

Spring 2000

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- Wireless Technology
- The Death of Reading
- Statistics Resources for SPSS

Defining a Core Journal Collection

by James Van Fleet, Librarian/Information Specialist in Engineering and Science Resources

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I

n 1998, the faculty's Committee on Instruction (COI) charged the University

Library Committee (ULC) with "insuring adequate and practical access by the University community to journals and periodicals that this community feels are essential for teaching, research and scholarship." This might appear to be a straightforward, common sense chore. In reality, attempting to meet this charge involved wide-ranging discussion within departments, between the faculty and the ULC, and between the ULC and the library. Careful consideration was given to fundamental issues such as the rapid changes taking place in the way scholarly information is presented and accessed.

In response to the charge from COI, the ULC undertook a project to identify "core" serial or journal titles, deemed to be the essential subscriptions for a library collection at Bucknell. In many disciplines, journals are at the heart of research, teaching and information exchange. Identification of a core list of titles by departments and programs was important in order to establish the basic level of support faculty require for their dual missions of teaching and scholarship. Besides

meeting current needs, there was also concern that subscriptions should meet the needs of new faculty, support new courses and programs of study, and reflect new trends in the world at large.

Following a five-step procedure approved by the faculty and COI, each academic department and program within the University evaluated all current journal subscriptions as well as those published within their discipline. Faculty approached the journal selection process by carefully considering their real needs, rather than by focusing on financial limitations or previously established precedents. They also identified and explored electronic alternatives to print subscriptions, if these could insure "adequate and practical access to information." Subject librarians, acting as liaisons, provided background information on costs, defining a core journal collection, electronic subscription services, and licensing issues. As a result of this process, departments and programs ranked the journal subscriptions they considered essential, and made recommendations to the ULC suggesting titles which should be added or dropped.

This process of identifying our

continued on page 6 "Journal"



Meet the ISR staff!

Technical Operations Group

Sue Heemstra, Bob Zorn, Dan Malick, Gene Greiner, Rich Startzel, Harold Kerlin, Russ Eisenhuth (temporarily on consignment to Client Services)

Managing Editor: Jennifer Perdue
Editors: Jim Van Fleet, Chris Young, and Mary Jean Woland
Photographer: Debra Balducci

Information Services & Resources (ISR) is a new department comprised of Bertrand Library, Computer & Communication Services, and Media Services. *isr@bucknell* is published four times during the academic year. Bucknell faculty and staff receive *isr@bucknell* free through campus mail; copies are made available for students in several locations around campus. Individuals at other schools or information technology organizations may subscribe by contacting the managing editor.

Please send subscription requests or comments to:
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c/o Jennifer Perdue
Information Services & Resources
Bucknell University
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e-mail: *isr@bucknell.edu*
or call 570-577-3252

isr@bucknell is available on the Web at <http://www.isr.bucknell.edu/pubs/>.

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The Death of Reading?

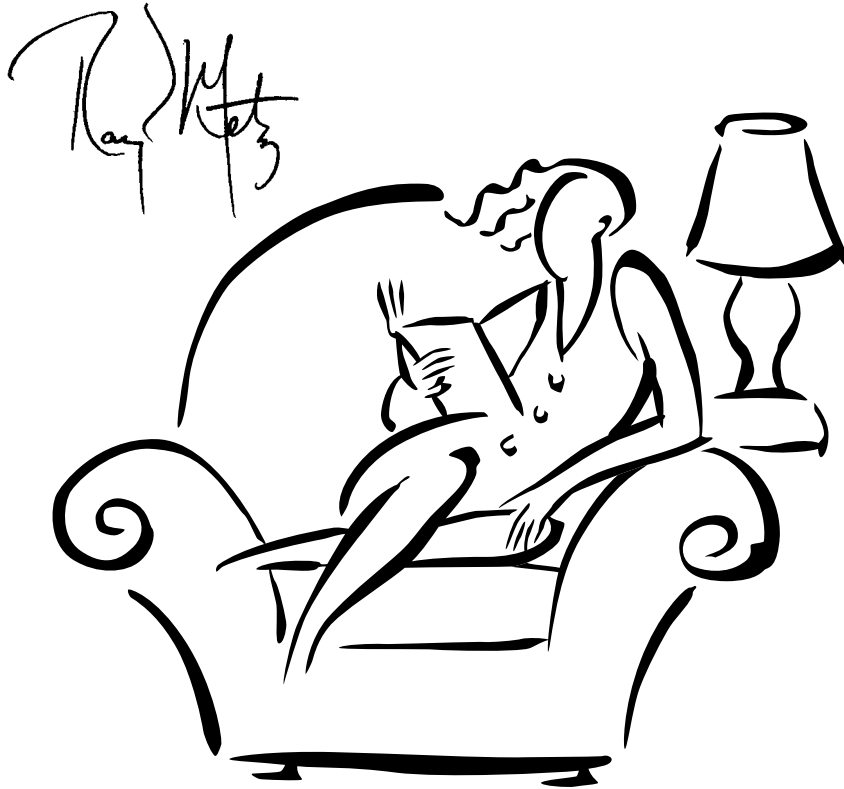
by Ray Metz, Associate Vice President for Information Services and Resources
metz@bucknell.edu

Ok, I admit it. I love to read. There are few things in life that are as rewarding to me as sitting comfortably and reading — from Dickens to Stephen King. I also realize that not everyone enjoys reading as much as I do, but are we turning into a society that no longer appreciates reading at all?

The annual survey of first year students shows a growing number of Bucknell students that almost never read in their free time — the survey shows an alarming upward trend from 25.84% non-readers in 1995 to 35.41% in 1999. The survey also shows a decreasing number of students saying that they read a lot. What does it mean to have so many students who read only what is assigned? Are we increasingly producing graduates who don't include reading as a regular part of their lives?

Sven Birkerts has written an excellent book, *The Gutenberg Elegies*, which discusses the broader trend in society. What happens when we no longer have a literate society? When society thinks good writing is what we see on a TV sitcom? What happens when students think they are reading and doing good research when they have done only a *Yahoo!* search?

What can we do? If you believe in reading as I do, then perhaps we can be thinking of ways to make reading an increasingly important part of the Bucknell culture for students.



Below are some ideas that might get us thinking:

- 🌿 talk about what you're reading with students
- 🌿 recommend books and articles to students
- 🌿 start a reading group or two on campus
- 🌿 discuss reading in a University Library Committee meeting
- 🌿 find forums/committees that would be interested in the topic
- 🌿 read *The Gutenberg Elegies* by Sven Birkerts

If you have any ideas of what Bucknell can do, I encourage you to contact me at metz@bucknell.edu.

5 More Presentation Classrooms

5

by George Lincoln, Systems Integrator
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Very early in the fall semester, coinciding closely with the finishing touches on the five presentation classrooms we created over the summer, the Learning Spaces team was asked to research the possibility of creating more upgraded classrooms for the spring semester. With a lot of help from Calendar and Scheduling and guidance from CAC, we were able to identify the appropriate rooms to upgrade.

From a scheduling standpoint, using flexibility and section size as the criteria, we chose Biology 221, Biology 101, and Biology 102 as the sites to be equipped with computer and projection capabilities. The Learning Spaces team then decided that it was also the appropriate time to upgrade Biology 222 to a presentation classroom. Because Biology 221 and 222 are mirror images, having both configured with the same equipment achieves maximum flexibility. So both Biology 221 and 222, and also Biology 101 and 102, will be equipped with Dell Pentium III computers with Windows NT and Windows 95 dual boot operation.

Some might be wondering why all these classrooms are in one building. Why not spread them out? Part of what drove the selection process is the size of the classes that need to be

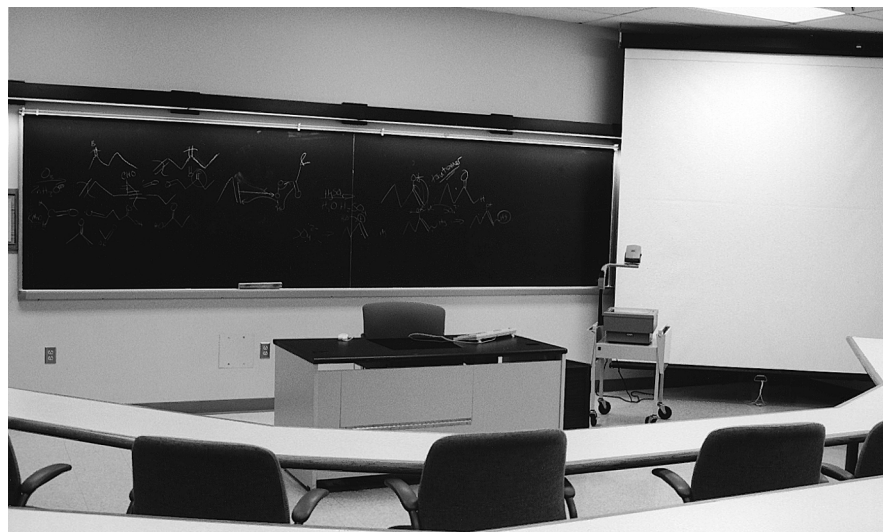
accommodated. The same process during spring semester '99 resulted in two rooms being completed in Vaughan Lit, one in Larison, one in Rooke, and one in Biology. Unfortunately, with Coleman renovations slated for summer 2001, network and conduit runs were simply cost prohibitive to choose this as a viable site, given that anything done now would be ripped out in about a year.

A development late in the fall semester added the fifth classroom to our list. Calendar and Scheduling was able to identify needs that could be met by a small seminar room. Since Vaughan Literature's classrooms have already been configured with the appropriate conduit and projection, and even instructors' stations, we decided to install a Macintosh in Vaughan Literature 202 — finishing a suite of presentation classrooms throughout the building — including the recently renovated Vaughan Lit

auditorium. And then there were five: Vaughan Literature 202, Biology 101, Biology 102, Biology 221, and Biology 222.

Because Biology 221 and 222 are seminar rooms with an oval conference room table, there is simply no room for an instructor's station like the one in Vaughan Lit. Therefore, podiums will house the computer equipment, and projection will be operated by remote control from the podium. Biology 101, 102 and Vaughan Literature 202 will be equipped with instructor's stations housing the equipment.

In addition to these five classrooms, it is also likely that two more presentation classrooms will be operational very early in the spring semester in Dana Engineering. The final selection process for these rooms is under way. This brings the total number of presentation classrooms on campus to 31, with projections for the summer for three more classrooms in Olin Science.



Faculty Voices

by Janice Mann, Department of Art and Art History
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Needless to say, adapting to Bertrand Library's sophisticated electronic technology was something of an adjustment for a Ludite like me who felt more comfortable with dusty volumes and hand-written index cards. During my four and a half years at Bucknell, I have been consistently impressed by the expertise and patience of all the ISR staff when I've asked for help in negotiating the broad array of electronic research resources now available to students and scholars through the Internet and numerous databases. With the help of the ISR staff I've been able to both streamline my research methods and update my teaching by incorporating computer technologies into assignments in the form of PhotoShop projects and PowerPoint presentations. Bucknell students, I have found, embrace the electronic word with far more enthusiasm than printed volumes.

Thanks to the quiet but persistent urging of Charles Ormsbee, I was eventually convinced that a web site was an essential part of being an effective teacher-scholar on the eve of the new millennium. Over the summer and into the fall, with the help of Glenn Himes, I was able to put together a web site that has proved to be very beneficial to the students of my Art 101 class. This class explores the canonical works of Mediterranean and European art from the pre-historic era to the age of the cathedrals.

Traditionally, in the study of art history, students are required to memorize the appearance of buildings and images along with what these works meant to the cultures that produced them. The database that Glenn set up allows the students to review the actual images they saw in class and which they will be asked to identify on tests. Students can use the database to review the works of art sequentially within their historical period, or they can search out individual works by title, artist, date, or place. The first class to use the web site reported to me that they found the database a very valuable resource. I plan eventually to add image databases for all of my courses to my web site, and hopefully sometime in the future, I will also be able to project images directly from these databases in the classroom to illustrate my lectures.

From time to time I still have a nostalgic yearning to run my fingers through a drawer of hand-written index cards marked with author, title, and subject. But in reality, the powerful search and access tools of the new electronic technologies insure that this will be only a passing fancy.

First as a student and then as a scholar, I've had an enduring affinity for books and libraries. Printed books and journals have long been for me a gateway to knowledge, pleasure, and amusement. The library has always been a quiet comfortable refuge where I could go to escape momentarily life's prosaic activities and seek adventure by flipping manually through a card catalogue.



SPARC

The Scholarly Publishing and Academic Resources Coalition

It only takes a SPARC...

by Kathleen McQuiston, Librarian/Program Manager for Information Resources Selection

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The Bertrand Library has joined ranks with over 140 other university and college libraries by becoming a member of SPARC, the Scholarly Publishing & Academic Resources Coalition.

The scholarly publication system is under stress. We are all aware of the perpetual problem of double digit price increases for journals. Many commercial publishers are pricing their products at levels which no academic institution can afford. Yet scholars must have access to the information. Something needs to give.

SPARC is an alliance of libraries trying to change the system by fostering expanded competition in the scholarly communication market. Working with society and other not-for-profit publishers, SPARC is developing high-quality, economical alternatives to existing high-price publications.

By partnering with publishers, SPARC aims to:

- create a more competitive marketplace where the cost of journal acquisition is reduced;

- ensure 'fair use' of electronic resources, while strengthening the proprietary rights and privileges of authorship;
- apply technology to improve the process of scholarly communication and to reduce the costs of production and distribution.

For more information about SPARC, contact Kathleen McQuiston, at mcquisto@bucknell.edu, or x73309 or visit their web site at www.arl.org/sparc.

continued from front page "Journal"

"core" collection of journals represented a unique opportunity to build on the strengths of the existing collection, to add new journals of lasting value, and to help establish the level of support the library will require in the future. After additional consultation and negotiations, the ULC submitted a list of over 50 new subscription requests to the Bertrand Library New and Core Serials Committee. Some departments had collaborated to recommend titles of interest to both disciplines. Departments also offered suggestions for cancellations to balance out new acquisitions. Some of these journals were no longer of interest to faculty and students and helped make way for new titles. In other

cases, the decision was made to retain subscriptions for titles with interdisciplinary appeal.

Final fine-tuning of the journal collection included reinstatement of a title or two that had been previously canceled, as well as acquisition of some titles just beginning publication. Electronic subscriptions were also considered. An interesting example combining the latter two categories is the journal *Organic Letters*. Instead of paper copies in the library, campus-wide access to this new journal will be offered via the network. This title also represents one of the results of the SPARC initiative to provide more cost-effective access to and dissemination of scholarly information; you can

read more about SPARC in this issue of *ISR@*.

The results of the ULC "core" journals project should become immediately apparent during the calendar year 2000, and will likely continue to affect the collection in years to come. By determining a list of titles essential to Bucknell, the faculty, ULC and library have made the best use of available resources. Based on this strong core, we can continue to build a library collection that best meets our needs. For more information on the ULC's journal review project, including background documents and a list of the library's current periodical subscriptions, see the web page at <http://www.isr.bucknell.edu/ulc.html>.

What's up with Wireless?

by Bill Burkholder, Systems Administrator and Jennifer Perdue, Supervisor of Acquisitions and Interlibrary Loan
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Ever wonder why we ask you not to re-shelve the journals you were using? Pick-up statistics are one of the ways we have to keep track of periodical usage. We manually count each time a journal title is picked-up and re-shelved, then transfer this data to a spreadsheet, thus providing important information used in collection development decisions. We currently subscribe to 2,300 journal titles; with 2,350 older titles on the shelves, totaling 4,650 titles to manually track. With the ubiquitous use of cell phones and beepers, we needed to find a modern and technologically savvy way to reduce the time our students and staff spent collecting this data. Advancements in and availability of wireless technology, and support from the College of Engineering, have made it possible for the Bertrand Library to automate this process.

According to Joel Hartman, Vice Provost for Information Technologies and Resources at the University of Central Florida, "... wireless technology has matured to the point where it's now practical and cost-effective to do it, and it works well." He adds,

"The pieces are in place to make a reasonable, supportable wireless infrastructure for a campus that has almost all of the attributes of wired networking in terms of robustness, manageability and so on and so forth."

Bucknell's first wireless project actually started taking shape last summer, when we attached a barcode to the shelf location of each current journal title. We also installed network connections in the current periodicals room which provides access to one of our library servers. Additionally, we purchased a wireless barcode reader that transmits to a PC connected to the network. Now when we re-shelve a journal, a student simply scans in the barcode for the title, which immediately updates the transaction statistic for that title. The efficiencies gained via this new process are an effective way of maximizing valuable University resources.

Along with this pilot project, there will be a feasibility study, supported by the College of Engineering, to determine the level of interference in the library for other wireless appli-

cations. The current *Wireless Barcode Project* meets a specific requirement, which well utilizes the technology as it exists today. We're partnering with 3-Com and other vendors, and building on the extensive research currently being conducted at Carnegie Mellon University, so that we are well positioned to further implement this technology in other University applications.

Is wireless technology the future at Bucknell? To further quote Vice-Provost Hartman..." it opens up possibilities and places — where information exchange and communication can take place — that weren't simply thought of as locations you could do this before." But, paradoxically, in order to make wireless technology a reality, the wired infrastructure must be firmly in place. Within ISR several teams, including the Network Futures Team, Learning Spaces, and ITEC, are looking at the impact of mobile computing on campus in order to develop the most appropriate strategy for Bucknell.

HERE WE COME to save the day!



Library staff receiving disaster prevention training.

by Jim VanFleet, Librarian/Information Specialist in Engineering and Science Resources
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How do you keep 600,000 books dry, cool, and comfortable? That is just one of the concerns of the Disaster Response Team at Bucknell University. The preservation of all types of information resources, from books to microfilm to computer files, is the responsibility of a team of staff members from the Library and Computer and Communication Services. A large part of the job is disaster preparedness, like having the supplies on hand to deal with water leaks and floods. The team members also receive training in disaster prevention, response, and recovery. Planning to prevent disasters, and planning to react quickly and efficiently to the ones that happen anyway, is key to the team's success.

The team is made up of ISR staff from every department and level of the organization, and includes a Physical Plant representative as well. Membership reflects the needs of such a group: the library stacks manager, a staff member trained in book repair and preservation, experts in multimedia software and hardware, and experts in computers, to name a few.

The team also maintains contact with other departments at Bucknell. Dining Services provides us with valuable space in a deep-freeze facility if we need to store wet books. Public Safety and the Physical Plant staff provide essential support in an emergency. External support includes outside contractors and commercial firms that specialize in services like freeze-drying those wet, frozen books, and restoring them to good condition for far less than the cost of replacement.

Knowing how to save wet books by freezing them, or how to protect computers from lightning strikes, requires ongoing training and practice. The Disaster Response Team spends time training the other ISR staff, so that when the crunch comes, we can have a team of over 90 staff able and willing to help with the recovery.

All of these parts of the puzzle fall into place during an emergency, like the recent flooding caused by



hurricane driven rains. Library staff responded in the middle of the night, discovering leaks and moving books out of harm's way. The really wet books were carefully packed and sent to the freezer, while others were air-dried and repaired. An outside contractor brought in the unusual-looking air ducts and fans needed to dry the library building, while Physical Plant staff found and fixed the sources of our leaks.

We hope that all our efforts were easy to ignore! If the Disaster Response Team is doing its job well, there will be no interruption of ISR services. Books will be quickly restored and reshelved, computers will continue to function, and staff will still greet you in the Information Commons, even when they have been up all night saving the library, the phone switch, or the campus network!

Have you heard?



by Sue Heemstra, Telecommunications Technician
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Have you heard that you can respond to a voice mail message automatically, without actually calling the person back? This is especially useful when a quick and simple reply is indicated.

After you listen to the message, press 8. Record your reply, and when finished, press #. To send your reply press the # sign once more. At this time you are given the option of pressing 7, to erase the original message, or pressing 9, to save it. Other options include marking your reply private, assigning it an urgent priority, or scheduling it for future delivery.

Note: This feature is only available on campus.

Technology Courtyard Feature Highlight:

LAMINATING

by Robin Jarrell, Client Services Intern
and Marcy Siegler,
Technology/Media Consultant
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siegler@bucknell.edu

In this regular column, we focus on a technology or media service or piece of equipment located in the Technology Courtyard. The Technology/Media Desk, part of the Courtyard services, is located on the first floor of the Bertrand Library. If you haven't stopped by, we hope you soon will.

Laminating is a service that has been offered throughout the years to faculty, staff and students. Anything from ID cards to posters (not wider than 22") can be laminated within a day at the Technology/Media Desk.

Laminating is one of our most popular services. Just about anything, provided it is flat (nothing three-dimensional), is a candidate for lamination. The purpose of laminating is to preserve an item by encasing it in a plastic film coating that will wear well with time. Lamination can be the perfect way to save photographs, newspaper clippings, children's artwork, posters, ID cards, birth certificates. If it's on paper — it can be laminated.

Laminating services require the assistance of the Technology /Media Desk staff, so stop by the Technology Desk during regular Library hours.

★ Student ★ Contest ★ WIN ★ Student ★ Contest ★ WIN ★

In conjunction with our "Vistas: Timeless Beauty" exhibit currently on display in the James A. Russell exhibit area, Lower Level I of the Bertrand Library, ISR is sponsoring a photo contest for students. Simply capture the beauty of Bucknell's campus on film and submit your snapshot to become eligible to win. First prize: \$50 Bookstore Gift Certificate; Second prize: \$25 Bookstore Gift Certificate. Entries must be received by 4:00 p.m. Friday, April 28, 2000. Winners will be notified on May 5. The registration form and contest rules can be found online at <http://www.isr.bucknell.edu/exhibits>. Good luck!!!

Psst...

Heard about the new Statistics Resources for SPSS?

by Bud Hiller, Reserves Technical Assistant

dhiller@bucknell.edu



Do you need to work with a statistics program right now? If you're like most folks, you've had some experience with SPSS or a similar stats program, but you haven't used it in a while, or you need to do something different to a dataset that you've already used. You don't have time to wait for a whole class, you don't want to leaf through an 800 page instruction manual, and you don't want to sit through 8 hours of instruction in order to learn one technique.

ISR has the perfect option for you: Computer Based Tutorials in SPSS for Windows that are easy to use, interactive, and comprehensive. While there are less detailed tutorials included in the Help sections of SPSS, these new CBTs are more complete and offer many more features. For example, you might only have a need to create a

cross-tabulation table to display the relationship between a couple of variables. With the CBT, you can look at the table of contents, find what you need, do the steps on an actual SPSS document, and close it out. You can also take the CBT from start to finish in about 4 hours, although the program remembers what you have already done if you want to break up your learning into more manageable chunks of time.

You don't have to have these CBTs installed on your machine. There are simple instructions on creating a shortcut on your desktop or for simply launching the tutorial directly from Internet Explorer at the SPSS web site at www.isr.bucknell.edu/SPSS. Students can use the tutorials in the labs in Rooke 9 and 10 and should eventually be able to access the CBTs from a student server.

We have also obtained a site license for AMOS, the structural modeling software from SPSS.

SPSS describes AMOS this way:

Amos 4 for Windows is an easy-to-use structural equation modeling program that provides a rich modeling framework for theory-building and model testing. Amos 4 provides a graphical environment for all steps of the modeling process — specify, estimate, assess, modify, and present your model using Amos's simple drawing tools. You don't have to specify the model using a cumbersome matrix notation or draw diagrams manually to present your results. With Amos's powerful graphical interface, everything is point-and-click, drag-and-drop.

If you're interested in working with AMOS, send an email to Bud Hiller, ISR SPSS facilitator, at dhiller@bucknell.edu.

WEEDING is fundamental

by Kathleen McQuiston, Librarian/Program Manager for
Information Resources Selection

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Weeding, the withdrawal of out-of-date materials from the library, is a process with which few librarians or faculty members are at ease. We are much more comfortable when selecting new books to add to the collection. Despite our reluctance to do so, the removal of library materials that are obsolete is as fundamental to the vitality of a library as acquiring the new ones.

Simply because a book was placed into the collection does not mean it should remain there forever. A good library collection must be constantly evaluated. The same criteria used in the selection process for new books - accuracy, currency, authority, etc. must be regularly applied to the volumes already in the collection.

Dated and erroneous material in our collection can be a considerable obstacle for our students to overcome. They often don't have the necessary skills or knowledge base to distinguish poor scholarship and questionable information from trustworthy sources. At a time when we are struggling to make students aware of the perils of 'surfing the web' as a research method, we need to be sure we have critically evaluated the information available to them. We are misguiding them in the research process if we point them to bookshelves filled with outdated materials.

Removing out-of-date materials has additional benefits for all users

as well. An uncluttered collection is much easier to browse and makes it easier to locate the needed information.

For our weeding efforts to be successful, faculty and librarians need to work together, capitalizing on each other's knowledge and skills. Librarians make the first pass through the collection identifying books they believe could be removed from the collection. Any volumes being considered for withdrawal are placed in the Approval Book Room for faculty members to review. This enables volumes with potential interdisciplinary interest to be reviewed by faculty from different departments before they are withdrawn.

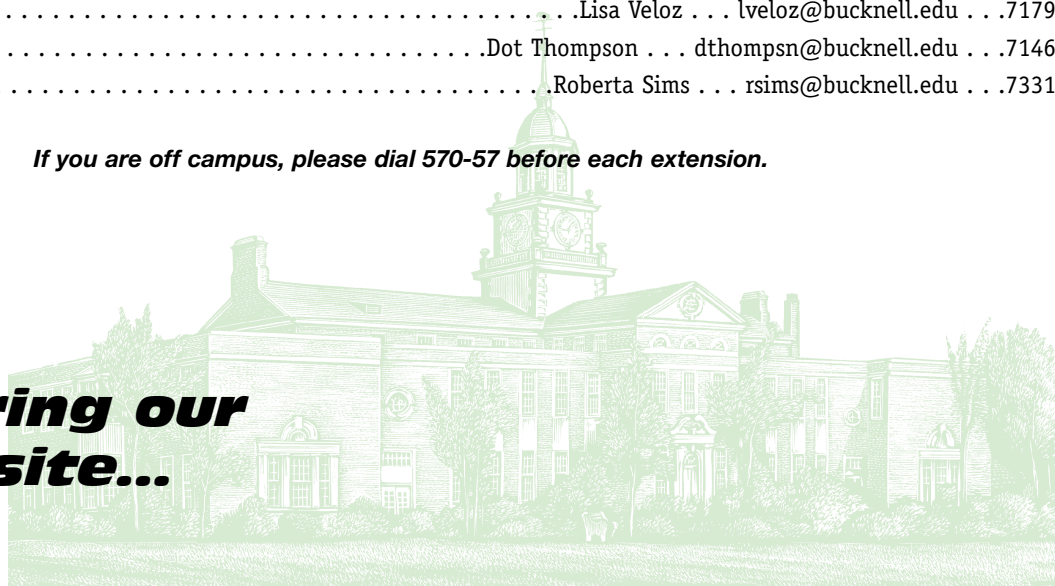
Weeding is a very labor-intensive process and requires a commitment of time and energy on the part of faculty and librarians alike. In our increasingly digital world it may appear old-fashioned to be concerned about the usefulness of our book collection. Nothing could be further from the truth. By continual evaluation of the collection, adding new items and removing the obsolete, we are assured of developing a reliable information resource and building the best collection possible.



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ISR office - 101 Computer Center		.71795
Library hours		.71881
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Scheduling a computer lab	reservelab@bucknell.edu	
Software Service Clinic		.71689
Technology/Media Desk	helpdesk@bucknell.edu	.77777
Telephone repairs, billing, voice mail		.71810
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If you are off campus, please dial 570-57 before each extension.

Wandering our Web site...



Bertrand Library Collection Development	http://www.isr.bucknell.edu/collddevmain.html
Bertrand Library Disaster Response Team	http://www.facstaff.bucknell.edu/vanfleet/disaster.html
Bucknell Computing Accounts	http://www.isr.bucknell.edu/help/documentation/general/guidetologons.html
Computer Maintenance	http://www.isr.bucknell.edu/help/tipwiz/hardware/
Dana 134 Electronic Classroom	http://www.isr.bucknell.edu/labs/Dana134b.jpg
ISR Vision and Values Statements	http://www.isr.bucknell.edu/vision&values.html
Janice Mann, Department of Art and Art History	http://www.facstaff.bucknell.edu/jemann/
SPSS Support Page	http://www.isr.bucknell.edu/spss/
Technical Operations Group (TOG)	http://www.isr.bucknell.edu/technical.html
ULC's Journal Review Project	http://www.isr.bucknell.edu/ulc.html
Web Development	http://www.isr.bucknell.edu/help/documentation/html.html