next few months.

Lastly, as most of you know, this will be my final contribution to the Library System News. If all goes as planned, I will retire at the end of February 2016. I will have been with the VCCS for 20 years by then and it has been a great ride.

I suspect there are only one or two folks around who remember when I started in January 1996, but to give you an idea of how far we have come since then, consider the following:

In February 1995, the year before I joined VCCS, the Chancellor's Office ran a survey asking a series of questions of the colleges. I still have some of the responses to that survey.

Most colleges, but not all, could report that library staff had access to email. Only

about half had access to the Internet, and one college reported that it was not very reliable, in fact, Internet access had to be shut down during registration in order to get the students registered.

NOTIS, the library system before ALEPH, was about a year old and most colleges could report that they were "on schedule" to complete the implementation. VI-VA was providing a small set of databases, most of which were hosted at UVA.

Access was via acoustical modem over phone lines except for those few that had Internet access. Finally, a few colleges were able to report that they were experimenting with the new idea of offering distance learning courses that primarily used interactive television.

(Continued on p. 16)

Reynolds Library Hosts First Student Expo



Mazhar Anik, Assistant Dean of the School of Business, and Alice Starke experience viruses in 3D.



Check out the online archive to see the projects in more detail!

libguides.reynolds.edu/studentexpo2015

Over 200 students, faculty, and staff attended the first Library Student Expo, held April 22 and 23 at the Downtown and Parham Road [campus libraries](#) of J. S. Reynolds Community College.

The Library Student Expo is Reynolds Library's spring semester showcase of students' accomplishments completed during the school year.

The library worked with instructors to collect student assignments completed as part of their coursework. Submissions came from multiple

disciplines, ranging from Biology to English to the [Middle College program](#). Projects included artwork, posters, sculptures, and even a student-directed video.

Students enjoyed refreshments and were impressed with their peers' work. One student remarked "They made this in biology? I have to take biology!" Another student asked, "Can I enter my work next year?"

Dr. Susan Hunter, the Dean of Nursing and Allied Health, encouraged colleagues to attend the Expo and shared her impres-

sions: "I had the opportunity to stop by the library and see this Expo and I was not expecting what I saw. The students' projects were sophisticated, professional, and creative. I think you would be amazed at the depth and breadth of these student work examples."

In addition to the Spring Expo, the library hosts a Fall Open House to introduce new and returning students to the library. Both events are free; students, faculty, staff, and community patrons are encouraged to attend.

OER at Tidewater Community College Libraries

Contributed by

Steve Litherland,
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President for TCC
Libraries
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[Tidewater Community College Libraries](#)

are actively engaged in the open education resources (OER) community.

During Open Access Week 2015, OER Librarians Joy Yaeger, Olivia Reinauer and Associate VP Steve Litherland delivered an invited presentation at Old Dominion University titled “The Z-degree and Open Educational Resources at TCC.”

In attendance were several ODU librarians and department heads. The content of our presentation and this overview is based on our experience and TCC’s report: “The ‘Z-Degree’: Removing Textbook Costs as a Barrier to Student Success through an OER-Based Curriculum.”

In order to establish a

common understanding of the topic, we opened with a definition of OER, using the language developed by the William and Flora Hewlett Foundation:

“OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.”

Following this, we proceeded with an explanation of Creative Commons (CC) licenses and how these li-

censes empower content creators to share their work with the OER community while retaining copyright.

We gave emphasis to the Attribution license (CC-BY), which allows for the most flexibility for retaining, reusing, remixing, revising and redistributing OER content.

Next we described the history, goals and outcomes of the TCC Z-degree program. TCC is a renowned pioneer in the field of OER, being the first college to offer an entire degree program built exclusively with OER.

The two primary goals of the Z-degree program are to reduce financial barriers to educational access for students and to empower faculty to build courses with OER content focused on course learning outcomes. A secondary goal was established to incorporate a con-

OER at TCC, continued

tinuous improvement process into the Z-degree, taking advantage of the fact that the program courses were completely rebuilt from the learning outcomes.

The high cost of textbooks presents a formidable barrier to educational access, and students often forgo purchasing textbooks due to cost. As reported in the *Virginian-Pilot*, a 2013 survey of ODU students revealed that nearly 20% of students attend class without the benefit of textbooks.

Students that do not have access to course materials do not do as well as those who do. Our students face competing financial priorities, and sometimes late financial aid funding, which serve to compound the barriers to access raised by the high cost of textbooks.

By eliminating the cost

of textbooks, the Z-degree reduces the cost of an Associate's degree by 25%, which greatly reduces the financial barrier to educational access for our students.

Over the semesters we've offered the Z-degree (with no marketing), we've learned that Z-courses have higher enrollments, lower withdrawal rates, and greater student success rates than traditional textbook-based courses.



An overwhelming percentage of students say that they would choose a Z-course over a textbook course, rate Z-course quality better or the same, and say OER content is an effective way to learn.

On top of all this, we

observe that the higher retention rates in Z-courses actually increase tuition revenue for the institution. In other words, the students who would have otherwise dropped due to not having access to a textbook are now staying in the class and paying tuition. In the current season of declining enrollments, this is an incredibly important benefit of the Z-degree for the institution.

You may be thinking "Great, but why should the library take on yet another initiative?" Aside from the social justice issue of improving educational access, and the opportunity to support an important institutional initiative, we argue that supporting an OER program lies squarely in several areas of library strength, namely:

- Library expertise in supporting the

OER at TCC, continued

- curriculum through collections
- Library expertise in supporting student learning
- Library expertise in building relationships with faculty
- Library expertise in Information Literacy.

The library should play a leadership role in curating excellent OER content, supporting student use of OER, working with faculty on building OER into their courses, and teaching our users how to employ information literacy skills when using OER, because we were already experts at all of these activities when OER emerged into the universe of information resources. The libraries are the most capable unit in the institution for supporting these aspects of an OER initiative.

At TCC, we've formal-

ized library support for OER through institutional policy governing the use of OER, and by revising librarian position descriptions to include a functional responsibility for supporting OER efforts. TCC policy 2108 "Use of Open Educational Resources" stipulates that librarians serve the central support role for faculty wishing to incorporate OER into their courses.

The policy specifically states that: "Among the support provided by designated Librarians are facilitating Pathways, preparing OER LibGuides, and assisting faculty in the location and curation of OER content." Pathways is a six-week course covering OER fundamentals that faculty are required to complete prior to creating or teaching courses for the Z-degree program.

Given that TCC policy requires libraries to

provide a great deal of support for a successful program that has promise for tremendous growth, we recognize that support for OER must be a priority for all librarians.

Many libraries rely on one "OER Librarian" to serve the institution's needs. This model makes sense in contexts where most of the work involves advocating with stakeholders to adopt OER. We expect student demand, Z-degree success metrics and engaged faculty to stimulate rapid growth of the Z-degree program at TCC.

Participation of all librarians in OER support will be required to meet the demand for Pathways, provide support to faculty building courses, curate content, build LibGuides, support students, and so on.

In order to meet this demand, we've incorporated the following

OER at TCC, continued

functional responsibilities into all campus-based librarian position descriptions:

1. Collaborates with faculty and librarians to develop and provide services that promote the effective use of open educational resources and open content within the College's curriculum.
2. Maintains current knowledge of issues in open education, open textbooks, open access, copyright, licensing and intellectual property by reviewing professional literature and participating in professional meetings.

TCC librarians are engaging with these responsibilities in a number of ways. Each campus library has one librarian qualified to facilitate the Pathways course, and this

fiscal year we'll add four more librarians to this group. We are conducting professional development workshops for faculty such as OER 101 and Copyright Fundamentals.

We also create focused OER resource lists and LibGuides, and promote OER through faculty liaison work. We participate in OER conferences such as Open Ed, events held by OpenVA, and a recent VLA OER preconference. At TCC, we're all OER Librarians.



Moving forward, we recognize the need for ongoing support and development in a number of areas. The TCC libraries will continue to play a substantial role in OER advocacy within TCC, the VCCS,

and through regional and statewide events. We need to renew our investments of time and funding in OER-centered professional development for faculty and librarians. Quality OER content and related materials must be curated and shared.

We will also remain mindful of balancing library capacity for OER support within the broader range of library support for institutional priorities.

If you have questions about our efforts supporting OER at TCC Libraries, please get in touch. We'd love to have the conversation with you.

Library Internship Program Underway at Tidewater Community College

Contributed by
Joy Yeager, Librarian
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At [Tidewater Community College](#) - Chesapeake Campus, Library Coordinator Abbie Basile and Research Librarian Joy Yeager have developed a new internship program to equip MLS students or graduates with the skills to be confident and effective academic librarians. During the Fall 2015 semester, the TCC Chesapeake Library is hosting its first intern, Sherry Matis. Ms. Matis is a recent MLS graduate from Rutgers University, who seeks academic library experience to complement her paraprofessional public library experience.

The goal of the TCC Chesapeake Library intern program is to provide feedback-based, hands-on training that will help turn an intern into a professional. The library internship is a valuable experience that requires investment on

both sides. Interns work 15-20 hours per week in TCC's Chesapeake Library for a full academic semester, with the expectation that they will conduct themselves professionally and participate in meetings, projects, and initiatives introduced at the library. In



return, the interns receive hands-on experience and training with providing reference, using standard technology tools, and delivering instruction.

The internship began with detailed reference training. This investment in training had a huge payoff; our intern used her knowledge and skills to host a pop

-up reference service in the TCC Chesapeake Academic Building called *Library to Go*. Students and faculty are excited to have a remote library service on campus, and Ms. Matis provides excellent customer service on the academic level.

Her openness to learning made it easy for her to pick up new skills, such as designing LibGuides and using the GOBI collection development tool. While training in these areas took time, the library gained good insight into these services through her evaluative feedback.

Interns are expected to function as library instructors in training, and Ms. Matis made the most of this opportunity. Chesapeake Library takes a "student teacher" approach to training on teaching practices for information literacy, and addresses this

TC Library Internship, continued

part of the internship in three phases:

Phase 1

- Review the outlines and syllabi for TCC General Education Competency courses (available online in the college portal). Become familiar with teaching information literacy through observation, completing tutorials and exercises with different instructional viewpoints.
- Attend TCC Library Instruction Team meetings to learn about the embedded librarian program for online courses, instruction assessment analysis cycles, and additional efforts that the team undertakes to continuously improve instruction quality at Tidewater Libraries.

Phase 2

- Conduct research on interactive methods of teaching and apply that research to teaching small segments of information literacy sessions.

Phase 3

- Plan and teach full information literacy sessions for Tidewater students.

For the library, instruction is understandably the most time-intensive component of the internship, but it can also be the most valuable for both parties. In this case, the process of analyzing current instruction at TCC Chesapeake Library in order to train an intern on these practices improved the quality of instruction.

In each phase of the “student teacher” approach, Ms. Matis provided ideas and feedback that helped improve the overall in-

structional practices at the library and aided the Library Instruction Team in their work.

During Fall 2015, both the library and our intern have taken advantage of multiple opportunities to learn and grow from each other. Although it may be hard to see the benefit of investing so much time and effort in what is typically a semester-long arrangement, helping to foster the professional growth of talented individuals is vastly rewarding in many aspects.

If you have questions about our Library Internship program, please don't hesitate to get in touch with us!

**Tidewater Library
Intern Program
Contact:**

**Abbie Basile,
Coordinator, TCC-
Chesapeake Library**
abasile@tcc.edu

E-resource Use Data, 2014-15

	2012-13			2013-14			2014-15		
	Articles	Per College FTES	Per College Transfer FTES	Articles	Per College FTES	Per College Transfer FTES	Articles	Per College FTES	Per College Transfer FTES
Blue Ridge	185,153	64.04	111.40	183,385	64.23	104.26	107,451	37.87	57.77
Central Virginia	87,995	31.89	68.05	77,030	28.87	62.32	116,335	44.56	96.95
D. S. Lancaster	31,090	38.34	106.47	32,849	44.51	113.66	16,514	22.84	25.49
Danville	34,376	12.51	55.72	40,708	15.63	69.94	36,712	15.47	159.62
Eastern Shore	14,057	23.79	55.78	15,081	29.51	63.10	4,547	9.30	21.05
Germanna	162,744	36.53	64.35	82,838	18.63	31.91	90,749	20.15	33.02
J. S. Reynolds	138,027	16.69	39.29	132,164	16.63	38.11	148,589	19.89	44.05
John Tyler	137,909	23.52	50.76	123,889	21.70	46.77	101,032	18.23	39.05
Lord Fairfax	81,230	19.6	40.21	45,339	11.14	21.62	37,738	9.41	17.54
Mountain Empire	21,844	11.21	33.76	19,328	10.38	33.38	19,166	10.98	37.73
New River	41,181	13.69	33.89	26,708	9.27	22.39	22,754	7.88	19.58
Northern Virginia	1,059,464	29.66	42.12	1,083,380	30.47	42.11	960,812	27.78	38.05
Patrick Henry	37,338	16.48	54.59	63,919	29.51	72.06	50,325	24.53	166.64
Paul D. Camp	35,592	38.6	104.99	13,579	15.83	43.52	19,139	24.54	19.02
Piedmont Virginia	140,507	46.39	92.99	120,812	40.04	80.81	66,021	21.98	44.40
Rappahannock	21,996	11.05	33.84	17,260	9.13	27.05	18,867	10.21	27.38
Southside Virginia	64,164	17.27	83.22	34,596	9.82	37.98	29,631	9.08	24.15
Southwest Virginia	15,230	8.22	26.21	13,974	7.99	23.97	10,011	5.60	15.62
Thomas Nelson	269,316	38.17	70.82	94,784	13.49	25.40	76,945	11.81	8.54
Tidewater	359,331	17.13	36.60	435,898	21.73	45.73	529,553	28.36	143.51
Virginia Highlands	14,930	8.88	28.49	15,078	9.34	28.83	8,609	5.33	15.74
Virginia Western	104,900	22.03	47.66	101,045	20.02	43.88	144,650	29.16	75.69
Wytheville	23,178	10.57	33.35	16,737	8.24	25.59	7,742	3.94	11.55
VCCS Total	3,081,551	24.92	48.54	2,790,378	23.09	43.61	2,623,891	22.57	41.57

- VCCS total use appears to decline by 6% in 2014-15, but consider three factors: declining overall enrollment, wider use of the Primo discovery tool (Quicksearch), and the ability to differentiate e-book from article use as of 2014-15.
- Per the notes on page 1, recall that some things that would have counted as an article download from 2012-14 are now counted as distinct e-book access. In 2014-15, in addition to 2,623,891 online article downloads, VCCS saw over 750,000 e-book “hits,” an average of 6.53 per FTES.

Announcing the Susan S. Wood Professorship for Teaching Excellence



Dr. Susan S. Wood

Dr. Susan S. Wood retired as Vice Chancellor for Academic Services and Research in April 2014.

An endowment fund supporting the Wood Professorship was created by the Virginia [Foundation for Community College](#)

[Education](#) in November 2013, to honor Dr. Wood's forty years of service to Virginia's Community Colleges.

The Susan S. Wood Professorship for Teaching Excellence recognizes a VCCS faculty member who demonstrates faculty excellence, dedication to students, and the academic leadership reflected throughout Dr. Wood's extensive career.

During the academic

year when the professor serves, leadership and professional development among VCCS faculty generally (and new faculty in particular) will be strengthened through the professor's participation in key activities at major VCCS faculty development events.

Nominations for the Wood Professorship program must be received by 5:00 p.m. on February 15, 2016, EST.

[Details and online application](#) are online at vccs.opd.edu.

Information Literacy Tutorial Committee Forming

Are you interested in serving on a committee to examine [Connect for Success](#), the VCCS information literacy tutorial, in order to identify needs for a content / design update?

The tutorial is used in a different ways by dif-

ferent colleges, so this conversation needs participants from across the system.

We hope that you will join us and lend your expertise. Laura Skinner (PVCC Library) has agreed to chair this committee, so please email Laura

<lskinner@pvcc.edu> to confirm your participation as soon as possible.

Once participants are confirmed, the committee will set a conference call in spring 2016.

**Connect
for Success**

Introducing VIVA's Associate Director



Genya O'Gara joined the [Virtual Library of Virginia \(VIVA\)](#) as Associate Director in August, 2015.

She comes to VIVA from James Madison University, where she served as Director of Collections. In that capacity, she oversaw Collection Management, Digital Collections, Special Collections, and Preservation.

She has held previous positions in Collection Management and Special Collections at North Carolina State University, and has experience working with consortia, most recently serving as the Co-Chair of VIVA's Monographic Task Force.

As Associate Director, Genya will work with the VIVA Director, Steering Committee, Library Directors, and colleagues to implement project management plans for select-

ed VIVA initiatives. She will support the work of VIVA committees and task forces across the member libraries, and collaborate on the management of VIVA's elec-



Genya O'Gara,
VIVA Associate Director

tronic resources, content, and applications.

She will also coordinate the assessment and evaluation of VIVA collections and services, including the development and implementation of data compilation systems to support the work of VIVA committees.

In addition, she will assist with management of consortial

grant and funding proposals.

Genya received her Master's in Library Science from the University of North Carolina at Chapel Hill, and her baccalaureate degree from the Evergreen State College.

She has written and presented on emerging models of content development and assessment, with a focus on academic libraries' role in scholarly publishing, digital collections, and the management of locally created materials.

New in 2015: *Oxford Scholarship Online* E-books

The Virtual Library of Virginia (VIVA) now offers [Oxford Scholarship Online](#) (OSO), a rapidly-growing collection of e-books from Oxford University Press (OUP).

OSO currently offers full text access to 800+ recently-published titles in 20 subject areas, and this number will grow to over 1,000 as new titles are added throughout the year.

It is also possible to identify content and obtain abstracts for the 13,500 books and 95,000 chapters in the OSO database, which includes 17 additional partner presses. In addition, OSO provides links to reference works, articles, and other publications relevant to topical and other searches.

OSO debuted in 2003, but it offers access to titles from more than a decade earlier. There has been recent

growth in many science disciplines, such as Biology, Neuroscience, and Public Health & Epidemiology, with the strongest collections overall residing in traditional humanities and social science disciplines such as Philosophy, History, Religion, and Political Science. The OSO collection includes classic works by esteemed and well-known authors as well as recent, award-winning titles.

The OSO platform is intuitive but is also replete with help options. The design is logical and visually appealing - a bonus for people browsing for titles in their areas of interest as well as for those seeking specific information for their research.

Librarians will find it a useful tool for introducing students to the breadth and depth of scholarly inquiry in a broad field or targeted

subfield. The platform is robust and sophisticated enough for advanced scholars but also easy to explore for beginners who need help with relevant primary texts or reference articles.

PDF downloads and printer-friendly versions of text are also available.

All pages are optimized for mobile devices, and citations are exportable to citation management programs or shareable via various media.

Oxford Scholarship Online is primed to be a favorite among a wide range of VIVA students and faculty looking for high-quality research publications in a diversity of subject areas.



**VIVA Press
Release**

[6/12/15](#)

Upgrades for BioOne and IEEE



[The Virtual Library of Virginia \(VIVA\)](#) is pleased to report that [BioOne](#) has expanded member full-text access to BioOne Complete.

This expanded access bears no additional cost to VCCS and adds 76 additional titles in biology, ecology, zoology, conservation, and other environmental sciences.



BioOne offers access to full-text, peer-reviewed journals and bulletins published by American Institute of Biological Sciences member societies and

other closely related organizations. It covers volumes from 2000 forward.



Equally exciting is the substantial new [Institute of Electrical and Electronics Engineers \(IEEE\) content!](#)

As VIVA IEEE All-Society Periodicals Package (ASPP) subscribers, members will be upgraded to IEEE/IET Electronic Library (IEL).

IEL offers unlimited full text access and downloads, 6 additional journal titles, 1400+ additional conference

titles, 2800+ active and selected archival IEEE standards, backfiles to 1872 (for select titles), and 3,000,000+ full-text documents (an increase from 324,000+).

Did You Know?

Presentations from recent [VIVA](#) events are available online!

Materials from the annual **Users' Group Meeting** (Oct. 215, the

first-ever **Collections Forum** (Sep. 2015), and the 17th **ILL Forum** (July 2015) are collected at:

vivalib.org/committees/outreach/presentations.html

New Model for Wiley Journals

[The Virtual Library of Virginia \(VIVA\)](#) is upgrading the [Wiley Online Library](#) subscription to Wiley's new "Database Model," which includes access to all but one of Wiley's current e-journals, The Journal of the European Economic Association.

Previously, VIVA's Wiley subscription model offered access to a collection of core journals, and individual colleges opted in for any additional titles. With the new database subscription model, all colleges will share the Wiley Database Model.

This represents an increase of 217 titles to VIVA's shared, core collection for a total of 1,485 journal titles.

It also means that there will no longer be the annual title reconciliation by institutions.

New titles include but are not limited to:

- Advanced Healthcare Materials
- Anatomical Sciences Education
- Biotechnology Journal
- Career Development Quarterly
- Energy Technology
- Equine Veterinary Education
- Equine Veterinary Journal
- Int'l Jo. of Older People Nursing
- Int'l Jo. of Urological Nursing
- Jo. of Engineering Education
- Jo. of Evidence Based Medicine
- Jo. of the Institute of Brewing
- Mind, Brain, and Education
- New Horizons in Adult Education & Human Resource Development
- Rehabilitation Nursing
- Science News
- Security and Communication Networks
- Space Weather

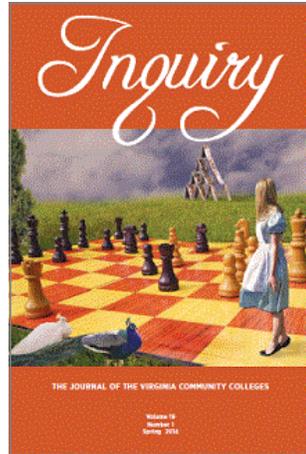
The full list of journals included in our Wiley "Database Model" subscription access is [available online](#).

Wiley Online Library

Introducing Digital Commons @ VCCS

Digital Commons
@ VCCS

[commons.vccs.edu/
inquiry/](http://commons.vccs.edu/inquiry/)



Volume 19 of [Inquiry: The Journal of the Virginia Community Colleges](#) is now available on [Digital Commons @ VCCS](#), our new online repository.

The cover art for Inquiry v19 (pictured above) is called *Adventures in Wonderland* by Kristen Kalten-

berg, a Computer Arts student at Thomas Nelson Community College.

Digital Commons is a hosted service from bepress. In addition to serving as Inquiry's new home, the repository also offers access to VCCS [Annual Reports](#) as well as [Library System News](#).

Benefits of this platform include simple access and linking, an intuitive user interface, robust use data, and connection with the worldwide user community - now, Inquiry articles can also be found at [Digital Com-](#)

[mons Network™ / Education / Higher Education!](#)

Earlier this year, bepress launched the noteworthy Teaching Commons OER collection: "Teaching Commons brings together high-quality open educational resources... curated by librarians and their institutions."



Explore OER on the bepress Teaching Commons:

teachingcommons.us/

Reader from: Dededo Village, Dededo Municipality, Guam

Nurse Success: A Faculty Intervention to Help Students Realize their Goals
Karen Bloomfield M.S., R.N., P.M.H.C.N.S.-B.C, Wendy Diment M.S.N., R.N., Kristina O'Mear...

Real-time Readership
1
Downloads since
3:25:52 PM

Digital Commons offers an interactive map of global readership.

From the Director, continued

(continued from p. 2)

I ran the same survey in March 1996 and not much had changed, except most of the colleges were up on NOTIS and a few more had 9600 baud access to the Internet. Others were still using acoustical modems on phone lines. To have

been a part of all that we've accomplished from that point to now has been one of the great experiences of my career. What has really made the last 20 years outstanding has been the library staff with which I have been privileged to work, both within

the VCCS and in the larger Virginia higher education library community.

Thank you all for making these 20 years so great. §

-Gene Damon

Save the Date: 2016

VCCS Library Directors Meeting, Richmond, VA	Jan. 08
Ask VIVA Webinar	Jan. 12
VLA Conference: Marketing Your Library , Culpeper, VA	Jan. 21
Community College Week, VA General Assembly	Jan. 25-29
Digital Learning Day	Feb. 17
Open Education Week	Mar. 07-11
VCCS New Horizons , Roanoke, VA	Apr. 13-15
Distance Library Services Conference , Pittsburgh, PA	Apr. 20-22
VCCS OER Peer Group , Richmond, VA	Apr. 28-29
VLA Professional Assoc. Forum , Williamsburg, VA	May 02
ELUNA 2016 , Oklahoma City, OK	May 03-06
Innovative Library Classroom , Radford, VA	May 11-12

