

CCL Outlook: Newsletter of the Council of Chief Librarians California Community Colleges v. 21 no.2 Oct. 2010

Here we are at the middle of the Fall term and as I write this, we finally have a state budget. However, I have already heard the question raised, “Will there be a midyear cut“, so, the uncertain year I mentioned last month continues.

Speaking of budgets, I need to reiterate, while some categorical funds were re-instated, the TTIP monies were not. Also, the one-time federal funds that were used to fund other parts of TTIP (internet connectivity, etc) have now been used so there is even less funding in TTIP than last year. The bottom line is that I don’t expect the library part of TTIP to ever exist as it did in the past with an allocation to the colleges. We are still working on an alternative, a statewide buy which would save the colleges and the state money based on the discount we could get. In order to be prepared for such a circumstance, the board directed the CCL-EAR committee to work with Sarah Raley to see what might be possible. The first order would be for a general magazine and journal database. After that, various strategies and scenarios are being discussed depending on what the first database costs, what it includes, and how much the state might fund.

Last month, I promised a report on how to get librarians on accreditation teams. I talked to Jack Pond, who is in charge of assigning team members. He stated that he keeps a database of names of people who have volunteered through their college presidents. Each year he compiles the list of people from the colleges, sends it out to the college presidents requesting new names. Jack stated that it is the commission’s policy not to place more than 2 new people on a team so that new people may not be assigned a team for a year or two. So, if you wish to be on a team, and we do need more librarians in his database, talk to your college president.

For those of you who went to the Deans and Director’s meeting last Spring (links to presentations are at http://cclccc.org/deansand_directors-april-2010.doc), you may remember a presentation by Char Booth on her work getting statistical data on the tech world of students at Ohio University. The board was so impressed that we have contracted with her to develop a survey that could be run by any community college in the State. She will create a pilot that we hope to run next Spring with 10 colleges and then it will be released for all colleges to use. More information will be in the next Outlook.

Please place on your calendars the next Deans and Directors meeting, March 17-18, 2011. We have a hotel in Sacramento and CCL will again pick up the room cost for one night.

Finally, I need to tell you that Gregg Atkins, our wonderful executive director is at home resting, having had heart surgery last month. He is doing well and hopes to be back on the job next month.

Jim

Your CCL Executive Board: 2008/10

(phone numbers and email addresses are available at the CCL Website www.cclccc.org)

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Membership for 2010/2011

You should have your membership reminder in your hands.

If you don't, email Gregg Atkins for information atkinsg@dixonlibrary.com

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What is Section 508 and why do librarians care about these standards?

Contributed by Sarah Raley

Section 508 is a part of the Rehabilitation Act of 1973, amended in 1998 through the Workforce Investment Act. It requires that electronic and information technology developed, procured, maintained or used by the federal government be accessible to people with disabilities.

What does this section have to do with web based technology?

Standards for web-based technology and information are based on access guidelines developed by the Web Accessibility Initiative of the World Wide Web Consortium. Many of these provisions require access for people with vision impairments who rely on assistive products to access computer-based information. These products can translate what's on a computer screen into automated audible output, and refreshable Braille displays. Certain conventions, such as verbal tags or identification of graphics and format devices, like frames, are necessary so that these devices can "read" them for the user in a sensible way. The standards do not prohibit the use of web site graphics or animation. Instead, the standards aim to ensure that such information is also available in an accessible format.

Can I find information about vendor compliance on the consortium web site?

The consortium encourages all vendors to provide a compliance statement. You can find the statement located on each vendor's web page, on the right hand side under Additional Information, called 'Section 508 Compliance Statement'. We are working to update these statements and make sure libraries have current information. If a vendor does not have a compliance statement, urge that vendor to test their product and provide a statement. The CCL-EAR committee also looks at compliance in their reviews.

See current reviews from the EAR committee at

<http://cclibraries.org/reviews/review-index/>

For more information on the section 508 standards see:

<http://www.section508.gov/index.cfm?fuseAction=stdsSum>

For more information on California Disability Laws & Regulations see:

<http://www.disabilityaccessinfo.ca.gov/lawsregs.htm>

Think Accessible Before You Buy

<http://www.ala.org/ala/mgrps/divs/ascla/asclaprotocols/thinkaccessible/thinkaccessible.pdf>

Resources List for Accessible Libraries

<http://cclccc.org/Resources-Accessible-Libraries.html>

Web Redesign Efforts: Luria Library

September 14th, 2010 Kenley Neufeld, Santa Barbara City College Library Director



Web site redesign efforts are important for any organization if you want your www presence to remain fresh, creative, and functional. This past August, we launched a new web site for the Luria Library <http://library.sbccc.edu/> at Santa Barbara City College. We don't have a large staff to create, implement, and manage the library web infrastructure. In fact, all the work has typically been my initiative and been my responsibility. Probably because of our size, on our campus we have relative autonomy in what we do with the web as long as we follow some basic guidelines established by the College.

In 2006, when I put the last redesign in place, we took the big bold step of implementing a blog-based web site. Out went the traditional web and in came something unique and different. At the time, both Moveable Type and WordPress were viable options for backend software. We decided on Moveable Type. In the following four years we innovated with using Twitter, GetSatisfaction, Flickr, Meebo, and ultimately settling on LibraryH3lp (a chat service). In hindsight, these were good years for our web presence. It brought us attention both locally and nationally. We had fun and we felt creative. But times change.

In the fall of 2009 it was becoming more clear that the Luria Library web site needed another redesign. It was feeling cluttered, static, and the fixes we had made along the way needed to be better incorporated into the site. Further, WordPress had become the dominant player in backend blog software and I had a great desire to move off Moveable Type and onto WordPress. The updating, plugins, and user interface were all better with WordPress. We were also running out of room on our virtual machine and if we needed to migrate servers then we might as well migrate more. A plan was developed to (1) create the new server environment, (2) hire a designer to create the custom WordPress theme, (3) migrate the data (entries and comments),

and (4) launch the site in August before the fall semester began. In communicating with campus IT, I arranged for them to build the new server space and to assist in migrating our existing resources (proxy, libstats, and mediawiki) in the spring of 2010. I then built the WordPress environment in early summer. I also wanted to refocus our site **on the resources** and away from the blog. I didn't want to get rid of the blog piece, just provide a different focus.

In an academic environment, there are very few windows of time in which to make big changes. It was decided to make the switch between summer and fall terms. In late spring, I wrote to a couple of key department chairs to let them know a change would be coming and that I would be in touch during the summer. I started working with a designer on what the site should look like and what the key needs were. Wireframes were created and a site mockup was done by the end of June. Approval was given to code the theme and have it ready by the end of July for me to start using. I sent another email to a few key players with a screenshot of what we were working on for the site.

We needed to have the site ready at least a couple weeks before the semester began, on August 23, so faculty could have a chance to poke around before the semester began. The theme was ready and applied to our WordPress installation. I used the import tool in WordPress to import all our previous blog entries in Moveable Type. Since all our comments were hosted on Disqus, I only needed to setup 301 redirects and let Disqus know to recrawl the site to build the comment connections.

Though I had never used 301 redirects, I discovered it wasn't very difficult. Working in a spreadsheet, I created a map of the location of all pages on the previous site to the new locations on the new server. This was required because the permalinks used by Moveable Type are different than those used by WordPress. Loading all this information into the .ht access file on the new server establishes the redirects. Just about everything went smoothly. The biggest hiccup was the comment migration, but that didn't feel critical so I let that slide until after the launch. The site launched. The blog entries and comments appeared (after a bit of tweaking with Disqus). I sent an announcement out to the campus community. Some work continues on the site, but we are 90% operational. The students seem to have an easier time finding the resources and the site feels fresh, creative, and functional.

On the down side, one thing that could have been done better was my communication about the impending migration. I had made some assumptions about communication channels that I've learned from for the future. Rather than focusing on just a few key players, I should have included more people in the community. Further, because some faculty provide handouts with specific navigation instructions and/or images, the redesign required those materials to be modified in a short time frame. Perhaps the only way around this issue would be to sit on the redesign for a few months before launching. What have others done to get around that?

Still to do: I want to migrate our wiki material into the WordPress environment. Also, we need to create more content for some of the sections.

Finally, WordPress now natively supports multiple blogs on a single installation (previously known as WPMU). A few weeks after launching the site, I turned this feature on with our install. It's working now, but not without some significant hair pulling. I'll leave that story for another time.

Searching For Better Research Habits

By — Steve Kolowich

Reprinted with permission from: *Inside Higher Ed* September 29, 2010

<http://www.insidehighered.com/news/2010/09/29/search>

Should colleges teach students how to be better Googlers?

Educators who see the popular search engine as antithetical to good research might cringe at the thought of endorsing it to students. But they might not cringe nearly as hard as did attendees of the 2010 Ithaca Sustainable Scholarship Conference when Andrew Asher showed them what happens when students do not learn how to use Google properly.

“Students do not have adequate information literacy skills when they come to college, and this goes for even high-achieving students,” said Asher, the lead research anthropologist at the Ethnographic Research in Illinois Academic Libraries ([ERIAL](#)) Project, which recently studied the search habits of more than 600 Illinois students spanning a range of institutions and demographic groups.

“And they’re not getting adequate training as they’re going through the curriculum,” he said.

Asher moved swiftly through a few slides featuring excerpts from interviews with students, each eliciting both chuckles and gasps from the audience of librarians and technologists. “I’m just trusting Google to know what are the good resources,” responded one sophomore biology student.

“Of all the students that I interviewed, not a single one of them could give an adequate conceptual definition of how Google returns results,” said Asher. Not even those “who should know better,” like computer science students. The word “magic” came up a lot, he noted.

Asher pulled quotes from other students evidencing how the expectations and ignorance bred by habitual, unthinking use of Google had affected how students use other search engines, such as those built into the scholarly archive JSTOR. The students in the ERIAL sample seemed oblivious to the logic of search or how to generate or parse search results with much patience or intelligence. “I just throw up whatever I want into the search box and hope it comes up,” a junior nursing major told the researchers. “...It’s just like Google, so I use it like Google.”

This Google effect does not bode well for students who manage to make it as far as a scholarly database, said Asher. "Student overuse of simple search leads to problems of having too much information or not enough information ... both stemming from a lack of sufficient conceptual understanding of how information is organized," he said. Those libraries that have tried to teach good search principles have failed, he continued, because they have spent "too much time trying to teach tools and not enough time trying to teach concepts." It would be more useful for librarians to focus training sessions on how to "critically think through how to construct a strategy for finding information about a topic that is unknown to you," Asher said in a follow-up e-mail to *Inside Higher Ed*.

Asher's presentation came near the end of a long day that had kicked off with a talk by Daniel M. Russell, a senior research scientist for search quality and user happiness at Google, who also hinted at the need for better user education. Russell spent much of his time talking about all the cool scholarly things Google has available in its vast databases -- a facsimile of Stravinsky's score from *Sacre de Printemps*, a 3-D model of the Notre Dame Cathedral, unemployment data for Santa Clara County over the last 20 years -- before lamenting the fact that most students would have no clue how to find them.

"One of the things we have to do is not teach the little twiddlybits about search," said Russell. Technical knowledge of Google's search interface -- and JSTOR's, for that matter -- becomes obsolete, because the interfaces are constantly changing. "So I don't want to teach them algorithms, I don't want to teach them ranking, I don't want to teach them what's in the index and all that stuff," he said. "I do want to teach them what's possible." In other words: If students do not know what is out there to find, they cannot search for it effectively.

That is where librarians come in, said Russell. Scholarly searching is not an intuitive skill, like foraging, he said; students cannot learn well by imitating peers. "We need to do a better job," he said. "You've worked with these undergraduates. This is, in theory, the Google generation. But a lot of searchers in libraries and universities do the dumbest things you can possibly imagine. And so have you. It's not part of the curriculum."

But as the conference wound down and the participants reflected on the question of search education, some challenged the idea that search education was possible -- or worth the investment.

Peggy Seiden, the college librarian at Swarthmore College, recalled a comment an economics professor there had made during a recent focus group: "Our students graduate from Swarthmore, and they go on to be incredibly successful," Seiden quoted her colleague as saying. "They may not have had very much in terms of good research instruction. They might not be the best researchers in the world. But they are successful. So the question is, what is the end we're trying to get to?"

Lisa Rose-Wiles, a science librarian at Seton Hall University, said it is naïve to think that by teaching students how to use search more responsibly, librarians and professors can prevent students from cutting corners. Of course librarians think cobbling together a good-enough paper with the first three full-text papers that turn up in a simple search is bad, but for students — particularly those aspiring to nonacademic careers — it might make perfect sense. “There’s no real way to convince students that that behavior doesn’t pay, especially when they’re trying to juggle six courses and a job and a whole life and all the rest,” Rose-Wiles said. “So unless we can demonstrate some measurable payoff to searching, students aren’t going to do it.”

Luke Swindler, coordinator of general collections for the university library at the University of North Carolina at Chapel Hill, said the notion of making “better searchers” of Google-generation students reminded him of what a German politician had once said of communism: “The problem with the theory and practice of communism,” Swindler paraphrased, “is that it just needs better citizens.” “We’re not going to change the citizens,” he said.

If academics are going to improve student research in the age of simple search, said Casper Grathwohl, vice president at Oxford University Press, they will probably have to do so the same way Google changes the behavior of its users: by using better interfaces and more sophisticated indexing methods to nudge them, incrementally, toward competence.

As Grathwohl put it, “Making ‘good enough’ better.”

For the latest technology news from Inside Higher Ed, [follow IHEtech on Twitter](#).

REPORT: COMMUNITY COLLEGE LIBRARY CONSORTIUM

<http://cclibraries.org/index.html>

Sarah Raley, Director

News from the Consortium:

We have finalized our agreement with EBSCO to offer a NetLibrary collection to our members again this fall. NetLibrary collection 10 is in development and the program announcement has posted to the consortium web site. Because of new requirements, three publishers are requiring a minimum purchase of two copies of each of their titles. Those publishers are Oxford University Press, Springer Publishing Company and Jessica Kingsley Publishers. We have lost the rights to include some previously purchased publishers but we are now able to include Rowman and Littlefield Education, Salem Press and Teachers College Press, among others. Our NetLibrary collections are designed to support a common curricula, both vocational and transfer. The one-time cost includes purchase of all titles in the tenth shared collection, and the NetLibrary service fees allowing access to the tenth shared collection in perpetuity. MARC records for all titles in the shared collection are included at no additional charge.

NetLibrary collection 10, as with our other NetLibrary collections, will be a shared purchase built on the money collected from the participating colleges. The number of titles included in this collection will depend on the amount collected from the colleges who purchase the collection.



No renewal notices are being sent for NetLibrary. If you wish to purchase this collection, please submit the order form by November 19, 2010. Access to the collection will begin in January 2011.

Our thanks to our NetLibrary selection team: Linda Braiman (Riverside CC), Paula Burks (Santa Rosa JC), Anthony Costa (City College of San Francisco), Stephanie Curry (Reedley College), Steve Hunt (Santa Monica College), Shelley Marcus (Chaffey College), Devin Milner (San Diego Mesa College), Patricia Saulsbury (Sierra College), Linda Shoemake (American River College) and Pam Wilkes (Foothill College). The Chair of the section team is Carolyn Singh (Shasta College). These selectors were asked to make some quick adjustments in their selections to ensure a robust, well rounded collection. I will post the initial titles selected on the consortium Web site later this week.

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REPORT: CCL EAR Committee Glorian Sipman, CCLEAR Committee Chair

1. Next Meeting: Teleconference, Dec. 10, 2010
2. Changes in Membership: Leslie Tirapelle (Pasadena City College) replaced Steve Hunt (Santa Monica College)
3. New Reviews anticipated for *African American Studies Center* and *Nursing Resource Center*
4. The next big comparison review will be for Encyclopedias

Conferences We Didn't Have Time To Attend:

ebooks: Libraries at the Tipping Point

This live event on September 29, 2010, brought public, academic, and school libraries together in a day-long virtual conference environment addressing the evolving concept of the book in the digital world.

Keynote speakers included the inventor Ray Kurzweil, Kevin Kelly the founder of Wired magazine and R. David Lankes the Director of the Information Institute of Syracuse University.

- Librarians and library administrators learned about current best practices for library ebook collections and explored new and evolving models for ebook content discovery and delivery.

- Publishers and content creators learned how to effectively identify and develop the right content offerings for each segment of the relatively untapped library ebook market.
- Ebook platform vendors and device manufacturers learned just what libraries need and want in this rapidly changing environment...

Archive viewing is available through December 31, 2010 for **\$19.95**. If you wish to view the presentations and materials that were available at the live event, fill out the registration and payment information at <http://www.ebook-summit.com> .



You can also read the separate, extensive blog entries made by Sarah Houghton-Jan, the Digital Futures Manager for the San José Public Library, at her <http://librarianinblack.net> site. Her blog entries provide a sense of immediacy along with clearly written overviews. There are 5 entries under the date September 29th in the Archive listing at the *Librarian In Black* site.

Mobile Services for Libraries – a webinar from InfoPeople

presented on Wednesday, October 13, 2010.

Available for viewing from the Archived Webcasts & Webinars page at: <http://www.infopeople.org/training/webcasts/list/archived>

This webinar covered the core mobile services available for libraries to take advantage of, many of them free to use. The webinar promised to help librarians understand the landscape of mobile services available to libraries, identify free mobile services available to all libraries, understand the interaction of library content with different mobile platforms and devices, and identify trends in mobile to watch for future developments. The speaker was Sarah Houghton-Jan, the Digital Futures Manager for the San José Public Library

Tech News: From The Pew Internet and American Life Project

Technology Trends Among People of Color by Aaron Smith Sept 17 2010

On September 16, 2010 Pew Internet Project Senior Research Specialist Aaron Smith spoke to the [Center for American Progress Internet Advocacy Roundtable](#) about three trends in minority technology use. The outline of his discussion (along with links to the relevant research) is posted at: <http://www.pewinternet.org/Commentary/2010/September/Technology-Trends-Among-People-of-Color.aspx>

- **Trend #1: The internet and broadband populations have become more diverse over the last decade, although key disparities do remain**

- **Trend #2: Access to the digital world is increasingly being untethered from the desktop, and this is especially true for people of color**
- **Trend #3: Minority internet users don't just use the social web at higher rates, their attitudes towards these tools differ as well**

Americans and their gadgets by Aaron Smith Oct 14, 2010

<http://www.pewinternet.org/Reports/2010/Gadgets.aspx>

In recent years the digital world has expanded far beyond the desktop, and consumers can now choose from an array of devices capable of satisfying their need for “anytime, anywhere” access to news, information, friends and entertainment. This report examines the latest research from the Pew Research Center’s Internet & American Life Project regarding seven key appliances of the information age:

- **Cell phones** – 85% of Americans now own a cell phone. Cell phone ownership rates among young adults illustrate the extent to which mobile phones have become a necessity of modern communications: fully 96% of 18-29 year olds own a cell phone of some kind.
- **Desktop and laptop computers** – Three quarters (76%) of Americans own either a desktop or laptop computer. Since 2006, laptop ownership has grown dramatically (from 30% to 52%) while desktop ownership has declined slightly.
- **Mp3 players** – Just under half of American adults (47%) own an mp3 player such as an iPod, a nearly five-fold increase from the 11% who owned this type of device in early 2005.
- **Game consoles** – Console gaming devices like the Xbox and PlayStation are nearly as common as mp3 players, as 42% of Americans own a home gaming device. Parents (64%) are nearly twice as likely as non-parents (33%) to own a game console.
- **Tablet computers and e-book readers** – Compared to the other devices in this list, e-book readers (such as the Kindle) and tablet computers (such as the iPad) are relatively new arrivals to the consumer technology scene and are owned by a relatively modest number of Americans. However, these devices are proving popular with traditional early adopter groups such as the affluent and highly educated--ownership rates for tablets and e-book readers among college graduates and those earning \$75,000 or more per year are roughly double the national average.

News From the Campuses:

Butte College

In fall, 2010 Butte College transitioned to an efficient schedule as part of its ongoing effort to save resources and reduce greenhouse gas emission. Starting from August 9th, 2010, the Main Campus Library is open Monday through Thursday from 7:30am to 6:30pm and closed on Fridays. By May 2011, Butte College will move to the head of its class—as the only college in the nation that is grid positive—producing more clean energy from sustainable on-site solar power than it uses.

Michael Smith is the new Senior Library Technician in charge of Interlibrary Loans and periodicals. In addition, Michael shares reference desk duties and updating Library web pages. Prior to this position, Michael worked three semesters at the reference desk as a part-time reference librarian. Michael earned a Master's degree in Library and Information Science from San Jose State University in May 2009 and had worked in public and academic libraries before joining Butte College Library.

East Los Angeles College

Erika Montenegro is the new Instruction Librarian at East LA. She received a Master's degree in Library and Information Science from UCLA and also received a Master's degree in English from UC Riverside. Prior to joining the ELAC library team in fall, 2010, she was an adjunct English instructor at ELAC and the Adult Services Librarian at the Arroyo Seco Regional Branch Library in the Los Angeles Public Library system.

East Los Angeles College Library offered three workshops for faculty in October and November, 2010 to give them an overview of library resources and services. They included hands-on activities in the library classroom to discover what students need to know for research. To collaborate with faculty in collection development, an announcement was sent to all faculty informing them about the book budget allocation for each discipline. Faculty were asked to send book suggestions directly to the Collection Development Librarian or through their Department Chair.

A **Meebo Chat** Information service was launched on 10/11/2010 at East LA College Library. Staff will answer informational questions online during the Meebo chat service hours.

Imperial Valley College

Imperial Valley College welcomed **Frank Hoppe** as reference librarian effective September 1. Frank previously worked at Pasadena City College.

Los Angeles Pierce College

Michael Habata is the new Cataloging Librarian at LA Pierce College. Michael has previously worked as a volunteer and intern at other college libraries in the L.A. Community College District, including East Los Angeles College and Los Angeles City College, and has also worked in various public libraries in the greater Los Angeles area. His previous career was in journalism, as a research assistant for the Los Angeles bureau of the Japanese newspaper Asahi Shimbun.

His B.A. is in American Studies from Stanford, and his MLIS is from UCLA. He chose to become a librarian because he enjoys helping people with their information needs, and feels that his role as a cataloger is essential to providing access to library materials for the library community.

Pasadena City College

Leslie Tirapelle of Pasadena City College has developed a Distance Education Blog (<http://pccdistanceducation.blogspot.com>) that includes Cool Tools that are also useful for librarians. Some of the recent blog features include *Google's URL shortener* (<http://goo.gl>), *an iPhone app* called Color Detector that interprets color for people with sight impairments (<http://www.apple.com/itunes/affiliates/download/?id=357133278>) and *the Wolfram Alpha computational database* (<http://www.wolframalpha.com>). The Wolfram Alpha site contains statistics and facts about countries, cities, stocks, science, health, music, sports, etc.. and will also compare data within those subjects areas. It is graphical and visual. For example there are diagrams of molecules in addition to factual information. Wolfram considers this site to be a primary source. To learn more about Wolfram Alpha, watch their introduction video at: <http://www.wolframalpha.com/screencast/introducingwolframalpha.html>.

Mark W. Rocha, the new president at Pasadena shared his thoughts with the campus on a new book.

“One of my favorite things to do in the afternoon is to get out from behind my desk for a few minutes and take a stroll around campus to see what’s going on. My tour often ends up with a stop at the Starbucks across the street. This Starbucks is really an extension of the campus because it serves as a study hall for students and a welcome break for faculty and staff. I love the roiling atmosphere loud with people discussing everything and nothing. When I sit with my coffee, invariably I encounter a colleague or student with whom I have the

kind of interesting chat that does not typically occur in our formal meeting rooms on campus.

Our Starbucks is a way station for ideas. In his new book, *Where Good Ideas Come From: The Natural History of Innovation*, Steven Johnson explains that good ideas come from creating such a space as a coffeehouse where we can hang out and connect. Good ideas require an incubator, a “coffeehouse”, either virtual or real, in which we can send and receive our hunches in safety and have them grow into good ideas for general benefit. Click here for a helpful video from Johnson that abstracts his book: <http://www.youtube.com/watch?v=NugRZGDbPFU> “

