

WORKSHOPS AND BRIEFING SESSIONS FROM THE UKSG CONFERENCE, 15-17 APRIL 2002

Promoting e-journals

Melvin Morbey, University of Reading

The three workshops produced some lively discussion and some interesting ideas, almost exclusively discussed in terms of academic library provision. As you would expect, it seems that most of us are employing the same types of e-journal promotion. Some ideas, new to me at least, did come up and these included the following.

The possibility was suggested of getting students to review particular e-journals or e-journal services for publication in, say, student newspapers. It was felt that some promotion 'by students for students' might work well.

The question was asked whether there is a right time to promote e-journals. Unfortunately on this one we had various participants arguing for promoting in the first, second or third year, so no consensus was reached.

It was suggested that we may be promoting to the wrong people. Most promotion appeared to be aimed at students. A suggestion was made that we should concentrate more on promoting to academic staff, who would then 'trickle down' information on e-journals to their students.

There was also a fair amount of discussion on communication with service providers. There seems to be a problem in that publishers are reluctant to inundate librarians with information about their products while at the same time those librarians dealing with e-journals feel that they do not receive much information. The feeling seemed to be that, if providers were to send more information, it would probably be best sent via e-mail and on a monthly basis, rather than as and when information became available. There is also clearly a problem with providers not knowing who the most appropriate person to e-mail is. A lot of communication therefore follows the same route as for print subscriptions, i.e. to periodicals

departments, which may or may not contain those of us dealing with e-journals.

E-journal promotion, though it seems to exercise a fair number of us, does not seem to be discussed much. The opportunity to sit down with service providers and other librarians was therefore all the more useful.

Welcome to the future(s): An introduction to scenario planning

Antony Brewerton, Oxford Brookes University Library

In these three well-attended briefing sessions, Antony Brewerton explored the concepts, steps and techniques involved in scenario planning in order to produce meaningful scenarios for information service development. After considering the key benefits of using a scenarios approach (scenarios engage the imagination and help encourage stakeholders to focus on the environmental forces driving change, thus making the organisation a learning organisation, more flexible and better equipped to deal with that change) and reviewing definitions of 'scenario planning', Antony focused on the key elements involved in developing scenarios. Using a step-by-step approach, he led the group to consider the whole process:

1. Specify the major issue/decision you are facing (e.g. planning a new building, service, stock profile, etc.)
2. Identify key (external and internal) driving forces (employing PEST and SWOT analyses)
3. Select the most important drivers as the basis for your scenarios (e.g. no change, Driver A in ascendant, Driver B in ascendant, A and B both taking effect, and so on)
4. Write scenarios that highlight the key drivers as above (considering names, number, logic, etc.)

5. Select indicators to see which particular future is unfolding
6. Respond to future reality

Given constraints of time, steps 1-4 provided the focus for the session. Once these had been considered in some depth, with many real-life examples illustrating how scenarios are developed and extensive handouts to help develop scenarios in the workplace, Antony gave an overview of uses of scenario planning in the business and LIS communities. The session was brought to an end with the opportunity for attendees to discuss how they might use scenarios back in the work environment. The group work elicited lively discussion and from this the future(s) for our profession certainly seem(s) bright!

Space and learning – designs for knowledge sharing

Sarah Godowski, Bisset Adams Ltd

What is the relationship between public space and people's desire to be included in a larger community, to take advantage of learning opportunities on offer? Libraries have a long history of inclusiveness, popularity and 'brand loyalty', and can be invaluable as the cornerstone of new regeneration schemes, offering citizen empowerment through learning, information and a range of other services. The ultimate aim is to recreate a sense of the value of public (shared) space.

This idea has been tested in the 'Idea Stores', developed by the London Borough of Tower Hamlets, where existing libraries were very underused (17% of the population compared with the national average of 60%). After extensive public consultation, an innovative new scheme has been developed, replacing the libraries with seven new Idea Stores situated by supermarkets on high streets, offering library, adult education, café, retail, healthy living and online information services. The pilot site in Bow has just opened, and the flagship store in Whitechapel is being developed for opening next year.

An extension of this model has been developed by the Learning Place Consortium (LPC) as 'LibraryPlus', looking at the concept of bringing together a critical mass of public services in an

inclusive new public space – making a civic place which is relevant, stimulating, and inclusive, enhancing the individual's interest and engagement with the local community, increasing involvement and local democracy. Increasingly low voting turnouts, in both local and general elections, point to the need to address the problem of lack of engagement with government at all levels. This model is flexible and can be applied to differing local needs.

The workshop looked initially at the key terms which are used (and overused) in the debate about improving the lot of people living in deprived areas – what is regeneration, and more importantly, what is not (unsustainable investment, advertising, gentrification)? What does inclusion mean? What is learning? And lifelong learning? Is it more a general sense of engagement and personal growth, than simply training? Does a sense of self-esteem allow the individual to pursue what they need in life, whether it is employment-driven, or simply a hobby in retirement? What is branding? (A broad understanding of what you're about, what you're offering, in other words, it's not skin-deep advertising).

The idea that learning and 'growth' is what is needed on an individual level to combat deprivation and alienation underpins these innovative library schemes. The value of interactive learning and knowledge sharing has long been recognised in the workplace – both in the sense of the creative outcomes of people sharing their ideas, and in the sense that the sum total of the workforce's experience is the company's greatest asset, and should be maximised by sharing. The monastery model (study cell for individual work, and break-out space in the cloisters for interaction) holds good for public sector library and learning spaces. Some innovative new workplace developments, such as British Airways Waterside building, incorporate 'streets' and café meeting places to facilitate this type of informal exchange. The public sector library, as a shared public space with quiet study areas, is a good parallel for this corporate sector model of knowledge sharing.

Footfall is a key element: lots of things don't work where you don't have commerce and traffic (retail, safe streets, sharing ideas, sparking creativity), hence the Waterside 'street culture'.

This was the thinking behind the location of Tower Hamlets' Idea Stores in shopping areas, and usually sharing sites and car parks with local supermarkets – bringing the library to where people are already, rather than down side streets, where retail, for example, would never locate or survive.

As a final element, the workshop discussed the idea of inclusion, another much-used term. Is retail inclusive? Desired goods and services are often sold as being 'exclusive', although the key factor in exclusion is lack of money. Public places, and libraries in particular, are free, but do we need to use the language of retail to appeal to an increasingly consumer-based society? And if we use the language of retail, which targets certain audiences, do we end up attracting mutually exclusive groups who find it hard to share the space, therefore missing the opportunity to create a genuinely inclusive community space? Within Idea Stores and the Learning Place Consortium model, retail is used as an element in terms of footfall and location, design language and communications, and as a source of revenue (sharing the site with shops), but the overall aim is to create a new understanding of public space.

This problem of inclusiveness is particularly crucial in attracting teenagers and young adults into public places where they can take advantage of learning opportunities. Bringing MTV and sofas into a teenage area of Stratford Library in Newham has resulted in huge increases in the numbers of teenagers using the facility, but at one point the space had been colonised largely by a single group of young people (one boys' school, one girls' school, a single ethnic group), at the expense of other teenagers in the area. Similar problems were highlighted in the development workshops of 'the Base', a high-street drop-in with online youth portal (offering learning, advice, relaxation space) for teenagers which Bisset Adams is developing in Tooting, in South London. Fear of intimidation was a key problem voiced by all groups of young people consulted: creating a space which can accommodate groups who see themselves as mutually exclusive has involved careful design of open 'public' areas, and quieter private zones to accommodate a degree of separation, whilst giving a message that co-existence in the open areas (with TV, comfortable seating and juice bar) is possible and safe.

The message that public space is to be shared as a model for communities to work together is a hard one to deliver in the current climate of consumerism and individual alienation: LPC believes it is a crucial hurdle to be overcome if regeneration programmes are to succeed.

A final image: the open-air market, with human interaction, a performance element, colour, goods, flexibility, variety. Is this the idea model for a learning centre – a market for learning?

Emerging standards for libraries and publishers

Cliff Morgan, John Wiley & Sons Ltd

In this session, I concentrated on emerging standards in three areas, identifiers, metadata, and e-books, since I felt that these had the most direct application to both libraries and publishers.

For each standard, I stated its current status (e.g. official standard, standard being balloted, draft standard for trial use, work item, and so on) and discussed issues of particular relevance to libraries and publishers, including my take on whether the standard was worth backing or not. (Not all standards take root.)

This was a trip to Acronym City, but every acronym was explained, and for every identifier, I gave an example of what one would look like. I covered the following identifiers: ISSN, ISBN, SICI, BICI, PII, DOI, ISTC, (V-)ISAN and ISWC. Some of these are probably more familiar than others, but even the well-known identifiers such as the ISSN and ISBN have current controversies (e.g. how to identify electronic formats and, for the ISBN, its replacement by 13 characters in 2006).

For metadata, I concentrated on metadata for resource discovery (Dublin Core), linking (CrossRef, OpenURL), product description (ONIX and ONIX for Serials), and preservation (OAIS), and I gave passing reference to a number of other metadata sets (such as IMS, IEEE/LOM, PRISM, and SCORM).

For e-books, I discussed the Open E-Book Publication Structure and the latest developments in 'structured' or 'reflowable' PDF.

You may not be surprised that my conclusions were:

- There are lots of standards out there

- Some of them compete with one another
- Not all of them are formal
- They may change over time
- It's not always easy to judge the winners

Newcomers to serials

*Jayne Everard, Staffordshire University, and
Graham Stone, Bolton Institute*

This briefing session looked at the issues facing the librarian new to managing serials in a UK academic library and was divided between the two presenters, Jayne Everard and Graham Stone. The hybrid nature of the serials librarian was covered in terms of the traditional role of serials management (typically with print journals) and the more recent role regarding the administration and management of electronic journals.

Jayne Everard was the Serials Librarian at Manchester Metropolitan University for five years up to August 2000, and Graham Stone has been responsible for serials at Bolton Institute since 1997 and has the new job title of Serials and Electronic Developments Manager. The point was made that the session was based purely on the speakers' experience of working with serials, and apologies were given in advance for this experience being confined to the UK academic sector. However, it was acknowledged that serials administration and management are considered to be fairly uniform worldwide.

The traditional serials librarian

In 2001 UK university and HE libraries spent £69m on serials compared to £48m on books and £32m on online resources (figures from the Library and Information Statistics Unit). Typically the serials budget in the academic library is the second largest area of expenditure after the staffing budget, and the Serials Librarian is usually responsible for ensuring that it is spent within the university financial year, although (s)he does not normally decide what titles to spend it on. One of the main roles then of the Serials Librarian is that of the intermediary between Subject Librarian colleagues and the supplier/agent. Although this speaker concentrated on her experience of the 'traditional' Serials Librarian, her role had begun to metamorphose with the advent of electronic

issues, such as different pricing models, licences, archiving and VAT concerns, as well as the old problem of the cost of journals. Although the issue of inflation is in danger of becoming passé, the fact that journal prices consistently outstrip the RPI continues to be a real issue for libraries.

Journals can be bought either direct from the publisher or society, or via a subscription agent. The many advantages of centralising purchase via a subscription agent were described, especially where many subscriptions are concerned. The agent invariably offers services such as customised and one-line invoices, early payment plans, electronic services, management information reports and many other time-saving and value-added services which should be taken advantage of.

The benefits of tendering were covered, and a brief outline of the tendering process was given and why it was necessary. Since the EU Directive came into force in 1992, most of the UK academic libraries have formed consortia which tender their combined journal business, giving both the customer and the supplier a professional and business contract.

The practicalities of journal administration and management were covered, from purchase and subscription control, to the cataloguing, check-in, processing, binding and shelving of the journal and finally the claims procedure. This was based on experience of using an automated serials package and highlighted the need to be thorough and to keep on top of the claims and subscription queries. The need to get pattern predictions as accurate as possible was stressed, as this can drastically reduce the amount of claims produced. However, it was agreed that accurate patterns can be a contradiction in themselves!

The administration of print journals can be quite labour-intensive in terms of the time taken to deal with the physical item: unpacking, cataloguing, checking-in, processing, shelving and re-shelving and binding. In addition to this, consideration should be given to the space which print journals occupy. Whilst print journals create an automatic archive, the costs to store and maintain them are high. Access to print journals is fairly straightforward; if the library is open and the required issue is on the shelf, then it is accessible. However, physical access can be hampered by many factors; the issue is out on

loan or being used, has been vandalised or stolen, or was never received.

The session then moved on to Graham Stone, who concentrated on the practicalities and challenges of dealing with e-journals and in particular making the move over to e-journals as seamless and painless as possible!

The e-journals librarian

There are many perceived and real advantages of access to virtual stock, such as 24/7 access, no shelving or physical space required, no 'at binding' volumes or other missing issues, searchable content and links to other value-added services. However, the reality of arranging this can often be very time-consuming and amounts to a whole new job in itself. The potential for the additional work this heralded for the traditional Serials Librarian has seen the creation of a raft of new job roles, such as Electronic Resources Co-ordinator, E-Journal Administrator, Electronic Information Manager or Serials and Electronic Developments Manager. These new roles typically include all electronic information, online databases and e-books as well as e-journals, plus the licensing, authentication and archiving issues.

Although there are no physical journals to deal with, the equivalent 'e-jobs' still exist; for instance, when an e-issue is 'late' it falls to the Electronic Resources Co-ordinator to find out why. Often, the process involved can be very longwinded and time-consuming, depending upon where the problem lies (i.e. registration, authentication, etc). The question was posed whether there is an easy way of getting the internal and external mechanisms right for this process to work smoothly, but in the meantime aggregator services can be a great help, and services such as TDNet may offer a real solution, but at a cost.

Two main ways in which libraries provide access to e-journals have emerged over the past four years or so – via their web site or via their catalogue, and sometimes both. But if you subscribe to something such as ScienceDirect, and

access is via your catalogue, how do you catalogue the 1100 titles overnight? It is therefore well worth giving careful consideration to the implications of which option you take before making the final decision.

The last part of the session covered many more practicalities of dealing with e-journals such as dead links, IT problems (knowing IT jargon can really help!), access for specific groups of students (overseas, FE/HE Consortia), and the implications of the Special Educational Needs Disability Act for web sites and electronic information display.

The session ended with a look into the future and a little crystal-ball gazing! This touched on the possible replacement for Athens; third generation e-journal management and control systems from either library system vendors or other third parties; and the possibility of linking to institutional VLEs and complete interoperability with all other University systems! Finally a light-hearted resumé of the skills required by the Perfect Serials Librarian was given, which is reproduced below.

Financial Management	Technical Know How
Purchasing	Negotiation Skills
Tendering	Communication Skills
Legislation/Legal Aspects	Change Management
Licensing	People Management
Business Acumen	Economics
Bibliographic Expertise	Knowledge of Publishing Industry
Sound Office Practice	Patience
IT Skills	Sense of Humour
Problem Solving	Psychic Ability and/or Crystal Ball Owner

Tips and tricks for sourcing resources on the web and more effective Internet searching

Paul Pedley, Economist Intelligence Unit

This session looked at a number of tips and tricks for more effective web searching:

- (1) Save time when trying to access .com URLs. Instead of typing the full website address <http://www.sitexyz.com>, simply type sitexyz in the address bar, and then press control and return/enter simultaneously, and the rest of the address will be completed automatically
- (2) Reverse/flip searching – This is the facility to find out who links to a particular page. In Google you can do this from the Advanced Search screen, and then look for the section

headed "page-specific search". There is then a sub-heading "links: find pages that link to the page"

There is a useful facility on SearchEngineWorld (<http://www.searchengineworld>) known as the "Linkage Reporter". This lets the user enter the URL of a site once, and then it simultaneously searches half a dozen search engines including HotBot, AltaVista, Lycos and FAST (All the Web) to see who links to that URL.

- (3) Finding similar pages using the web browsers – In Netscape Navigator, go to the advanced preferences and look for a section on Smart Browsing. Then tick the box to enable "What's related". This then puts a "What's related" button on to the right hand side of the Netscape Navigator toolbar. When you are looking at a website and wish to find similar pages, simply click the "What's related" button and this will bring a drop down listing of similar sites.

There is a similar and slightly less involved way of doing a similar thing in Microsoft Internet Explorer. Simply click on the "tools" heading, and an option called "Show related links" will appear on the drop down menu. Selecting this option splits the screen into two parts with information about related sites and also the contact details of the site you are currently on appearing on the left hand side

- (4) X-raying – This sounds very mysterious, but is simply the facility to restrict your search to one particular website. To do this, you will need to use the command language that is specific to the search engine that you are using. For example, the correct syntax for Google would be `site:sitexyz.com` or in Altavista it would be `host:sitexyz.com`

- (5) Checking who a site is registered to – If you are not sure about who is responsible for a particular website, it is worth using services such as Checkdomain.com or Register.com to establish who the site is actually registered to
- (6) Shop Bots – There are plenty of shop bots on the web such as Kelkoo (<http://uk.kelkoo.com>) or Check a price (<http://www.checka-price.com>). These gadgets let you look for goods such as books, music CDs or computer software to see which would be the cheapest place to buy xyz. Each shopbot has its own functionality, and some services are very good because they also include details of the cost of postage and packing, and give a total price including those costs so that you can make meaningful cost comparisons.
- (7) Resources – The presentation also covered how to look for a range of resources:
- Journal articles – Find Articles (<http://www.findarticles.com>) or MagPortal (<http://www.magportal.com>)
- Newspapers – The Paperboy (<http://www.thepaperboy.com>), OnlineNewspapers.com (<http://www.onlinenewspapers.com>) or Yahoo's directory in the section News and Media, Newspapers, By Region, Countries
- Other useful sources mentioned included the FT's Global Archive (<http://globalarchive.ft.com>) which contains over 10 million articles from 2000+ sources; and Moreover.com which aggregates material from 1800+ sources and which also has over 360 categories of news which can be used for the alerts function, whereby the user receives a daily or weekly email with hyperlinks to the relevant stories.