

Spring 2006

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Ask ISR!

by Lisa Veloz, ISR Initiatives Consultant, Campus Relationships, and Outreach, lveloz@bucknell.edu

Can't find an answer? [Log in](#) to search the complete set of Bucknell's answers.
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Answers Ask a Question My Staff Login Help

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1187 Answers Found Page: 1 of 60 00

Sub-Category	Summary	Details
* General	What if I can't find the answer I am looking for?	
* General	Why should I login to Ask ISR?	
Computing Support	What is spyware?	Windows
Classrooms and Labs	How should I report that a lab or classroom machine is not working?	
Classrooms and Labs	How can faculty reserve a computer lab for class?	
Computing Support	How do I set up the Bucknell VPN Client?	
Borrowing/Ordering Library Materials	How do I renew a book?	
Computing Support	How much do I have to pay for a copy of Symantec AntiVirus?	Windows
Computing Support	How do I use the Bucknell VPN Client to connect on Linux?	Linux
Collections	Do you have the Bucknell theses?	
About ISR	Where can I find contact information for ISR staff?	
Telecommunications and TV	How do I setup voicemail on the web?	



Ask ISR is the new and improved knowledgebase full of answers for many of ISR's most frequently asked questions. The service provides access to over 1,000 library and computing answers specific to Bucknell and is easily accessible with one click from the ISR homepage. We invite you to submit questions to Ask ISR on the "Ask A Question" tab.

Some of the improved features of Ask ISR are:

- Great search tool to find the answer you are looking for
- For each answer, additional information such as related answers and last update
- Opportunity to provide feedback on answers that were or were not helpful
- Login to access content restricted to Bucknell users, including thousands of general software and computing questions
- Ability to subscribe to a question so that you are notified of updates

Ask ISR includes many questions and answers like the following:

- What is spyware?
- Can I renew a book without going to the library?
- I am planning on using digital images for teaching, can ISR help?
- How do I check the status on my Inter-Library Loan (ILL) request?
- How do I access ISR's research databases from off-campus?
- Why should I backup my data?
- How do I get a RefWorks account?
- How do I set up voicemail on the web?
- Ask ISR is available 24/7 from the ISR web site.



New ISR Staff (see article on page 8): Jey Bailey, George Casper, Todd Fogle, Dave Kline

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The Critical Need for Professional Development

by **Gene Spencer**, Associate Vice President for Information Services and Resources
gspencer@bucknell.edu

What are the skills that you will need in your work over the next five to ten years? How will you access the information needed to stay abreast of advances in your field? How will the nature of communication be transformed? How will society's increasing rate of change affect your life and work? What will happen if you don't have access to the necessary resources to help you learn? What will happen if you can't find the time?

The Plan for Bucknell requires that the people who will work to accomplish its goals must find ways to become more agile, flexible, adaptable, efficient and creative. We will need to learn new perspectives, new skills and new ways of collaborating. Much of this work will require increasingly powerful tools, driven by an increasing rate of change in technology and information.

Imagine the breadth and depth of skills that need to exist in an organization as complex as ISR. Our work encompasses a vast array of skill sets, many of which are necessary for only a few people. Some of us need to know how to catalog a book, or create the data that helps us find a digital image. Others know the intimate details of our complex data network or the interrelated servers that provide Bucknell's e-mail infrastructure. The skills to assess software license agreements and contracts for e-journals are required by those responsible for that specialized work. All of these functions (and there are hundreds of similar



“If you think education is expensive, try ignorance.”
 (popular bumper sticker)

examples) require individuals who know the necessary skills very deeply.

Because of the collective set of skills needed across ISR, professional development has long been a passion. Since the organizational changes in the Computer Center (during the mid-1990s) and through the merger of the Bertrand Library with Computer and Communication Services (in 1997), we have had to pay significant attention to the regular and ongoing needs for our skill development and professional development.

During the Spring Semester alone, ISR will be sending people to a variety of conferences, seminars and other learning opportunities. For example, members of our staff will travel to learn new skills in geographic information systems (GIS), metadata for digital collections, Windows Server support, information literacy, grant writing for digitization projects, and acquiring electronic resources. We will meet with members the Society of American Archivists, the Northeast Regional Computing Program (NERCOMP), the EDUCAUSE Learning Initiative (ELI) and the Associated College Libraries of Central Pennsylvania (ACLCP). We will also send representatives to the user group meetings of the Banner system, the SIRSI library system, and the Compco telephone billing system. And to keep up with the changing nature of our world, we will attend meetings on “Scholarship & Libraries in Transition,” and “Oral History from Planning to Preservation.”

The need to stay abreast of the changing nature of our work is just as important as doing the work itself. It takes time. It takes funds. It takes individual and organizational commitment aimed at improving our skills with the increasing rate of change affecting the world of work in the 21st century. As the popular bumper sticker says, “if you think education is expensive, try ignorance.”

Gene

Keeping ResNet Healthy: Quarantine and the RBZ

by Bud Hiller, Technology Support Specialist, dhiller@bucknell.edu

ISR has two programs in place which serve to keep our ResNet network humming along smoothly while keeping watch for transgressors, hijacked computers, and other terrible netizens of the world.

Quarantine

Begun in the fall of 2004, quarantine ensures that a potentially compromised student computer is limited to on-campus resources only. With the exception of a very few allowed sites, such as Windows Update and Symantec, students will not be able to access off-campus internet sites or use a mail client such as Eudora, Outlook, or Thunderbird. They can access every on-campus resource, including the library catalog, Netspace, ERes, Blackboard, and Bucknell web pages, and they can continue to use webmail.

ISR places the computer in quarantine through an automated process that looks for extreme network traffic. If the port produces an abnormally high amount of traffic, it is most likely caused by some sort of IRC bot or worm that is

using the computer to attempt to access other computers across campus and around the world. Other potential activities include extreme amounts of email (up to 250,000 emails have been sent from a single on-campus computer in thirty minutes) or port scanning (computers that have scanned the network for open ports for exploitation).

There are many reasons why a port may be placed in quarantine. Students will know they're on quarantine when they try to access an off-campus web page and see only a page that tells them that they're on quarantine. To have the computer released from quarantine, students must complete an online form that is reviewed by ISR staff at the Tech Desk.

Restricted Bandwidth Zone (RBZ)

In the spring of 2005, ISR instituted a process to allow all students to equally share the valuable network resource of internet bandwidth. Rather than allow users to grab as much bandwidth as possible, which resulted in as few as forty

students using up to 50% of the bandwidth available for all 2,900 ResNet users, ISR throttles down the off-campus connection speed for those users who exceed designated download and upload limits. Students are placed in the Restricted Bandwidth Zone automatically when they exceed these limits.

RBZ differs from quarantine in that users can go to every web site in the world, although the off-campus web sites will connect at a slower speed of about 64kbps (approximately dial-up speed). On-campus web sites and network resources are completely unaffected. Students can connect to on-campus computers, the library catalog, ERes and Blackboard, Netspace, etc., at the same blazingly fast speeds to which they are accustomed. Email is also unaffected. There is also no recourse for getting out of the RBZ. Students placed there for one week receive an email that describes the process. Multiple offenders are dealt with on a case-by-case basis, but repeat abusers have stayed in the RBZ for an entire semester. The limits are subject to change as our network monitors the usage on the system. The current limits are:

Download: 10gb over a rolling 72-hour period

Upload: 3gb over a rolling 72-hour period

For more information, students can view the policy from the ISR website at Technology Support > ResNet and Student Computing > Maximizing ResNet > Quarantine and the RBZ.



Faculty and staff were asked ... and the survey said ...

by Jeannie Zappe, Director of Service Integration, jzappe@bucknell.edu

Last April, ISR conducted a technology support survey of our faculty and staff. Overall, we were thrilled with the results and happy to know that we are providing a highly satisfying service level to our faculty and staff.

The survey was conducted online, and yielded a total of 96 responses. About one-third of the respondents were faculty and two-thirds were staff. 83% were Windows users, 14% were Mac users, and 3% used another platform.

Some of the themes we heard were:

- Our tech support system seems to work well. Faculty and staff like working with our full-time staff on x77777, rather than students (which was our old model prior to fall of 2003). We tend to respond quickly via phone or personal visit, and users appreciate when we follow up on a problem or concern.
- In rating their experience getting help from the Tech Desk or calling x77777, over 80% of the respondents were satisfied or more than satisfied with the service they received. With regard to office visits in particular, 85% of respondents were satisfied or more than satisfied with the service they received.
- Overall, our staff is friendly, professional, knowledgeable, helpful, service-oriented and responsive.
- Our equipment loaner service has done very well in serving our customers and received very high satisfaction marks from the users of those services.
- We found out that 55% of respondents have interacted with their ISR technology representative, and 69% were satisfied or more than satisfied with the service they received.
- Those surveyed feel that they have what they need to do their jobs with regard to hardware and software, and they appreciate the weekly "check-up" visits by our student employees.

- Faculty and staff like to attend our training workshops or have a one-on-one tutoring appointment when time allows. This is their preferred way to learn new skills. Respondents also identified some technology that they would like to learn more about, and we'll be offering workshops on some of these topics.

Suggestions for how ISR could make its services even better or introduce brand new services included:

- The need for continual training for the students at the Tech Desk and clarity of our referral system.
- Help in the area of working more efficiently. One way to do this is to offer an "efficiency audit" to departments.
- Provide more information on emerging technologies.
- Make color printing more readily available.
- Support for scientific instrumentation and specialized software. Online communities were one suggestion that might allow faculty to help each other with discipline-specific software.
- ISR support for open-source products.
- Continue this dialogue with campus users through focus groups, meetings, and our advisory committees.

To all faculty and staff who responded to the survey, please accept our sincere thanks. We are grateful for your comments, suggestions and compliments. Please know that we are always open to your feedback and suggestions for improvement.



Many Views of myBucknell

by Lisa Veloz, ISR Initiatives Consultant, Campus Relationships, and Outreach, lveloz@bucknell.edu

During the summer of 2004, the introduction of the myBucknell portal transformed Bucknell's web presence. Community members gained access to a website created especially for them based on their role(s) at the university (student, incoming student, alumni, parent, faculty, or staff). Over the last eighteen months, ISR has worked with the campus community to enhance myBucknell with the goal of providing Bucknell students and graduates with a tool that meets their needs.

Cradle to Grave approach with students

ISR has concentrated on developing the myBucknell portal to meet students' needs at the various phases of their Bucknell career. Beginning with matriculation and continuing through their lifelong role as alumni, Bucknellians have access to this information-rich tool. During each stage of their Bucknell experience, the student receives access to information tailored to their current status, along with helpful tools such as community building groups that engage them in the Bucknell community.

Incoming Students

Starting with the class of 2009, incoming students received access to myBucknell months before arriving on campus. Over 99% of the incoming class used myBucknell to access their Bucknell email as well as other critical information they needed as an incoming student. First year students viewed channels on

everything from student health information, to athletic tryouts and foreign language placement tests. The students had access to a My Due Dates channel that provided them with important dates and deadlines throughout the summer months. One of the peak periods of usage occurred around the date that housing assignments were released and available only in myBucknell. In addition, students had access to arrival information and the orientation schedule.

Students

myBucknell is quickly becoming the primary means by which students access information on campus. Students have easy access to Blackboard, WebMail, and BannerWeb through myBucknell. The advantages for them are two fold – quick access to these tools without entering another password or PIN and access to the channels and announcements that make them aware of what is happening on campus. Over the next few years, with the help of a newly formed advisory board, we will continue to refine the content to develop a myBucknell that is part of every student's daily routine.

Graduating Seniors

Last April, myBucknell was used to deliver time appropriate content to graduating seniors. Members of the graduating class received a "Class of 2005" tab in myBucknell. This tab gave them

access to information about Commencement, preparing for life after Bucknell, career planning tools, and information about becoming a Bucknell Alum. The Class of 2006 received similar information in mid-January of 2006.

Parents

The parent's view of myBucknell provides information that Bucknell parents need to know. Many offices who work with parents — including Dining Services, Housing and Residential Life, and the Registrar — provide information channels for parents. In December, parents had access to the Final Exam Schedule so they were aware of their student's final exam times. Parents also have access to channels that allow them to update their directory entry, plan for visits to campus, and learn about parent's events.

Alumni

The alumni view of myBucknell provides alumni with the opportunity to stay connected with Bucknell as well as with their classmates. Alumni can stay current on Bucknell news and events, connect with classmates and friends, and set up life-long email. Alumni also have access to a career tab that provides valuable career services from the Alumni Career Services office in the Career Development Center.

Partnering with campus to develop content & tools

While ISR has coordinated the development myBucknell, the portal truly belongs to the entire Bucknell community. It is critical to the success of myBucknell that offices and groups around campus see it as a tool that can be used and developed to meet their needs. Currently, we are setting up advisory boards for a number of the different constituent views. These groups will provide direction to ISR and the campus on the continued development of the specific views of myBucknell. Partnerships between ISR and other departments have made an impact on the evolution of myBucknell.

- **University Relations** and ISR have collaborated to develop the alumni view of the portal. Over the past year, alumni have been able to use the portal to find classmates, update their directory entries, set up life-long email and more. This year's reunion classes are using the portal to develop online reunion books.

- **Housing and Residential Life** jumped into the portal early in its development and began using the myBucknell Groups tool as an online community for their Resident Assistants (RAs). These students use the Groups tool to communicate with each other, log their work, and access the tools they need to get their job done. Housing has also used myBucknell to streamline the process of incoming student housing. For the class of 2009, students completed housing questionnaires, received housing assignments and signed housing contracts via myBucknell. Current Bucknell students use Res Life's myBucknell channels for all their housing information including registering for break housing, learning about RA selection and more.

- The **Registrar's** office has also begun to use myBucknell to simplify common tasks for students. Instead of navigating through the many BannerWeb screens to access the information they need, students now access a myBucknell channel containing a direct link to the information. For instance, in the beginning of the semester an Enrollment Holds channel was placed on their "myBucknell for students" tab. The channel contained a quick link to view any holds on their accounts. A similar channel was delivered to this tab at the end of the semester to provide a quick link to view final grades. The Registrar also used myBucknell to streamline the process of online grade entry for faculty. The Final Grade entry channel was placed on the "myBucknell for faculty" tab at the appropriate time of the semester. This channel provided a direct link to the semester's grade entry thus eliminating many BannerWeb clicks for faculty.

Soon faculty and staff will be seeing additions to their views too. We are beginning to work with departments to look at developing channels that will streamline faculty and staff work. We encourage you to explore your myBucknell view and let us know what works well for you and what you would like to see in future enhancements.

New Staff

New Voices, New Faces in Tech Support

by Lynda Thaler, Library Technical Assistant, lthaler@bucknell.edu



Jey Bailey



George Casper



Todd Fogle



Dave Kline

That new voice on the 7777 extension may belong to Todd Fogle or Dave Kline. That new face at the Tech Desk may belong to Jey Bailey or George Casper. Four new Technology Support Specialists have been hired recently in ISR.

Todd handles all kinds of cases, but troubleshooting hardware is his specialty. A native of Lewisburg, he worked previously at Broadt Computers, where he was the senior shop technician; prior to that, he spent time as a broadcast engineer.

In his job with ISR, Todd finds satisfaction in being proactive, rather than reactive, to the challenges of technology. A musician away from work, Todd is a drummer, and he also enjoys skiing and skateboarding.

Dave Kline comes to ISR from Lebanon Valley College with a degree in business administration. While a student there, he worked in tech support; after graduation, he became a full-time systems administration assistant at his alma mater. There he worked in server

administration and with the phone and voice mail systems.

Dave lives in Lewisburg and is engaged to marry in July. His fiancée, Sarah, is a Bucknell University graduate student.

Behind the scenes at the Tech Desk in the library are staff, such as Jey Bailey and George Casper, who train, supervise and support the student workers. What can't be solved "out front" may be directed their way.

Born in Nebraska, Jey Bailey is a natural Huskers fan. In 2001, Jey graduated from Bloomsburg University with a degree in Computer and Information Systems. Since then, he has held two prior technical support positions in the corporate world, as a Technical Analyst for Magee Rieter Automotive Systems and as a PC Technician for Berwick Offray. Through these experiences he built his particular set of skills, with a focus on hardware and software troubleshooting.

Jey shares a home in Watstown with wife, Miranda, who is the Evening Supervisor of the Circulation Desk at Bloomsburg University's Andruss Library.

George Casper is a 2002 Bucknell University graduate, with a degree in Computer Science. He steps back into a familiar world, since he worked at ISR's Tech Desk as a student assistant himself.

After graduation, George worked as a computer and network technician for the James V. Brown Library in Williamsport. He comments that his background in programming and mathematics allows him to say "I don't know" with real confidence. George sees a growing efficiency to tech support; at the same time, staff is challenged by queries from a student body with advancing technical skill.

George grew up in many places on the east coast and now calls Lewisburg home. His hobbies include computer games, tropical fish, hiking and fishing.

The Journal Collection and the Review Process

by Kathleen McQuiston, Research Services Librarian, mcquisto@bucknell.edu

The Core Journal Review process was initiated by the University Library Committee to identify and document the current needs for the journal collection. Because of faculty turnover, new curricular emphases, growing availability of electronic resources, and the varying costs and quality of publications, each academic department conducts a journal review every three years.

Last semester the Humanities Departments undertook a review of the core journals in their disciplines for 2006. As a result of their reviews, new titles were requested and some were cancelled in order to offset the cost of the higher priority titles. Many of the cancelled print titles are available electronically.

The faculty of several departments indicated they preferred an electronic subscription rather than print. ISR makes every attempt to obtain journals in the preferred format. Occasionally, the publishers for the electronic versions require unacceptable license agreement terms. In such cases we must opt for the paper subscription rather than the electronic version.

For more information about the Core Journal Review initiatives from the ISR homepage go to [About ISR > Advisory Committees > ULC](#).



Journal subscriptions added for 2006:

Animal Law
Apeiron
Arabic Sciences and Philosophy
Biology and Philosophy
CRIN: Cahiers de Recherches Interuniversitaires
Central European History
Gastonomica
Graduate Faculty Philosophy Journal
Japanese Studies
Journal of Islamic Philosophy
Journal of Medicine and Philosophy
Journal of Urban History
New Nietzsche Studies
Nietzsche Studien
Philosophical Investigations
Print Quarterly
Repertoire Bibliographique de la Philosophie
Urban History
Western Intellectual History
Zeitschrift für Papyrologie und Epigraphik

Journal subscriptions cancelled:

American Speech
Annales Historiques de la Revolution Francaise
Canadian Modern Language Review
Diacritics
ETC
Journal of Canadian Studies
Melus/Multiethnic Literature in the US
Modern Asian Studies
Modern Philology
Multilingual Computing and Technology
Nebula Awards Showcase
Nineteenth-Century French Studies
NWIG (Nieuwe West Indische Gids)
Papers on Language and Literature
Philological Quarterly
Philosophical Studies
Proceedings of the American Antiquarian Society
Ratio
Revue des Sciences Humaines
Sojourners
Sonus
Studies in Philology
Die Tageszeitung

Scholarly Communication: *Creating Awareness and Facilitating Change*

by **Dot S. Thompson** and **Judy Zebrowski**,
Research Services Librarians, dthompsn@bucknell.edu, zebrow@bucknell.edu

The Association of College & Research Libraries (ACRL) defines scholarly communication as “the system through which research and other scholarly writings are created, evaluated for quality, disseminated to the scholarly community, and preserved for future use.” Colleges and universities know from direct experience about escalating journal prices, restrictive license agreements, and the commercialization of scholarly publishing. The Bucknell community supports open access and, in an effort to create more awareness and change, we are bringing to campus two knowledgeable speakers to illuminate the issues on this important topic.

Julia Blixrud is Assistant Director for Public Programs for SPARC, the Scholarly Publishing and Academic Resources Coalition. (Bucknell holds membership in SPARC.) Serving in that position, she is implementing a grassroots educational and advocacy program directed to scientists and scholars, librarians, and society publishers. Julia is also Assistant Executive Director, External Relations, at the Association of Research Libraries and serves as a staff member for the new Strategic Direction III: Research, Teaching, and Learning.

Her March 27 topic, “Authors’ Rights,” will be important to anyone who wants to gain more understanding about retaining the rights of the author. Securing certain key rights will benefit the author and the readers who share in the information while not harming the publisher.

When an article is written for publication in a scholarly or scientific journal, the author is routinely asked by the publisher to sign some kind of “agreement to publish” document. This agreement may transfer all or some ownership of copyright of the work to the publisher. While some journal publishers are better than others in agreeing to mutual benefits, many of the

author’s uses for the article may not be granted consideration.

While the scholarly journal publishing industry has a long history of providing and maintaining access to scholarly information, commercial firms have assumed increasing control over the scholarly journals market. We have seen the cost of scholarly journals soar above the general inflation rate and also above library budgets leading to subscription cuts and monographic reductions. And while the quantity of scholarly information increases, there has been a reduction in access to scholarship. What can we do to remedy this situation?

Stephen Abram, Vice President of Innovation at SirsiDynix, a leading information provider serving over 20,000 libraries in 40 countries, will speak on April 12 about “Providing and Maintaining Access to Scholarly Information.” Stephen is a leading international librarian in the North American library community with more than 25 years of experience in library technology and trend forecasting, new product conceptualization, and market development. He is also the former president of the Canadian Library Association. Prior to joining Sirsi he was Vice President of Corporate Development for Micromedia ProQuest, publisher for Thomson Carswell, and Director of Information Resources for the Hay Group.

“Authors’ Rights” and “Providing and Maintaining Access to Scholarly Information” are critical issues in our scholarly communications environment. Please join us for what will prove to be two informative sessions to create awareness and facilitate change in this scholarly crisis in academe.

What’s New in New Books?

by **Martha Holland**, Research Services Specialist, and
Kathleen McQuiston, Research Services Librarian
holland@bucknell.edu, mcquisto@bucknell.edu

As a way of getting newly published books in the collection as soon as possible, the library receives regular shipments of new books “on approval” from our Yankee Book Peddler. We inform the vendor of our curricular interests, and then as new books are published, they send us titles that match our “profile.” Previously, the books were sent to the Approval Book Room, beside the ISR office in the library, where they were reviewed by subject librarians and faculty representatives from the academic departments. Books selected to add to the collection would then be cataloged and added to the stacks. This whole process could take as long as three weeks, creating an unacceptable delay for circulating new items.

We have made two changes to this service to make our new books available sooner. The books are now shipped to us fully cataloged and ready to check out. New items are on display on the library Main Floor in the area formerly occupied by the paperback collection. Librarians and faculty representatives still review the titles each week in order to sign for those that are appropriate to the collection and to reject those that are not.

Another enhancement to our approval plan is the option to view slips electronically. Book review slips are sent in place of actual books for titles that do not fit our profile exactly, but may still be of interest. The electronic option is not only faster, but also gives the reviewer greater detail about new titles than do the paper slips. Please ask your departmental library liaison to show you how to use the electronic slips.

Wondering what happened to the paperback collection? It has moved back to the café seating area in the rear of the first floor.

JULIA BLIXRUD
“Authors’ Rights”

March 27, 2006
Noon – 1:00 p.m.
Traditional Reading Room,
Bertrand Library

STEPHEN ABRAM
“Providing and
Maintaining Access
to Scholarly Information”

April 12, 2006
Noon – 1:00 p.m.
Traditional Reading Room,
Bertrand Library



Alphabet Soup

by Jeannie Zappe, Director of Service Integration
jzappe@bucknell.edu

“I’m trying to use FTP through the VPN over WIFI connected to DSL and I’m getting an IP but no DNS.”

“The DHCP server is giving me a valid IP but the SMTP server is rejecting all my messages, and the LDAP directory isn’t working.”

Confused by all of those acronyms you hear in this digital age? Here’s a nice, hearty helping of some alphabet soup to help you out!

IP: (Internet Protocol address) A term synonymous with “IP address,” the four-element number with three decimal points that is the numeric identification of every node in a TCP/IP network. The phrase “what is your IP?” means “what is your IP address?”

DHCP: (Dynamic Host Configuration Protocol) Software that automatically assigns temporary IP addresses to client stations logging onto an IP network. It eliminates having to manually assign permanent “static” IP addresses. DHCP software runs in servers and routers.

DNS: (Domain Name System) A system for converting host names and domain names into IP addresses on the Internet or on local networks that use the TCP/IP protocol. For example, when a Web site address is given to the DNS either by typing a URL in a browser or behind the scenes from one application to another, DNS servers return the IP address of the server associated with that name. In this hypothetical example, WWW.COM-PANY.COM would be converted into the IP address 204.0.8.51. Without DNS, you would have to type the four numbers and dots into your browser to retrieve the Web site.

SMTP: (Simple Mail Transfer Protocol) The standard e-mail protocol on the Internet and part of the TCP/IP protocol suite. SMTP defines the message format and the message transfer

agent (MTA), which stores and forwards the mail. SMTP servers route SMTP messages throughout the Internet to a mail server that provides a message store for incoming mail.

LDAP: (Lightweight Directory Access Protocol) A protocol used to access a directory listing. LDAP support is being implemented in Web browsers and e-mail programs, which can query an LDAP-compliant directory.

Wi-Fi: (Wireless-Fidelity) A logo from the Wi-Fi Alliance that certifies network devices comply with the IEEE 802.11 wireless Ethernet standard.

VPN: (Virtual Private Network) A private network that is configured within a public network (a carrier’s network or the Internet) in order to take advantage of the economies of scale and management facilities of large networks. Bucknell’s VPN allows our mobile users to connect remotely to resources on the Bucknell network as if they were on campus.

DSL: (Digital Subscriber Line) A technology that dramatically increases the digital capacity of ordinary telephone lines (the local loops) into the home or office. DSL speeds are based on the distance between the customer and telephone company central office.

Source: TechEncyclopedia;
<http://www.techweb.com/encyclopedia/>