

CCL Outlook: Newsletter of the Council of Chief Librarians California Community Colleges v. 20 no.1 Sept./Oct. 2009

In lieu of my regular President's Report, I would like to share the memo I wrote to the CIO Board on the status of the Community College libraries:

Re: Status of CC Libraries and CCL's actions

As you know, TTIP funding (\$4M funding, \$36,300 per college) for Library databases, and in some cases, used for annual Online Catalog maintenance contracts, has been eliminated. The funding for Instructional Equipment was also eliminated which colleges used to supplement the database and online catalog costs. Statewide, college supplements to the TTIP funding represented another \$2M in purchasing.

The impacts of the loss of this funding, will, in most cases, be an issue when the first 2009-2010 subscriptions come due in October, for January 2010-December 2010 databases subscriptions or for the annual costs to maintain online catalog maintenance contracts. CCL estimates that 40%-50% of the databases purchased annually are done in October so the effect on students, particularly in Distance Education will be felt in January. The fact that these vital, core components that any/every college library must have to function and serve students are now being threatened does not bode well for any of us. I expect that accreditation visiting teams will be inquiring as to the status of library research support for both on-campus and off-campus students.

CCL has a consortium arrangement with the Community College League of California, and the League has a paid staff that negotiates with vendors and packages discounts of up to 60% that are offered to the colleges. Scott Lay does not see how the League can support the consortium given the loss in revenue from the TTIP program and the League will probably withdraw financial and staff support in January 2010.

CCL, in talking to Vice Chancellor, Patrick Perry, does not see the TTIP library program being re-instituted in 2010-2011. CCL and Vice Chancellor Perry are actively working on ideas to save the consortium aspects that the League and CCL had done together but may now be done by CCL alone or with some help through the State. The first step for CCL is to reorganize itself as a Public Benefit Corporation (a Non Profit) so that it can apply for grants, both from the private and public sectors. By doing so, we hope to maintain the service (i.e. discounts, vendor relations and database evaluations) that the CCL-League Consortium has done. The next CCL meeting is on September 24, 2009.

In the meantime, I know of only four remaining funding sources for databases: General Lottery, Proposition 20 Lottery, VATEA and General Apportionment. Colleges will have to determine how to pay for their essential library databases from these or other sources.

Jim Matthews

Your CCL Executive Board: 2008/10

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

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CCL/CC League Consortium Liaison: Sarah Raley

Chair, Library & Resources Advisory Committee: Dan Crump (American River College)

Outlook & Website Editor, Past President: Johanna Bowen (Cabrillo College)

GREAT MEMBERSHIP REPORT

101 members for 2008/2009

Gregg Atkins, CCL Executive Director

The CCL Board and officers are very appreciative of those colleges that found a way to keep CCL at work and active on your behalf.

The 2009-10 membership bills went into the mail on 9/23 – watch for yours!

CCL *Outlook* is published six times per year. We encourage contributions from our colleagues.
CCL *Outlook* Editor (2009/10) Johanna Bowen, Cabrillo College, jobowen@cabrillo.edu 831-479-8243

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NATIONAL INFORMATION LITERACY AWARENESS MONTH, 2009

**BY THE PRESIDENT OF THE UNITED STATES OF AMERICA
A PROCLAMATION**

Every day, we are inundated with vast amounts of information. A 24-hour news cycle and thousands of global television and radio networks, coupled with an immense array of online resources, have challenged our long-held perceptions of information management. Rather than merely possessing data, we must also learn the skills necessary to acquire, collate, and evaluate information for any situation. This new type of literacy also requires competency with communication

technologies, including computers and mobile devices that can help in our day-to-day decisionmaking. National Information Literacy Awareness Month highlights the need for all Americans to be adept in the skills necessary to effectively navigate the Information Age.

Though we may know how to find the information we need, we must also know how to evaluate it. Over the past decade, we have seen a crisis of authenticity emerge. We now live in a world where anyone can publish an opinion or perspective, whether true or not, and have that opinion amplified within the information marketplace. At the same time, Americans have unprecedented access to the diverse and independent sources of information, as well as institutions such as libraries and universities, that can help separate truth from fiction and signal from noise.

Our Nation's educators and institutions of learning must be aware of -- and adjust to -- these new realities. In addition to the basic skills of reading, writing, and arithmetic, it is equally important that our students are given the tools required to take advantage of the information available to them. The ability to seek, find, and decipher information can be applied to countless life decisions, whether financial, medical, educational, or technical.

This month, we dedicate ourselves to increasing information literacy awareness so that all citizens understand its vital importance. An informed and educated citizenry is essential to the functioning of our modern democratic society, and I encourage educational and community institutions across the country to help Americans find and evaluate the information they seek, in all its forms.

NOW, THEREFORE, I, BARACK OBAMA, President of the United States of America, by virtue of the authority vested in me by the Constitution and the laws of the United States, do hereby proclaim October 2009 as National Information Literacy Awareness Month. I call upon the people of the United States to recognize the important role information plays in our daily lives, and appreciate the need for a greater understanding of its impact.

IN WITNESS WHEREOF, I have hereunto set my hand this first day of October, in the year of our Lord two thousand nine, and of the Independence of the United States of America the two hundred and thirty-fourth.

http://www.whitehouse.gov/the_press_office/Presidential-Proclamation-National-Information-Literacy-Awareness-Month/

FALL 2009 TECHNOLOGY WORKSHOPS – TREMENDOUS SUCCESS

CCL hosted two technology workshops in Fall 2009

- Friday, September 25th in Walnut Creek
- Thursday, October 8th in Ontario

The morning session was a presentation covering Open Source Software for libraries offered by Lori Ayre (Galecia and InfoPeople) and Cheryl Gould (FullyEngaged Libraries and Infopeople)

The afternoon session was devoted to a group discussion facilitated by CCL Executive Board members on the issues surrounding the need for our community college libraries to provide sufficient online proprietary databases in the face of the loss of TTIP funding.

Many thanks to our friends at Lake Tahoe Community College, Lisa Foley, Director Library and Media Services and Jonathan Schank, Library Technician for the Podcast version of the Walnut Creek Technology Workshop. Both the morning and the afternoon podcasts are available at the cclccc.org website.

Additional links of interest:

Infopeople Webinar *Open Source “Free” Is Just the Tip of the Iceberg*
from July 21, 2009 at: http://infopeople.org/training/webcasts/webcast_data/338/index.html
and,

PowerPoint “Free is Just the Tip of the Iceberg: Open Source Library System Software”
http://infopeople.org/training/webcasts/webcast_data/337/Free_Tip_Iceberg_pub.ppt

REPORT: SURVEY OF THE STATUS OF TTIP REPLACEMENT MONEY ON OUR CAMPUSES IN CALIFORNIA

As the dust settled on the disastrous budget year for California, a cut of 4 million dollars to one categorical program (TTIP) had a devastating effect on our traditionally underfunded community college libraries.

The CCL Executive Board decided to gather data about the overall effect on our libraries through a survey. On September 28th Kenley Neufeld sent out the link to the survey. In less than a week we had 90 responses out of a possible 110.

The CCL Executive Board intends to re-survey our libraries later in the year to provide tracking and trending data with respect to maintenance of sufficient online databases for our educational programs.

Have you identified replacement funding for the lost 2009-2010 TTIP money?

YES: 25.6% or 23 colleges
NO: 51.1% or 46 colleges
Don't know at this time 23.3% or 21 colleges

Of those who said yes above (23 colleges), the following sources of the backfill were identified:

Additional General Fund 29.4% or 5 colleges
Redirected Library Budget 47.1% or 8 colleges
Lottery funds 41.2% or 7 colleges
Bookstore 0.0% or 0 colleges
Copier and/or Fines 5.9% or 1 colleges

Other sources:

1. Friends of the Library, VP's contingency fund
2. Basic Skills
3. District Measure A bond money
4. Funds identified by our VP of Instruction
5. Carry-over Instructional Equipment Funds
6. District reserves
7. Special Program Funds
8. Prior year's district funds rollover
9. Prior year's TTIP rollover
10. Endowment funds

WHAT ABOUT NEXT YEAR??

Have you identified replacement funding for the lost 2010-2011 TTIP money?

Yes 13.5% (12 colleges) No 33.7% (30 colleges) Don't know 52.8% (47 colleges)

OF INTEREST:

THE KEPT UP ACADEMIC LIBRARIAN: Helping Academic Librarians "Keep Up" With News and Developments In Higher Education at: <http://keptup.typepad.com/academic/>

One of Stephen J. Bell's passions is "keeping up." This means finding sources that will help professional colleagues to have access to sources of news, developments, trends, and more - about librarianship and related fields. It also means exploring and discovering technologies that will make keeping up easier and more efficient.

LIBRARY SUCCESS: A BEST PRACTICES WIKI at: <http://www.libsuccess.org/>

"This wiki was created to be a one-stop shop for great ideas and information for all types of librarians. All over the world, librarians are developing successful programs and doing innovative things with technology that no one outside of their library knows about. There are lots of great blogs out there sharing information about the profession, but there is no one place where all of this information is collected and organized."

The ONLINE REFERENCE pages include software recommendations and lists of libraries where the different virtual reference services are in place.

GOOGLE LABS <http://www.googlelabs.com/>

"Google Labs is a playground where users can play around with prototypes of some of our wild and crazy ideas and offer feedback directly to the engineers who developed them. Please note that Labs is the first phase in a lengthy product development process and none of this stuff is guaranteed to make it onto Google.com. While some of our crazy ideas might grow into the next Gmail or iGoogle, others might turn out to be, well, just plain crazy"

Google Squared <<http://www.google.com/squared>> extracts information from the Web and displays it in a table. For example, if you type "hypoallergenic dogs," it may return a table of breeds, with accompanying images, descriptions and average weight and height. Results can be saved and shared in a spreadsheet.

Crosby v. South Orange County Community College District (2009 WL 712433)...

On March 19, 2009 the California Court of Appeals, 4th District, published a decision that affirms the right of a community college district to restrict the use of District computers in its libraries without violating the free speech rights of its students. A student at Saddleback College had challenged the Board Policy that limited network use to "educational purposes by students and employees and work-related purposes by employees." The appellate court found that limiting computer use to education and employment purposes was acceptable and did not violate student speech rights.

The case is ***Crosby v. South Orange County Community College District, 09 S.O.S. 1748***

REPORT: COMMUNITY COLLEGE LIBRARY CONSORTIUM

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

Sarah Raley, Director

Our community college librarian selectors are at work choosing the titles for NetLibrary Collection 9. Many thanks go to the selectors: Patricia Saulsbury (Sierra), Anthony Costa (San Francisco), Linda Shoemaker (Los Rios), Linda Braiman (Riverside), Steve Hunt (Santa Monica), Paula Burks (Santa Rosa), Shelley Marcus (Chaffey), Devin Milne (San Diego Mesa), Jennifer Paris (Mira Costa), Emeritus: Ron Oxford (West Hills). The Chair of the NetLibrary eBook Selection Committee is Carolyn Salus-Singh (Shasta).

As you know, the more colleges that purchase the collection, the more books can be bought for the collection. Last year, collection 8 included 2681 titles. Your institution owns the rights to the titles you buy in perpetuity. Many colleges use their book budget to buy the e-book collection because this is a *one-time purchase* and not an ongoing subscription. During the school year June 2008-July 2009, students accessed NetLibrary ebooks 419,697 times. As part of the selection process, we look at what titles receive heavy usage from past collections. In collection 8, the following twelve titles were the most used:

Icons of Rock : an Encyclopedia of the Legends Who Changed Music Forever {Greenwood Icons}
Opening the Floodgates : Why America Needs to Rethink Its Borders and Immigration Laws {Critical America}
Defending Life : A Moral and Legal Case against Abortion Choice
Handbook of Childhood Behavioral Issues : Evidence-based Approaches to Prevention and Treatment
Rethinking Our War on Drugs : Candid Talk About Controversial Issues
Stem Cells {Health and Medical Issues Today, 1558-7592}
24/7 : How Cell Phones and the Internet Change the Way We Live, Work, and Play
Great Events from History. The 20th Century, 1941-1970
Encyclopædia Britannica Almanac 2009
Great Events from History. The 20th Century, 1901-1940
Body Language for Dummies

Cost – Pricing of *NetLibrary Collection 9* is dependent on your college's FTE, .

You Own the Rights - Your institution owns the rights to the titles you buy in perpetuity. Many colleges use their book budget to buy the e-book collection, since this is a one-time purchase and not an ongoing subscription. E-books are a good way to productively spend unexpected one-time funding. **Greater Access** - E-books cannot be lost, stolen, or damaged. Since they are available for use remotely 24/7, e-books provide excellent support for both distance education and traditional, face-to-face students.

The CCL-EAR Committee has a collection development policy for eBooks at:

<http://cclibraries.org/providers/ebooks/EbookCollectionDevelopmentPolicyFinal.pdf>

COUNTRY WATCH Continues as a Shared Resource for the 110 Community Colleges in California.

Students and faculty in all of the California community colleges will continue to have free access to one of the premier online information databases covering countries of the world, *CountryWatch Premium*. The database, which is a major resource tool for businesses, consultants and researchers, contains up-to-date economic, political, and social data about every country on the globe.

The Council of Chief Librarians and the Community College League are continuing their joint commitment to full coverage of the cost. This is the eighth year that the resource has been provided to the colleges at no cost. Both organizations – partners in the cooperative purchasing program for online resources for CCC libraries – use a portion of the fees generated by the program to provide the database to every college regardless of the level of participation in the purchasing program. CCL and the League see this as an opportunity to use the program to benefit the colleges over and above the main focus of the purchasing program.

CountryWatch has been provided the master list of IP addresses from each California Community College. Should you encounter any access problems, please contact their support line at support@countrywatch.com. For immediate assistance, call 800-879-3885, ext 4. Support representatives are available Monday through Friday, from 8:30 am to 5:00 pm (CST).

Here is a description of the database:

CountryWatch Premium provides the most cost-effective, current and comprehensive source of socio-demographic, cultural, historical, economic, political, environmental and investment information, along with news, analysis, maps, data and statistics on all of the world's 192 countries and many non-sovereign nations. CountryWatch Premium is made up of four distinct features, the Country Reviews, Country Wire, CountryWatch Data, and Map Gallery, each complementing the other to provide maximum depth and coverage.

Country Reviews A comprehensive online report for each country dynamically updated as major events occur. Access to over 100 pages of detailed profiling of each country's historical, political, economic, social, demographic, business and environmental issues. Features sections on foreign relations, political climate, economic conditions and cultural etiquette. Updated annually or as major events occur. Each country report is downloadable into Adobe PDF format

Country Wire A robust country-specific, real-time news feed to keep current with breaking news in each country. Access real-time, full-text news articles for each country. Real-time news from internationally recognized news services, including Xinhua, UPI, Interfax and EFE. Search through the vast, online, historical archive of over 180,000 news articles to find specific topics

CountryWatch Data A storehouse of ten years of raw data for over 250 different variables for all 192 countries. Access to over 400,000 data points categorized into 5 primary categories and 24 subcategories. Contains macroeconomic, economic, health, demographic, cultural, sociological and environmental statistics. Allows the user to select multiple countries, regions and variables for cross comparison. Features functions for easy download into CSV format and GIS software to create charts and diagrams.

Map Gallery An online gallery of maps, integrating CountryWatch Data to provide an illustration of global trends. Contains over 170 thematic maps covering cultural, economic, macroeconomic, environment and indicators.

DRAFT LIBRARY STANDARDS PAPER OUTLINE

John Koetzner of Mendocino College and Scott Lee of Antelope Valley College are working this year on a committee for the statewide Academic Senate on Counseling and Library issues. One of their tasks is to get some input on an outline that was previously developed on California Community College Library Standards and Practices so they can begin drafting a paper. The original outline is included here so that any/all CCC librarians might offer input about any areas that might be added, etc. You can forward your ideas directly to jkoetzne@mendocino.edu or to Scott Lee at slee@avc.edu so that they can carry this forward this academic year.

Introduction: Lay out the rationale for the paper - identify previous papers written, limitations of their scope, need for this particular paper. Who developed it? Basic assertions
Layout of subsequent sections: **A. Core Functions B. Ethical Standards C. Organization and administration D. Human Resources E. Physical Facilities F. Technologies** *Do we need to add a section on instructional resources (i.e., collections)? If so, it should probably go in between the current D and E.* What external sources were consulted? Libraries and librarians are fulcrums of academic productivity, with potential to expand both the range and depth of creative work that faculty and students undertake in any discipline.

A. Core Functions: Where are they derived? Title 5; ACRL; ALA; ACCJC standards? What are the core functions of librarians' jobs?

a. Library instruction – both one-shot orientations/BI and one-on-one at library reference desk; in some libraries, instruction in a formal classroom or DI setting. (support higher education's core missions of research and education) - guide users to information--to provide members of an academic community with tools for thoughtful inquiry

b. Collection development - of all formats to support faculty and students in research and instruction. (collect, organize, preserve, make knowledge available)

c. Oversight of library resources, including classified staff and budgets - *The actual organizational structure of the library will be dealt with in sections C and D, but this subsection of A needs to address the overlap in duties faced by a faculty librarian.* Library as a line item in a university budget dedicated to managing information resources for research/instructional needs of its campus community

d. Oversight of physical library facilities - *The actual physical facilities needed will be dealt with in section E, but this subsection of A needs to include the librarian's role in overseeing the physical facilities.*

e. Curriculum development – both participating in the CRC process for development of curriculum in other depts, as well as internal library curriculum and working with faculty to develop specific assignments for individual course.

f. Outreach/Marketing to students, faculty, and staff

g. Researching/reviewing library services and programs with goal of improving effectiveness.

h. Training and professional development

i. Participating in college governance

j. Info Literacy

k. Basic Skills Initiative - *Maybe Info. Literacy and Basic Skills should be folded into the section on library instruction? Are they core to the role of librarians as separate from "Library instruction", or is the core function simply "Instruction" with the "Library" part implied?*

l. Partnerships/consortiums

B. Ethical standards We need to reference the ALA/ACRL/CLA documents addressing freedom of information, freedom to read, collection development policies, etc. Also need to look at potential conflicts with USA PATRIOT act, etc. Acknowledge that there may be overlap with ethics codes for Information Systems, board policies, etc.??? Community college libraries share some concerns with public libraries, and some with research libraries. Filtering issue probably belongs here. (Also concerns with email and internet access and potential threats?)

C. Organization and administration The *Counseling Standards* paper used this section to prescribe specific standards for counseling programs. However, I think this section for the *Libraries* paper might better be used to look at how organizational structure will affect libraries. Where do libraries fit administratively within their college? Are they part of the instructional side, or the student services side, or within information technology? In multi-college districts, are they a district function, or a college function? How does this affect funding and scheduling of library services? Within a given library, what are the desirable qualities for an administrator with oversight of a library program? What is the role of the library faculty in developing the administrator's job description? Where is the administrator of the library positioned relative to the rest of the administrative structure of the college - is s/he effectively placed? Are the library's services determined by the library faculty? Are their schedules and funding adequate for the needs of students in all time slots and modalities? Are college resources allocated equitably to the library's programs and services?

D. Human resources Unlike the counseling paper, this one should look closely at both faculty and classified staff needs; libraries require both to adequately function. Address need for sufficient full-time faculty to adequately carry out all the core functions, esp. shared governance roles and those professional areas that are not directly involved in student contact. What is the best use of adjunct faculty? Diversity issues for both faculty and staff - reflect community diversity. Also, training needs of faculty and staff; library fac. & staff are often isolated in a separate facility that is open at times when main campus service areas are closed - often first point of contact for students/community members on campus; need to be knowledgeable about general campus services/programs/resources.

E. Physical Facilities New technology has made changes in facilities needed for college libraries. Older libraries may not be well set up for computer access, wi-fi, etc. New technologies critical for information delivery, and facilities should reflect this. Also, this section should make clear the need for library facilities to be secure, as they often contain a great deal of technology and are often open longer hours than many other service areas. Student needs include ADA compliance; need for group study areas; areas to spread out and work. Privacy - desirable or problematic? (think of people viewing "questionable" websites). Overlap of services available in multiple languages/delivery modes - hard copy, electronic, phone, etc.???

F. Technologies Need for libraries to maintain currency with new technologies/instructional modalities. Expensive! As information is delivered in different formats, libraries/librarians have to be able to offer services in new ways. Online resources offer advantages to students and faculty (24/7 access, etc.) but usually are licensed annually rather than purchased. Considerations include long-term access to online materials (licensing/perpetual access rights/ownership); migration to newer formats; training of staff/faculty in new technologies; TCO; etc.

Tech News: From The Pew Internet and American Life Project

< <http://www.pewinternet.org/> >

***The Internet as a Diversion* by Aaron Smith, Sep 10, 2009**

Three-quarters of online economic users--those Americans who use the internet to keep up with news about the economic recession or their own personal finances--go online to relax and take their minds off of the recession, according to an April 2009 survey by the Pew Research Center's Internet & American Life Project.

Listening to music and watching online videos are among the most common of the activities we evaluated; roughly half of all online economic users have done each of these activities to relax. Approximately one-third of online economic users have played online games or chatted with friends (on a social networking site, listserv or other online group), while an additional 22% have taken their minds off of their economic or financial circumstances by creating or posting content online. Young Americans in particular go online in great numbers to relax by watching videos, listening to music, playing games or chatting with friends.

***The Social Life of Health Information* by Susannah Fox, June 11, 2009**

61% of American adults look online for health information.

In 2000, 46% of American adults had access to the internet, 5% of U.S. households had broadband connections, and 25% of American adults looked online for health information. Now, 74% of American adults go online, 57% of American households have broadband connections, and 61% of adults look online for health information. We use the term "e-patient" to describe this group.

Further, "always present" mobile access draws people into conversations about health as much as online tools enable research.

American adults continue to turn to traditional sources of health information, even as many of them deepen their engagement with the online world.

When asked, "Now thinking about all the sources you turn to when you need information or assistance in dealing with health or medical issues, please tell me if you use any of the following sources..."

- 86% of all adults ask a health professional, such as a doctor.
- 68% of all adults ask a friend or family member.
- **57% of all adults use the internet.**
- 54% use books or other printed reference material.
- 33% contact their insurance provider.
- 5% use another source not mentioned in the list.

The Audience for Online Video-Sharing Sites Shoots Up

by [Mary Madden](#) Jul 29, 2009

The share of online adults who watch videos on video-sharing sites has nearly doubled since 2006.

The audience for online video sharing sites like YouTube and Google Video continues to grow swiftly across all demographic groups, far outpacing the adoption rates of many other internet activities. Fully 62% of adult internet users have watched a video on these sites, up from just 33% who reported this in December 2006. Online video watching among young adults is near-universal; nine in ten (89%) internet users ages 18-29 now say they watch content on video sharing sites, and 36% do so on a typical day.

Over time, online video has become more deeply integrated into daily life, and has started move into the spaces that are typically reserved for traditional television viewing. Overall, 19% of internet users say they use video sharing sites on a typical day. In comparison, just 8% of internet users reported use of the sites on a typical day in 2006. Broadband connectivity has helped to set the stage for high-quality viewing experiences and broaden the appeal of online video content. Fully 63% of American adults now have high speed connections running to their homes.¹ Among broadband users, 69% watch video on sharing sites, and 23% do so on a typical day.

The Top Ten Things Library Administrators Should Know About Technology

By Roy Tennant - Posted on September 12th, 2009 (reprinted with permission)
<http://techessence.info/topten>

It's not insulting to say that those who run libraries tend not to know all that much about technology. A very different set of skills are needed to run an organization, and those skills do not often come packaged along with technical knowledge and experience. But administrators need to know some specific things about technology in order to do their jobs well, so here is my list:

1. ***Technology isn't as hard as you think it is.*** At least compared to years ago it isn't. Any reasonably competent library technologist can take a server from scratch to a

fully-functioning web site in a day. And with services like Amazon's [Elastic Compute Cloud \(EC2\)](#), you don't even need hardware to get a site up and going in no time.

Quite literally, you can go from nothing to a fully-functional LAMP stack (operating system, web server, database, and programming language) as well as any of a number of free content management systems (e.g., [Drupal](#)) in less than a day. Sure, there are some things that are still quite time consuming and complicated (e.g., writing software from scratch), but many of the basic services are today quite easy and fast.

2. ***Technology gets easier all the time.*** I recall a time not all that long ago when installing software on Unix was a royal pain. You would need to download the release, then configure it, then compile it. And if you hadn't already installed required software dependencies (other applications this application needs), then you'd have to do those first. Now installing applications and any required dependencies can be as simple as a one-line command (e.g., "sudo apt-get install X"). Plus, there are now projects like [Bitnami](#) that have pre-packaged complete technology stacks that can take you from scratch to fully-functional in a variety of applications in no time at all.
3. ***Technology gets cheaper all the time.*** I rent a server from a service provider, and have for years. Recently when I filled my disk drive I realized that I could pay the same amount per month but upgrade to a server with twice the RAM and more than twice the amount of disk space. Just keep breathing and what you can buy for the same amount of money gets better all the time.
4. ***Maximize the effectiveness of your most costly technology investment -- your people.*** As technology itself falls in price per unit, your staff is likely to get more expensive. So pay attention to what is required to make the most effective use of them. This means getting them the training and resources they need to do their job well. I can't believe how many administrators skimp on hardware and make their staff make do with inadequate amounts of RAM and processors when they are the least expensive part of the equation. Believe me, you do not want your most expensive resource sitting around waiting for your least expensive resource to boot up.
5. ***Iterate, don't perfect.*** Librarians seem to love perfection. We don't want to put any technology out for the public to use until we think it is perfect. Well, we need to get over ourselves. Savvy tech companies know the path to success is to *release early and iterate often*. One of the major benefits of this is that your users can provide early feedback on what they like and don't like, thereby providing essential input into further development. Do not be afraid of a "beta" or "prototype" label -- people are now accustomed to such, and it can provide the necessary "cover" to being less than perfect.
6. ***Be prepared to fail.*** The twin to our tendency toward perfection is our fear of failure. But just like the pursuit of perfection is the enemy of progress, so is our fear of failure. Innovative organizations know that they will throw many things against the wall and only some will stick. But you don't usually know ahead of time which ones they will be, so you need to experiment, try things out, and see what works. This means you must be prepared for some experiments to fail. Just learn what you can and move on.
7. ***Be prepared to succeed.*** Hardly any technology success can be truly successful without a set of associated non-technology efforts to support it. Full administrative support that is communicated throughout the organization is essential. Publicity is

- often key, to alert your user community to a new web site or tool. Don't make the mistake of implementing a technology well but fail to get it out the door properly.
8. ***Never underestimate the power of a prototype.*** Prototypes are simple implementations of a new site or service that can help demonstrate what a fully-developed site or service would be like. Since many of us find it difficult to imagine a new site or service from a text description, prototypes can spark understanding in a way that few things can. Also, they tend to be much easier and faster to put together and can provide enough learning opportunities so that if you decide to support full development, the result will be more effective than it would have been otherwise.
 9. ***A major part of good technology implementation is good project management.*** Many technology projects are not as simple as just installing an application -- often the process is a long and complicated one that requires developing an implementation plan, a schedule, and coordinating with other affected individuals and departments. Therefore, many technology projects require good project management to be successful. Keep in mind that your best technologist may not be your best project manager -- this is why using teams is often the best implementation strategy for anything beyond minor projects.
 10. ***The single biggest threat to any technology project is political in nature.*** In the end, technology is the easy part. What's difficult is the people part. That's why your role, as library administrator, is the single most important role in any technology implementation. Are you willing to throw your political support behind it? Are you willing to invest the resources required to make it a success? Will you marshal the entire organization to support, promote, and use this new site or service? If not, simply don't bother. If yes, then welcome to what will likely be a successful project.

News From the Campuses:

Southcoast Region: Kathleen “Kats” Gustafson has been appointed Dean of Library and Student Learning Support at the **Rio Hondo College Library** in Whittier, CA. Previously she was at Grossmont College, a campus of the Grossmont-Cuyamaca Community College District in El Cajon, CA, where she served as Dean of Learning and Technology Resources. Over her 16 years at the Grossmont College Library, she built up the library instruction program, developed and coordinated a comprehensive collection development policy, supervised the library and the learning assistance center, managed instructional technologies, and initiated and oversaw the operations of a new technology “mall” that was later combined with the Library to become the Learning and Technology Resources Center.

Submitted by **Judy Sevilla-Marzona**

What is the CCL Executive Board Reading? The following list covers the reading favorites of the CCL Executive Board at the July 2009 meeting.

A Big Little Life: A Memoir of a Joyful Dog by Dean Koontz – Sarah Raley, Constortium Director

The Angel's Game by Carlos Ruiz Zafon – Linda Winters, Glendale College

Bad Mother: A Chronicle of Maternal Crimes, Minor Calamities, and Occasional Moments of Grace by Ayelet Waldman – John Koetzner, Mendocino College

The Children of Hurin by J.R.R. Tolkien and Christopher Tolkien -- Jim Matthews, Chabot

Divorced, Beheaded, Survived: A Feminist Reinterpretation Of The Wives Of Henry Viii by Karen Lindsey – Marie Mestas, San Bernardino

The Foreign Correspondent: A Novel by Alan Furst– John Weispfenning, Santiago Canyon

The Girl with the Dragon Tattoo by Stieg Larsson – Johanna Bowen, Cabrillo College

Intelligence and How to Get It: Why Schools and Cultures Count by Richard E. Nisbett– Susan Walsh, Merced College

Jane and the Unpleasantness at Scargrave Manor: Being the First Jane Austen Mystery by Stephanie Barron– Glorian Sipman, Miracosta

The Sweetness at the Bottom of the Pie by Alan Bradley – Judy Cater, Palomar

Undergraduate Research At Community Colleges by Brent D. Cejda – Luozhu Cen, Butte College

The Urth series by Gene Wolfe – Keley Neufeld, Santa Barbara city College

Wanderlost by Ben Olson -- Tim Karas, Mission

