



Publications 105

# **Models of Cooperation in U.S., Latin American and Caribbean Libraries**

The first IFLA/SEFLIN International Summit  
on Library Cooperation in the Americas

Edited by  
Bruce Edward Massis

K · G · Saur



International Federation of Library Associations and Institutions  
Fédération Internationale des Associations de Bibliothécaires et des Bibliothèques  
Internationaler Verband der bibliothekarischen Vereine und Institutionen  
Международная Федерация Библиотечных Ассоциаций и Учреждений  
Federación Internacional de Asociaciones de Bibliotecarios y Bibliotecas

IFLA Publications 105

# **Models of Cooperation in U.S., Latin American and Caribbean Libraries**

The first IFLA/SEFLIN International Summit  
on Library Cooperation in the Americas

Edited by  
Bruce Edward Massis

K · G · Saur München 2003

IFLA Publications  
edited by Sjoerd Koopman

Recommended catalogue entry:

**Models of Cooperation in U.S., Latin American and Caribbean Libraries**

The first IFLA/SEFLIN International Summit

[International Federation of Library Associations and Institutions].

– München : Saur, 2003, 86 p. 21 cm

(IFLA publications ; 105)

ISBN 3-598-21835-4

**Bibliographic information published by Die Deutsche Bibliothek**

Die Deutsche Bibliothek lists this publication in the Deutsche Nationalbibliografie;

detailed bibliographic data is available in the Internet at

<http://dnb.ddb.de>.



Printed on acid-free paper

The paper used in this publication meets the minimum requirements of American National Standard for Information Sciences – Permanence of Paper for Printed Library Materials, ANSI Z39.48.1984.

© 2003 by International Federation of Library Associations  
and Institutions, The Hague, The Netherlands

Alle Rechte vorbehalten / All Rights Strictly Reserved

K. G. Saur Verlag GmbH, München 2003

Printed in the Federal Republic of Germany

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system of any nature, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher.

Printed / Bound by Strauss Offsetdruck, Mörlenbach

ISBN 3-598-21835-4

ISSN 0344-6891 (IFLA Publications)

## Table of Contents

Introductions	
Welcome from IFLA Acting Director .....	7
Welcome from SEFLIN President .....	7
Welcome from Local Organizing Committee Chair.....	7
IFLA Statement on “Models of Cooperation” .....	8
SEFLIN Statement on “Models of Cooperation” .....	8
About IFLA.....	8
About SEFLIN .....	9
Foreword	
by Ramón Abad Hiraldo .....	10
Chapter One	
“Planning for International Information Exchange and Cooperation: The IFLA/SEFLIN International Summit on Library Cooperation in the Americas” by Bruce E. Massis (US).....	12
Chapter Two	
“Models of Cooperation” by Dr. Adolfo Rodriguez (Mexico) .....	19
Chapter Three	
“International Cooperative Efforts in Library and Information Science Education.” by Dr. Vicki Gregory (US) .....	26
Chapter Four	
“An Overview of Library Cooperation in the Caribbean” by Stephney Ferguson (Jamaica) .....	31
Chapter Five	
“Interlibrary Loan: Integral Component of Global Resource Sharing by Robert A. Seal (US).....	37
Chapter Six	
“An Overview of the PAHO Virtual Health Library by Ernesta Greenridge (Republic Trinidad and Tobago).....	45
Chapter Seven	
“International Resource Sharing: The ARL Latin Americanist Research Resources Project” by Gayle Williams (US).....	52

Chapter Eight	
“Universidad Argentina de la Empres (UADE) Virtual Library in Argentina: New Challenges to Leadership”	
by Patricia Borches (Argentina).....	56
Chapter Nine	
“Considerations, Challenges, and Concerns for Providing Library Services to Nova Southeastern University’s Distance Students in Latin American and the Caribbean”	
by Laura L. Ramirez and Johanna Tunon (US) .....	61
Chapter Ten	
Multiple Consortia: How They Work Together”	
by Kate Nevins (US).....	67
Chapter Eleven	
“Mi Servicio de Biblioteca”	
by Charles Mayberry (US).....	72
Biographies of Contributors.....	83

## INTRODUCTIONS:

### WELCOME FROM IFLA ACTING DIRECTOR

On behalf of IFLA's President Christine Deschamps and Secretary General Ross Shimmmon, it is my pleasure to send you greetings from IFLA Headquarters in The Hague, Netherlands. I sincerely hope that you will have a fruitful conference, during which you will be able to work, according to the principles of IFLA, for the interest of library and information services and their users. May the global voice of our Federation be heard also on this occasion in the Americas! Wishing you a very pleasant event, sending our best regards.

Sjoerd Koopman  
Acting Secretary General, IFLA

### WELCOME FROM SEFLIN PRESIDENT

Dear Friends and Colleagues:

On behalf of the libraries of the Southeast Florida Library and Information Network, it gives me great pleasure to welcome attendees, sponsors, exhibitors, and guests of the *IFLA/SEFLIN International Summit on Library Cooperation in the Americas*.

Southeast Florida is becoming a center of information exchange between US libraries and those located in Latin America and the Caribbean, therefore quite well suited for our meeting. I would like to wish you all a successful and productive event and invite you to take advantage of all that Miami has to offer. From the wealth of diverse presentations at the Summit to our culturally unique attractions, we hope your visit will be a memorable one.

SEFLIN is honored to co-host the Summit and we are pleased that you could be with us.

Sincerely,  
Zenaida Fernandez, President  
SEFLIN Board of Directors

### WELCOME FROM LOCAL ORGANIZING COMMITTEE CHAIR

It is a pleasure for me to welcome each of you to the first IFLA/SEFLIN International Summit on Library Cooperation in the Americas. My colleagues at SEFLIN and member libraries have been working diligently to make this a professionally profitable and personally enjoyable event for all participants.

Southeast Florida is becoming a gateway to library services in Latin America and the Caribbean. Our Summit will bring together ideas and stimulate discourse on library issues of importance to our presenters and guests.

In the next three days, we will examine how *cooperation* can best be achieved as we strive to share our experiences and knowledge. Hopefully, you will share your own experience and knowledge while attending the Summit and take back that information to your colleagues who were unable to join us.

In working together, we can create a whole new world of information resource sharing with the goal of providing access for all as we seize the opportunities of the future.

Sincerely,  
Raymond Santiago, Chair  
Local Organizing Committee

#### IFLA STATEMENT ON “MODELS OF COOPERATION”

The enormous potential for international cooperation in the exchange and utilization of information that today's technology offers, and tomorrow's technology promises, presents a unique opportunity to library and information professionals. The growing demand for bibliographic exchange, multicultural Internet resources, research unhampered by geographic or linguistic limitations, and cross-cultural networking, both in the sense of online technology and offline partnerships, is a challenge to libraries which should be welcomed and which must be addressed.

The Global Information Infrastructure will require information professionals with a sense of obligation, both to their national needs and to the larger goals of the international community, to digitize, navigate, distribute and preserve all the world's knowledge for all the world's people.

#### SEFLIN STATEMENT ON “MODELS OF COOPERATION”

Southeast Florida has strong financial, cultural, and linguistic ties to the Caribbean and Latin America and SEFLIN seeks to enhance connections between libraries and librarians serving this geographically rich region. SEFLIN believes that libraries can make a difference in people's lives. Through cooperative activities, SEFLIN supports libraries in the collection and sharing of resources, the training of staff, and the joint use of technology. SEFLIN strives to support all types of libraries in meeting the informational, educational, and recreational needs of the people and communities they serve.

SEFLIN's support of international summits, exchange programs, and cooperative projects are undertaken to advance collaboration between libraries and librarian and to enhance future prospects for cooperation between all types of libraries in the United States, the Caribbean, and Latin America.

#### ABOUT IFLA

IFLA (The International Federation of Library Associations and Institutions) is the leading international body representing the interests of library and information services and their users. It is the global voice of the library and information profession.

Founded in Edinburgh, Scotland, in 1927 at an international conference, IFLA celebrated its 75<sup>th</sup> birthday at the annual conference in Glasgow, Scotland, in August 2002. IFLA now has 1622 members in 143 countries around the world. IFLA was registered in The Hague, Netherlands, in 1971.

## ABOUT SEFLIN

SEFLIN, the Southeast Florida Library Information Network, is one of the nation's largest multi-type library cooperatives (MLC). SEFLIN member libraries represent more than 350 public, academic, and school libraries serving a culturally rich and diverse population of more than 5 million Floridians.

SEFLIN was established in 1984, beginning as a demonstration project funded by the State's Division of Library & Information Services with a federal LSCA grant. Today, SEFLIN is known locally, regionally, and nationally as a leader in collaboratively planning and implementing technology that links libraries and communities in the four southeast Florida regional counties of Broward, Martin, Miami-Dade, and Palm Beach.

SEFLIN's primary service clientele are the library staff and library users of twenty-five SEFLIN member libraries/library systems.

## FOREWORD

Library cooperation is an idea continually under construction. Any effort invested in this area will never be enough, especially in the globalized economy where information has become a key asset. IFLA establishes equitable access to information as one of its core values and, in the description of its long-term policy, emphasizes the strategic importance of cooperation for the improvement of access to information, the availability of publications, and the development of the library profession.

This publication considers library cooperation in the context of "the Americas", a name given to the geographic, political and cultural entities which constitute the American continents. One of the main characteristics that identifies this region is the dichotomy between the developed, mainly anglophone North and the countries located south of the US-Mexican border, known collectively as Latin America. The Caribbean region, although it maintains its own identity, is very often lumped into the Latin American context.

In the United States, there has always been an interest in the acquisition of Latin American publications, which can be traced back to Thomas Jefferson and the foundation of the Library of Congress. The creation of departments of Latin American Studies in some major North American universities has been nevertheless responsible for the creation of important Latin American collections and the development of a number of cooperative projects related to these collections. Names such as CALAFIA (California Cooperative Latin American Collection Development Group), LANE (Latin America North East Libraries Consortium), LASER (Latin American Studies Southeast Region), LAMP (Latin American Microform Project), or PLAC (Partners for Latin American Cataloging) represent different cooperative initiatives focused on the acquisition and preservation of Latin American collections in United States libraries. A survey of these projects was the main topic of a workshop organized by the Section of Latin America and the Caribbean and SALALM (Seminar on the Acquisition of Latin American Library Materials) and held at Harvard University during the IFLA 2001 Conference. During this workshop it was confirmed that most of these initiatives are completely unheard of in the countries in which those library materials originate.

Library cooperation between the United States and Latin America has always existed in a variety of guises, despite its modest importance. The American Library Association has provided essential support to Latin American libraries in the form of programs covering bilateral agreements and professional education and training. US cultural center libraries in Latin America - now decreasing in number - have also been pivotal in maintaining cooperative links.

The presence of a growing Latino population (immigrants of Latin American descent) in many areas of the United States has stimulated the creation of specialized professional associations, such as REFORMA (National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking), as well as the exploration of new means of cooperation. Thus, SEFLIN (South East Florida Library Information Network), for instance, shows how a cooperative activity which serves a local community with a high percentage of Latinos is widening its scope through international cooperation with some Caribbean and Latin American countries.

Cooperation among Latin American countries must also be mentioned. The impact of their cooperative activities is somewhat limited, due largely to the difficult social and economic conditions existing in the majority of countries in the region. There exist, nevertheless, a number of ambitious initiatives that should not be overlooked. One of them is ABINIA (Asociación de Estados Iberoamericanos para el Desarrollo de las Bibliotecas Nacionales de Iberoamérica), which includes 20 Latin American countries as well as the European countries of Portugal and Spain. Its main cooperative projects, some sponsored by UNESCO, cover a variety of projects such as the creation and maintenance of union catalogs, building digital collections, or preservation of library collections.

The collection of papers presented in this volume does not try to discuss each and every one of the existing cooperative projects in the American region. Many of the papers included in this publication describe cooperative experiences and projects in the Caribbean region, while others are more theoretical in content and broader in geographical coverage. Some United States initiatives are also described. It is the intention of the contributing authors and especially of Bruce Massis, the editor and originator of this publication, to compile a practical document that can be used for information as well as for discussion. As the reader will soon appreciate, the results of this first "IFLA/SEFLIN Summit on Library Cooperation in the Americas" cannot be more encouraging and I trust that the next editions of the Summit will follow up on the experiences presented in this edition.

As the first monograph published by IFLA focusing specifically in the Latin American and Caribbean region, this book helps to fill a gap not only in the limited amount of professional literature on the topic but also in IFLA publications. The proximity of 2004 IFLA Conference in Buenos Aires, Argentina, only the second to be held in the Latin American/Caribbean region, will hopefully prove to be an incentive for Latin American librarians to increase their presence in IFLA, perhaps resulting in new studies, projects, and publications.

**Ramón Abad Hiraldo**  
Chair, Editorial Committee for IFLA Journal  
Ex Officio Member IFLA Publications Committee

## CHAPTER ONE –

### “OPENING LIBRARY DOORS TO INTERNATIONAL INFORMATION EXCHANGE AND COOPERATION: THE IFLA/SEFLIN INTERNATIONAL SUMMIT ON LIBRARY COOPERATION IN THE AMERICAS” BY BRUCE E. MASSIS (US)

#### Introduction

It has long been apparent to libraries serving the region of Southeast Florida that the library customer has changed dramatically in recent years. The demographic profile of an increasing number of library customers in the Florida counties of Martin, Monroe and, the state's three most populous counties; Miami-Dade, Broward, and Palm Beach is, more frequently, a Spanish-speaker or an individual of West-Indian descent. In Miami-Dade, Florida's most heavily populated county, for example, the Spanish-speaking community is a clear majority of residents. In Broward County, the numbers of West Indian people, Spanish-speakers and Portuguese residents are on the rise.

Immigration to the region from nations throughout the Latin American and Caribbean region has influenced the entire culture of Southeast Florida making it one of the most vibrant, interesting and exciting places to live and work in the country. A number of libraries in Southeast Florida and across the U.S. have enhanced their services and collections of materials in the Spanish language considerably. They have also increased their materials targeted at the customer who has moved to the region from a Caribbean nation. However, it is agreed that there remains much to do in order to keep up with the pace of those using and expected to use these libraries.

While not as plentiful as the Spanish-speaking population in Southeast Florida counties, the West Indian population, those people having migrated from Jamaica, Haiti, Trinidad and Tobago and other islands throughout the Caribbean have increased their numbers considerably since the 1990 census figures were recorded. This group of potential library customers poses a particular challenge for those seeking to build collections in Southeast Florida libraries. “The region is by no means homogenous; comprising different socio-political and language groups based on a checkered colonial and historical past. English, French, Spanish and Dutch are the languages of the sub-region where some countries are independent territories while others are mini states, enjoying special relationships with large metropolitan countries or are overseas departments of such countries as with the French Islands.”<sup>1</sup>

#### Several Models in Place

In order to accommodate its expanded customer base, the libraries of the Southeast Florida region must carefully and regularly examine their holdings and their services so that they may provide appropriate materials to those who will use their libraries. One of the academic

---

<sup>1</sup> “An Overview of Library Cooperation in the Caribbean” by Stephney Ferguson for delivery at the IFLA/SEFLIN Summit, Miami, Florida, 18-20<sup>th</sup> April 2002

libraries in the four-county region, Nova Southeastern University (NSU), has pioneered services in this area. The university offers its distance learners and teachers a variety of library services and materials in their programs. Through reciprocal agreements with a number of libraries located in selected countries in Latin America and the Caribbean, NSU presently offers library service to students and teachers in nations such as the Dominican Republic and Venezuela. NSU also has "...establish(ed) branch libraries in the Bahamas, Jamaica and Panama...and currently offers a variety of site-based masters and doctoral programs in business and education in the Bahamas, Dominican Republic, Jamaica, Panama, and Venezuela."<sup>2</sup> There is clearly a level of expertise at NSU in the provision of library service to these populations that has already proven successful in the region.

In addition to the NSU model, the University of Georgia (UGA) maintains the "Latin Americanist Research Resources Project" (LARRP). Its intention is to create and maintain a database that offers "...bibliographic citations for 80,000 articles in over 400 scholarly journals from Argentina, Brazil and Mexico."<sup>3</sup>

On the non-academic side of the issue, since 1995, OCLC has operated its Latin American and Caribbean office. The regional office has relocated to Florida in order to be closer to the libraries utilizing their services. Its activities complement those being undertaken by libraries in terms of regional cooperation and sharing. "The mission of OCLC Latin America and the Caribbean is to help libraries in Latin America and the Caribbean increase and enhance their services, provide access to the world's resources, and reduce the rate of rise in libraries' operating costs. Today, the office provides services to a growing number of libraries throughout the region: in Argentina, Bahamas, Barbados, Brazil, Chile, Colombia, Costa Rica, Ecuador, Guyana, Jamaica, Mexico, Panama, Venezuela, and Trinidad & Tobago."<sup>4</sup>

### Securing Professional Support for the Summit

In terms of national professional library organizational voices to support the Summit, there are two that SEFLIN contacted in order to support the Summit's goals. The first was REFORMA, the National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking. "Established in 1971 as an affiliate of the American Library Association (ALA), REFORMA has actively sought to promote the development of library collections to include Spanish-language and Latino oriented materials; the recruitment of more bilingual and bicultural library professionals and support staff; the development of library services and programs that meet the needs of the Latino community; the establishment of a national information and support network among individuals who share our goals; the education of the U.S. Latino population in regards to the availability and types

---

<sup>2</sup> "Considerations, Challenges, and Concerns for Providing Library Services to Nova Southeastern University's Distance Students in Latin America and the Caribbean" by Laura L. Ramirez and Johanna Tuñon, Nova Southeastern University for delivery at the IFLA/SEFLIN Summit, Miami, Florida, 18-20<sup>th</sup> April 2002

<sup>3</sup> "International Resource Sharing: The ARL Latin Americanist Research Resources Project" by Gayle Williams for delivery at the IFLA/SEFLIN Summit, Miami, Florida, 18-20<sup>th</sup> April 2002

<sup>4</sup> OCLC Latin America and the Caribbean. OCLC. Dublin, Oh: 2002. <<http://www.oclc.org/oclc/lac/welcome.htm>>

of library services; and lobbying efforts to preserve existing library resource centers serving the interests of Latinos".<sup>5</sup>

Although REFORMA is an affiliate of the American Library Association (ALA), SEFLIN sought a primary association with ALA itself. Therefore, the International Relations Office also played an integral part in planning the official program for the Summit. The mission of this office, as stated, clearly supports the cooperative nature of the Summit itself. "The mission of the International Relations Office (IRO) is to increase ALA's presence in the global library community, to implement ALA policies concerning international librarianship, to promote greater understanding of international librarianship and international library issues within ALA, and to manage international library activities on behalf of the ALA."<sup>6</sup>

The Southeast Florida Library Information Network's (SEFLIN) careful review of the issues involved lead to the planning and implementation of a Summit with international significance. It became clear that those libraries that would benefit most from such a Summit would be those within the SEFLIN region. After all, unless discussions were held, and networking permitted to occur, library collections and services that would prove valuable to an increasingly large population of Southeast Florida library customers would continue to remain inaccessible. However, if an international Summit could be successful, and perhaps, cooperative agreements made between institutions, then perhaps, the greater flow of materials between these libraries could begin. Therefore, SEFLIN staff approached the SEFLIN Board of Directors, those library leaders possessing the ability to negotiate and eventually sign such agreements. The Board offered its unwavering support and SEFLIN staff received approval to move forward with the planning of the Summit.

SEFLIN is an organization that is particularly well positioned to take the lead in planning the Summit. SEFLIN is one of the nation's largest multi-type library cooperatives (MLC). SEFLIN member libraries represent more than 350 public, academic, and school libraries serving a diverse population of more than 5 million Floridians.

Southeast Florida has strong financial, cultural, and linguistic ties to the Caribbean and Latin America and SEFLIN seeks to enhance connections between libraries and librarians serving this geographically rich region. SEFLIN believes that libraries can make a difference in people's lives. Through cooperative activities, SEFLIN supports libraries in the collection and sharing of resources, the training of staff, and the joint use of technology. SEFLIN strives to support all types of libraries in meeting the informational, educational, and recreational needs of the people and communities they serve.

SEFLIN's support of international summits, exchange programs, and cooperative projects are undertaken to advance collaboration between libraries and librarian and to enhance future prospects for cooperation between all types of libraries in the United States, the Caribbean, and Latin America.

Established in 1984, SEFLIN began as a demonstration project funded by the State's

---

<sup>5</sup> REFORMA. "Who We Are". <<http://www.reforma.org/who.html>>

<sup>6</sup> American Library Association. "International Relations Office Mission and Staff Contact Information". Chicago, IL: 2002. <<http://www.ala.org/work/international/staff.html>>

Division of Library & Information Services with a federal LSCA grant. Today, SEFLIN is known locally, regionally, and nationally as a leader in collaboratively planning and implementing technology and continuing education that links libraries and communities in the five county region of Southeast Florida.

SEFLIN's primary service clientele are the library staff and library users of twenty-five SEFLIN member libraries/library systems. SEFLIN provides a wide-range of services including *MyLibraryService.org*, a library Web portal that provides single search access to millions of online resources. SEFLIN is also nationally recognized for providing an innovative technology driven continuing education and training program that serves more than 3,000 library staff. SEFLIN has recently developed *Mi Servicio de Biblioteca*, Florida's first Spanish language library portal."<sup>7</sup>

As an institutional member of the International Federation of Library Associations and Institutions (IFLA), SEFLIN sought and received IFLA's approval for joint sponsorship providing the critical spark to proceed with the planning of the Summit.

"IFLA is the leading international body representing the interests of library and information services and their users. It is the global voice of the library and information profession. Founded in Edinburgh, Scotland, in 1927 at an international conference, IFLA now has 1622 members in 143 countries around the world.

The enormous potential for international cooperation in the exchange and utilization of information that today's technology offers, and tomorrow's technology promises, presents a unique opportunity to library and information professionals. The growing demand for bibliographic exchange, multicultural Internet resources, research unhampered by geographic or linguistic limitations, and cross-cultural networking, both in the sense of online technology and offline partnerships, is a challenge to libraries which should be welcomed and which must be addressed.

The Global Information Infrastructure will require information professionals with a sense of obligation, both to their national needs and to the larger goals of the international community, to digitize, navigate, distribute and preserve all the world's knowledge for all the world's people."<sup>8</sup>

One of IFLA's many "core" activities concerns "The Advancement of Librarianship in the Third World" (ALP). These "core" activities are those that represent "...the expression of the needs and requests of the profession, and they represented the major trends in library activities."<sup>9</sup>

The scope of the ALP program is quoted as follows: "The mission of ALP is to further the library profession, library institutions and library and information services in the developing countries of Africa, Asia and Oceania, and Latin America and the Caribbean. Within the

---

<sup>7</sup> Southeast Florida Library Information Network. Fort Lauderdale, FL. 2002. <[www.seflin.org](http://www.seflin.org)>

<sup>8</sup> International Federation of Library Associations. The Hague: Netherlands, 2002. <[www.ifla.org](http://www.ifla.org)>

<sup>9</sup> International Federation of Library Associations. The Hague: Netherlands, 2002. <[www.ifla.org/III/misc/funding.htm](http://www.ifla.org/III/misc/funding.htm)>

special ALP areas the M(edium) T(erm) P(rogram) goals are to assist in continuing education and training; to support the development of library associations; to promote the establishment and development of library and information services to the general public, including the promotion of literacy; and to introduce new technology into library services. ALP also has a function as catalyst within IFLA for the organization's activities in Third World countries.”<sup>10</sup>

Thus, the Summit would undoubtedly fall within the purview of the ALP program. Therefore, SEFLIN also sought the philosophical support from ALP, which it gratefully received.

SEFLIN also consulted with the Standing Committee of the IFLA Section on Latin America and the Caribbean (LAC) to consider issues to be discussed at the Summit from the perspective of those representing libraries in their region. The LAC scope is definite regarding its charge, “to encourage activities related to access information and knowledge...as well as to the services and information centers in the region.”<sup>11</sup> During this consultative meeting, it was agreed that the areas of *cooperation*, *networking*, *resource sharing*, and *professional presentations of current projects* would be covered as part of the professional program.

With all of its support and approvals secured, SEFLIN sought to create a Local Organizing Committee (LOC). The charge of this committee would be to design and each aspect of the Summit, from the logistical details to the theme for the professional content. Members of the LOC were chosen from an array of libraries in Southeast Florida and chaired by Raymond Santiago, the Director of the Miami-Dade Public Library System. Members were chosen who had demonstrated international experience and those involved in outreach to Latin American and Caribbean populations in their library systems.

### Planning the Summit

When the theme, “Models of Cooperation”, had been decided upon, it was critical for the committee to display its international expertise in order to approach potential speakers. The committee also suggested that an international “call for papers” be released in the library press so that the maximum yield of quality presenters would be realized. Logistical details of planning such a Summit are always the most time intensive for the organizing committee. Items such as choice of venue, choice of hotel, meals, local transportation, planning social and cultural activities surrounding the Summit, registrations, paper handling, library visits and the like, can appear overwhelming. Then, there is, of course, the funding issue. The best plans will, undoubtedly, be derailed if adequate funding is not set in place. Therefore, the LOC’s primary activity was to plan a reasonable budget where revenues and expenses offset each other as closely as possible.

While budgeting items can consume the planning of such an event, it remains the content of the professional presentations and papers that provide the lure for attendees to register and

---

<sup>10</sup> IFLA. “Scope Statement”. Hague, Netherlands. Latest Revision: *April 23, 2002*. <<http://www.ifla.org/VI/1/alp.htm>>

<sup>11</sup> IFLA. *Medium Term Program 1998-2001*. The Hague: Netherlands, 1998, p.49.

participate. If the content of the papers and presentations selected to support the professional program of the Summit are of poor quality, then all else falls by the wayside. Therefore it was imperative that the program being presented was superior in every way.

It was decided that in order to accomplish this, the program would be divided into presentations from colleagues representing Latin American and Caribbean libraries and those to be presented by colleagues representing Southeast Florida regional and other U.S. libraries. The final papers that were selected offered ample illustrations of programs and activities and provided many talking points on the Summit theme that led to greater discussion among the participants in attendance.

After more than a year of planning, the “IFLA/SEFLIN International Summit on Library Cooperation in the Americas” was held April 17-20, 2002. The Summit convened in Miami, on the Biscayne Bay campus of Florida International University. The LOC were more than pleased by the level of attendance and participation. More than 150 librarians from 8 countries participated in three full days of professional and social activities.

The goal of the Summit had been to open a dialogue between U.S. libraries and those in Latin America and the Caribbean. The professional program sought to satisfy that goal with the inclusion of high-quality papers and presentations on the Summit theme, “Models of Cooperation”. The contributions came from librarians and experts working in the U.S., Latin America, and the Caribbean. The Summit offered a comprehensive approach to the theme from both the American and foreign perspective.

#### Conclusion

In conclusion, it is clear that Southeast Florida is becoming a major gateway to many library services in Latin America and the Caribbean. The Summit served to foster and support important cooperative projects, as well as offer attendees the opportunity to network and discuss mutual interests, the first steps toward regional cooperation between librarians and libraries.

Through the success of the Summit, doors have been opened and discussions are underway regarding information exchange and cooperative projects between libraries in Southeast Florida, Latin America and the Caribbean.

## WORKS CITED:

<sup>1</sup> “An Overview of Library Cooperation in the Caribbean” by Stephney Ferguson for delivery at the IFLA/SEFLIN Summit, Miami, Florida, 18-20<sup>th</sup> April 2002

<sup>2</sup> “Considerations, Challenges, and Concerns for Providing Library Services to Nova Southeastern University’s Distance Students in Latin America and the Caribbean” by Laura L. Ramirez and Johanna Tuñon, Nova Southeastern University for delivery at the IFLA/SEFLIN Summit, Miami, Florida, 18-20<sup>th</sup> April 2002

<sup>3</sup> “International Resource Sharing: The ARL Latin Americanist Research Resources Project” by Gayle Williams for delivery at the IFLA/SEFLIN Summit, Miami, Florida, 18-20<sup>th</sup> April 2002

<sup>4</sup> OCLC Latin America and the Caribbean. OCLC. Dublin, OH: 2002.  
<<http://www.oclc.org/oclc/lac/welcome.htm>>

<sup>5</sup> REFORMA. “Who We Are”. <<http://www.reforma.org/who.html>>

<sup>6</sup> American Library Association. “International Relations Office Mission and Staff Contact Information”. Chicago, IL: 2002. <<http://www.ala.org/work/international/staff.html>>

<sup>7</sup> Southeast Florida Library Information Network. Fort Lauderdale, FL: 2002.  
<[www.seflin.org](http://www.seflin.org)>

<sup>8</sup> International Federation of Library Associations. The Hague: Netherlands, 2002.  
<[www.ifla.org](http://www.ifla.org)>

<sup>9</sup> International Federation of Library Associations. The Hague: Netherlands, 2002.  
<[www.ifla.org/III/misc/funding.htm](http://www.ifla.org/III/misc/funding.htm)>

<sup>10</sup> IFLA. “Scope Statement”. Hague, Netherlands. Latest Revision: *April 23, 2002*.  
<<http://www.ifla.org/VI/1/alp.htm>>

<sup>11</sup> IFLA. Medium Term Program 1998-2001. The Hague: Netherlands, 1998, p.49.

## CHAPTER TWO –

“MODELS OF COOPERATION” BY DR. ADOLFO RODRIGUEZ  
(MEXICO)  
(TRANSLATED FROM THE SPANISH BY EDWARD ERAZO)

Library cooperation has many elements to it and varies from one place to another, even among institutions that participate in it. It is achieved not only among libraries of the same type but also cooperative activities are carried out among libraries of different types. We will intend to establish here what are the methods of library exchange, what are their distinctive characteristics and how they operate in general. Given the length of this work we cannot try to describe in detail the specific activities of the different projects and therefore we will not try to cover all the aspects with these cooperative relations between libraries. In the second part of this work we describe some of the cooperative relationships that have been made between the Mexican libraries and those of the United States, again only the most outstanding aspects are mentioned, a study of greater depth would have to be made to cover, analyze and evaluate the results of that cooperation.

Library cooperation has been defined by Edmonds (1986) as “reciprocally beneficial sharing of resources, developed or pre-existing, by two or more bodies.” As a complement to the previous statement, Brewer (1991) established that “library cooperation is an umbrella term for a wide spectrum of cooperation processes and mechanisms.”

One of the main applications of library cooperation is the maximization of resources for each library so that by uniting efforts and resources each library can obtain instruments and render services that would otherwise be impossible to offer. Yet, the concept of library cooperation does not have a one-to-one sense. In fact, there are as many possibilities of cooperation as libraries of different types exist. There are goals to be reached and modalities of cooperation in the different regions where the libraries are located. Other institutions exist that also collaborate in the library work without being libraries, as is the case of the schools of library and information science that collaborate with one another and with libraries in which their students do practicums and internships.

Other library organizations that also participate in the cooperative work are the professional associations, be they local, regional, national or specialized. Finally, governmental and private organizations take part in this work that do or support work that count on the participation of more than one of the aforementioned organizations.

MacDougall, (1991, pp.10-14) establishes that there are at least three categories or forms of activity:

- a) The interchange. This cooperation takes the form of interchange in which two or more institutions participate and in which one of them enjoys the resources or goods that the other has. In this way, the deficiencies of an institution can be overcome with the resources and possibilities of the other. A good deal of this type of activity includes the temporary exchange of resources. The exchange can be subdivided into at least six categories; we will try to indicate some of the characteristics of each one of them.
  - Exchange of materials of all kinds. Anything from duplicate, print materials to those that are loaned and used by readers at libraries, different from those owned by their library, can be exchanged. We also include for exchange in

this category publications that each institution produces that are of interest at the other library. In this category, documents are included that they have to do with the exchange of materials between institutions that enrich the collections in a permanent way as well as interlibrary loans that temporarily overcome the deficiencies of a collection and complement the resources available for users.

- Information (for staff). - This category includes information that various administrators have about some special situation or even about equipment and new information technologies. This type of exchange develops a more efficient administration because the information flows to those who need it the most. Thus these users do not find themselves having to look for an approach to the problem from the beginning, but rather receiving information previously located by another group of administrators or benefiting from the experience of other groups, who had to face the same situation and already found a solution. An example of this exchange is the use of the documents that libraries prepare in making the selection and acquisition of library management software or information on the acquisition of databases and full-text publications.
- Information (for reader inquiries). - The solution for information problems that readers routinely present can be found in very diverse forms, from locating bibliographic information that allows the location of some bibliographic material to looking for another kind of information that answers the information needs of users. At the present time, catalog links between libraries allow users to locate necessary materials with ease. This type of resource has facilitated the location of materials that previously were located in a much more complex way.
- Users. - Reciprocal agreements by which a user can use the resources of another library different from the one which he or she normally uses from another category of library collaboration. This would also include outside users, who are on sabbatical and, as in the case of the universities of California in the area of San Francisco, are allowed to use a library as though they were local. This form of collaboration allows the expansion of library resources, although it is usually limited to academics or graduate researchers, who represent a small group.
- Bibliographic. - Sharing bibliographic resources has been one of the oldest practices of library cooperation. In this category, efforts to acquire and share bibliographic resources are also included, but this primarily entails the exchange of bibliographic materials and the loan of services based on the type of document. Cooperative acquisitions or cooperative cataloguing services that began many years ago have developed into services that will be described later when coalitions is discussed.
- Personnel. - In this category, collaboration of personnel, who work in two or more libraries, is included. These personnel, on many occasions, are shared by one or several libraries and organizes joint activities. It is also possible to use one library to train or certify personnel from another library and, in this way, broaden their knowledge.

## สมบัติห้องสมุดรัฐสภา

Many of these definitions are very near to the other great division of characteristics that MacDougall (1991) established. These refer to those categories of library cooperation which are more formal and that have a legal aspect, based on agreements, understandings, and contracts.

b. Coalitions. The second classification on library cooperation has to do not as much with the action of two libraries, but with the union of a group of libraries, who have a common aim. In many cases, this collaboration is formalized by cooperative agreements of a different type that require the drawing up of contracts and legal agreements. In some cases, only libraries participate. In others, private and public institutions take part in these agreements as responsible agents for the execution of action plans and programs of these coalitions. In many instances, these projects are financed with funding from a public university or some local, regional or federal government organization. Among the main forms of cooperation in this area, we found the following categories:

- Development of services tools. - This type of activity refers to the development of some instruments such as the development of software or some other cooperative instruments that serve to support the loan of services. These include developments to apply information technologies, as well as to establish networks. The development of indexes for materials, as in the case of OCLC and ERIC products, are examples of what can be achieved in relation to the collective cataloging services and which are based on library cooperation.
- Development of resources. - This category refers to the development of catalogs and other instruments that allow the offering of services of greater efficiency to the users. Here also can be included aspects that have to do with cooperative acquisitions and allow several libraries to extend the coverage of published materials on a subject or a geographic region. One example of how this cooperation works is in Latin American bibliographic collections. These are acquired in a cooperative way by universities and other research institutions, thus allowing researchers, who wish to research Latin America as a whole, the ability to search the rich collections in the United States on this subject area.
- Research. - Both research and development that must be made to offer more efficient services, as well as that which libraries support on diverse subjects are supported by the cooperation efforts. Nevertheless, the new ways of electronic acquisition of materials could become an impediment to collaboration, since the acquisition contracts of this type of material specifically prohibit sharing resources for research and establish barriers to interlibrary loan. This has been solved by means of cooperative acquisitions done through consortia.
- Training. - The training of the personnel who work in the libraries has lent itself to a great number of cooperative activities. Sharing the cost of training courses or allowing one member of a library to train personnel from another library also has been a common practice. At the international level, this practice is one of most frequently seen.

- Publishing. - Sharing the cost of a project and dividing it between the participant institutions is also a common practice of cooperation.

### Cooperation between Mexico and United States

The cooperation between Mexico and the United States possibly begins toward the end of the decade of the 1930's, when the Library of the Congress in Mexico is created and it is decided to invite the Library of the Congress of the United States so that it can be one of the godmother libraries. Later, in 1945, the American Library Association and the Department of State opened a library that took the name of Benjamin Franklin and that served as model for library services that could be offered to a community. The Franklin, as it is commonly known by Mexicans, was not only a source of services, but also a place where a group of Mexican librarians worked and left its mark on services. The majority, worked in the library and later went on to study in diverse universities in the United States. Others first studied in the United States and later began working in the library. Next, we will approach the main areas in which library cooperation activities have been developed:

#### Library Education

In this area, a great amount of activity has been developed that involves two or more institutions; but individual efforts of librarians, who have studied on their own account, are not included.

- Masters - For more than forty years, Mexican universities have turned to schools of library and information science in the United States to prepare personnel, who later return to work in its libraries. Thus, we have agreements between the National Autonomous University of Mexico (UNAM) and the University of Texas, in Austin; between the National Council of Science and Technology of Mexico and the Universities of Denver, Illinois, CASE Western Reserve and others; between the Technological Institute of Superior Studies of Monterrey (ITESM) and the University of Wisconsin as well as the University of Texas. There have also been activities that involve the University of New Mexico and the University of the Américas in Cholula, Puebla. At the present time, talks between the American Library Association (ALA) and the Mexican Association of Librarians (AMBAC) have begun in regard to the possibility of accrediting the master's degree that is awarded at the National Autonomous University of Mexico (UNAM). It is important to point out that under the Free Trade Agreement of North America (TLC), or the North American Free Trade Agreement (NAFTA) as it is known in the United States, mention is made that the exchange of library personnel will be made at the master's level.
- Scholarships - In some instances, scholarships from United States foundations to pursue studies in library and information science have been obtained. For many years, the Ford Foundation offered several scholarships, which unfortunately were not taken advantage of. The National Council of Science and Technology of Mexico also awarded scholarships so that Mexican students were able to study in United States universities with which cooperation agreements had been previously established.

- Training visits - In some United States institutions, Mexican librarians have been trained for short periods, thanks to which they have been able to observe work methods and routines. Although this method has not used very frequently, it has been used in some cases and has contributed to the improvement of the professional qualifications of the librarians.
- Exchange of professors - In this category, the exchange of professors has been mostly from the United States to Mexico. The United States professors have come per agreements of formal educational programs, as has been the case at the schools of Guanajuato, the National School of Library Science and Archives, and others. In this regard, the Franklin Library has played an important role and sponsored the visit of these professionals, so they can convey formal or informal courses during short periods. This type of program of visiting professors has been achieved in conjunction with the Mexican Association of Librarians.

The majority of these activities have required the professors to move from one place to another to be able to carry out education activities under the method that is live education. With the incorporation of information technologies, United States professors have been able to participate in Mexican education programs that involve this type of resource. Such is the case of the University of the Américas that has an agreement with New Mexico, or the Technological Institute of Superior Studies of Monterrey maintains with the University of Texas in Austin. This method opens great possibilities of cooperation, because it does not require that professionals move and take leave for some time from their main jobs. The use of instruments of distance education makes cooperation much more simple.

#### Publications

Some books originally published in the United States have been published here [in Mexico] with the collaboration of the United States Embassy, which obtained the rights so these works could be translated [into Spanish]. Thus for example, the work of Goldhor on research methods and library telecommunications received such support. These works have been the base so that some aspects of library and information science that were found to have fallen behind received an impulse and were studied in light of the important contributions that our United States colleagues have made. The translation of these works, like the publication of many others which have been done, have been carried out not in the spirit of library cooperation, but as commercial efforts.

#### Librarians' Association

For many years, there has existed a tenuous thread of cooperation between ALA and AMBAC. The major approaches have consisted of the attendance of both association's presidents at the annual meetings. Thus, for example, the ALA President attended the AMBAC meeting in San Luis Potosí in 1979; and the following year, the AMBAC president went to the ALA conference in San Francisco. Several officials of the two associations have also attended these events. The most complete collaboration program was made on the occasion of the ALA Midwinter Meeting of 2000, which took place in San Antonio, Texas, as part of an ample program that Sarah Long organized when she was ALA President. Unfortunately, almost everything has remained at the level of protocol visits and has not

progressed to more substantive programs that allow the associations more fruitful cooperation. Such cooperation would foster issues common to both of these associations and which would make possible a greater understanding and the establishment of less formal ties of cooperation, but more useful for the members of ALA and AMBAC. It is then necessary to avoid protocol formality to bring the programs closer to the membership, an activity that has to be both short and long term, to have a true impact between the memberships and encourage participation in joint activities.

An area in which the associations should extend their collaboration is in publications. AMBAC could translate some of the works that ALA has published and that are especially outstanding for teaching library and information science. On the other hand, ALA could benefit from some of the works published in Mexico that present/display an interesting approach and have a point of view that is difficult to observe from the United States, but which could be useful to ALA in terms of the Hispanic population, which is increasing in the United States and needs library services in the Spanish language.

- Sister Libraries - For some years there has been a developing idea that between the libraries of the United States and those of other places, there should exist ties of cooperation and continuous relationships. This project has been called sister libraries, and, some Mexican libraries have participated in it. This program should be expanded to achieve greater cooperation.
- Transborder Forum - This event is held annually. One year, it takes place in a United States city; and the following year, it is held in a Mexican city. These events almost always take place in a border community, at which librarians from both sides of the border attend and have found methods of cooperation more efficient each time. This meeting allows border librarians to establish ties of communication and get to know the problems of library services, as well as the solutions that are applied in totally different atmospheres. At some point, the group tried to include Canadian librarians to reinforce the ties established by NAFTA; but the attempt failed, and for several years the event has been held only between librarians from Mexico and the United States.

### Interlibrary Loan

The interlibrary loan that has existed between Mexican libraries and United States libraries for many years, although, unfortunately, has not become widespread. Some years ago, an agreement was established that encouraged interlibrary loan between the University of Texas at El Paso and several Mexican institutions of higher education. The majority of the loans were requested by Mexican institutions and on a smaller scale by the University of Texas. The program has been a success and, as far as I know, continues to operate efficiently. This activity would be greatly reinforced, if the Mexican postal service were efficient, because it is operated by means of private mail service, which enormously increases the costs for the libraries. The deficiencies of the Mexican Postal Service have been the greatest impediment, since sending bibliographic materials implies taking significant risks.

## Conclusion

Library cooperation allows us to enrich the work between individuals, institutions and associations. This type of work has been developing between Mexico and the United States in multitude of ways and methods. Nevertheless, it is not sufficient; there should be greater efforts of collaboration. Some important activities have been indicated, but still there are many more that should be tried, as a way of strengthening existing ones and looking for ways to make them more productive. To the extent to which cooperation activities are strengthened, the services that the libraries provide will be of greater benefit for their users. The work that library associations develop to encourage the discipline and the strengthening of the profession will become enriched if we are able to find more efficient means of cooperation that go beyond the formal aspects of protocol resulting in significant activities for members.

## Bibliography

Brewer, Stuart. "*Public Library Cooperation*" in Macdougall, Alan. *Handbook of Library cooperation*. London Goewr, 1991 pp. 131-57.

Brown, Royston "*Introduction: an examination of cooperative initiatives and developments*" in MacDougall, A. y Prytherch, R. *Handbook of library cooperation*, Gower, 1991.

Edmonds, D. J. *Current Library Cooperation and Coordination: an Investigation*. HMSO, 1986. (Office of Arts and Libraries, Library and Information Series, No. 15)

Jefferson, G. *Libray Cooperation*. 2nd rev, London, Deutsch, 1977

Keenan, Stella. "*International Cooperation – pain or gain*" in MacDougall, A Prytherch, R. *Handbook of Libray Cooperation*, Aldershot, Gower, 1991.

MacDougall, Alan F. y Prytherch, Ray. *Handbook of Library Cooperation*. Aldershot, Gower, 1991. 314p.

"Cooperation: a conceptual framework for librarians" in MacDougall, A. Y Prytherch, R. *Handbook of Library Cooperation*, Aldersho, Gower, 1991

Swell, P.H. and *Resource sharing: cooperation and coordination in Library Information Services*. Deutsch, 1981

## CHAPTER THREE –

### “INTERNATIONAL COOPERATIVE EFFORTS IN LIBRARY AND INFORMATION SCIENCE EDUCATION” BY DR. VICKI GREGORY (US)

The School of Library and Information Science (SLIS) at the University of South Florida (USF) has helped to pioneer the field of distance education since as long ago as the mid-1970s with early efforts in site-based distance education and interactive video. Today, USF offers a combination of web-based classes and face-to-face classes at distance sites located around the State of Florida. Plans for the internationalization of the SLIS program are now afoot, with the expectation that USF will soon be offering the SLIS master's degree in library and information science at several possible sites in Latin America, as well as in Singapore, in cooperation with existing schools of library and information science in the local areas.

Naturally, the SLIS faculty understand that significant portions of a number of the courses presently being taught on the web will require significant revision and modification to reflect the needs of an international audience, including much reworking of course content to obviate their present considerably too U.S.-centered content. In order to determine how best to revise this coursework for the specific needs of the Latin American “market,” SLIS has opened discussions with library and information science faculty at several institutions, looking toward the formation of partnerships in the delivery of coursework to the Spanish-speaking Caribbean, as well as to Central and South America. Recently, a SLIS faculty member journeyed to Brazil for the purpose of visiting the Universidade Federal de Santa Catarina and the Pontificia Universidade with the purpose of working together to develop a proposal to ISTEAC that would allow USF to offer an American Library Association-accredited master's degree in library and information science in Brazil. Similar discussions have been opened with the Graduate School of Library and Information Science at the University of Puerto Rico concerning development of a joint degree program that would provide students a choice of English or Spanish language instruction. Students comfortable enough in both languages would be able to mix and match their curriculum between the two schools, both of which offer an American Library Association accredited master's degree. Discussions with the Director of the LIS program at the University of Costa Rica, beginning this past October, are ongoing to explore possible methods of collaboration and cooperation.

#### Reasons for Cooperation

Sir John Daniel, Vice-Chancellor of Britain's Open University, is reported as saying that the demand for higher education has become so great, particularly in underdeveloped areas of the world, that if there were one new conventional university campus opened every week for the next several years demand could not be met.<sup>1</sup> With the money and intellectual resources for such an undertaking simply not available, distance education via the World Wide Web is often now seen as a viable alternative to the construction of more brick and mortar university campuses.

A high proportion of graduate students in library and information science are non-traditional students, many of whom may be starting a second career while continuing to work full-time,

often in an unrelated field. Web-based coursework allows such students to schedule their time more easily to accommodate both study and work. At USF, international students have sometimes taken leave from their positions in order to come to Tampa to take coursework, either over several summer sessions or by taking a one or two-year leave of absence, a situation obviously constituting a potential financial hardship and frequently replete with personal difficulties. Extensive utilization of the web provides the flexibility to bring a few courses onsite and provide the rest of the coursework online, which can benefit both the non-traditional and the international student.

USF SLIS is not a totally web-based program, nor does it intend to become one; the faculty have determined that a minimum of two courses in the required curriculum can be effectively taught only and must therefore be taken in a face-to-face environment, whether in Tampa or in a remote location. Thus, all SLIS students do take at least two face-to-faces classes, and often more than two. This combined model is what is being proposed in respect of the emerging international efforts, i.e., a combination of web and face-to-face classes. In the case of international locations, it is hoped to include at least two courses taught by local library and information science practitioners as SLIS adjuncts or by partnering with library and information science educators in the local (or nearby in the case of the Caribbean) country. In other cases, as noted above, the offer of a joint degree with a local school of library and information science is anticipated.

Intercultural and multicultural issues offer a challenge to educators, but realization of the potential will assuredly make for a richer learning environment for all students. The challenges presented by these issues are necessarily multiplied when students and faculty have different linguistic backgrounds. The well-recognized necessity to create a social group to facilitate learning means that everyone involved in international programs must be sensitive to cultural and language differences and use these differences to create a “new” environment having the characteristics necessary to assist each member of the group in learning the information and developing the skill sets necessary to be a successful librarian or information specialist in today’s increasingly electronic-oriented world. This experience should not only benefit international students but also enrich the understanding and professionalism of U.S. students. It should not be a one-way process but rather a two-way one where each national group contributes to and gains from the experience.

Barriers to Cooperative Programs and Possible Solutions:

#### Undergraduate Preparation and Language Issues

The model for library and information science professional education in the United States and Canada presupposes completion of a four-year course of a study at a university culminating in a bachelor’s degree. The nomenclature of the United States-Canadian system poses immediate problems for Spanish-speaking Caribbean and Latin American countries where the term baccalaureate is easily confused with the faux ami “bachillerato.” The U.S.-Canadian baccalaureate degree concept constitutes something more than the bachillerato but something less than the “licenciatura,” which is a more extensive undergraduate program than the typical North American bachelor’s degree. Thus, the very first problem to be faced in exporting a U.S.-based curriculum is determination of the required common previously achieved educational level of the target population. Obviously, if a U.S.-based institution

will be the one that is in fact granting the degree for which the program is designed, the admission standards of U.S. graduate schools must be met. In most areas this will involve some form of validation of the international degrees held by candidates for admission to the program, which typically is done by a recognized educational service, such as Josef Silny Associates in Miami.

Of the fifty-six library and information science programs accredited by the American Library Association (ALA) in the U.S. and Canada, forty- six require that candidates for admission submit scores from a standardized test such as the Graduate Record Examination (GRE), an examination which tests verbal, quantitative, and analytical ability. The GRE testing service has plans to revise the analytical portion of the GRE to include a writing sample requirement in which students are expected to compose a short essay displaying organizational skills and the ability to pose and develop a logical argument, as well as the correct use of language. USF has recently taken the proactive step of accepting as an alternative to the GRE, the Prueba de Admisión para Estudios Graduados (PAEG; see <http://www.ets.org/paeg/sprog.html>). The PAEG is the required admission test for universities in Puerto Rico and the United States (Spanish language journalism program at Florida International University in Miami). Were similar tests available for other languages that are well represented in the United States, USF would consider using them as well.

Acceptance of the PAEG as essentially the Spanish equivalent for the GRE is well justified in the case of SLIS. USF's immediate constituency is in Hillsborough County, Florida, where nearly 1 in 5 residents is a person of Hispanic origin. U.S. Census data for the year 1990 for the nation as a whole (language data for the 2000 Census is not yet generally available) indicate that Spanish is the language most commonly spoken at home in the United States other than English, with an estimated total of 17,339,172 speakers (or about 7.5 % of the U.S. population). Additionally, Spanish accounts for over 50% of all speakers of languages other than English in the United States. Special treatment for Spanish in the SLIS context is further justified by USF's geographic proximity to the Caribbean, Mexico, and Central America, as well as Southwest Florida's long-standing historical ties to the area, dating from the 16<sup>th</sup> century and extending to the 21<sup>st</sup> century, coupled with the continuing influx of Spanish-speaking immigrants into Florida from the Caribbean, Mexico, Central and South America.

Although there exists a presumption that, for foreign library/information science professionals, mastery of English is a sine qua non, by contrast the ability to use another language for research purposes or in the conduct of one's professional duties is not seen as a vital element of professional formation, at least if one examines the curricular requirements listed in the latest data from ALISE (Association for Library and Information Science Education) where only two schools include any level of foreign language competency as degree requirements. Yet, if one examines the demands of the marketplace, as indicated by the position vacancy announcements reported by REFORMA, the National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking, a significant unfulfilled need for bilingual library/information specialists exists in all library types. An important positive benefit of any international education program is to sensitize students who come from largely monolingual environments to the fact that this is not a natural state of affairs.

Language need not form a barrier but rather should constitute a gateway to other perspectives and points of view. The home page for the International Federation of Library Associations and Institutions (IFLA) is a good starting point (<http://www.ifla.org>) for links to ongoing projects throughout the world respecting the preservation and dissemination of texts in alternative formats. However, even the IFLA site contains a strong Western European bias, owing in part to the difficulty in representing languages that do not use the Roman alphabet.

### Accreditation Issues

Another barrier that SLIS has encountered but not yet resolved in its explorations of cooperation among USF and various international institutions, revolves around the issue of institutional accreditation. The USF School of Library and Information Science offers a general master's degree in library and information science that is accredited by the American Library Association (ALA - <http://www.ala.org/education/>) and a school library media specialist track accredited by the National Council for Accreditation of Teacher Education (NCATE- <http://www.ncate.org/>). The University of South Florida as a whole is accredited by the Southern Association of Colleges and Schools (SACS - <http://www.sacs.org/>). Borland succinctly states the purpose and process of U.S. accreditation.

Accreditation aims to preserve and enhance quality in higher education. It is a voluntary exercise in which an institution or program agrees to engage in a self-study operating within the guidelines of a recognized accrediting agency. An accreditation team ... is invited to examine the institution or specialized entity and to write a report on the institution's or the program's success in meeting its own goals and the guidelines of the accrediting entity. The institution or program responds to the report with the aim of either gaining or continuing accreditation.<sup>2</sup>

This accreditation process in the United States is accomplished through six regional accrediting bodies plus a number of national associations on accreditation that "recognize" accrediting agencies but do not themselves actually award accreditations or participate in the accreditation process.

Most of the literature dealing with international ventures in higher education are based on a U.S. institution offering a full degree program in another country, such as USF is planning to conduct in the near future in Singapore. However, when a U.S. institution wants to partner with another institution that does not hold U.S. regional accreditation, the situation becomes problematic. The SACS criteria for institutional accreditation state:

A member institution seeking to participate in a consortium degree or certificate program must enter into such a relationship only with regionally accredited institutions offering degrees or certificates at the same level.<sup>3</sup>

The concept of regional accreditation by an independent body is not the universal method of accreditation in all countries, so it is likely that a potential international partner will not enjoy the benefits of the local equivalence of regional accreditation. In many countries a government agency may play the role of accreditor, which may be viewed by U.S. accreditors as more akin to licensing than accrediting. In the final analysis, even the language issues inherent with a mostly monolingual U.S. faculty are more easily resolved

than are the accreditation issues. We are continuing to investigate these issues in hopes of some kind of work-around.

#### Differences in Learning Styles

Differences in teaching and learning styles must also be considered. For instance, the active learning strategies now so prevalent in higher education in the United States may or may not be familiar to international students, depending upon their backgrounds and the universities that they have previously attended. Gundara states that

“They [teachers] must also be aware of the varying cultural endowments their students bring to the classroom, be willing to welcome unfamiliar interpretations, and be read to question their own. In this way teaching can become a cooperative pedagogical exercise which may generate new insights and give both teachers and students an enriched understanding of the society they live in.”<sup>4</sup>

The U.S. model of question and dissent may also not be comfortable to many students who may be accustomed to a “teacher knows best” model of education. Creating an atmosphere of trust and understanding between students and the instructor is essential to the success of the educational process.

#### Conclusion

There are multiple factors that must be taken into consideration when delivering a program of study internationally. Some of these have been identified today and there are probably many more that SLIS will encounter in the future. The rapidly developing globalization of many enterprises, both commercial and educational, made increasingly possible by the World Wide Web, is opening up many new vistas in higher education. The possibilities for partnerships in new educational initiatives that span traditional borders are exciting as they offer the possibility of bringing educational opportunities in both general education and specialties to a much broader audience.

#### WORKS CITED

1. John Seely Brown and Paul Duguid, *The Social Life of Information* (Boston: Harvard Business School Press, 2000), pp. 321-322.
2. Harland G Bloland, “Creating CHEA: Building a New National Organization on Accrediting,” *Journal of Higher Education* 70 (July/August 1999), p. 362.
3. Southern Commission of Colleges and Schools. *1998 Criteria for Accreditation*, Section 4.9.1, lines 26-30. Available online at: <http://www.sacscoc.org/SectIV.htm>
4. Jagdish S. Gundara, *Interculturalism, Education and Inclusion* (London: Paul Chapman Publishing Ltd., 2000), p. 124-125.

\*Special thanks go to Sonia Ramírez Wohlmuth (Instructor, School of Library and Information Science, University of South Florida) who assisted in the development of the ideas presented in this paper.

## CHAPTER FOUR –

### “AN OVERVIEW OF LIBRARY COOPERATION IN THE CARIBBEAN” BY STEPHNEY FERGUSON (JAMAICA)

Caribbean territories are spread over a relatively wide geographical area and comprise the chain of Islands stretching from Cuba in the North to Trinidad and Tobago in the South. Sometimes it is also described as comprising those South and Central American countries washed by the Caribbean Sea. Politically it is also deemed to include the Bahamas, a chain of Islands that are not really in the Caribbean.

The region is by no means homogenous; comprising different socio-political and language groups based on a checkered colonial and historical past. English, French, Spanish and Dutch are the languages of the sub-region where some countries are independent territories while others are mini states, enjoying special relationships with large metropolitan countries or are overseas departments of such countries as with the French Islands.

You might well ask what kind of library cooperation could take place among libraries in such a widely dispersed area with such a heterogeneous group? I am pleased to say that library cooperation is "alive", mark you I have not said it is robust and well, merely alive.

A quick look at early literature on library cooperation in the Caribbean will reveal that considerable time and effort have been expended on the subject resulting in conferences and numerous well-intentioned proposals. Unfortunately however the achievements do not seem to match the efforts expended. Alma Jordan in her seminal work on interlibrary cooperation in the West Indies<sup>1</sup> provides a comprehensive picture of library cooperation in the English speaking territories of the Caribbean in the 1960s. In subsequent articles and presentations Jordan<sup>2</sup> updated this early work that was based on her DLS dissertation. Early activities emphasised interlibrary lending and the creation of bibliographic aids to facilitate this activity. Cooperative indexing projects, circulation of acquisitions lists and the promotion of exchange programmes were successfully undertaken under the auspices of the Association of Caribbean University Research and Institutional Libraries, (ACURIL) the regional professional association with membership drawn from the various language and political groups represented in the region. In addition to the above, united efforts on the part of National Library Associations in the English speaking territories influenced UNESCO to provide start up funding for the establishment of a Regional Library School at the University of the West Indies in 1971 to serve the English speaking territories.

As is to be expected. Cooperative activities are influenced by the natural historical, political, cultural and social relationships established over time. It is therefore not surprising that there is a group called ALPA. The Association of Libraries of the Netherlands Antilles and Aruba through which some cooperation is facilitated. Neither should it be surprising to learn that in the Francophone territories the compilation of collective catalogues of books and periodicals has been undertaken.

---

<sup>1</sup> Jordan, Alma *Theodora*, *The development of Library Service in the West Indies Through Interlibrary Cooperation* Metuchen, Scarecrow Press, 1970

<sup>2</sup> a) Jordan, Alma *Sharing Library Resources in the English speaking Caribbean* *Interlending Review*, 6 (1) 1978.

b) Jordan, Alma, *Library Cooperation in the West Indies- The State of the Art in Libraries and the Challenge of Change; Papers of the International Library Conference held in Kingston, Jamaica 24-29 April, 1972*, Mansell 1975

My brief presentation gives an overview of more recent library cooperation and resource sharing activities primarily in the English speaking Caribbean. However it also touches on the other language groups for those activities that are initiated by ACURIL or other organizations which offer funding support for projects in the sub-region I have focused on the several legs of the platform on which library cooperation has been attempted in the Caribbean. I have identified four legs.

The first leg is based on the political, cultural and social relationships in the English speaking territories that, under the jurisdiction of CARICOM or its sub group, the Organization of Eastern Caribbean States, (OECS) form natural groupings for library cooperation activities.

The Second Leg is based on the University of the West Indies, which is a regional multi-campus Institution with campuses on the three larger islands, Jamaica, Trinidad & Tobago and Barbados and university centres on the smaller islands.

The third leg of the platform is ACURIL. This association celebrated its 32<sup>nd</sup> annual conference in Ocho Rios, Jamaica from the 28<sup>th</sup> of May to 1<sup>st</sup> June 2002.

The fourth leg is based on the efforts of several organizations and entities. It includes UNESCO which through its INFOLAC programme based on the regional office in Venezuela is spearheading the Latin America and Caribbean Digital Libraries project as a cooperative activity within the libraries of the Caribbean sub-region and the wider Latin American region. Then there is IFLA/LAC which in theory should facilitate cooperative activities. There is also the PAHO/BIREME Virtual Health Library project in Trinidad and Tobago. Other organizations and funding agencies which fall in this group include UN/ECLAC (The United Nations Economic Commission for Latin America and the Caribbean), Canada's International Development Research Centre (IDRC) and the Organization of American States (OAS) which were once important facilitators and more recently the European Union through its European Community Humanitarian Office (ECHO) project.

Briefly, details of each leg are as follows:

#### ENGLISH SPEAKING TERRITORIES WITHIN CARICOM

Activities have been directed at:

- Encouraging the compiling of national bibliographies for subsequent accumulation in a Caribbean Regional Bibliography that was first published in 1977 and ceased with volume 10 in 1986. With few exceptions the national bibliographies are not up to date.
- CCCRIS/CARINFO

Through its Caribbean Consultative Committee on regional Information Systems (CCCRIS) efforts have been made to coordinate programmes for library development in the region but the efforts have faltered through lack of sustained funding. CCCRIS recently merged with the Caribbean Information Action Group (CARINFO) with the goal *to foster a coordinated approach to information activity in the Region in order to develop a network of information resources to ensure their efficient use by institutions*"

This organization is supported by CARICOM and the Caribbean Development Bank (CDB) and has great potential to promote library cooperation in the English speaking territories but it requires a firm financial base if it is to succeed.

### REGIONAL INFORMATION NETWORKS

Under the Umbrella of CARICOM several subject oriented Regional Information Networks have been developed. Initially these concentrated on the collection of bibliographical and statistical data through national nodes and the compilation of databases, which are accessed by member countries. Many now incorporate IT applications, which have resulted in changes and improvements to the original methodology and improved services at both regional and national levels. Some examples of these are CARTIS (The Caribbean Trade Information System, CAGRIS, and The Caribbean Agricultural Information System, which was established with the assistance of FAO and IDRC.

- Worthy of note is CEIS, The Caribbean Energy Information System. This is an example of a successful regional information network. It became operational in 1987 with funding from IDRC, UNESCO and the COMMONWEALTH SCIENCE COUNCIL. Based at the Scientific Research Council in Jamaica, it is now funded through a fee based membership system. Its emphasis is on petroleum statistics, directories of research and expertise and news on energy themes of interest to the region.

### THE UNIVERSITY OF THE WEST INDIES

The UWI facilitates the following:-

- Education of Librarians from the English speaking territories through the Department of Library and Information Studies on the Mona Campus in Jamaica.
  - Shared Cataloguing through OCLC
  - Interlibrary lending and Exchange Programmes within the University Library System.
- In addition recently the three campuses have started to coordinate efforts, negotiating as one entity with a view to gaining cost-effective access to electronic databases.

### ACURIL

ACURIL facilitates the following:

- Continuing Education Programmes through its annual Conferences and workshops that bring together librarians from different language groups.
- It has initiated and is currently seeking funding for the development of a distance education project aimed at offering training and certification for Caribbean library paraprofessionals.
- In the early days, its Standing Committees representing the different language groups successfully undertook cooperative indexing and acquisition projects. These standing Committees have been superseded by Special Interest groups which now seem to place emphasis on organizing workshops in their special areas of interest at the annual conferences.

## CARINDEX

This is an indexing journal covering social sciences and humanities literature published in the English speaking Caribbean. Initially started by the ACURIL Indexing Committee (English) it includes journal articles, conference papers, poems, short stories and book reviews. The UWI library in Trinidad now maintains it as a web accessible database.

## OTHER ORGANIZATIONS:

### CARDIN

The Caribbean Disaster Information Network (CARDIN) project is funded by the European Community Humanitarian Office (ECHO) and is coordinated through a small secretariat housed in the Science Library at the University of the West Indies, Mona in Jamaica.

CARDIN in collaboration with its partners seeks to provide a new and dynamic approach to accessing and disseminating disaster related information. This is achieved through cooperative collection, indexing and dissemination of disaster information to produce a comprehensive database accessible via the Internet, which encompasses the English, French, Spanish and Dutch speaking Caribbean.

### THE MEDCARIB Project

MEDCARIB contains information on all aspects of health and medicine relating to the English speaking Caribbean and Suriname. Produced under the auspices of PAHO/BIREME the MEDCARIB database was developed through a network of national focal points in each territory with the Medical Library at Mona serving as the Regional Coordinating Centre. It provides its users with a range of information services and products including CD ROM databases. Unfortunately many of the national focal points are now inactive but with the application of IT and under BIREME's leadership it is still an important tool because of its emphasis on medical information in the Caribbean.

### UN/ECLAC –CARISPLAN<sup>3</sup>

CARIBBEAN INFORMATION SYSTEM FOR SOCIAL AND ECONOMIC PLANNING (CARISPLAN) is a cooperatively developed bibliographic database maintained by the Caribbean Development and Cooperation Committee of UN/ECLAC at its Documentation centre based at the sub regional Headquarters in Trinidad. IT provides access to aspects of socioeconomic literature of relevance to the Caribbean

---

<sup>3</sup> The Subregional Headquarters for the Caribbean of the Economic Commission for Latin America and the Caribbean (ECLAC), located in Port of Spain, Trinidad and Tobago, was established in 1966 as a regional office to serve the English and Dutch-speaking countries of the Caribbean. It is part of a network of offices of the Commission, which, apart from its Headquarters in Santiago, Chile, has Subregional Headquarters for Mexico, Central America and Panama in Mexico City and offices in Bogota, Buenos Aires, Brasilia, Montevideo and Washington, D.C.

ECLAC is one of five economic commissions of the United Nations Economic and Social Council (ECOSOC), the others being the Economic Commission for Africa (with headquarters in Addis Ababa), the Economic and Social Commission for Asia and the Pacific (Bangkok), the Economic Commission for Europe, (Geneva) and the Economic Commission for Western Asia (Baghdad). The aim of these Commissions is to assist in the economic and social development of their respective regions and to promote and strengthen technical and economic co-operation among the countries of the region, as well as between them and countries outside the region in question. The Commissions study the economic and social problems of their regions and recommend courses of action to member governments and specialized agencies, in addition to carrying out development projects

## CARIBBEAN DIGITAL LIBRARY

The UN/ECLAC Documentation Centre has also developed and maintained the Caribbean Digital Library Consortium which was conceived as a successor arrangement to CARISPLAN and which continues the cooperation begun under CARISPLAN utilizing the technology of the World Wide Web as a vehicle of information exchange. This digital library is a joint venture initiative among regional and national information centres of the Caribbean. These information centres collaborate in building a comprehensive web-based resource designed to provide information on sectors and subjects of importance to Caribbean development. It includes full text of documents produced by governments, regional organizations, non-governmental organizations, and the private sector, for which unrestricted circulation is a desired objective.

## INFOLAC

The Information Society Programme for Latin America and the Caribbean is UNESCO's regional programme for strengthening cooperation among national information network and systems for development in Latin America and the Caribbean.

An important and ambitious activity being developed under this programme is the Latin America and Caribbean Digital Library Project that aims to " achieve the gradual transformation of all National, University, Public and School libraries in the region into digital libraries coordinated as a consortium." <sup>4</sup>

INFOLAC has worked on the methodology for The Ibero-America and Caribbean Digital Library Project, for the past two years. It aims to reproduce in electronic format and publish on the Internet, a collection of 5000 to 6000 works from national libraries in the region. Each national library is expected to select 150-200 works (free from copyright) and digitize them according to the guidelines provided by the Project. Training of trainers is to be offered in both English and Spanish at the University of Colima in Mexico in Digitization, Classification of Digital Information, Automation and Networks and Digital Libraries Administration.

## FUTURE PROSPECTS

With modern developments in information and communications technologies and the emphasis on access to information resources in electronic formats, Caribbean libraries face two major challenges if they are to offer effective library service to their constituents.

The first relates to ensuring that accurate and authoritative Caribbean content is available on the web to be accessed, not only by those outside of the region but more importantly by Caribbean peoples. This requires the development of digital collections suitable for clients ranging from primary school level to the public at large and through to University level. The

---

<sup>4</sup> Fernandez-Aballi, Isidro, La Gran Biblioteca Digital de America Latina y el Caribe. Un proyecto posible. Paper presented at the 30<sup>th</sup> Annual Conference of ACURIL, Nassau, Bahamas, 2000.

second relates to providing easy cost-effective access to databases, electronic journals and other information resources in digital formats.

If these challenges are to be successfully met by the relatively poor countries which characterize the sub-region then library cooperation and resource sharing must become an imperative for Caribbean libraries as they strive to provide a level of service approaching that now offered by libraries in developed countries. As we have heard, cooperative efforts are underway with regard to the development of digital collections, but much more needs to be done

At the ACURIL XXX conference held in the Bahamas in 2000, the need for cooperative access to data bases was recognized in a resolution that mandated ACURIL to investigate the possibility of establishing a consortium of Caribbean libraries to facilitate resource sharing including cost effective access to electronic resources. An Ad Hoc Committee was set up to follow up this resolution but nothing has been achieved to date.

I have adopted this as my sabbatical project and am currently preparing a concept document and a questionnaire to gather data in furtherance of this project.

Of the four legs of the platform previously identified, I am convinced that ACURIL is the most suitable vehicle for the realization of this project. However if it is to succeed, assistance by way of technical "know-how" and funding will be necessary. My dream is that either through developing relationships with existing Consortia or through the establishment of a sub-regional consortium, library cooperation in the Caribbean will become a successful reality for the benefit of our Caribbean people.

## CHAPTER FIVE –

### “INTERLIBRARY LOAN: INTEGRAL COMPONENT OF GLOBAL RESOURCE SHARING” BY ROBERT A. SEAL (US)

#### I. Introduction

##### A. Globalization of information and librarianship

When I became a librarian 30 years ago, I could not imagine the profession as it exists today. In 1972, my first position was circulation librarian in a large research library with very little automation, long before PC's, fax machines, and the Internet. Our library had an extensive collection of foreign materials acquired the old-fashioned way, using telephones, mail, overseas travel, and printed bibliographies. Interlibrary loan was an integral part of our resource sharing activity, though not carried out at today's level nor with the ease that computers and networks allow it to happen, nor was there much international traffic.

Now, at the beginning of the third millennium, our library and our interlibrary loan worlds are dramatically different. Most activities are automated and the computer is the primary research tool. We carry out collection development by consulting online databases and by utilizing vendors' Web sites. Interlibrary loan is almost entirely computerized with verification, communication, and transmission of documents mostly accomplished via the Internet. But these significant changes did not happen overnight: it was an evolutionary process that paralleled developments in technology and librarianship, as well as changes in attitudes toward resource sharing.

In today's world, information has become globalized and this fact has had a profound impact on academic and research libraries. In developed countries, patrons have at their fingertips a cornucopia of information resources from around the world at relatively low cost. Electronic full-text, access to the online catalogs of the world's leading libraries, and the World Wide Web have saved time and effort and have dramatically increased productivity for students, scholars, and researchers. Barriers of time and distance have almost disappeared and user expectations have risen dramatically.

And yet, such advantages are not ubiquitous. Many countries have mediocre library systems, limited or unreliable telecommunications, few personal computers, minimal and expensive Internet access, insufficient fiscal resources, and a lack of government commitment for library service. These issues are being addressed by library professionals and organizations such as the International Federation of Library Associations and Institutions (IFLA), but progress is slow due to differing political systems, unstable economies, and the complexities of the world we live in.

##### B. Importance of library cooperation and resource sharing

It is in this context of global information and an imbalance of library resources that the critical nature of resource sharing becomes apparent. If we as professionals are to serve our own patrons and at the same time ensure the free flow of information to the citizens of the world—and I believe we have that dual role—then we must promote, participate in, and enhance systems of library cooperation to share our limited resources. Those of us working

in colleges and universities in the so-called developed nations, have long been accustomed to participating in cooperative ventures, primarily to control costs and to improve access to books and periodicals. But in many countries this tradition does not exist, or is a relatively recent development.

Primarily, resource sharing activities have grown out of the need to provide our users with the necessary resources for research, study, and teaching. We have also been driven to cooperate due to 1) the high cost of books and periodicals; 2) a need for better access to bibliographic data; 3) increased demand for materials not held locally; 4) advances in technology, especially computer networks; 5) political pressure by one's own institution and peers; 6) a sense of goodwill; and most recently 7) the need to support distance education programs. These are all reasons for active participation in programs of interlibrary loan, reciprocal borrowing, cooperative cataloging, and more. However, of all the many forms of library cooperation, interlibrary loan is the primary and most visible activity. Further, in this era of globalization, international interlending has taken on even more importance with users more aware of, and having a greater need for, foreign information resources.

### C. Topics to be covered

This paper is presented to underscore the growing importance of international interlibrary loan, especially for academic and research libraries. It will offer an overview of the various aspects of the topic including, but not limited to, the nature and need for international interlibrary loan; benefits; the role of IFLA; the impact of technology; obstacles and challenges; and recommendations for the future.

## II. International ILL—an overview

### A. Nature and need

The need for international interlending has intensified in the past decade for at least three reasons. First, the nature of scholarship has become more interdisciplinary and increasingly specialized with new fields of study appearing at a rapid rate. This has resulted in the steady publication of more and more books, journal articles, and conference proceedings around the world. Faculty and graduate students increasingly demand and expect access to this material to carry out research in their areas of specialization, to ensure that they are not duplicating work already done, and to keep up with rapid changes in their fields.

Second, this heightened demand has caused problems for libraries because budgets have not kept pace with the rapid rise in the cost of books and especially scholarly journals. The more that is published, the less a university library can afford to buy nowadays, especially in underdeveloped and developing countries. The third factor causing growth in demand for international interlibrary loan is the ability of end users to easily identify available overseas materials using personal computers, the Internet, and large databases which include many foreign citations and imprints. Further, patrons demand and expect the needed information to be delivered quickly and efficiently, whether the source is in a library in the same city or in England, China, or

Peru. I contend that the increased need for information of all types from abroad requires that we continue to seek ways to enhance our international interlibrary loan efforts.

## B. Benefits

The benefits of a successful and efficient system of international interlibrary loan are well known. First and foremost, it means access to a wide variety of information resources from around the world, items otherwise inaccessible to patrons. Quality service is rendered because delivery is relatively fast, and in some cases it means that researchers do not have to travel abroad unless archival collections or a very large number of items must be consulted. The Library's acquisitions budget benefits, too, because cooperative interlending means that limited financial resources can be used to concentrate on acquiring high use items rather than more esoteric works that *might* be needed some day. When many libraries participate in an international interlibrary loan program, the costs of such activity is spread among all participants, none of which has to bear too great a load. In summary, access, service, and cost containment are the primary results and benefits of international interlibrary loan.

## C. The role of IFLA

The International Federation of Library Associations and Institutions, IFLA, has long played an important role in global resource sharing. Its Office for International Lending includes the Section on Document Delivery and Interlending which is concerned with "making information in all formats available throughout the world through a variety of resource sharing and document supply techniques." Its "primary objective is to extend and improve document delivery and interlending both nationally and internationally through the use of new technologies and increased cooperation among libraries and document suppliers" [see the IFLA web page, [www.ifla.org](http://www.ifla.org)]. The IFLA programs facilitate and enhance international interlibrary loan and document supply service through guidelines, forms, and procedures, all intended to standardize and streamline the complex process of international interlending. It also offers programs on resource sharing at its annual conference, conducts workshops on interlibrary loan, and sponsors international interlending conferences apart from the regular IFLA meetings.

## D. The impact of technology

Technological developments of the last three decades have had a tremendous impact on librarianship in general and interlibrary loan in particular. The World Wide Web and Internet, powerful desktop computers and scanners, online catalogs and bibliographic databases, telefacsimile, e-mail and listservs, automated interlibrary loan systems (e.g. OCLC), specialized interlibrary loan software (e.g. ILLIAD), and document scanning and transmission systems (e.g. Ariel), together have enabled library resource sharing in ways previously unimagined. Such developments have brought librarians throughout the world closer together, breaking down communications barriers, solving problems of access, and speeding up the transmission of interlending requests and document delivery. As we will see below, however, such advantages are not available to everyone.

### III. Obstacles to and challenges of international interlibrary loan

#### A. Barriers to international resource sharing

Despite the benefits of international library cooperation, the actual act of global collaboration is sometimes easier said than done due to a number of inherent problems which impede the process. The most commonly mentioned obstacles are 1) inadequate human resources to carry out interlibrary loan, especially on an international scale; 2) insufficient funding which prevents starting and sustaining collaborative projects; 3) out-of-date computer technology, incompatible systems, and poor telecommunications infrastructure; 4) a lack of international standards for bibliographic description, record format, and exchange of data; 5) copyright issues; 6) insufficient information about foreign holdings; 7) a lack of knowledge about methods of access, regulations and policies abroad; 8) negative attitudes or mistrust; 9) lack of a resource sharing tradition; and 10) an unwillingness to share limited resources which could be lost or damaged.

#### B. Obstacles to international interlibrary loan

Although international interlibrary loan is impacted by many of the aforementioned barriers, significant activity occurs nonetheless, but mostly between libraries in developed nations and without much difficulty. On the other hand, interlibrary loan activity involving developing countries is less common and more problematic. In fact, in many countries there is very little cooperative activity to begin with, and that which does happen is informal and voluntary, depending frequently upon personal relationships between librarians. What follows is a brief overview of some of the more significant obstacles to activity and success throughout the world.

1. Economic barriers. The cost of international interlibrary loan is a significant barrier, especially in developing countries. Since this activity is labor-intensive and involves postage, insurance, copyright fees, and other costs, it can be an expensive proposition, especially when packing and shipping materials overseas. In poor nations, libraries barely have enough funds to pay staff and often do not even have book budgets. Besides the cost factor, libraries may be discouraged from overseas transactions because they lack the hard currency to pay fees and because dealing with a variety of currencies and exchange rates can be problematic.
2. Copyright. Regrettably, there is not enough standardization in the world of intellectual property and this presents yet another impediment to international interlibrary loan, that is, having to deal with a variety of laws related to intellectual property and the use of published materials by researchers. If copyright of print materials was not complicated enough, the situation nowadays is more unsettled with the advent of electronic information resources which have their own set guidelines and restrictions which are still in flux. Ignorance of copyright laws and guidelines, along with the complexity of the legal issues, can slow down or even prevent international lending and borrowing.

3. Lack of information. While in developed countries such as the U.S. and Canada, librarians have easy access to bibliographic data and locations of individual titles in other libraries, such information is not readily available abroad. Simply put, one can't ask for something one don't know exists and one can't borrow an item if the location is unknown. In short, inconsistent or non-existent bibliographic control around the world is a great hindrance to international resource sharing. However, as more libraries convert their holdings into machine-readable format and connect their catalogs to the Internet, this problem is gradually diminishing. Unfortunately, there are still areas of the world where materials are not cataloged at all, let alone available online.

4. Technological difficulties. As noted earlier, a lack of Internet access is a significant barrier to international interlibrary loan. But for certain developing countries, the technology question is even more basic than that as even fax may not be available. In still other situations, there may be little or no telephone service and out-of-date, incompatible computers if computers are to be had at all. A library may even lack a working photocopy machine to reproduce an article, a technological barrier of the most basic type. Under such conditions interlibrary loan is difficult if not impossible, not to mention a low priority.

5. Reluctance to participate. A common concern of participants in international interlibrary loan is the safe delivery and return of books and microforms. With much of the world's mail service slow, inconsistent, and unreliable, this is a valid fear. The use of dependable commercial courier services may help overcome these difficulties, but the solution is a costly one and not always available. Another reason for reluctance to send materials abroad is the amount of time a book or microfilm is away from the lending library, but there is little that can be done about this since the delivery and return times alone can take several weeks.

#### 6. Other challenges

In developing nations, the above barriers occur more often and have a greater impact than in the developed world. Elda-Monica Guerrero studied practices in Mexico and Central and South America and noted the following factors which contribute to limited interlending in that region: a) insufficient time; b) copyright; c) a lack of qualified professionals; d) slow response time regarding availability of publications and in returning materials; e) lending limited to the local area; f) incomplete collections; g) inability of libraries to handle large numbers of requests; h) lack of fax machines and computers; i) incomplete citations; and j) few national interlending codes.

Graham Cornish, summarizing presentations from a workshop in Buenos Aires on the state of interlibrary loan in Latin America, noted huge differences from country to county. He wrote "countries seem to fall into other categories: those with systems, demand and collections; those with systems, but very limited collections and therefore little demand; and those with none of these elements in place." This categorization could, of course, be extended to many parts of the world.

#### IV. Needs and recommendations for the future

##### A. Needs

Here at the dawn of the 21<sup>st</sup>-century, with libraries connected by the Internet and with a growing demand for information of all types from every corner of the globe, the need for international interlibrary loan is intensifying. Developed nations request items for research and scholarship, while developing countries have more basic information needs, for example, to address poverty and hunger, economic development, and health care. In either case, librarians can help provide the needed resources through programs of cooperation, especially interlibrary loan and document delivery. But this is not always easy, especially where human, financial, and library resources are in short supply.

What, then must be done to resolve these problems and improve interlibrary loan service abroad? Anaba Alemna, a library science professor in Ghana, Africa, pointed out that "Librarians in developing countries have a lot of "homework" to do in order to develop successful document delivery programs." In particular, each country should take responsibility for making available the publications produced within its own borders in order to be able to participate in international resource sharing. He also pointed out that "The future of document delivery in these countries depends very much on the proper development of national bibliographies and union catalogues."

He went on to suggest that developing countries need a) better record keeping of document delivery transactions for planning purposes; b) union catalogs and union lists of serials; c) more workshops and training for librarians; d) increased use of technology (especially CD-ROM) to access information not easily available otherwise; e) better methods of delivery other than the postal system; and f) positive government attitudes of toward library development.

In her study of Latin American libraries cited earlier, Elda-Monica Guerrero listed several requirements for improving interlibrary loan of all types in that region: countries need to create national centers for establishing and administering interlibrary loan, both internal and external; a better understanding of technology for improving service; systematic acknowledgement of copyright laws with respect to photocopies; uniform approaches to keeping interlibrary loan statistics; and regular training, which she sees as very important to success, especially in developing countries where staff turnover is high.

##### B. Recommendations

In addition to the suggestions made by these African and Mexican colleagues, I have a few recommendations of my own for North American and European colleagues in terms of what can be done to promote and improve the global interlibrary loan system. While the prospect of improving international interlibrary loan service may seem daunting, there are things that individual libraries can do to make a difference.

1. Provide free overseas interlibrary loan to underdeveloped and developing countries

Though the trend nowadays is to charge for interlibrary loan service, this may be more trouble than it is worth when dealing with foreign requests. Dobson and Pedersen made an excellent point: "Reasons for not charging range from pragmatic ones, such as difficulty with currency exchange and the expense of invoicing, to philosophical ones about the need for libraries to provide free access to information and not to penalise those who cannot afford to pay." Unless a library handles large numbers of international interlibrary loan requests, it may be simpler not to charge. I offer an even more basic reason: we can afford to do so, at least within limits.

## 2. Establish reciprocal agreements

Reciprocal agreements between institutions are the heart of interlibrary loan activity in the United States and other countries. This means giving processing priority to partners' requests and providing cost-free loans. The results are reduced costs, less paperwork, and faster turnaround. I recommend that more such accords be established between and among libraries in different countries to increase the level international activity and to improve service to all our users.

## 3. Promote standards for interlibrary loan service

The library profession should continue its efforts toward standardization in order to facilitate the exchange of data and documents. International interlibrary loan standards have the potential to permit end-users to search for an item, place an order, and receive the material, often electronically, all with minimal intervention by a librarian. Unfortunately, due to infrastructure and political issues, such developments will have little impact on librarianship in developing countries any time soon. Nevertheless, we should strive, cooperatively and internationally, toward the creation of standards for interlending.

## 4. Keep up with developments in the field

With the library world changing so rapidly, it is important for the interlibrary loan librarian, and library administrator by the way, to be knowledgeable about changes and progress in the field. As such, we all need to regularly attend resource sharing workshops, read the library literature, and subscribe to appropriate listservs. Conferences such as this one sponsored by SEFLIN and IFLA play a critical role in keeping up-to-date and in setting the stage for future cooperative activity based on contacts made and ideas generated.

## 5. Be a risk-taker

International interlibrary loan is a risk. Library collections sent across borders will be away from the library for a long time and could be lost or damaged. Requests and payments may be difficult to handle and will take extra time. Nevertheless, for reasons stated earlier, libraries should not hesitate to become involved in international resource sharing. The potential payoff is significant: the patrons will obtain the needed information and the library will be participating in a cooperative venture that contributes to the important goal of access to global information.

## V. Conclusions

In conclusion, interlibrary loan is an effective tool for meeting our patrons' changing needs. The results can be both improved access to global information and a reduction in the gap between the haves and have nots of the library world. The success of international interlending depends in large part upon the ability to overcome a number of barriers as well as a willingness to compromise, a desire to cooperate, hard work and perseverance, and additional financial resources. Fortunately, although significant obstacles do exist, there are many instances of success due to hard work, ingenuity, and a commitment to resource sharing. A lack of adequate collections, insufficient information, and limited funding will continue to be major roadblocks to participation in many parts of the world. However, much can be achieved through innovation, flexibility, and determination. Indeed, there have been many instances where these factors, along with the willingness to take a risk, have paid off. I urge all of you to join in the efforts to make our system of international interlibrary loan a success.

## VIII. Selected bibliography

Alemna, Anaba. "The future of document delivery for developing countries: a view from West Africa." Interlending & Document Supply 25 (1997):5-7.

Cornish, Graham P. "Brief communication: document supply in Latin America – report of a seminar.." Interlending & Document Supply 29 (2001):126-128.

Dobson, Cynthia & Pedersen, Wayne A. "Document delivery to developing countries." Interlending & Document Supply 26 (1998):3-9.

Guerrero, Elda-Monica. "Interlibrary loan in Latin America: policies and practices." Interlending & Document Supply 23(3) (1995):13-17.

IFLA Web page (<http://www.ifla.org>): contains information on Universal Availability of Publications and its Section on Document Delivery and Interlending.

## CHAPTER SIX –

### “AN OVERVIEW OF THE PAHO VIRTUAL HEALTH LIBRARY” BY ERNESTA GREENRIDGE (REPUBLIC TRINIDAD AND TOBAGO)

#### INTRODUCTION

BIREME, the Latin American and Caribbean Center on Health Sciences Information is a specialised centre of the Pan American Health Organisation (PAHO/WHO). The acronym, BIREME is derived from the Portuguese 'Biblioteca Regional de Medicina', the name by which the Centre was originally known, having served since 1967 as the focal point medical library for the Latin America and Caribbean (LAC) Region. BIREME regularly convenes meetings of cooperating health-related libraries and information centres in the LAC region. These meetings constitute fora for the discussion and elucidation of progress in health information direction and methodology.

The First Regional Congress on Health Sciences Information (CRICS I) was held in 1992, in conjunction with the III Biannual Meeting of the Latin American and Caribbean System on Health Sciences Information. The VI Biannual Meeting and CRICS IV convened in San Jose, Costa Rica, 23-28 March, 1998. At that meeting, representatives endorsed the proposal to build a virtual health library for the region; and the "San Jose Declaration Towards the Virtual Health Library" was unanimously approved. In 1999, an inaugural meeting dedicated to the co-ordination of the VHL project was held in Washington, D.C. Participants agreed that the VHL should feature decentralised operations and development based on local conditions.

#### 1. CONCEPTUAL FRAMEWORK OF THE VHL

Network conceptualised: In order to foster the development of national and regional health information systems, a network was conceptualised, which would integrate information sources including: fulltext materials, hypertext and numerical data; indexes, bibliographic databases and dictionaries; and value added products for teaching, learning and decision-making. Selective dissemination of information (SDI) in electronic or printed format; communication channels including news, discussion lists and electronic fora would be enabled. The sources of information described would be integrated through the use of common methodologies, thesari, and catalogues.

The conceptual framework supports access to Internet technology, enabling the exploitation of the concept of 'virtual space'. New health information products and services are integrated within this space, for wide dissemination. BIREME produces and updates documentation, ensuring adherence to methodology and appropriate standards. In addition, regular meetings provide opportunities for feedback, training, and the encouragement required to maintain the impetus towards development.

Consultancy Committees are established at the national level, or on the basis of themes, for example, adolescence, nutrition, health and environment. These committees incorporate stakeholders in the health care field; and serve as catalysts for development. Attention is paid to the organization of unique resources, 'grey' or 'fugitive' literature, presentations, reports from workshops and conferences, and research results which have not been "formally" published or widely disseminated.

The VHL has been cited by PAHO as its vehicle for promoting and operating technical cooperation with the countries of Latin America and the Caribbean and amongst countries in order to attain the goal of equitable access to scientific and technical information in health.

The DeCS - Health Sciences Descriptors is a health terminology database. The thesaurus is based on the Medical Subject Headings (MeSH) and supplemented by public health and homeopathy terms added by BIREME. Spanish and Portuguese DeCS terms are included in NLM's Unified Medical Language System (UMLS). The Health Information Locator (LIS) utilises metadata to describe national and regional information sources on the Internet. A minimal set of twenty-three elements are used, of which sixteen are from the Dublin Core set, plus seven additional elements. Selected websites are organised under broad subject headings. Keyword access is provided. The LIS methodology was developed jointly with the National Center for Information in Medical Sciences, Ministry of Public Health, Cuba. The Document Access Services (SCAD), a fee-based photocopy supply service is integrated with SeCS and with the bibliographic databases. Documents described in the VHL are supplied by electronic access to the fulltext where available, or by SCAD via post, fax, e-mail or Ariel. A Selective Dissemination of Information (SDI) service, to be based on user profiles, is under development by BIREME.

## II. VHL PRODUCTS: MedCarib, LILACS, SciELO

In the second section of this paper, three of the VHL products are described. These are: the bibliographic databases, LILACS and MedCarib; and the Library of Online Electronic Resources: SciELO.

MedCarib: Early work on indexing the health-related literature of the English-speaking Caribbean (ESC) region was undertaken at both the Medical Library, Port of Spain General Hospital (POSGH) Trinidad and Tobago and the Medical Library, The University of the West Indies (UWI) Mona Campus Jamaica, where the bibliography: Medical Caribbeana was published in 1988. (2)

The MedCarib Network, was established in 1990 with grant-funding from the W. K. Kellogg Foundation and PAHO. The objectives were to enhance the capability to collect, organize and index health-related literature in the English-speaking Caribbean countries; to increase cooperation and resource sharing in the region and to create a database of regional health literature. The bibliographic database, MedCarib is a product of this network. The database is updated quarterly and is also available on CD-ROM. The scope of the database is broadly defined, intended to cover conventional and non-conventional documents. Materials selected are from and on the Caribbean, written by authors from the ESC. The geographic area spans the ESC, ranging from the Bahamas to Guyana and Belize; and includes Suriname. English is the primary language of the database, however documents written in Spanish, French and Dutch are considered for inclusion. Documents indexed in the MedCarib database which meet the LILACS database selection criteria are also present in the LILACS database.

By January 2002, there were 15,287 records in the MedCarib database. The majority of the records, i.e. 15, 202, are in the English Language. There are also seventy-nine records in the Dutch language, five in French and three in Spanish. The majority of the Dutch records were input from centres in Suriname. Of the five French language records, one was input in Suriname and four in Jamaica. Of the three Spanish language records, one was input in

Trinidad and Tobago, and the other two in Jamaica. The major contributors to the database have been Jamaica, Trinidad and Tobago and Suriname. One of the significant issues is the relatively small research output in many of the countries. It is anticipated that the imperative of evidence-based decision making may invigorate research activity. The development of the VHL may provide an impetus to renew interest and revitalize contributions to the database. One identifiable avenue for providing the needed support may be the newest iteration of the data entry software LILDBI\_WEB. This software facilitates the indexing process, incorporates new quality control features and utilises the Internet to achieve decentralisation of database development.

**LILACS:** The LILACS database was developed by BIREME in 1982. There are currently over 400 cooperating Centres. More than 670 journals are indexed, representing input from 37 countries. Abstracts are included. The database is updated monthly and is available online as well as on CD-ROM. Cooperating centres are mandated to select, process, index and organize the documents to ensure availability on request. Documents are chosen on the basis of BIREME's selection criteria which allows the inclusion of conventional and non-conventional documents published in Latin America and the Caribbean. Documents judged to be of international value and written in Portuguese, English, Spanish and French are included.

Entries may be sent simultaneously to various databases through the function of a repeatable field which permits tagging of a single record for multiple databases. Documents which are considered to be local in scope or of a transitory nature may be included in national databases but not sent forward to the LILACS database. By January 2002, there were just under 300,000 records in the database. The majority of records were Spanish language records: 158, 948. There were 105,614 in the Portuguese language, 23,498 in the English language, and 110 in the French language.

**Common Interface:** Databases created using the LILACS methodology utilise a common interface - the IAH interface. The interface is available in English, Spanish and Portuguese. All indexed fields are searchable. The interface features pull-down menus. Users may configure settings for brief or detailed displays of results. Search results may be exported in different formats, including an iso format which allows for downloading of subsets of the database for the production of specialised local databases.

The integration of the VHL products is evident. There is backward and forward integration between SciELO and LILACS system databases such that the SciELO project enables access to full text journal articles retrieved through LILACS. Citations of articles which are produced using SciELO methodology can automatically generate links to the relevant databases. It is possible to access SciELO from LILACS using the URLs embedded in the database record. Similarly, from SciELO, it is possible to reach the LILACS database via the bibliographic references for the journal articles. SciELO publications are also available via the NLM database, PubMed by using the LinkOut feature which links to fulltext and resource information.

**SciELO:** The main aim of the SciELO project is the development of national scientific research, improving and creating new means of dissemination, publishing and evaluation of research results. The methodology also supports document linking, photocopying, generation

and dissemination of statistics. Other objectives of the SciELO project include the preservation of electronic archives, and the production of usage statistics and impact factors. Documentation about the project, including a listing of journals currently included is available at <http://www.scielo.org/index.html>. Journal citation reports may be accessed at <http://www.scielosp.org/bib2jcr.htm>

Policies, standards, guidelines, procedures and tools are provided in support of the publication of scientific journals on the Internet. The software may be used to organise any individual journal or collection of journals. However, in order to be included in the official SciELO sites, there must be compliance with SciELO quality criteria, thus establishing challenges for the enhancement of the scientific output in the participating countries.

The SciELO site provides a list of journals arranged by country of publication, (currently Brazil, Chile and Cuba). At the time of writing, Costa Rica is in pilot phase. The portal for Public Health Journals includes Spain's *Revista Española de Salud Pública*, published in Madrid. "BIREME and the Instituto de Salud Carlos III from Spain are working on a cooperative project to implement SciELO Spain covering health sciences journals published in Spain. The participation of Spain in SciELO will increase the availability of scientific information in Spanish language for LA&C countries." (4)

### III. PROGRESS AND VISIBILITY

It can be seen that the SciELO project may be the vehicle for increased visibility and utility of the VHL, and may indeed address what Packer has called the "traditional vicious circle that affects developing countries scientific journals". (5) In recent correspondence to the journal *NATURE*, two Oxford researchers have documented the role of SciELO in increasing the awareness of literature from the LAC region. The researchers report that "of five Brazilian journals that have been indexed by ISI - Institute for Scientific Information for at least five years and available on SciELO for at least two ... the impact factor of these journals more than doubled (132, 7% increase, one-tailed Wilcoxon signed ranks test  $P < 0.02$ ) since their inclusion in SciELO." (6) This has been welcome evidence of the achievement of a measure of visibility and credibility. Other researchers have noted the utility of the LILACS database in reviewing scientific literature, and have made representation for the inclusion of the database in systematic reviews and meta-analysis (7, 8). Search strategies for clinical trials using LILACS have been defined (9, 10, 11).

In order to point potential users of the VHL products and services to the BIREME website, co-operating partners invariably include appropriate links on their institutional homepages or national and thematic VHL sites. International organizations and other affiliates who are aware of the initiative also contribute to increased visibility through similar linkages. For example, the International Network for the Availability of Scientific Publications, (INASP) features the VHL in its index to General Health Resources by way of a link <http://www.inasp.org.uk/links/health/contents.html> captioned 'Gateways Latin America'. BIREME's resources are cited among those which specially focus on health information in developing countries. SciELO is also currently available through the Health InterNetwork Access to Research Initiative (HINARI). This site, <http://www.healthinternetwork.org/scipub.php>, is a new initiative, started in January 2002 to provide developing countries with 'free or nearly free' access to the major biomedical and related social sciences journals. The HINARI site highlights indexes to the journal literature

of other regions such as the African Index Medicus, Index Medicus for the WHO Eastern Mediterranean Region, and the Index Medicus for South-East Asia Region. SciELO is featured as a site which offers free access to biomedical journals. Other high profile sites such as BioMed Central and Highwire Press are also featured.

## CONCLUSION

The VHL facilitates cooperation among health related library and information centres in the LAC region. The implementation strategy is geared to sustainability. Resource sharing, cooperation, decentralization and local capacity building are emphasized. The focus is on maximizing access to the information through networking. Evaluation and quality control are given high priority. The methodologies and tools have wide applicability. For example, it is envisioned that in addition to serials, other fulltext documents such as monographs produced by participating Ministries of Health, research and academic institutions will be disseminated electronically using the SciELO concept. Similarly, the SeCS application software may be used to generate a national union list of serials, sharing information on availability and encouraging the optimal use of such resources. It is recommended also that the SCAD be integrated at both the national and regional levels, thus providing improved mechanisms for document delivery.

Development of the VHL is ongoing. One project, for example is the initiative to develop the CV database (CVLACS) Latin American and Caribbean Health Sciences Curricula Vitae. This project is based on a similar project of the Brazilian National Research Council. In the CVLACS project, profiles of researchers and their research output are to be constructed. These will be linked to the authors' citations in the VHL databases. Another important area for development is that of new descriptors for the geographic and administrative divisions of the participating countries. Submission of these and other suggestions for addition to the DeCS terms are encouraged. New submissions are subject to expert review before they are adopted.

The development of the VHL was premised on the belief that decision-making should be based on sound research and readily available scientific knowledge. Strategic outcomes include: communicating the results of research fostering the use of Information and Communication Technology (ICT) and providing appropriate training. These activities are all directed towards developing the journal production enterprise, increasing the scientific output of the Region and disseminating the research produced in Latin America and the Caribbean. The VHL products and services represent sustainable responses to these imperatives. Wide dissemination and use in the health information and scientific communities is warranted.

## REFERENCES

1. BIREME/PAHO/WHO. *Handbook 2001 for the Development of the Virtual Health Library*. Preliminary Version. April 2001.
2. Mansingh, Laxmi. *Medical Caribbeana: An Index to the Caribbean Health Sciences Literature*. Kingston, Jamaica: The University of the West Indies Library, 1988.
3. Packer, Abel L. "Building a Digital Library: Methods and Issues the SciELO Case." Paper presented at the Thirtieth Annual Conference of the Association of Caribbean University, Research, and Institutional Libraries, Nassau, Bahamas, June 2001.

4. \_\_\_\_\_. "The SciELO Model for Electronic Publishing and Measuring of Usage and Impact of Latin American and Caribbean Scientific Journals." *In Proceedings of the Second ICSU-UNESCO International Conference on Electronic Publishing in Science*. Paris, 2001. <<http://associnst.ox.ac.uk/~icsuinfo/packerfin.htm>> (9 February, 2002)
5. \_\_\_\_\_. "Building a Digital Library: Methods and Issues the SciELO Case."
6. Alonso, Wladimir J., and Esteban Fernandez –Juricic. "Regional Network Raises Profile of Local Journals." *Nature* 415 (2002):471-472.
7. Clarke, Otavio A. C., and Aldemar A. Castro. "Cochrane Reviews Must Use LILACS Database Like Source of Articles." In *9<sup>th</sup> International Cochrane Colloquium*, Lyons. 2001. <http://www.biomedcentral.com/abstracts/cochrane/1/pb081> (2 February, 2002).
8. Castro, Aldemar A., Alvaro N. Atallah and Otavio A. C. Clark. "Locating and Appraising Systematic Reviews." *Annals of Internal Medicine* 128, no.4 (1988):322-323.
9. Castro, A. A., O. A. C. Clark, and A. N. Atallah. Optimal Search Strategy for Clinical Trials in the Latin American and Caribbean Health Science Literature Database (LILACS). *São Paulo Med. J.* 115 no.3 (1997) :1423-26. <http://www.centrocohranedobrasil.org/optimal.htm> (2 February, 2002)
10. \_\_\_\_\_. Optimal Search Strategy for Clinical Trials in the Latin American and Caribbean Health Science Literature Database (LILACS Database): Update. *São Paulo Med. J.* 117 no.3 (1999):138-139. [http://www.scielo.br/scielo.php?script=sci\\_arttext&pid=S151631801999000300011&lng=en&nrm=iso](http://www.scielo.br/scielo.php?script=sci_arttext&pid=S151631801999000300011&lng=en&nrm=iso) (2 February, 2002)
11. How to Search for Clinical Trials on the LILACS Database Using the Internet <http://www.unifesp.br/suplem/cochrane/lilacs.htm> (2 February, 2002).

#### BRIEF DESCRIPTIONS OF BIBLIOGRAPHIC AND SERIALS DATABASES \*

**ADOLEC:** Indexes articles related to Adolescence, and has the objective of supporting PAHO's project coordinated by the Programa de Saúde Materno-Infantil.

**AdSaude:** Indexes literature about health service administration, includes political, economic and social aspects connected with administration, organization, planning and related fields applied to the systems and practices in Health.

**BBO:** Brazilian Bibliography in Odontology, a database on national literature in the field of oral health, from 1986 onwards. The objective is to produce the National [Brazilian] Memory in Odontology.

**CCREPI:** Includes serial holdings from the REPIDISCA Network Centers. CCREPI follows the methodology developed by BIREME for the SeCS (serials data base).

**DESASTRES:** Produced by the Disaster Documentation Center of PAHO. Bibliographic references include analyses of PAHO's and other UN agencies' publications, technical information, and scientific articles from specialized journals.

**LEYES:** Information extracted mostly from the registers of the "Index to Latin American Legislation" maintained by the Hispanic Law Division of the Library of Congress of the United States of America, with the exception of constitutional provision and health codes.

LILACS: Latin American and Caribbean Literature on the Health Sciences. Published since 1982. Indexes articles from about 670 of the most well-known journals in the field of medicine and related subjects. Includes theses, monographs and books, congresses, conference proceedings, technical and scientific reports and governmental publications.

MedCarib: Indexes books, chapters of books, theses, technical reports, congress and conference proceedings, and articles from journals. Contains references of documents dating from the 18th Century up to the present date. Regional coverage includes the English-speaking Caribbean and Suriname.

PAHO: Pan American Health Organization Database. Contains bibliographic references and summaries of the PAHO collection in Washington, D.C. Includes documentation on themes related to health indexed by the Library.

REPIDISCA: Indexes literature in the field of sanitary engineering and environment sciences. Since 1994 has incorporated the records of the ECO's database on human ecology and health. Coordinated by CEPIS, the PanAmerican Center of Sanitary Engineering and Environment Sciences in Lima, Peru

SeCS: Serials in Health Sciences is a database that lists journals holdings available at BIREME and in the libraries of the Latin American and Caribbean Health Sciences Information System. It contains titles of journals which are indexed in the MEDLINE and LILACS databases.

SIDORH: Information and Documentation System in Human Resources in Health. Supports the activities of national groups and institutions from the health sector in Central America and Dominican Republic towards the development of human resources in health.

\* For full descriptions see: <http://www.bireme.br> (MEDLINE database is also available in the VHL)

## CHAPTER SEVEN –

### “INTERNATIONAL RESOURCE SHARING: THE ARL LATIN AMERICANIST RESEARCH RESOURCES PROJECT” BY GAYLE WILLIAMS (US)

Established in 1995, the Latin Americanist Research Resources Project (LARRP) is one of six projects sponsored by the Association of Research Libraries in an attempt at resource sharing that takes advantage of new technologies for document delivery and access. Most LARRP-member libraries (presently fifty-one in number) are U.S. academic libraries with sizable collections of Latin American imprints. They also have a significant number of periodical subscriptions.

LARRP established a Journals Table-of-Contents database (recently christened LAPTOC-Latin American Periodicals Table of Contents at <http://lanic.utexas.edu/project/arl/>) of bibliographic citations for 80,000 articles in over 400 scholarly journals from Argentina, Brazil, and Mexico. While the latter three countries represent regions most heavily studied in Latin American Studies programs in American colleges and universities, LARRP participants also recognized the eventual need to expand the database to include representative journals from the remaining regions of Latin America. (In addition to LAPTOC, LARRP has provided the digitized texts of the presidential messages of Argentina and Mexico, and a “distributed resources” program in which LARRP member libraries in the U.S. pool a small percentage of their Latin American budget allocations towards an assigned collection area.)

In 1999, LARRP submitted and received U.S. Dept. of Education Title VI funding for a three-year period in order to allow for needed database modifications, the inclusion of journals from other Latin American countries, and participation in the database by Latin American research collections/libraries. The grant included the hiring of a librarian with the title of Coordinator of Latin American Partnerships (Gayle Williams, Bibliographer for Latin America, Spain & Portugal at the University of Georgia Libraries was appointed to this part-time position as of January 2000). The Coordinator is responsible for establishing agreements and training programs for four Latin American institutions whose journal collections would allow them to provide table of contents records for respectively, the Andean region (Bolivia, Chile, Colombia, Ecuador, Peru, Venezuela), Central America, the Caribbean, and the Southern Cone (Uruguay and Paraguay). The grant additionally provides payment per TOC record up to a maximum number of records, computer equipment and document delivery software.

Activities for the LARRP members are twofold: database record entry, and electronic document delivery. Each member library maintains responsibility for a group of assigned journals whose table of contents records they input into LAPTOC via a web active template page. The member library’s OCLC symbol is included in the resulting bibliographic citations with the linked option for a photocopy request triggered in that library’s OCLC interlibrary loan subsystem. For example, a user at the University of Texas, a LARRP member, searches LAPTOC and finds citations input by LARRP member, the University of Florida. By clicking the “Photocopy Request” button on the citations that the user wants to see, the requests go to Florida’s interlibrary loan department that uses the ARIEL software program to scan and deliver the article to UT’s ILL department for the user. Since both libraries are LARRP members, processing fees for the articles are generally waived. Electronic

transmission of “non-archived” text via ARIEL allows the system to operate within copyright compliance. Non-LARRP member libraries can use LAPTOC through their usual ILL request channels with associated fees.

Inclusion of Latin American libraries within this system provided some immediate challenges to identify and resolve before the Coordinator of Latin American Partnerships could make the first training trip to Biblioteca Inca, a private research library in Cochabamba, Bolivia. While some Latin American libraries have become OCLC members and regularly use ARIEL, they are in the minority. The Biblioteca Inca’s situation was more akin to, even as a private collection, academic libraries in the region in that it is not an OCLC member. Additionally, Internet access is limited, and staff is not familiar with interlibrary loan procedures or ARIEL.

Consideration was given to developing some type of “workaround” situation in which Biblioteca Inca’s records would be coded with the OCLC symbol of a LARRP member in the United States who would assume responsibility for forwarding requests to Bolivia via electronic mail or facsimile transmission. Biblioteca Inca would then deliver photocopies to the requesting library. Though viewed as a less than desirable alternative, this mechanism would at least allow initial training and input by Biblioteca Inca until more efficient methods could be established. Fortunately, OCLC’s timely introduction of its Global Sharing Group Access Capability membership (GAC) provided other possibilities. The Global Sharing Program is a means by which libraries that are willing to lend internationally can be identified. Resource Sharing personnel at OCLC suggested that LARRP could form a GAC consisting of all its partners and be identified as a consortium. In this way Biblioteca Inca could be identified as a consortial partner and receive Selective Member status, which would make it eligible to receive an OCLC holdings symbol and use the OCLC Interlibrary Loan Subsystem.

The use of the GAC made it possible for the Coordinator of Latin American Partnerships to proceed to Cochabamba to provide staff training and equipment installation for LARRP’s first Latin American partner in May 2000. The final implementation of Latin American partners’ use of the OCLC ILL subsystem is still a work in progress due to the challenge of bringing the various groups involved in LARRP and the grant project into agreement over various procedures. Consultation with ARL’s Senior Program Officer for Access Services is expected to provide closure for this necessary component of the grant.

During preparation for the site visit to Bolivia, the Coordinator of Latin American Partnerships was also involved with setting up routines for identification of other partners. Though the grant identified certain institutions as likely partners for certain regions, the LARRP Advisory Board also encouraged the Coordinator to go beyond the stated names to identify other libraries with equal potential. The main challenge was to find a research library collection whose active periodical subscriptions represented their particular region as opposed to imprints limited to the national level. Collection identification is often possible when a library has an online catalog that permits searching on the Internet and/or the experience and testimony of scholars specializing in a particular region. After making such inquiries the decision was made to use the library of the Centro de Investigaciones Regionales de Mesoamérica (CIRMA) in Antigua, Guatemala as the partner to provide Central American subscriptions. While the CIRMA library does not have a web-based online

catalog, their director was prompt in providing lists of active subscriptions that demonstrated the collection's strengths as a strong source for Central America. The site visit to Antigua took place in August 2000.

Though the U.S. Office of Education expects its grantees to strictly follow appropriate regulations in receiving and dispersing grant funds, it also allows some flexibility in making changes to workflows in a grant's best interest. The LARRP Advisory Board suggested that some of the US member libraries could likely supply the small output of journals in Uruguay and Paraguay. Budgets for this area of partnership changed to identify a partner in Argentina (that could also possibly supply Uruguayan and Paraguayan titles) and a partner in Brazil. Owing to an advisory board member's experiences, the Universidad de San Andrés in Buenos Aires, Argentina became the Argentine member during the summer of 2001. The Coordinator used a "virtual" site visit by way of the Internet to send agreements and training materials, and communicate with the designated librarian for training in LAPTOC procedures. Communication began with three university libraries in Brazil for partner selection.

It became apparent in 2001 that no single collection in the Caribbean could claim to carry journals that represented the islands' varying linguistic and geopolitical complexities. It was possible to further modify the grant budget so that two Caribbean partners would be established. When contacted, the Office of Education also provided permission for considering the University of Puerto Rico as a Latin American partner despite the island's Commonwealth relationship to the United States. In September and October 2001, the Coordinator made respective site visits to the University of the West Indies in St. Augustine, Trinidad (as a partner for English-language West Indian journals), and the University Libraries of the University of Puerto Rico in Río Piedras (as a partner for the Spanish-speaking Caribbean as well as other linguistic regions). Strike activities in Brazilian universities during Fall 2001 have delayed the process to establish and visit a partner there.

Once a Latin American partner has been identified and met with the approval of the LARRP Advisory Board, the Coordinator of Latin American Partnerships contacts the partner to schedule a site visit of a week's duration. During this period, the Coordinator trains the library's representative (and possibly other staff) in inputting into LAPTOC, oversees any final implementation of the computer equipment provided in the grant, and installs the ARIEL software program. Training in LAPTOC entry requires a brief session. While procedures took place successfully online with the Universidad de San Andrés, actual site visits allow the Coordinator to better understand the library partner's overall workflow and where participation in LARRP will fit. Visits have also been useful in order for the Coordinator to review some of the partner's assigned journals that lack bibliographic records in OCLC. Site visits allow for a concentrated period in which the partner library's representative can also ask questions and better understand project expectations. Upon return from the site visit, the Coordinator is still involved with the partner libraries in overseeing their journal assignments, continuing to receive any questions via electronic mail, and preparing reports for the grant's progress.

LARRP's Latin American Partnerships Program has been a means in which the LAPTOC database could expand beyond its boundaries of bibliographic content from other regions. It is easy then to only see the program in terms of benefits for the majority of partners in North

America. However, partnership gives this small number of Latin American research collections the opportunity to also partake of the resource they are helping to strengthen. They can partake of research done about their particular country or region that is reported in the journal of a different country. As members, they receive the usual consideration of waived fees for articles requested from other members. While LAPTOC is an open-access database, fees for articles are imposed on libraries outside of LARRP membership regardless of their geographic origin. LAPTOC's expansion as truly regional bibliographic database puts it on an equal footing with two other major bibliographic databases that serve the region, the *Hispanic American Periodicals Index*, and the *Handbook of Latin American Studies*. That is to the credit of the hard work of the Latin American partners who have been eager to participate in this endeavor.

While the grant and its support come to a close at the end of September 2002, Latin American partners in LARRP will remain as ongoing participants. Their selection was not intended as a short-term activity. The Coordinator will attempt to establish a policy regarding the inclusion of other Latin American libraries in LARRP in the post-grant environment. The LARRP Advisory Board will probably assist in this venture since there are important issues to be examined with regard to membership fees, and continued economic support for LAPTOC's existence.

The Latin Americanist Research Resources Project and the other Global Resources programs of ARL play a critical role with their blend of resources and technology. Access to foreign language journals, whether bibliographic citation or full-text, still remains peripheral in the scope of many of the useful commercial databases that consortia like GALILEO (in Georgia), OhioLink and others provide. These particular library initiatives have identified the tools that take their collections beyond physical walls and also bring in new levels of involvement for Latin American libraries.

#### Works Cited:

The October 1999 (No. 206) issue of the newsletter *ARL: A Bimonthly Report on Research Library Issues and Actions from ARL, CNI, and SPARC* is a special issue on Global Resources that describes the activities of LARRP and the other area studies initiatives.

The "Selected List of Libraries in Latin America and the Caribbean" ([http://www.oclc.org/oclc/lac/new\\_libs.htm](http://www.oclc.org/oclc/lac/new_libs.htm)) indicates 112 OCLC member libraries in 14 Latin American countries as of December 2001.

"OCLC to Sponsor an International Global Sharing Program, Group Access Capability." [<http://www.oclc.org/oclc/groups/gac.htm>]. 2000.

## CHAPTER EIGHT –

### “UNIVERSIDAD ARGENTINA DE LA EMPRESA (UADE) VIRTUAL LIBRARY IN ARGENTINA: NEW CHALLENGES TO LIBRARIANSHIP” BY PATRICIA BORCHES (ARGENTINA) (TRANSLATED FROM THE SPANISH BY RITA CAUCE)

#### Introduction

When we analyze the needs of our users as they search for information, we find that many of them do not always obtain satisfactory answers in response to their web searching. They end up seeking the guidance of a librarian in order to obtain more exacting, relevant results.

#### *Where can we place the blame for this low level of user satisfaction?*

Some users believe all information is available on the web. The web, however, offers an enormous amount of unorganized information, one that can never be fully explored. The organization and control of information is the task of specialists such as indexers and librarians. The mandate of professional librarians has always been to assess and assist the needs of users, whether they are specialized or not. For example, the level of information sought by a high school student when searching the term “cells” will not be the same as that sought by a lab assistant or a biochemist. The information professional’s mission is to facilitate satisfactory results for each level of user. The information professional knows how to select, organize, and maintain virtual collections for his or her organization. But, this maintenance is impacted by the number and variety of actual situations with which we are confronted on a daily basis.

#### *What do we wish for?*

Faced with the overwhelming quantity of virtual information and electronic documents we dream of improving the quality of our reference service to satisfy the needs of our diverse public, a public that interfaces with our service both physically and/or virtually. When we ponder the obstacles we face, the first consideration that strikes us is the exponential size of the online collection.

We have faced similar challenges in the past. The evolution of mankind along humanity’s path and the housing of large, physical collections reflect this long journey, one that is so colossal that there is no doubt that good organization is---and should be---of paramount concern to us.

Different types and levels of barriers exist that make the accomplishment of our task difficult. One of the challenges is how to analyze these barriers. In our current paradigm we face the obstacles of organization for virtual accessibility. Evolving cooperation and agreements define the road we must take to achieve any measure of success.

#### *Analysis of the Current Situation: Factors*

The general public believes that everything is available through the World Wide Web, but we, as information specialists, know that belief is at odds with reality. One suggested solution the information professional can offer is the institution of universal bibliographic control. Although this type of control has gone through many changes, its results are the same and have never been more necessary than at this time.

The advances of new technology create the misconception that we are now totally self-sufficient in our information needs. We know that this is not the case and must articulate to people all over the world that they must question this notion of information self-sufficiency. It would be extremely rash to discontinue the support, and even close down information centers and then, years later, come to the conclusion that they served a valued purpose.

It is within our scope to evaluate, select, identify, and describe the massive flow of information on the Internet. We can do this, as we can also write selection policies, improve access to information, and analyze the value of the information found on the Web for our user communities.

### *Resources*

Above and beyond our professional roles, we each possess unique aptitudes as individuals. We must continually train and re-train ourselves to remain current with all aspects of the new technology. This should be a personal as well as a professional goal.

We face the joint tasks of finding, facilitating and making feasible information access. We must seek a “unified front” to achieve success. Where do we begin? The first step is identifying what already exists and analyzing its development. What unique resources does each nation and association have? How do we begin to cooperate? On what should we fix our focus? We have to explore why Dewey, CDU, LC and Authority Files were created and how to learn from them.

### *Barriers*

Which of these barriers require consideration? Are they economic, financial, technological, idiomatic, disciplinary, training-related, time-related, related to access points, related to specialized languages, related to consistent terminology, software-related, formats-related, norms-related, or all of the above?

- We should find institutes that will value the meaning of the cooperation between the variety of *idiomatic* expressions and *disciplines* to help with these barriers.
- For the *technological* barriers, we can find companies that will cooperate for the noble cause and whose company name would benefit from the recognition.
- For the *financial* barriers we should find associations that could benefit from collaborations and agreements to lessen the burden on individual institutions.
- Regarding issues of *librarianship*, we have used a number of different models and guidelines that were understood by all involved, even if they may not have coincided with their own models. We realize how burdensome it is to replace, modify, enrich, and in any way, make changes to established systems.

Every decision we have so far taken, however, has respected the integrity of individual differences, and it is this respect of our differences that we should continue to work so as not to erect even more barriers to information.

### *Suppliers*

We face problems in contracting with virtual information suppliers as they are not especially interested in making their products compatible with their competitors. Different and sometimes confusing applications make it a real challenge to facilitate information access to our users. This continues to be problematic. The need for professional updating of these

tools never seems to end, and it will not. Nevertheless, we must continue to work to overcome those barriers that stand in the way of providing timely and relevant information to our users.

*Can we come to a consensus on how to obtain this objective we all share?*

This study presents the effort we made to facilitate access to virtual information to the UADE Community. Similar undertakings no doubt exist, in which daily intent to fulfill the library's mission, has guided our colleagues. All of us will be helped greatly by cooperating and disseminating in a timely manner, the results of studies such as these currently being undertaken throughout the world.

## UADE Virtual Library Experience

### Objectives and Policies

It is necessary to clarify the importance of defining objectives and formulating policies to achieve objectives and policies. These objectives and policies will differ from institution to institution, and will influence their management. Effective communication, quality circles, teamwork, motivation, and the contribution of ideas and suggestions by members all enrich the process. Listening, evaluating, and offering solutions to questions all contribute to the feedback necessary for the continual work towards our objectives. Giving the opportunity to provide input is a good way to bring together everyone involved. At the UADE Library we welcome the contributions of all aspects of the community, from library personnel, students, and academics to the library professionals themselves. All of this constant feedback increases the quality of the services we offer. When we take this objective into account, the results of our needs assessment tells us it is essential to capture indicators that will evaluate our development and help us plan for success.

### Findings

- Survey and suggestions analysis (detection of opportunities)
- FODA analysis
- Organizational chart and equipment
- Procedural Diagram (identification of implication)
- Feasibility indicators (time optimization)
- Concurrence and usage indicators (relevance analysis)
- Reports and statistics
- Measurements of process associated costs
- Services and products assessment (relevance analysis)
- Evaluation
- Planning (according to indicators)
- Allotting of resources (on what and how much to spend), human resources, technology, qualification; analyze the adequate investment to develop and solidify without altering the everyday performance
- Dissemination and Training (diagram of informative and instructive methods achieving UADE Community autonomy)

### Evaluation

Following the results of user surveys and analyzing how colleagues carry out similar projects and its impact on each library area, we evaluated using high-relative, low categories and

reassigned tasks taking into account the unique aptitudes of each member of the sector. We defined the updating that was necessary to achieve our objectives and instituted replacement charts in case of emergencies.

#### *Execution*

As a result of ongoing evaluation during the time our project was executed, some points had to be reformatted.

#### *Regarding Selection Policy*

Faced with the enormous flow of information on the Internet, the essential collaboration with the academic areas was established as part of the University's selection policy. As experts in their fields, they have the responsibility of letting us know what they thought of the quality of the information found on the web.

#### *Regarding the Web Site Organization*

Documentation relevant to our community was analyzed and described in databases that permitted UADE Community users fast access. Per the evaluation by our academic colleagues, we downloaded the material to our servers. If the information needed continual updating we only established a link to the server that houses the information.

#### *Regarding Dissemination*

We established different methods of communicating information from which the public can select. One of these communication choices is SDI – Selective Dissemination of Information. This database establishes a user information profile and keeps the individual abreast of current information on the specific topics they have chosen.

- Another way of staying informed is through the information posters displayed.
- The UADE Library web page also announces new products and services.
- Workshops are offered where users are grouped within their majors and taught how to use different software, services, and products. Besides the weekly electronic bulletins, the institutional email is another way of passing on important information.
- Licensing with an electronic documents service must clearly state whether the coverage extends to any computer on the institutional network and if this access extends to computers in remote locations, such as the home.
- User-friendly search interfaces are paramount, as are standard formatting.
- For journal databases, are full-text articles available for all articles under a given title, or only some of the articles?
- Another important point is how often the databases are updated and how this is communicated. The fullest and clearest information on exactly what each vendor supplies (full-text, citation, abstract?) is required to be posted on the library's web page so that it can be easily updated.
- Our objective when giving access to foreign titles was to avoid the user having to deal with the different interfaces vendors supplied. We tried to link whenever possible directly from our page to the journal and its full-text. This was possible with some journals, but not with others.
- On our web page we arranged all the journal titles in alphabetical order and by subject areas.

- We face another problem when creating our web page, we asked the vendors to supply us with a list of their titles. Some of the vendors sent these in PDF format instead of ASCII or ANSI and we had to use an OCR program to work with them. These options should be kept in mind as not all libraries have these resources readily available.
- Another difficulty we encounter was in giving our users access from home. Generally the vendors provide access through the IP addresses we supply of our network computers. Usernames and passwords are not necessary on campus with this system. The problem arises when trying to provide remote access, such as from home. We developed a proxy server for our users to be identified when accessing from a remote site. Some vendors did not support proxy servers and Id's and passwords were needed for access. Id's and passwords are not as secure as proxy since they are not encrypted. Changing the password often is a solution.

#### *Follow-up and Maintenance*

The administration, department supervisors, academic specialists, and others involved in this study follow its development and communicate their experiences to the Library administration.

#### *Conclusions*

Going beyond different management styles, we hope studies like this one will help users throughout the world obtain successful access to information. Our goal is to break down barriers, concentrating on the similarities. Cooperation among institutions will help us achieve our common goal.

#### *Proposal*

- We should establish the necessary relationships for interdisciplinary cooperation to help us deal with constant changes in technology.
- Cataloging agencies and professional associations need to team up with leading information technology companies.
- Establish cooperation and agreements so we all can take part in one worldwide digital catalog that can satisfy the information needs of the whole virtual community.

## CHAPTER NINE –

### “CONSIDERATIONS, CHALLENGES, AND CONCERNS FOR PROVIDING LIBRARY SERVICES TO NOVA SOUTHEASTERN UNIVERSITY’S DISTANCE STUDENTS IN LATIN AMERICA AND THE CARIBBEAN” BY LAURA L. RAMIREZ AND JOHANNA TUÑON (US)

Providing quality library services is always a challenge, but the advent of an increasing number of international site-based programs and online programs accessed by students in Latin America and the Caribbean raises a number of considerations, challenges, and concerns about how libraries should be providing services to these international students. This presentation will consider the issues and variety of solutions offered to Nova Southeastern University (NSU) international students in one undergraduate program, six graduate programs offering site-based instruction in Latin America and the Caribbean as well as three doctoral programs offering online degree programs. The library solutions implemented for the varying needs of these programs will be discussed and evaluated. Issues discussed include (1) setting up of local library resource centers and local library agreements, (2) providing document delivery services, (3) the usefulness of new technology solutions such as Prospero and ILLiad, (4) problems that impact library services offered via the Web, (5) providing bibliographic instruction, (6) serving international NSU students who receive instruction in a language other than English, (7) understanding and working effectively with other peoples’ cultural and political sensibilities, and, last and perhaps most important, (8) ensuring that distance library services offered to students are equivalent regardless of where the students are located.

Nova Southeastern University (NSU) has been offering its courses to students at a distance since 1972, and online classes since 1983, before distance education became popularly accepted. NSU has extensive experience with delivering graduate programs at international sites, and currently offers a variety of site-based masters and doctoral programs in business and education in the Bahamas, Dominican Republic, Jamaica, Panama, and Venezuela. Online graduate degree programs in business, education, and computer science reach other countries as well, such as Mexico and Colombia.

The Library, Research, and Information Technology Center (LRITC), located on the main campus in Fort Lauderdale, Florida strives to provide NSU’s distance students with quality library services. However, the advent of an increasing number of international site-based programs and programs offered online internationally raises new considerations, challenges, and concerns about how the NSU main library and libraries in general should provide library services. The challenge is to ensure that international students receive equivalent library services to those offered distance students in the United States and to students attending classes at the main campus. The greater research needs of graduate students makes providing them with equal or equivalent services that are recommended by the Association of College and Research Libraries (ACRL) even more of a challenge when they also happen to live abroad.<sup>1</sup> Solutions developed for NSU programs can serve as a useful case study for others.

#### Branch Libraries and Local Library Arrangements

One way of providing distance students with library resources is to have them rely on local libraries for materials. Librarians at NSU have negotiated agreements with academic

libraries in countries such as the Dominican Republic and Venezuela. However, the collections at these libraries have not been sufficient to support doctoral research. This is not surprising when one takes into consideration that NSU would not be successful in offering a program to students abroad if a local university had similar offerings. If a foreign university does not offer a program, the academic library simply cannot invest in building research collections in those areas. Other libraries see this as an opportunity to demand exorbitant fees, making the cost per student prohibitive for NSU. The biggest challenge to formal agreements with local libraries, however, has been fear of competition. While a library might agree to provide services to NSU students, the parent institution perceives the incoming institution as a threat to its welfare, invading its territory, and refuses the request.

Another option for providing library services to international students is to establish a branch library on site. NSU followed recommendations provided by the Southern Association of Colleges and Schools (SACS) after a re-accreditation visit, and established branch libraries in the Bahamas, Jamaica, and Panama in 1998. Books and journal collections were purchased with a budget of \$40,000 per site, and professional librarians were hired to provide services. As the infrastructure for Internet access improves in these countries, students are able to take advantage of the many resources online to complement the print collections. Still, these small resource centers cannot adequately provide all the research resources needed by doctoral students. And what about those students that are so dispersed that even a branch library is too far from where they live to be accessible? A strong document delivery service must also be offered to supplement the branch library or local academic collection.

#### Document Delivery Services

Finding cost-effective methods for providing international students with document delivery services equivalent to those within the United States presents some thorny problems. At NSU, the main library has decided that it will be responsible for ensuring that distance students are provided with the resources to meet research needs. All distance students are provided with free document delivery for up to 25 items per week. These include free photocopying and mailing or faxing of journal articles as well as the mailing of books and free microfiche copies of ERIC documents. Doctoral students are also provided with two free copies of non-NSU dissertations.

Delivering library materials to distance students across international boundaries presents special challenges. The time it takes to get materials via the postal system causes major frustrations for waiting students, particularly in developing countries. Problems getting mailed books through customs in some countries have also raised major difficulties on occasion. To address this problem, NSU uses DHL and FedEx to speed up the delivery of books overseas and provide the books with more security, but this solution has been a costly proposition for the library.

Another drawback for international students is that NSU is a relatively young institution that has only been in existence for 35 years. As a result, the library collection does not have the retrospective depth that major research libraries normally have to support doctoral programs. In fact, the main library's collection only contains about 300,000 volume book equivalents. NSU negotiated agreements with Wayne State and the University of Michigan in order to provide students with access to these in-depth research collections of millions of books. Moreover, these host libraries had agreed to mail requested books directly to distance

students, but only within the United States, thus excluding NSU's international students. The result was that the main library could only send books from within its 300,000-volume collection to international students.

In order to address this issue, NSU's main library explored using the British Library as a document delivery supplier for students at international sites. The British Library provides a rapid document delivery service to individuals and organizations worldwide through its Document Supply Centre (BLDSC). (See <http://www.bl.uk/services/document.html>.) NSU has an account through SOLINET (Southeastern Library Network) to obtain materials from the British Library. However, U.S. libraries get charged high copyright fees. There has been no need until now to use the British Library's services, but it remains a viable, albeit costly option.

NSU's main library continues to explore new technologies for less expensive and timelier solutions for delivering research materials. One solution that was tested in 2001 was Prospero, a freeware program designed to complement ARIEL. Prospero delivers ARIEL documents to end-users by posting them on a Web server as PDF (Portable Document Format) files. The Prospero software generates email with the URL where the document resides and a personal identification number for accessing the site. Students were given a specific time limit for accessing the document using Adobe Acrobat and a specific limit on the number of times the document could be accessed as a security measure to ensure that only the appropriate user was making use of the service.

Thus far, the library has had mixed responses to Prospero. While many students liked accessing scanned documents online because of the timeliness of the delivery, others preferred to have the documents shipped to them because the cost and problems with obtaining printing cartridges was an issue in some countries. Still other students lacked technology skills and/or up-to-date equipment. The result is that some students prefer to wait for their documents to be delivered by traditional means in spite of the timeliness offered by technological solutions. A second solution that is being tested is ILLiad, an automated interlibrary loan resource sharing management software from OCLC that automates manual tasks performed by the interlibrary loan staff. As a member of the Southeast Florida Library Information Network (SEFLIN), the NSU Libraries was selected as one of the ILLiad testing sites, but at the time that this paper was completed, the software had not yet been installed and implemented so the relative merits of the two software packages cannot be addressed at this time.

#### Online Access Problems

Online databases with full-text provide a great solution for document delivery for international students. The main library provides NSU students with access to over 200 online databases which contain full-text journal articles, dissertations, and reference resources such as Wilson Web Education Full-Test, ProQuest Research Library Periodicals, ERIC E\*Subscribe, ABI/Inform, Wilson Web Business, InfoTrac's General Business File as well as company information in FIS Online and international information in several EIU databases, and conference proceedings in IEEE and ACM. The problem with online databases is that the level of online coverage varies substantially between the various disciplines. Business students can find as much as 75% of what they need online, but

students in the social sciences can only find about 25 - 30% of the indexed materials full-text online.

Because of the problems with providing international students with the document delivery of books, online access to electronic books via netLibrary has been an important addition to the online resources offered by the library. NSU is part of the SOLINET consortium and can access all the books that are part of the consortium. In addition NSU has bought some unique titles to support specific disciplines such as education. The fact is, however, that the 20,000 titles for e-books are not sufficient by themselves to meet the research needs of graduate students who happen to live in other countries.

Distance students express high level of satisfaction when they are instructed to the access and use of these full-text databases. On the other hand, some students are unaware of the availability of the full-text articles or are unwilling to print the documents themselves because of the cost and/or availability of printing cartridges as mentioned previously. Another problem has been that students in some countries are handicapped by the quality of Internet services available in their countries. The telecommunication system in places like the Bahamas, Jamaica, and Panama still present problems with providing reliable and high-speed services. The infrastructure for communications between continents and countries has improved markedly over the last five years but still can be a bottleneck that impedes access that students can depend on. As a result, online solutions for document delivery to international students are not yet foolproof.

#### Bibliographic Instruction

It is not enough to provide distance students with document delivery and/or online databases. If students do not know these services exist, the resources do little good. As a result, reference and bibliographic instruction are also important considerations for distance students. At NSU, providing equal reference services for distance students in the United States and abroad has been problematic. First of all, distance students in the US, Canada, and the Caribbean have access to a toll-free number, but students in other parts of the world do not. Students call the reference desk using the toll-free number and the reference librarians sometimes spend 30-45 minutes walking students step-by-step through the search strategy and browser configuration. The only solution that the library has offered students that do not have toll-free number access has been to provide them with the asynchronous option of using email to send reference questions. Although this alternative may not suit the learning styles of all students, most students not located in the Caribbean area are online students anyway so the solution has worked reasonably well.

Bibliographic instruction also presents real challenges when students attend class at international sites. Because NSU delivers distance education in a variety of formats and a variety of different program designs, no one solution has worked for the whole university. As a result, there have been a number of solutions: MBA students get training via online tutorials that are integrated into the curriculum. Several doctoral programs come to campus for orientation at beginning of their programs. Still other programs that have students meet at sites have librarians go to the sites to provide the training. As a result, NSU librarians have been to Jamaica, Panama, Venezuela, Puerto Rico, and the Dominican Republic to provide library instruction.

### Language Barriers

As universities have increasingly met the educational needs for distance education in English-speaking countries, the institutions are beginning to consider offering distance programs in other languages. NSU has started offering classes in other languages in Venezuela. Classes at the beginning of the program were offered in Spanish, but the plan was that students would take intensive classes in English and transition over to English by the second year. Unfortunately, this plan proved to be overly optimistic. The library did have a bilingual librarian who was able to offer training in Spanish. Students were supplied, however, with materials to support their graduate research only in English. This was justified by the fact that the students were supposed to have a reading competency in English.

The next foray into site-based instruction offered in other languages occurred when the same program considered starting a cluster in Brazil. The courses were to be taught completely in Portuguese, and students were not going to be required to have a reading competency in English. The library tried to find solutions that would provide library materials for the students in Portuguese or even in Spanish without much success. There were no commercial online databases in Portuguese, and the library was unable to locate a local academic library with adequate holdings to support a graduate education program offered in Portuguese. Fortunately, the issue became moot when the project eventually died a quiet death.

The problem with providing library support for programs offered in other languages, however, has not gone away. Still another program has started a cluster, this time in the Dominican Republic. Again, the library was able to send a bilingual librarian to do the initial library training in Spanish and to negotiate an agreement with a local library.

The underlying question, however still remains: How should libraries handle the situation when they cannot adequately support the research needs of students because instruction is being offered in another language? Until accrediting agencies address this question, libraries will continue to be pressured by their academic institutions to be “team players” and go along with offering library services that do not adequately meet the needs of the students who do not speak English.

### Cultural and Political Sensibilities

Students living in the other parts of the world do not always view the library the same way as people do in the U.S. International students encounter library procedures, resources, and systems that are quite foreign to what that have been used to. International students do not always have extensive experience doing library research to write research papers or locate information in traditional print formats, much less online. Even international students who have taken online classes from a number of institutions have often experience very limited library support services. As a result, students do not always fully comprehend how libraries and online resources can help them.

In some parts of the world, distance education is still being seen as a remedial education for students to obtain a degree when they failed in the regular educational system. These students may be older or feel left out in some sense. They often lack the self-confidence to approach the librarian and use the library effectively. This is a significant problem for even

traditional libraries, but the problem is compounded when the students' library happens to be located in another country. Trying to communicate and reassure students who are uncomfortable with the library and using library services only gets compounded when there are language and cultural barriers as well. It is true that one-shot training sessions in Spanish or Portuguese are not enough to overcome all student apprehensions, but it can go a long way in mitigating some of these fears.

### Conclusions

The goal of providing international students with the same kinds of library services as those offered to distance students is a laudable goal that all libraries should work toward, but the harsh reality is that it is a goal that is not easily attained. The advent of online journal articles, e-books, and other resources have made the jobs of libraries much easier, but many print resources, particularly in the humanities and social sciences, are simply not yet available online. This issue becomes even more important as academic institutions begin offering more and more online and site-based training for graduate students overseas. The sad fact is that many universities in the United States and abroad are not even making the attempt to provide the delivery of books to their international students. Even when libraries do try to provide these services, there are often serious limitations and problems that need to be addressed. If libraries believe that all students served by an academic institution, no matter whether they are on or off campus, in the United States and abroad, are entitled to equal or equivalent access to library resources and services, then more work needs to be done to improve the level of these resources and services for international students.

### Notes

1. Association of College and Research Libraries, *Association of College and Research Libraries guidelines for distance learning library services*, 24 January 2002, <<http://www.ala.org/acrl/guides/distlrng.html>> (2 February 2002).

## CHAPTER TEN -

### “MULTIPLE CONSORTIA: HOW THEY WORK TOGETHER” BY KATE NEVINS (US)

Recent years have seen the extensive development of library consortia and networks. This growth in library consortia can be seen both in the creation of new cooperatives and in the further evolution of existing cooperative library organizations. These developments can be seen in a wide variety of consortia models, from state-based consortia in the United States, to country-based consortia in such diverse countries as Canada and Greece, to multi-national efforts such as the eIFL project sponsored by the Soros Foundation.

Today I will be talking about the development of consortia and the trend towards cooperation across consortia to best serve the needs of their member libraries. Specifically, I will address:

- What is a library consortium?
- What are the commonalities and variations among consortia?
- How do consortia fit together in libraries' cooperative activities?
- How should libraries proceed?

I should give you a little information on the organization I work with. SOLINET is a consortium serving 2100 libraries of all types in the 10 southeastern states of the U.S. and the Caribbean. We provide and facilitate a variety of cooperative services. These include extensive training and staff development, group electronic resources licensing on both full text and A&I databases, preservation of library materials, and access to OCLC services.

#### What is a Library Consortium?

There are many kinds of organizations for library cooperation and many words that describe them. In the U.S., for example, labels for these cooperative organizations include consortium, network, association, and virtual library. For purposes of simplicity today I will consistently use the word "consortium" to include organizations under all of these labels. Whatever the word used, these organizations have a common purpose: to bring together librarians and libraries to undertake activities or serve objectives that could not as effectively be undertaken by individual librarians and libraries in isolation. These activities and objectives may range from very informal to highly structured. However, they share the principle belief that library cooperation is the tool to achieve desired results.

#### Commonalities and Variations in Consortia

Describing consortia is much like the old story of six blind men describing an elephant. Each has a hold of a different part of the animal. One is holding a leg and describes an elephant as like a mighty tree. Another holding an ear describes an elephant as flat and leathery. Another holding the trunk describes it as long and snake-like. A librarian's description of consortia

depends very much on what kind of consortium the librarian has gotten a hold of! Consortia can be described in several dimensions. Is it formal or informal? Does it have documented goals and objectives or does it have a more local, collegial purpose? Does it have paid staff or does it work with voluntary staff or its members? Does it have fees for services or programs? And, perhaps most important, what libraries are members?

Informal consortia usually have a local, collegial purpose such as providing opportunities for librarians to come together to discuss issues and cooperative programming. They often have no or little funding, use the contributed staff time of their members for programming, and do not have highly structured governance. This type of consortium is often geographically small, with its strength in the forging of relationships between librarians in a region. Often these consortia take on activities such as interlibrary loan agreements and programs to share staff expertise that enhance services without a need for much direct financial commitment. These consortia often develop over time to more formalized consortia with more ambitious and formalized agendas.

Formal consortia usually have a well-defined and documented purpose, built around the development of and sharing of technology, expensive library resources, and staff training and development. These consortia most often have ongoing funding sources, either fees from member libraries or grant or government funding. Usually these consortia have full time staff and a defined governance structure that ensures member representation in establishing program priorities, hiring staff, and setting fees. The membership make-up of this kind of consortium can vary in geographic reach from regional to international, according to the purpose for which it was established.

A third kind of consortium model is also common: the government-sponsored consortium. These are groups constituted by government authority, and often with full or partial government funding. This type of consortium shares most characteristics with the formal consortium model described above, with the key difference being their identified public purpose, which is often set by the legislation or other official action. In reality, these models do not exist as three distinctly different types of organizations. Rather, they exist on a continuum, with variations and shadings among consortia based on the realities, needs, and history of the participating libraries.

For purposes of this paper I would like to focus further on the Purposes of Consortia. Consortia are formed by libraries for a variety of purposes. Most consortia objectives include some or all of the following:

1. Communications and networking of librarians including the sharing of expertise and the identification and resolution of library issues and problems.
2. Development of cooperative programs such as sharing library materials, sharing of delivery systems, and providing continuing education.
3. Realization of economies of scale by sharing the cost of such resources as systems, electronic information resources, and staff expertise.
4. Leverage of library resources through group negotiations and purchases by pooling funds and purchasing power.

5. Procurement of government grant monies in order to fund cooperative activities.
6. Sharing of risk among groups of libraries by development and testing of new services and programs.

In general, informal consortia focus on communications and cooperation that builds on existing resources in libraries. The more formal consortia focus on developing and procuring additional programs and resources, particularly those requiring financial investment from member libraries, foundations, or government agencies.

### Multiple Consortia

This leads us at last to the question for this paper: Why do libraries join multiple consortia, and how do these consortia work together?

First, why do libraries join multiple consortia? As we have discussed, various consortia serve very different purposes and require differing levels of staff and financial commitment. The complexity of consortial affiliation can be analyzed by considering what value and benefits librarians and libraries obtain through membership in more than one consortium. Using our continuum model, the consortium value can be seen as follows:

#### Informal Consortium Formal/Government

- Professional development and networking Institutional development and networking
- Sharing of library resources and programs.
- Procurement and development of additional library resources and programs

This distinction in professional vs. institutional development, and in sharing of resources and programs versus procurement and development of new resources, shows that different consortia provide very different value to their members. Libraries often find it is advantageous to join several consortium for the value and benefits provided by each. As a result, an individual library may belong to an informal local consortium to provide opportunities for staff to network with their peers in other libraries in the area and to establish reciprocal interlibrary loan agreements. The library may also join a more formal consortium to procure electronic resources at favorable terms based on the aggregated buying power of all of the libraries in the consortium. And, the library may also belong to a government constituted consortium in order to obtain government funding and gain access to centrally purchased resources and systems. There is a strong logic in each consortia affiliation decision the library makes.

Of course, real life is never as neat and organized as charts and graphs would make it appear. In reality, there is often overlap of purposes and benefits among consortia with which a library may affiliate itself. Remembering that consortia are not slotted into a category but exist along a continuum on a variety of different dimensions, there is potential for overlap of membership, duplication of services, and general confusion. Which leads to my second question: How do library consortia work together?

Library consortia work together in the interest of best serving their member libraries and in fulfilling their purpose and mission. Libraries which are members of more than one consortium work to ensure clarity of purpose and eliminate expensive duplication among groups. Libraries look for the "competitive advantage" provided by each consortium. The "competitive advantage" is that unique value provided by each particular consortium. After all, what library wants to provide the staff and financial resources to more than one organization for the same service?

Library consortia and their member libraries can address the issue of potential overlap by addressing the following questions:

- What is the mission and purpose of the consortium?
- What value and benefits do member libraries obtain from the consortium?
- What other consortia, if any, have the same or a similar mission and purpose?

These questions address the reasons for a consortium's existence and the reasons for libraries' interests in that consortium. Once these have been established, consortia and their members can address the potential benefits of multi-consortia cooperation. Consortia can work most effectively together when:

- Missions are mutually supportive
- Expertise or resources are complementary
- Value to members is increased through multi-consortia cooperation

A brief example of multi-consortium cooperation can be seen between SOLINET, the consortium for which I work, and SEFLIN, serving libraries of southeast Florida. SEFLIN serves a defined geographic area that is rich in libraries of all sizes and types. Because of its defined membership region, its mission, and its partial funding from the state, it effectively serves the development and communications needs of its members through meetings, leadership development programs, and continuing education. It has implemented programs that enhance libraries access to the region's print and electronic resources through interlibrary loan, materials delivery, and innovative web-based services. SEFLIN, through its members, has significantly enhanced the value and quality of library services for the population of its region. In comparison, SOLINET has a membership of 2100 libraries across the 10 southeastern U.S. states and the Caribbean. Our mission is not specifically to enhance the value and quality of services in a prescribed geographic area, but to provide cooperative services where the value is derived from large-scale, multi-regional cooperation. Therefore, SOLINET focuses on cooperative programs that build on large -scale access and sharing, such as electronic database access and extensive web and instructor led training. In addition, SOLINET brings OCLC's cooperative services to the Southeast United States and the Caribbean in order to foster multi-type, multi-state and international resource sharing.

How do SEFLIN and SOLINET cooperate to serve our mutual members? SOLINET works closely with SEFLIN to support SEFLIN's programs and services and the needs of libraries which are both SOLINET and SEFLIN members. We work together to identify training needs and to offer continuing education programs. We cooperate in the use of OCLC services to facilitate sharing of materials among SEFLIN libraries, with the other libraries in the state, and internationally. We cooperate to identify and meet libraries electronic database needs.

The key to this multi-consortia cooperation: SEFLIN brings closer knowledge and relationships with its members. SOLINET brings resources and services not available at SEFLIN. Together we identify member needs, tailor programs, and provide benefits to libraries.

### How Should Libraries Proceed?

Consortia provide an effective vehicle for libraries to accomplish what they could not accomplish individually. Libraries will continue to form new consortia or to evolve current Consortia in new directions as their needs change.

Whether you are at the stage of forming a new consortium or developing a current consortium, the following questions can help ensure the consortium's value to its members.

- What is the consortium's mission and purpose?
- Is this mission and purpose best met with a formal or informal consortium?
- Who is the consortium designed to serve: by library type, size or geography?
- Is there a consortium in place that serves or could be developed to serve that mission or purpose?
- What resources, financial or other, are needed to support the consortium's mission and progress?
- What other consortia have complementary missions and resources which could enhance the consortium's value to members.

The answer to these questions will help guide libraries' decisions to form or develop consortia. They will also assist libraries to avoid costly duplication, but to build on the strengths of their variety of available cooperative programs.

The organization and management of library cooperatives is the subject of a future paper. The issues of staffing, management, financial viability, and operations of consortia is a fascinating study. However, it is in questions of purpose and mission that the consortium will succeed or fail in meeting its member libraries' needs. It is in questions of consortial purpose and mission that libraries will build an effective array of consortia to meet their diverse and complex needs.

## CHAPTER ELEVEN –

### “SEFLIN’S *MI SERVICIO DE BIBLIOTECA*: VIRTUAL LIBRARY SERVICES FOR THE SPANISH-SPEAKING POPULATION OF SOUTHEAST FLORIDA BY CHARLES R. MAYBERRY (US)

#### Introduction

SEFLIN, the Southeast Florida Library Information Network, is a multi-type library cooperative known locally, regionally, and nationally as a leader in collaboratively planning and implementing technology that links libraries and communities in the four counties of Broward, Martin, Miami-Dade, and Palm Beach. The SEFLIN region is the home of a diverse and culturally rich population of almost 5 million Floridians.

SEFLIN’s vision affirms the value of libraries as key contributors to the community’s social and economic well-being and quality of life. The mission of SEFLIN includes working cooperatively with libraries and communities to support the joint use of technology and promote the sharing of library resources. SEFLIN’s stated goals include: (1) assisting libraries in identifying and using emerging technologies, (2) supporting the cooperative organization, preservation, and dissemination of information resources for Southeast Florida residents, and (3) transforming traditional library services to more user-friendly electronic, remotely accessible services.

One of SEFLIN’s key initiatives in recent years has been the establishment of virtual library services to serve the Southeast Florida region. In 2001 SEFLIN launched MyLibraryService.org, a Web portal that provides regionally based library and information services. Utilizing advanced database searching technology, MyLibraryService.org enables users to simultaneously search the holdings of SEFLIN member library catalogs plus selected information resources from the World Wide Web. In addition to improving regional library access through its ‘single-search’ technology, MyLibraryService.org also features a *Guide to Southeast Florida Libraries*, which includes a searchable directory, with maps, of more than 350 library service locations. Although several Spanish-language resources are included, MyLibraryService.org is predominantly an English-language Web portal.

The success of the MyLibraryService.org Web portal and its searching technology indicated the potential of utilizing similar methods to better reach under-served populations in Southeast Florida. Among these, the Spanish-speaking population is a large and prominent group.

*Mi Servicio de Biblioteca* is currently in a multi-year developmental process. It will be a Web based library portal designed to bring together the libraries of Southeast Florida and the Spanish-speaking population of the region. With content presented in Spanish and services tailored for Spanish speakers, it will utilize the ‘single-search’ technology successfully used in *MyLibraryService.org* to simultaneously access the online catalogs of SEFLIN member libraries and a number of primarily Spanish-language information resources available via the Web. In addition to providing virtual library services to the Spanish-speaking population, *Mi Servicio de Biblioteca* will provide services to assist library staff in better serving Spanish-speaking patrons.

The mission of *Mi Servicio de Biblioteca* is to improve access to library services by establishing a portal on the World Wide Web dedicated to enhancing connections between people who speak Spanish and the libraries of Southeast Florida

#### Defining the Needs of the Target Population

The 2002 census confirmed the fact that Hispanics\* are now the largest minority group in the United States, comprising 13.4% of the total population. In 2002, there are 38.6 million Hispanics in the U.S. Population projections indicate that in the year 2020, one out of every five US residents will be Hispanic. Miami, the largest metropolitan area in Southeast Florida, is the third largest Hispanic market area in the United States, following Los Angeles and New York in Hispanic population size.

The US Census Bureau reports that in the counties of Broward, Miami-Dade, nearly thirty-eight percent of the population is 'Hispanic'. Ninety percent of these people learned Spanish as their first language. Seventy-four percent are most comfortable speaking Spanish. Thus, a large segment of the population has a significant barrier to accessing Southeast Florida's libraries. This barrier is increased by the fact that most of the region's libraries have predominantly English-language holdings. Also, while the Internet and related new technologies have provided new avenues of access to libraries in the region, these services and the Web sites where they are found are primarily English-language.

#### Regional Library Collections and Spanish-Language Content

A survey of the county library systems in the SEFLIN region revealed a need for additional Spanish-language content in their collections. According to figures provided by these systems, the amount of Spanish-language volumes available in the libraries is limited. When this is compared with the demographics and language use characteristics of the target population (see below), a need for reinforcing the Spanish-language content available through the region's libraries is indicated:

<b>Percent of Spanish-Language Volumes in Library Collection</b>	
--	--

Broward County Library System:	2.5%
Martin County Library System:	0.4%
Miami-Dade Public Library System:	10%
Palm Beach County Library System:	1%

(Source: Survey conducted by SEFLIN in 2001)

#### Target Population Demographics

The Hispanic population in the United States is projected to continue to grow at a remarkable pace in the foreseeable future. In 1950, there were 4 million Hispanics in the United States, comprising 4% of the population. By 2050, Hispanics in the U.S. are projected to number

---

\* For the purposes of this paper, the term 'Hispanic' will be used in reference to Spanish origin or descent. The term 'Hispanic' is defined this way in most statistical sources and studies, including the U.S. Census Bureau. Race and ethnicity are not the primary demographic factors defined by this term. 'Hispanic' is a term of self-definition and may include any race.

154.5 million, or 30 % of the population. Currently, there are almost 2 million Hispanics in the Southeast Florida, accounting for 38% of the region’s population:

<b>Hispanic Population of the SEFLIN Region</b>		
<b>County</b>	<b>Hispanic Population</b>	<b>% of Total Population</b>
Broward	326,125	18.6%
Martin	126,731	7.5%
Miami-Dade	1,378,949	58.6%
Palm Beach	140,675	12.4%
Region-Wide	1,986,881	38%

(Source: U.S. Bureau of the Census, *2000 Census of Population & Housing*, 2001)

**Hispanic Population Density**

At the community level there are enclaves where the percentage of Hispanics, and by extension people who use Spanish as their primary language, is much higher than the region-wide or county wide percentages. When considered with the language use characteristics and the acculturation indicators presented below, this demonstrates a need for greater Spanish-language resources for the libraries within these communities. According to data collected from the U.S. Census Bureau and the Metro-Dade Department of Planning, Development and Regulation, the following communities in Miami-Dade County have a proportion of Hispanic residents greater than the region-wide average:

<b>Hispanic Population Density</b>	
<b>Community</b>	<b>Percent Hispanic</b>
Sweetwater	93.0%
Hialeah	87.6%
Hialeah Gardens	82.0%
West Miami	79.4%
Islandia	76.9%
Miami	62.5%
Medley	58.1%
Virginia Gardens	50.6%
Miami Beach	46.8%
Key Biscayne	42.8%
Coral Gables	41.9%
Miami Springs	41.8%
Unincorporated Dade	41.5%

(Source: U.S. Bureau of the Census and Metro-Dade Department of Planning, Development and Regulation)

**Population Diversity**

The Spanish-speaking population in of Broward and Miami-Dade counties has traditionally been viewed as Cuban. However, this population has diversified as a result of immigration

from Central and South America. The traditions, cultural backgrounds and degree of integration into the larger Florida population differ among these groups, but the use of Spanish is the characteristic shared by all. The Spanish language provides a common channel for delivering library services to each group:

**Country of Origin**  
(Hispanics in the SEFLIN Region)

**Origin or Descent:**

Cuban:	45%
Columbian	12%
Puerto Rican:	9%
Nicaraguan:	5%
Honduran:	5%
Other:	24%

(Source: Strategy Research Corporation. *2002 U.S. Hispanic Market Report*. Miami: SRC, 2001)

**Acculturation**

In addition to the diverse origins of Southeast Florida's Hispanic population, their degree of acculturation into Florida's predominantly English-language society depends heavily on their length of time in the United States. Nearly thirty-six percent of the adult Hispanics in Broward and Miami-Dade counties have been in the U.S. 10 years or less:

**Length of U.S. Residency**  
(Hispanics in the SEFLIN Region)  
(Adults 18 years of age or older)

10 years or less:	36%
11-20 years:	30%
21 years or more:	34%

(Source: Strategy Research Corporation. *2002 U.S. Hispanic Market Report*. Miami: SRC, 2001)

**Language Use**

The Spanish language is the bond that unites the diverse groups that make up Southeast Florida's Hispanic population. The use of Spanish as the principal language among this population is not surprising. Nearly eighty-two percent of Hispanic adults in Broward and Miami-Dade counties were born outside of the U.S. in countries where Spanish is the dominant language. Detailed language use characteristics include:

**Language Use Characteristics**  
(Hispanics in the SEFLIN Region)  
(Adults 18 years of age or older)

**First Language Learned to Speak:**

Spanish:	90%
English:	6%
Both Equally:	0%

**Language Most Comfortable Speaking:**

Spanish:	74%
English:	16%
Both Equally:	9%

**Language Spoken Most Frequently at Home:**

Spanish:	81%
English:	8%
Both Equally:	11%

**Language Spoken Most Frequently on Most Social Occasions:**

Spanish:	62%
English:	18%
Both Equally:	19%

**Language Spoken Most Frequently at Work:**

Spanish:	36%
English:	25%
Both Equally:	18%
Other:	20%

(Source: Strategy Research Corporation. 2002  
*U.S. Hispanic Market Report*. Miami: SRC, 2001)

**Computers & Internet Access**

In addition to the personal computers available in the libraries, schools and workplaces, the region's Spanish-speaking population is equipped to a significant degree at home to benefit from *Mi Servicio de Biblioteca*. Indeed, the number of Hispanic households with a personal computer is 10 times greater than in 1996. Two studies, one specific to Broward and Miami-Dade counties, and one tracking ethnic group computer usage nationwide indicate the viability of connecting significant numbers of this population to their local libraries via the Internet:

**Personal Computer in the Home and Internet Usage**

(Hispanics in the U.S.)

41% of Hispanic Households have a personal computer in the home

41% of Hispanics have Internet Access

51% of all adult Hispanics use computers

(Source: Strategy Research Corporation. 2002 *U.S. Hispanic Market Report*. Miami: SRC, 2001)

**U.S. Citizens Reporting Internet Use**

(Percentages by Race/Ancestry)

Hispanic:	32.1%
White, not Hispanic:	58.0%
Black, not Hispanic:	43.7%
American Indian:	54.5%
Asian:	66.7%

(Source: Urban Libraries Council, *The Impact of the Internet on Public Library Use*,

Spring 2000)

Though computers and the Internet are accessible to a large degree to Hispanics, they have not caught up with the other major segments of the population in their use:

Comparative Computer and Internet Use (Percentages by Race/Ancestry)	
---	--

Hispanics	41%
-----------	-----

African Americans	59%
-------------------	-----

White (Non Hispanics)	69%
-----------------------	-----

(Source: Strategy Research Corporation. 2002 U.S. Hispanic Market Report. Miami: SRC, 2001)

#### Library Use

According to figures from the American Library Association, public library use among Hispanics is less than that of whites and blacks. This further underlines the need for using technology to build bridges connecting Spanish-speaking Floridians to the libraries in their communities:

Public Library Use - by Race/Ancestry			
---------------------------------------	--	--	--

Time Frame	White	Black	Hispanic
------------	-------	-------	----------

Used Last Month:	44%	45%	41%
------------------	-----	-----	-----

Used Last Year:	65%	63%	58%
-----------------	-----	-----	-----

(Source: American Library Association, *Public Library Use LARC Fact Sheet Number 6*, 1997)

Recent and authoritative statistics on library use among Hispanics in Southeast Florida are currently unavailable. Because of this, SEFLIN will conduct a survey in 2003 of the region's Spanish-speaking population to better determine the library use characteristics and further information needs that could be addressed through *Mi Servicio de Biblioteca*.

#### Input From Focus Groups

In order to better define the library and information needs of the region's Hispanic population, SEFLIN engaged consultants with expertise in evaluating virtual library services to conduct two focus group studies. Drs. Charles McClure and John Bertot of Florida State University's School of Information Studies performed the focus group studies and produced a report on their findings. One focus group was composed of reference librarians from the Miami-Dade Public Library System who serve primarily Hispanic patrons. The other was composed of Hispanic library users. The Hispanic library user focus group session was conducted in Spanish.

The focus groups underscored several key issues. Among these is the fact of the diversity of the Hispanic population. Noting that certain generic information needs are held in common by across the Hispanic population as a whole, other needs were specific to the various communities within the Hispanic population. McClure and Bertot listed the following generic and specific needs identified by the reference librarian focus group:

- Immigration information that includes legal residency requirements and citizenship (generic);
- “Living here” survival type information that assists immigrants and others in learning about their new environment (generic);
- Health information (generic);
- Education related information, such as GED requirements, English as a Second Language classes, and information about local schools (generic);
- Jobs information, such as work requirements and availability by type of work and skills requirements (generic);
- Spanish-based Web search engines and capabilities (generic);
- Keeping up with current events “back home” through newspapers, radio shows, and other formats (community specific);
- Local consulate information (community specific);
- Discussion/networking forums (community specific); and
- Calendar of events that pertain to ethnic celebrations and other activities (community specific).

(Source: John Carlo Bertot and Charles R. McClure, *Accessing SEFLIN's Virtual Library Mi Servicio de Biblioteca: User and Reference Librarian Focus Group Report*, 2002)

Another key issue that was noted by McClure and Bertot in their reference librarian focus group was the fact that there are other potential user groups within the Hispanic population and ethnic communities. These groups also have information needs particular to their group. For example:

- Parents will want to know about what is happening within their children’s schools;
- Youth/K-12 age children have school assignments that require research and resources, plus have specific social/entertainment interests;
- Seniors require a variety of government and community services (e.g., health, social services) and have a number of social needs;
- Immigrants/transplants require a number of general and specific information services and resources related to living, acclimating, and making the transition to a new area; and
- Latin/Central American corporations require a wide range of location information in making their decisions to build a presence in the Southeast Florida area. Examples of information needs of corporations include the educational environment, the business climate for particular services/products, and business compliance regulations/legal issues.

(Source: John Carlo Bertot and Charles R. McClure, *Accessing SEFLIN's Virtual Library Mi Servicio de Biblioteca: User and Reference Librarian Focus Group Report*, 2002)

The other focus group, which was composed of Hispanic library users, revealed information needs that were consistent with those identified by the reference librarian focus group. The following services and resources were recommended by the Hispanic library users for inclusion in *Mi Servicio de Biblioteca*:

- Library Services
  - Access to the Miami-Dade Public Library System's catalog in Spanish
  - Access to one's own patron record
  - Access to e-books
  - Ability to initiate holds on library materials
  - Ability to read newspapers from native country
  - Access to newspapers and magazines through the Internet/database subscriptions
- Government and Immigration Services
  - Immigration and citizenship information as well as other legal information
  - Information on Medicare/Medicaid
  - Translation of County web pages/services into Spanish
- Health Information
  - General health care and services information
  - Cancer information
  - Link to the Liga Contra el Cancer web site
  - Link to Miami Children's Hospital (<http://www.mch.com>)
  - Information about support groups dealing with drug and alcohol problems
- Educational Information/Services
  - GED requirements
  - Information on classes to learn English
  - Information on classes to learn to use the computer and computer programs
  - Availability of educational games
  - Link to public school system
- Employment Information/Services
  - Listing of job opportunities
  - Ability to write resumes
  - Ability to exchange job services/post resumes
- Cultural/Community Information
  - Cultural activities for children and adults
  - Information on U.S. holidays
  - Information on holidays in different countries
  - Calendar of events
- Other Services
  - Access to the Internet for persons who do not have a computer/connection at home
  - Access to e-mail services
  - Include Yahoo en Español, CNN en Español
  - Information about volunteer groups

(Source: John Carlo Bertot and Charles R. McClure, *Accessing SEFLIN's Virtual Library Mi Servicio de Biblioteca: User and Reference Librarian Focus Group Report*, 2002)

McClure and Bertot summarized the following conclusions in their report which should guide the development of *Mi Servicio de Biblioteca*:

- The Hispanic population of Southeast Florida is growing both in size and diversity.
- The Hispanic community, while often discussed as a single entity, is quite diverse.
- Library services, whether virtual or traditional, will have to reflect the diversity of the Hispanic community.
- As a whole, Hispanic households are less likely to have access to computers and the Internet.
- Thus, virtual library services will have to integrate with community based organizations and member libraries to achieve maximum potential and use.

(Source: John Carlo Bertot and Charles R. McClure, *Accessing SEFLIN's Virtual Library Mi Servicio de Biblioteca: User and Reference Librarian Focus Group Report*, 2002)

#### Developing Web Based Library Services

The *Mi Servicio de Biblioteca* Web portal will be designed with reference to the needs identified above. Development of services will take place over several years. Phase One of *Mi Servicio de Biblioteca*, which will be available to library users in late 2002 will include core services for both Hispanic library users and for library staff who serve Spanish-speaking patrons. The Web interface will be presented in Spanish, with English electronic “tags” for key features. The English tags will assist those library staff who may not be conversant in Spanish.

#### What kind of Spanish?

The development of a Spanish-language Web interface raises the issue of the type of Spanish that should be used on the site. With the previously described diversity of the Hispanic population, a wide variety of regional and cultural variations of the language are used within Southeast Florida. In addition to the language itself, problematical issues arise when composing information for the Web. Often on Spanish-language Web sites developed in the United States, the terminology used for navigating the sites is not Spanish at all. Rather, terms from the English language are either used as they appear in English or are merely transliterated into a Spanish-like form. Further complicating the language issue is the need to develop a Web site that will be user-friendly for novices who will not be familiar with Web jargon in any language.

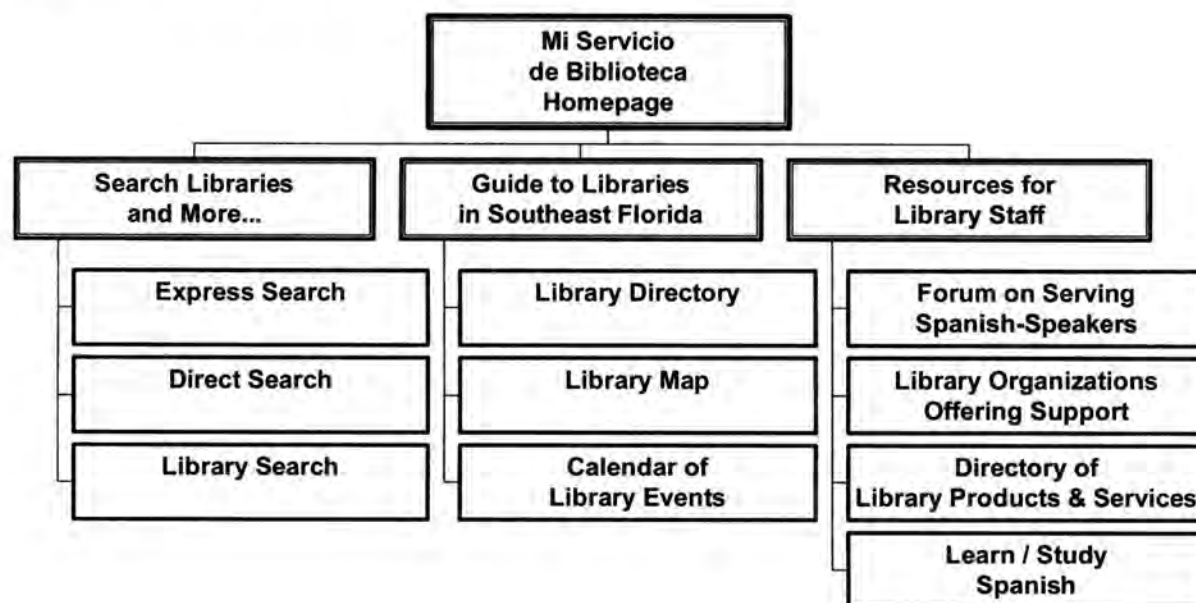
The focus groups conducted for SEFLIN were very helpful in resolving the issue of the specific type of Spanish that should be used on the site. Both the reference librarians and the Hispanic library users strongly indicated that the *Mi Servicio de Biblioteca* Web site should be presented in the “prime” Spanish of the Royal Academy of Spain. It was noted that this was the standard for the Spanish language throughout the world. To guide Web interface design, SEFLIN identified model Web sites where this standard of Spanish is consistently used. One of these model sites is the National Library of Spain (<http://www.bne.es>).

Focus group participants were also adamant that machine-generated translations, like the automatic language conversion services offered on many Web sites, were too inaccurate. Therefore, SEFLIN has engaged a professional translation service to translate the textual elements found on the *Mi Servicio de Biblioteca* Web interface. These translators follow a

process of forming a glossary of translated terms, developing rules to govern translation, and then performing the actual translation of the text.

**Mi Servicio de Biblioteca – Site Design**

Phase One of *Mi Servicio de Biblioteca* will include three major services: 1) single-search access to the catalogs of twenty-five SEFLIN member libraries, plus an array of Spanish-language Web resources; 2) an interactive guide to libraries in the Southeast Florida region, and; 3) resources for library staff who serve Spanish-speaking patrons. Following is a diagram of the site and its services:



In Phase Two of *Mi Servicio de Biblioteca*, a section containing resources for Spanish-speaking library users will be added. This section will include a directory of community organizations providing services to the Hispanic population. It will also include a community events calendar, presented in Spanish.

**Promotion Campaign**

To publicize the new *Mi Servicio de Biblioteca* Web portal, and by extension, the libraries and library services available to the Hispanic population, SEFLIN will execute a promotional campaign targeting both library users and library staff. The campaign will utilize the online, broadcast and print mediums to reach these target audiences. Promotion will be conducted in Spanish for the library users and in both English and Spanish for the librarians in the region. Community organizations that support the Spanish-speaking population will be identified as another source for disseminating promotional material.

## Conclusion

SEFLIN has two major partners for the *Mi Servicio de Biblioteca* project. First, the SEFLIN Board of Directors and member libraries have provided the ongoing guidance for the project. Also, the State Library of Florida, under the provision of the Library Services and Technology Act, for the U.S. Institute of Museum and Library Services has provided partial funding for *Mi Servicio de Biblioteca*.

*Mi Servicio de Biblioteca* is scheduled for public access in late 2002. You may visit the site at <http://www.miserviciodebiblioteca.org>.

## References

American Library Association. *Public Library Use LARC Fact Sheet Number 6*. Chicago: ALA, 1997.

John Carlo Bertot and Charles R. McClure. *Accessing SEFLIN's Virtual Library Mi Servicio de Biblioteca: User and Reference Librarian Focus Group Report*. Tallahassee: 2002.

Metropolitan-Dade County Department of Planning and Zoning.

Strategy Research Corporation. *2002 U.S. Hispanic Market Report*. Miami: SRC, 2001.

Urban Libraries Council. *The Impact of the Internet on Public Library Use*. Spring 2000.

U.S. Department of Commerce, Bureau of the Census. *2000 Census of Population & Housing*. Washington: 2001.

U.S. Department of Commerce, Bureau of the Census. *Profiles of General Demographic Characteristics*. Washington: May 2001.

U.S. Department of Commerce, Bureau of the Census. *State and County QuickFacts*. Available at: <http://quickfacts.census.gov/>

## Biographies of Contributors

### Patricia Borches

Patricia received her degree in Library Science and Documentation of the University of the Social Museum Argentine, in 1982. She received her initial professional experience at the University of Argentina in Business. At present she serves as Director of the Associated Library, UADE. She has provided expertise in Library Science management, databases and organization for a diverse group of institutions. She has served as a consultant for World Bank projects, FOMECA and Department of Education and Culture in several national educational institutions. She has participated in numerous international congresses, meetings and seminars. She has expertise in the areas of technical processes and systems in services to the user, relating authority control themes, formats of cataloging and virtual library services. Since 1991, she has performed research in management and quality control, the needs and satisfaction of the user, motivation, marketing, and management.

### Stephney Ferguson

Stephney Ferguson, A.L.A., B.A. (UWI) MLS (Indiana University) is formerly Director of the National Library of Jamaica, 1980-1991 and Senior Lecturer and Head of the Department of Library and Information Studies, University of the West Indies, Mona, Jamaica, 1992-1997. She has served in several professional associations, including service on various Standing and Advisory Committees of IFLA between 1984 and 2000. She has served as President of The Commonwealth Library Association (COMLA) 1986-1990 and The Association of Caribbean University, Research and Institutional Libraries (ACURIL) 1999/2000. She is currently Campus Librarian, for the Mona Campus of the University of the West Indies and University Librarian for the University-wide Library System located at Mona in Jamaica, Cave Hill in Barbados and St. Augustine in Trinidad & Tobago.

### Ernesta Greenidge

Ernesta Greenidge is Head of the Medical Sciences Library at The University of the West Indies, St. Augustine Campus in the republic of Trinidad and Tobago. Before joining the University, she was professionally affiliated to medical/health libraries in the public sector. She is a former Regional Vice-President of the Commonwealth Library Association national coordinator of the MedCarib project. She holds a Master Degree in Library Science from the University of Toronto, is a member of Beta Phi Mu and a Senior Member of the Academy of Health Information Professionals. Her research interests include information retrieval skills and practices of local health professionals, distance education, and the integration of information literacy and health informatics in the medical curriculum. Her current research focus is on the collaborative development of an action agenda for the Virtual Health Library in Trinidad and Tobago.

Vicki L. Gregory

Dr. Gregory is Professor and Director of the School of Library and Information Science at the University of South Florida. She earned a PhD from Rutgers University, the State University of New Jersey and MLS from the University of Alabama. Prior to joining the SLIS faculty in 1988, she was head of the Department of Systems and Operations at Auburn University at Montgomery. She is the author of four books, the latest of which is *Selecting and Managing Electronic Resources* (published by Neal Schuman in 2000), and numerous articles. She is currently on the Board of the American Society for Information Science and Technology and also a board member of the Florida Library Association.

Bruce Edward Massis

Bruce Massis has served the library profession as a respected library administrator for more than two decades. He was the founding Director of the JGB Cassette Recording Library International, Vice President and General Manager of In Touch Networks, Inc., Divisions Manager of the Brooklyn Public Library's Central Library, Director of the Hoboken Public Library and presently serves as Associate Director of the Southeast Florida Library Information Network (SEFLIN), Florida's largest library consortium. He has served in official positions within the International Federation of Library Associations (IFLA) and has been active in the American Library Association (ALA), the New York Library Association (NYLA), the Long Island Library Association, the New Jersey Library Association (NJLA), the Florida Library Association (FLA), and the American Society for Training and Development (ASTD). His professional publications include *Interlibrary Loan of Alternative Format Materials* (The Haworth Press, Inc.), *Serving Print Disabled Library Patrons* (McFarland & Co. Publishers, Inc.) and *Library Service for the Blind and Physically Handicapped: An International Approach* (K.G. Saur). His most recent book, *The Practical Library Manager*, was published by Haworth Press in 2002. His upcoming book, *The Practical Library Trainer*, will be published by Haworth Press in 2004. He has also written numerous articles appearing in journals and other publications and has presented papers and lectures on professional library issues at conferences and universities around the world. He is on the faculty of the University of Phoenix Online and teaches courses in written communication.

Charles R. Mayberry

Charles Mayberry is SEFLIN's Manager of Virtual Library Resources and obtained his graduate degree in Library and Information Studies at Florida State University. His past experience in librarianship includes seven years as the Director of Information Services at the National Golf Foundation where he developed a business library with services that included online access to 40,000 abstracted articles and reports. While at SEFLIN, Charles has worked as a member of the Virtual Library Team, helping to develop *MyLibraryService.org*. He is currently the project leader for *Mi Servicio de Biblioteca*, a Web portal that will help link the Spanish-speaking population of South Florida to the libraries of the region. Since joining SEFLIN, Charles has been a frequent speaker on the topic of virtual libraries.

### Kate F. Nevins

Kate Nevins has held the position of Executive Director, the Southeastern Library Network, Inc., (SOLINET) since June 1994. She received her MLS from the University of Wisconsin in 1979. She has served on the ALA Publications Committee, the LITA/LAMA National Conference Planning Committee, the ACRL Annual Conference Planning Committee, and held the position of President of ASCLA. Her professional career has been focused on library cooperation and collaboration, first at OCLC, and now at SOLINET. Her contributions have been in facilitating library cooperation through projects built around shared systems, shared library resources, and shared expertise. Specifics include implementation of OCLC's Micro Enhancer and ILL Group Access Projects, and development of SOLINET's database licensing, and expanded training and digitization services. Her publications include: *Library Networking and Cooperation*, and *Bowker Annual 2000* (with Bonnie Juergens).

### Laura Lucio Ramirez

Laura Lucio Ramirez has been at Nova Southeastern University since November 2000. She manages the library at the North Miami Beach Campus, site of the Fischler Graduate School of Education and Human Services. Serving primarily graduate distance education students, Laura travels to the sites where the students meet to provide library instruction, including the Caribbean and Latin America. Previously, she was an Assistant Professor at the Jernigan Library at Texas A&M University-Kingsville.

### José Adolfo Rogríguez

Dr. Rogríguez is the General Director of Libraries at the National Autonomous University of Mexico (UNAM). He has held positions as Professor in Library Science at the Graduate Division Faculty of Philosophy and Letters and Researcher at the "Centro Universitario de Investigaciones Bibliotecológicas" (CUIB). He has been a teacher at institutions of higher learning including: Universidad Veracruzana, Universidad Michoacana de San Nicolás de Hidalgo, Instituto Tecnológico Autónomo de México (ITAM), Escuela Nacional de Biblioteconomía y Archivonomía, and many others. His publications include: *Bibliografía comentada sobre educación bibliotecológica en México*, and *The International Guide to Library and Information Science Education: a reference source for educational programs in the information fields worldwide* (K.G. Saur). He has written, edited and collaborated on more than 60 articles of relevance from an international library perspective. He has served as consultant to more than 20 libraries in Mexico and Latin America and continues to travel, having presented more than 70 papers at international library conferences worldwide.

### Johanna Tunon, EdD

Johanna Tunon is Head of Distance and Instructional Library Services at Nova Southeastern University. She handles library accreditation and licensure issues as well as coordinating bibliographic instruction for NSU students on campus, off campus, and online.

## Bob Seal

Bob Seal became University Librarian at Texas Christian University in 1994 after serving in the same position at the University of Texas at El Paso for almost nine years. It was UTEP where he became involved in Latin American librarianship and re-learned Spanish. In 1988, he traveled to Mexico City to investigate the possibility of a US-Mexico interlibrary loan project which he helped initiate in 1990. The ILL program continues to this day and involves more than 30 academic libraries and was the inspiration for another Transborder Library Forum ILL project that started five years ago. Mr. Seal received his Bachelor's degree in astronomy from Northwestern University and his MLS from the University of Denver. He has written numerous articles, two books, and a number of contributed conference papers. He has consulted in the US, Mexico, and Nicaragua, and has spoken at a number of international meetings. He is past chair of the ALA International Relations Committee and is currently chair of the ALA Committee on Latin America and the Caribbean.

## Gayle Williams

Gayle Williams is Bibliographer for Latin America, Spain & Portugal at the University of Georgia Libraries, and additionally holds a three-year appointment (2000-2002) as Coordinator of Latin American Partners for the ARL Latin Americanist Research Resources Project's TICFIA grant. Ms. Williams received her MLS from the University of Texas at Austin, and her MA in Latin American Studies from the University of New Mexico (UNM). Her previous library experience in Latin Americana has been at UT-Austin, the University of the Virgin Islands, and UNM. Ms. Williams is an active member of the Seminar on the Acquisition of Latin American Library Materials (SALALM) and was elected SALALM president in 1998. She has been a volunteer indexer for the Hispanic American Periodicals Index since 1978, and since 1992 has edited SALALM's annual Bibliography of Latin American and Caribbean Bibliographies. She is also compiling some bibliographic works on Latin American cinema.



# International Federation of Library Associations and Institutions – IFLA

## IFLA Publications Series

Edited by Sjoerd Koopman

**The International Federation of Library Associations and Institutions (IFLA)** is the leading international body representing the interests of library and information services and their users. Today it has more than 1,700 members in over 150 countries around. IFLA was founded in Edinburgh in 1927.

### **Continuing Professional Education for the Information Society**

The Fifth World Conference on Continuing Professional Education for the Library and Information Professions  
Edited by Patricia Layzell Ward  
2002. 264 pp. HB  
€ 98.00. (For IFLA members: € 73.50)  
ISBN 3-598-21830-3  
(Volume 100)

### **The Ethics of Librarianship An International Survey**

Edited by Robert W. Vaagan with an introduction by Alex Byrne, chairman of IFLA / FAFE  
2002. VI, 344 pp. HB  
€ 64.00. (For IFLA members € 48.00)  
ISBN 3-598-21831-1  
(Volume 101)

### **Libraries in the Information Society**

Edited by Tatiana Ershova, Yuri E. Hohlov  
2002. 172 pp. HB  
€ 58.00. (For IFLA members € 43.50)  
ISBN 3-598-21832-X  
(Volume 102)

### **Managing the Preservation of Periodicals and Newspapers**

Proceedings of the IFLA Symposium /  
Bibliothèque nationale de France Paris,  
21–24 August 2000  
Edited by Jennifer Budd, IFLA-PAC  
2002. 176 pp. HB  
€ 58.00. (For IFLA members: € 43.50)  
ISBN 3-598-21833-8  
(Volume 103)

### **Cost Management for University Libraries with attached CD-ROM**

Edited by Klaus Ceynowa, André Coners  
Translated from the German by Patrick  
Nicholson / In collaboration with  
Roswitha Poll, Peter te Boekhorst, Britta  
Pouwels and Burkard Rosenberger  
2003. 177 pp. HB  
€ 78.00. (For IFLA members € 58.00)  
ISBN 3-598-21834-6  
(Volume 104)



**K·G·Saur Verlag**

*A Gale Group/Thomson Learning Company*

Postfach 70 16 20 · 81316 München · Germany · Tel. +49 (0)89 7 69 02-300

Fax +49 (0)89 7 69 02-250 · e-mail: [info@saur.de](mailto:info@saur.de) · <http://www.saur.de>



Otto Vollnhals

# Multilingual Dictionary of Knowledge Management

English - German - French - Spanish - Italian

2001. 402 pages. Hardbound

€128.00 / sFr 220.00

ISBN 3-598-11551-2

The **Multilingual Dictionary of Knowledge Management** comprises some 3,400 basic and topical terms in the major European languages, i.e. English, French, Spanish, Italian and German. The terms, which are presented in an introductory summary, cover all areas relevant for making knowledge management a success, such as database technology, document management and knowledge presentation. The terms as such were compiled on the basis of current original sources, reference books and specialist journals of the countries in question.

The main part of the book is structured by the English-language terminology, along with explanations, synonyms or abbreviations if necessary. This is followed by corresponding terms in the other languages. Four alphabetical indexes, listing individual terms in the respective languages alongside their English equivalents, round off the main section. These indexes – which also serve as individual bilingual dictionaries in their own right – facilitate quick and easy access to the term in question.

Due to the rapid growth of accessible information, libraries are facing unprecedented challenges. Globalization and a change in working methods – such as teleworking or the increasing turnover of employees – exert an ever-increasing influence on the structures of communication within companies. It is therefore of growing importance to store the available knowledge and make it accessible – at any time, any place and for anybody. The ideal result would be an intelligent global network within an institution or enterprise. This challenge has led to the swift development of the new area of 'knowledge management'. In addition to tried and tested methods, there are new technologies and strategies such as 'data mining', i.e. searching for new, interesting links within vast data volumes. Professional knowledge management has become a significant key for success. Libraries as agents of information and knowledge must face these new challenges.

An invaluable tool for anybody involved in knowledge management, the **Multilingual Dictionary of Knowledge Management** greatly facilitates internationally adequate communication in an area which is still very much in a state of linguistic flux. Librarians, managers, engineers and specialists from all areas, database specialists, documentalists as well as translators will appreciate this highly practical and up-to-date reference work.



**K·G·Saur Verlag**

A Gale Group/Thomson Learning Company

Postfach 70 16 20 · D-81316 München

Tel. (089) 7 69 02-232 Fax (089) 7 69 02-150/250 e-mail: [info@saur.de](mailto:info@saur.de) · <http://www.saur.de>

