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ISR@bucknell

Information Services and Resources, Bucknell University

Changes in Scholarly Communication

by **James Van Fleet**, Librarian/Information
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"Change" is a mild word for what is happening in the arena of scholarly publishing and communication. Scholars, researchers, and faculty members seeking to publish their findings and ideas, or seeking to read the latest scholarship in their field, are confronted with a revolution. The changes encompass scholarly rights and ownership, new economic models for publishing, and new technologies for distributing and preserving information.

The staff of ISR has been working to keep up with the changes for a number of years already, and as the pace of change accelerates, we also strive to keep our community informed of new developments in the scholarly communication revolution. The Bertrand Library has participated in the SPARC initiative since its inception, making journals available in electronic format through the Internet. In many cases, scholars and researchers at Bucknell have told us that they prefer electronic access over print journal subscriptions.

ISR has been at the forefront of library participation in the Open Access movement (*see sidebar, page 6*), supporting

Open Access journals offer alternatives to the economic model of print publishing and the problems of slow dissemination, restrictive copyright, format limitations, and high costs to libraries.

organizations such as PLOS in their efforts to make academic research freely available on the Internet. Open Access journals offer alternatives to the economic model of print publishing and the problems of slow dissemination, restrictive copyright, format limitations, and high costs to libraries. However, OA journals have their own challenges to overcome; acceptance includes the willingness of authors to pay to make their publications available. Although they may not use traditional peer review mechanisms, these papers must become valued as scholarly publications for tenure and promotion purposes in order for Open Access to gain widespread acceptance.

Technologically, Open Access and other electronic journals offer many benefits. They combine wider access to their contents with what is known as a "high impact factor." Studies have shown that articles published in OA journals are being read and cited at a significant level. Electronic journals provide somewhat faster publication of research findings, and may offer academic institutions a lower cost versus their print subscription equivalent.

Bucknell
Information Services & Resources
Our customer's success is our success

Look up! *There's something new in the lobby of the Bertrand Library. Pictured above is the stained glass window depicting the seal of Bucknell University. Created by Rick Wolfe of Watsontown Glass Company, this elegant addition to the library was made possible by the generosity of Ray Metz, former Associate Vice President of ISR.*

INSIDE

The Disruptive Nature of Technology

by Gene Spencer, Associate Vice President for ISR
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Advances in technology have significantly enhanced our ability to do our work, access or create new information, and collaborate with one another and with members of the larger "global community." Computers, networks, cell phones, PDAs, instant messaging, and the constantly growing capabilities of the Internet have improved our ability to communicate on campus and with those who live beyond the edge of the "Bucknell bubble."

Unfortunately, the technology upon which we increasingly depend does not develop in a way that simply "gets better every day;" technology evolves in a sporadic and even disruptive manner. Web sites change (or disappear completely) over night. New releases of software bring new capabilities and the end of older versions deemed to be unnecessary. Two steps forward and one step back.

Many people feel frustrated about the pace of technological change ("I finally learned to use the new features of {name your favorite program here}, and the new version changed everything!") The pace of change is clearly increasing. When things change, our habits and patterns are disrupted. Disruptions require that we learn to work in new ways. The need to adapt causes frustration until the new technology is mastered and its advantages become part of the way we naturally work. Then it changes again. Is it all worth it? We

"The disruptive nature of technology tends to bombard us regularly from a variety of directions."

suspect so. Otherwise, why would we engage in this vicious cycle?

The disruptive nature of technology bombards us regularly from every direction. A new virus is launched on the Internet and hundreds of computer users are disrupted by its effects. A new peer-to-peer file sharing system is unveiled, and suddenly thirty-five computers on Resnet are responsible for consuming over 50% of the university's Internet connection. The

vendor of a major package announces that the software will no longer be supported. Another vendor announces a change in their licensing strategy requiring a payment that is ten times that of last year. Yet another critical vendor announces that it has been "bought by private investors," and we wonder about the future. All of these events create disruption in one way or another.

When it's time for my laptop to be replaced, I feel a sense of joy along with a sense of terror. I know that I will appreciate the additional speed and capacity that this new tool will provide. Yet, I shudder to think of what might be lost in the transition in terms of capabilities that I depend upon and new things that I will have to learn. My life is disrupted until I get through the transition.

We will be working throughout the summer to change the university's information environment in ways that better serve the campus community and the work that you do. These three months are extraordinarily busy for ISR. Undoubtedly and unfortunately, we will create disruptions in the process. While we can't move forward without leaving some things behind, the process of moving forward is one that is largely beneficial.

Have a great summer!

Gene

Before there was ISR, there was Tech Support

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

ISR directs a lot of resources to Tech Support in order to meet the needs of our campus community. We answer phone calls and emails, track problems on a system, deploy students and staff, replace equipment, offer training, create web pages and documentation, distribute new software, repair broken parts, and investigate bizarre techno-circumstances every day of the week. When everything aligns just right, we respond quickly, and our clients are happy. Thanks to karma, software conflicts, spyware, or Bill Gates, some days we are reminded that we are mere humans, and we do our best to quickly resolve the various and plentiful requests for help that we get.

That's ISR Tech Support today. Let's take a stroll down memory lane. When you're driving, and you want to describe where you are, you need to look at a map to see the route you've taken to get to this point. In Tech Support, this route predates the current interstate system, and goes back to the days when a few muddy paths were the roads, a couple of converted blacksmiths were the mechanics, and a few underpowered pieces of hardware were the computers.

In 1990, we had large mainframe computers on campus, but very few individuals had personal computers on their desk, which was fortunate, because the several staff members providing tech support didn't have computers of their own either. This staff, in a now-defunct university division called CCS, shared a computer in order to try out software and troubleshoot problems, and they were separated into academic and administrative computing groups. The COED (Computer on Every Desk) program was begun, and slowly faculty and staff had computers (mostly Macs) on their desks by the early '90s.

In 1994, the library had a Mac on the mezzanine that faculty could reserve for their own use, since they didn't have any other way to work on personal material away from their desks. Most of the staff in the library didn't have a computer, and new faculty coming in had to specifically request an upgrade from the standard 8mb to a whopping 12mb of RAM if they were doing heavy statistical work! (By comparison, current laptops come with 1GB of RAM, which is more than 120 times more power.)

By 1996, most staff had computers and most faculty were using them regularly enough that we needed a real help desk. At that time, the Help Desk was a small team of students in the computer center, with limited open hours during the weekday for phone support — and for walk-up help if you could find the Help Desk. These students handled trouble shooting for Resnet, student computers, faculty, and staff, including all software and hardware issues. Their only means of communicating with Tech Support was by leaving notes on people's desks, and hoping that the right person would get the information. Tech Support staff worked as liaisons with specific departments, so if one person was responsible for several large departments, requests could easily get backed up. Not surprisingly, this system presented numerous opportunities for improvement.

A home-grown program, written in FileMaker and called Grand Central Station (GCS), was a solid step in the right direction. We could enter information, assign cases to individuals, document steps taken, and provide phone numbers or contact information. With the creation of ISR, the library and CCS merged, which opened up a new set of possibilities. In the fall of 1999, the Tech Desk opened on the significantly transformed first floor of the library.

**ISR today...
Tech Support
ten years ago.**

Web developer extension, showing developer tools like outlining images and viewing source

Calendar extension

Tabbed browsing, showing 4 tabs open

Forecast extension showing weather for next 5 days

Built in Google search bar
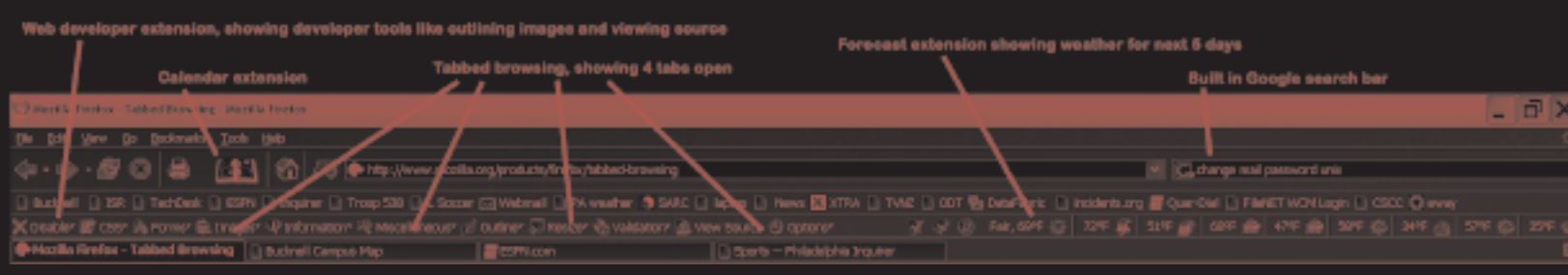
TECH TIPS: Browsing a more crowded field...

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

HISTORY

It used to be so easy when you wanted to surf the web. Internet Explorer (IE) eclipsed its main competitor, Netscape, back in the 90's. Each Windows machine came with a giant blue E right on the desktop and even every Mac had Internet Explorer. Software developers and web site designers just designed everything for IE and that was the end of it. But there were others looking at IE, from a different angle. Virus writers, spyware hackers, and companies of ill repute noted that IE came with security holes and vulnerabilities and began taking advantage of them. The fact that the browser was part of the operating system meant that users couldn't just uninstall and reinstall the software if there was a problem.

WHAT'S NEW

The guys in white hats were busy too. Apple offered an entirely different operating system with OSX and developed Safari, a unique web browser just for the Macintosh. Netscape morphed into an open-source project called Mozilla which first developed a whole suite (email, newsgroups, web page composer) and then a leaner browser-only application called Firefox. IE still came on every Windows machine, but suddenly, there were other options available to people who wanted to be able to use the internet.

MAC USERS

In fact, if you're a Mac user, you probably know that the last version of Internet Explorer (5.2) was released several years ago. When the next operating system is released, the old version won't work at all. Safari and Mozilla will be the main web browsers for Macs. Some web sites that don't work correctly with IE on a Mac will never work — no one is developing sites for technology that is obsolete. For that reason alone, Mac users who haven't already switched over to Safari or Mozilla should make the jump. Mozilla/Firefox imports favorites from IE automatically as it is installed, and ISR has developed a convenient quick utility to import IE favorites into Safari.

ADVANTAGES AND CAVEATS

For the vast majority of basic browsing, Mozilla, Firefox, and Safari offer a host of features that can really simplify and enhance your experience. As a perfect example, all three browsers include a built-in pop-up blocker that makes web searching easier and less cluttered. These browsers also offer tabbed browsing — once you've gotten used to the idea of having multiple tabs open within the same browser (so you can bounce between different sites without having to open a new window or lose your spot), you can never go back to IE and its standard of one site per window. You can make multiple tabs on your home page, so that when you open your browser, you can instantly see the ISR page, myBucknell, ESPN, and the *NY Times*. You can also organize a group of favorite sites into a folder of bookmarks, then open everything in that folder at once, each site opening in its own tab. Safari also offers a built-in Google search bar.

Firefox goes a step further with a wide variety of extensions. Firefox is open source, so anyone with an idea for an improvement can write the code for it and it can be posted on the Mozilla.org site. While you may think that customizing a browser is tricky, or unnecessary, you'll change your mind once you've quickly added a calendar to your tool bar, or added a feature that shows the weather forecast for the next five days. My most recent addition is called Auto-Copy — all I have to do is highlight any text, and it is instantly copied to the clipboard, ready to paste at the click of a mouse! There are hundreds of extensions for these browsers, and each one can be installed in about ten seconds.

Mozilla and Firefox have one gigantic caveat — some extremely important web sites don't work on browsers other than IE. For example, Windows Update, some parts of Bucknell's own Banner system, and some banking sites will work only on IE for both PCs and Macs.

SECURITY

IE is much more susceptible to spyware and other malware than other browsers and it's tied directly to the Windows operating system. If something goes wrong with the browser, the only remedy at times is to reinstall Windows. With other browsers like Mozilla and Firefox, you can avoid most of the pop-ups, infestations, browser hijacks, and added toolbars that interfere with IE on Windows. Safari, developed for Mac's OSX system, has the same advantages so you don't have to worry about the difficulties with Internet Explorer!

YOUR OPTIONS

So where does all of this leave the user? You can choose to use IE if that's what you're used to, but remember that IE has some advantages and some problems. Microsoft is trying to address some of those problems: Windows XP Service Pack 2 introduces tabbed browsing to Internet Explorer. For the safest web browsing, use an alternate browser most of the time and use IE for Windows Update only. Mac users will have to get used to a non-IE world, so Safari, Firefox or Mozilla are your best bet. Feel free to contact ISR for help or advice about any foray you might make into the new browser world!

The Association of Research Libraries (ARL) has strategies and a helpful web page to facilitate this discussion within Universities and research organizations. *CREATE CHANGE* aims to "address the crisis in scholarly communication by helping scholars regain control of the scholarly communication system — a system that should exist chiefly for them, their students, and their colleagues in the worldwide scholarly community, not primarily for the benefit of publishers."
www.arl.org/create/home.html

CREATE CHANGE proposes strategies to make scholarly research as accessible as possible to scholars all over the world by:

- Shifting control of scholarly publication away from commercial publishers and back to scholars.
- Influencing scholarly publishers to embrace as their first goal the widest possible dissemination of scholarly information and to abide by pricing policies and practices that are friendly to scholars and libraries.
- Creating alternatives to commercial scholarly publications, both competitive alternative journals in more affordable electronic formats and programs that make scholarly research more directly available to scholars.
- Fostering changes in the faculty peer review system that will promote greater availability of scholarly research: these changes might include both movement away from quantity and toward quality as a criterion for tenure and promotion and full acknowledgment of electronic publication as a means of communicating research.

Changes in Scholarly Communication
continued from page 1

A site license that provides campus-wide access on any networked computer obviously makes a journal more accessible to our faculty and students. Less obviously, it can save the library staff processing time and shelf space within the library collection. The special features of Internet journals include high quality graphics, and the ability to "publish" extensive data files that could never appear in a print publication. Of great interest to librarians and researchers is the searchable nature of online information. For example, electronic journals can be browsed using Google Scholar, many specialized subject databases, and even our own ISR online catalog. Traditional journal publishers now make tables of contents and article abstracts available on their web sites.

Journal archives such as JSTOR now store online full-text articles as far back as the 1700s, and make them available for searching, reading, and printing as needed. Some archives are maintained by publishers, such as the American Chemical Society. These commercial archives offer access at a reasonable price, compared to the cost of current subscriptions and storage of paper copies in a library. But archives are, by definition, the back files of a journal and not current information. A greater question is their stability or longevity, as technology continues to change and even computer systems and software become obsolete. Will online archives always preserve information as effectively as library shelves?

Some libraries are taking digital archiving into their own hands, reformatting information that is unique to their collections to preserve it and make it widely available. Digital archiving may also provide better access to materials that are uniquely suited to faculty teaching needs or student research projects.

Many of these advances in information access and scholarly communication and publishing bring up another difficult question. Who owns this information? In traditional publishing models, the researcher/author gives up the copyright to the publisher, who then sells the research results back to the reader (including the original researcher and his colleagues). This traditional model worked for over 100 years for several reasons, including the economics of sharing research results in print, the advantages of having reviewers approve one's research findings for publication, and the value assigned to publication by tenure review committees.

The recent Open Access movement seeks to challenge the old-fashioned model, allowing authors to retain ownership of their ideas or research results while still sharing information widely. Authors pay to publish in OA journals, which are then typically published in electronic format only and available on the Internet. Academic institutions or libraries may support OA initiatives, such as ISR's membership in BioMed Central.

Some OA journal titles are enjoying great success as venues for scholarly communication. It remains to be seen if they will be widely accepted and valued as outlets for publishing by promotion and tenure committees.

Another model for scholarly communication is the "pre-print archive." Unlike archives of back issues, pre-print archives seek to collect the latest research findings and make them available online, prior to journal publication. The arXiv.org e-Print archive, now operated by Cornell University, originally developed at the Los Alamos National Laboratory. The arXiv provides access to papers prior to publication in physics, mathematics, and computer science. Authors submit their papers to the archive and can replace or remove them. Some pre-print archives even allow readers to offer comments or corrections to the information presented.

Library organizations such as the Association of Research Libraries (ARL) are trying to address the many issues surrounding publication of scholarly research and effective scholarly communication. The ARL sponsors a program seeking to *CREATE CHANGE* (see sidebar) and open a dialog across college campuses concerning these issues. We hope to join that dialog here at Bucknell University.

*Getting Student Input on
ISR's Services and Collections:*

The Student Advisory Group

by **Jason Snyder**, Research Services Librarian/ Coordinator of Student Outreach, *jcsnyder@bucknell.edu*

In ISR, we're always searching for ways to improve our collections and services, and we rely heavily on input from the Bucknell community to help us. One group historically underrepresented in the ISR planning process is the student body. Since they're our largest constituent group, this situation had to be remedied!

As part of our ongoing effort to reach out to our various constituent groups, ISR created the Student Advisory Group, which consists of ISR staff, campus administrators, and both undergraduate and graduate students. The group meets over lunch on the first Tuesday of every month to discuss topics that are of interest and relevance to students. We ask the student members to gather ideas and concerns from their peers and then bring that information to the group for discussion. We also utilize the "Groups" feature of the myBucknell portal so that they can easily receive messages from ISR group leaders or post the results of their discussions with their peers.

So far, we have had some interesting dialogue. The students eagerly share their opinions on information and technology issues that affect them, like BUTV, network speed and, most important, students' preferred methods of communication (instant messenger … surprise!). Based on the feedback from these meetings, we can change and/or improve our collections and services.

We're looking forward to our ongoing interactions with the Student Advisory Group, and the wealth of knowledge, perspective, and experience they bring to the table. Current group members are students John Graham '08, Adam Straight '07, Brody Selleck '07, Phil Marquis '07, Phong Bui '07, Scott Messinger '06, Will Eggbeer '06, Alison Ginter '05, and graduate student Daniel Hanley. Staff on the group include ISR members Nancy Dagle, Jeannie Zappe, Lisa Veloz, Mike Diehl, Isabella O'Neill, Jason Snyder, and Assistant Director of Housing and Residential Life, Kyle Audette.

The students eagerly share their opinions on information and technology issues that affect them…

New ISR Staff Members

by Candice Hinckley, Library Technical Assistant, *chinckle@bucknell.edu*
and Lynda Thaler, Library Technical Assistant, *lthaler@bucknell.edu*

Meet Kathy Dalius

She has a "head full of sticky notes." This is the self-portrait Kathy Dalius drew for me as she learns the ins and outs of her work as the new Technical Assistant in the Serials Department. Along with colleagues Linda Forster and Mary Lou Neidig, Kathy handles a multitude of journal subscriptions, both print and electronic. With a degree in library science and sixteen years' experience as media assistant and cataloger at Susquehanna University's Blough-Weis Library, the world inside Bertrand is a familiar one for Kathy. A native of Mahanoy City, she lives now in Kreamer with husband, Jim, and sons, Mark, Matt and Mike. As a mother of Eagle Scout sons, she is active in Boy Scouts; as a survivor, she is a volunteer for the Selinsgrove Relay for Life. Kathy commented on the warm welcome she received here at Bucknell, far warmer than her cat, Muffin, got upon taking a comic, flying leap into the fish tank at home!

Meet Meredith Field

Meredith Field, the Equipment Services Specialist in Circulation, is already a familiar face to ISR since she spent much of the last five years studying in the library. Born in Williamsport, raised in Brookside, Meredith stayed in the area to attend Bucknell, graduating in 2004 with a major in Environmental Studies and double minors in Philosophy and Geography. While a student here, she worked not only in the library but also in the Bucknell Greenhouse, the Student Calling program, and for the Lewisburg Prison Project. Upon graduation, Meredith volunteered in Nicaragua for the summer before returning to the US to work for Green Corps in Portland, Maine. She was happy to return to Bucknell because she "love[s] the people, resources, opportunities, campus" and so much more. Meredith plans to obtain a Masters in Education, study Spanish, write a novel, and get in touch with her "true Tech Geek inner self." She also has plans for greening up the campus, starting with her space in Circulation. Meredith thinks it would be fun to have "an ISR bowling league and use it to raise money for the Bucknell Brigade." Any takers?

Meet Ian Wat

Ian Wat, ISR's new Systems Integrator, also logged some hours around here, both studying and working. He graduated in January 2005, with a degree in Computer Science and Engineering. Ian was born in Blackburn, England and lived overseas until he was nine years old, when his parents moved the family to Rye, New York, and now he calls Northumberland home. He, too, enjoyed the atmosphere and campus here at Bucknell and chose to stay. Other than his goal of pursuing a career in computer science or network administration, Ian would like to "increase [his] appreciation of the musical arts."

The DeGregorio Collection:
Interacting with Antiquity

By Doris Dysinger, Curator, Special Collections/
University Archives, *dysinger@bucknell.edu*

W hen opening the superlative materials in the study-collection recently donated to Bucknell University by Dr. and Mrs. Bart DeGregorio, I was awe struck. My imagination stretched from the mountainous heights of the Hindu Kush, to the sands along the Nile, then wandered through the opulent chambers of the Capetian Kings of France. The DeGregorios have given the most precious of gifts, the opportunity to interact with antiquity. Voyaging back through time, one can almost hear the incantations chanted by mourners in Egyptian funeral processions, the loud cries of vendors in Silk Road bazaars, or the voice of French King Philip II ordering the construction of the Louvre as a strong fortress to defend Paris.

The study-collection is composed of two exceptional fragments, one from *The Egyptian Book of the Dead*, on linen, circa 800 B.C., the other from a Bactrian contract on vellum, circa 467 A.D. Two brilliantly illuminated manuscript pages from the Middle Ages complete the collection. These leaves are from a 13th-century Bible and a Psalter (passages from The Book of Psalms).


The Egyptian Book of the Dead begins with the "Hymn to Osiris," the Great God of the Dead. Whether one was a powerful pharaoh or a humble peasant, all hoped to join Osiris in the afterlife. The Bactrian contract fragment, on vellum or parchment (the skin of an animal scraped repeatedly until the sheet is translucent), is the most exceptional piece in the DeGregorio collection. In his description-translation, Bruce Ferrini says, "Any examples of Bactrian script are of the greatest rarity…. This item is among a small number of recently discovered documents dating from a period of this culture for which there was previously no direct evidence."

Two items in the study-collection from a later time period are beautiful examples of fine illumination. *The Thirteenth-Century Bible*, by Bruce Ferrini published in 1994, is #15 of 1,000 hand-numbered copies. The imprint includes an explanatory essay,

and an original leaf from a French Bible, circa 1200-1250 A.D. The other item, a leaf from a Psalter, is an exquisite example of superb illumination and was commissioned by a member of the court of King Phillip II of France, circa 1200 A.D.

The varied components in the study-collection were chosen specifically by the DeGregorios to expedite scholarly investigations across an array of disciplines. These magnificient treasures are critical to curricular objectives for students in Art, Classics, and French. Members of the academic community have characterized the pieces as "intriguing," "splendid," and "remarkable." Today, Bucknellians feel they have interacted with antiquity. Future Bucknellians undoubtedly will share that experience.
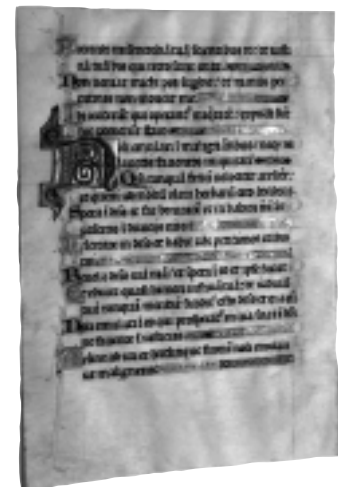
Off-campus Access to Databases and other ISR Resources

During the spring semester, ISR expanded off-campus access to many of Bucknell's resources. EZ Proxy and the Bucknell VPN services are the new tools that make this access possible.

EZ Proxy provides access to most of the library's databases and electronic journals from anywhere off-campus, including overseas. Simply click on a database or an electronic journal link from anywhere on the ISR website, and you will be prompted for your username and email password. Once you've entered this information, you will be able to search and download information from the database or journal as if you were on campus.

The Bucknell Virtual Private Network (VPN) service is a tool that allows you to access many of Bucknell's network resources while off campus. The VPN provides a more secure connection to Bucknell's network, while providing easy access to the following services:

■ File Services on Netspace

■ Access to keyed applications and desktop printers

■ Secure email from off campus

The VPN is designed for use with a high speed (broadband) Internet connection. Those connecting to Bucknell through a dial-up connection already have access to the above services. For more information about the VPN please visit the ISR web site. (Technology Support >>Accounts and Network

Samek Art....*online*

by Abby Clobridge, Librarian/Digital Technologist, *aclobrid@bucknell.edu*

Over the past year, ISR's Digital Initiatives Group has been working with faculty and staff from various departments on campus to build collections of digital images. Bucknell's newest collection is a database of images representing a portion of the Samek Art Gallery's permanent collection. One goal of the digital image collection is to showcase materials from the Gallery and make them more accessible to Bucknell faculty and students across disciplines. We also hope that scholars and students from other institutions, as well as regional, national, and international art enthusiasts, will benefit from being able to access these materials.

Digital images represent the diversity of materials in the Gallery's holdings and include images of objects from Europe, North and South America, Africa, China, Japan, and the Pacific region. The collection is composed of artwork from ancient times to contemporary pieces and includes a variety of media formats. The digital collection is housed in Luna Imaging Inc.'s Insight® software and can be accessed directly from http://luna2.bucknell.edu, from the Samek Art Gallery's web site, or from the ISR home page.

Randy Williams
(American, b. 1947)
Untitled
Mixed media collage
Gift of the artist

Lucien Clergue
(French, b. 1934)
Gypsy Child and Family, Cannes, France, 1956
Gelatin silver print on paper (detail)
Gift of Robert Sutner

Bucknell's Buy-a-Laptop Program is Booming

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

Q. Parents: What's a good way to ensure that your child is successful at Bucknell University?

A. Give 'em a little Latitude!™

As the high school graduation season approaches, the BU laptop program heads into its second year with two updated Dells, two new Apples, and high hopes to repeat last summer's success!

In the spring of 2004, ISR's Joel Wehr took the lead in suggesting that Bucknell should offer a standard laptop through a single manufacturer, with a Bucknell image for licensed software. The selling points would include a good price, ease of set up, and vastly improved service. When the computer was ready for pick up, the image would include the wireless encryption key, Eudora email settings already in place, Symantec AntiVirus already installed, and Windows Update set to keep the machine secure. In addition, Microsoft Office would be included for a terrific Bucknell student price. We contacted Dell, with whom we had a good working relationship, settled on the two most popular Dell Latitude models (the larger D800 with the 15.4" screen and the slightly smaller D600 with the 14.1" screen), and began our advertising.

We expected to sell about 200 or 250 laptops that first year — we hadn't done it before, and we got a late start since the laptops weren't available for purchase until about the second week of June. But evidently, we hit a gusher, because we passed the 500 laptop mark this spring before we cut off sales as we began work on next year's image.

While the laptops are marketed primarily to incoming first year students, they're available to all students at Bucknell, and a number of upper class students have taken advantage of the good pricing and excellent service to upgrade their machines. The laptop purchase program is also available for faculty and staff in a slightly modified form — since staff can install Office for free under our license with Microsoft, the laptops offered to staff don't include that software, and thus they're a little less expensive. For staff looking into a personal laptop, the Latitude series offers a solid machine at a good price.

For the 2005-06 year, we've made a few changes and one major addition to the program. This year's Macs come with a link to a custom Apple online store from our laptop page. It's a little different in that we're not putting a Bucknell image on the Apples, but students and staff can get an educational discount on the recommended machines. We're recommending a 12" iBook or a 15" Powerbook on the Apple side. For Windows machines, we're offering the Latitude series again, with a 14" D610 and a 15.4" D810 model. While the specific pricing is still being determined, the goal will be the same as last year. Students and staff will be able to get an excellent price for a robust machine that should last them at least four years, and students will get improved service through ISR when they buy Dells through the program. We can do warranty work on the student Dells, which means that if they had a video card fail, for example, we can diagnose the problem, have a part shipped to us overnight, and replace the part the next day.

The laptop program provides an outstanding option for those students, parents, and staff who want ISR to provide a little direction for them. Yes, the Latitudes are more expensive than Dell's Inspirons, and, yes, a 15" Powerbook is a pricey machine, but our experience in ISR has shown that both of these machines, with the recommended hardware in place, will be durable, responsive computers that will serve their owners well. The D610 and the iBook are considerably smaller, lighter, and less expensive than their larger cousins, but still have plenty of horsepower for a Bucknell student in any discipline.

We've gotten quite a few questions over the past year regarding the laptops. The one we've heard the most is "What else do I need?" Our answer varies, but usually, the buyers are ready to go. Some of the recommended options include a network cable, an optical mouse, a locking cable, and some sort of case or backpack. We've limited the upgrades that are available, but buyers can choose a DVD burner rather than the standard drive that burns CDs and plays DVDs. The Dells also come with a USB memory key since floppy drives are not included.

Follow the links on the laptop page (*www.bucknell.edu/isr/buy_a_laptop*) for more information, including details on the specifications, shipping information, options, recommendations, and pricing. For specific questions, email *buyalaptop@ bucknell.edu* and we'll get right back to you.

Before there was ISR, there was Tech Support
continued from page 4

That move provided a focal point for support, especially for students and Resnet. Hours for service drastically expanded to match library hours, which included evenings and weekends. Full time staff worked at the Tech Desk to back up the student help.

In 2002-03, the Tech Support staff and others in ISR redesigned their entire work flow so that the liaison system morphed into a support program in which everyone in Tech Support could take cases from any department. In the new work model, skills and expertise are matched with the needs of the campus. We strive to answer 80% of our inquiries at the first point of contact by working as a team. In addition, the call tracking system called HEAT replaced the outdated homegrown system and better enables Tech Support staff and students to

communicate with each other. Our call direction system funnels all calls during the day from on campus staff/faculty extensions to a Call Center in the computer center, which is staffed only by our full-time Tech Support staff. Student calls are directed to the Tech Desk, where student employees are more prepared to answer the questions that other students generate. The redesign also added staff to the Tech Desk, who oversee Resnet, the Tech Desk Advanced Support area for work on personal computers, the Tech Courtyard, walk-up support for faculty, staff and students, and just about all other aspects of technology support for the campus.

In sum, the past decade has seen a boom in technology and the ways that faculty and students want to use it. In order to stay ahead of the curve, Tech

Support has seen its own explosion in growth. Only a few years ago, Tech Support offered a couple of lonely students on an island, with a notepad and a pencil in an office that was open only for a few hours a day. Liaisons had a phone number and an email address box that overflowed with requests. Now, Tech Support has a big front door at the Tech Desk, with students and staff ready for deployment from the Desk or from the Computer Center, taking action on cases assigned to them, and answering phone questions in the Call Center. While this doesn't mean that every trip along the tech support road is guaranteed smooth pavement and on-time delivery, the chances are sure better now on the interstate than they were when the roads were muddy paths.

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