Leadership: A bridge between tradition and innovation in libraries, archives and museums of the Caribbean.

PROCEEDINGS OF THE ACURIL XLVI HAITI CONFERENCE

5-9 June, 2016
## Contents

**FOREWORD** ........................................................................................................................................... 6

**Monday, June 6, 2016 - Changing Libraries – Leaders Needed!** ................................................................. 8

Susan Schnuer, Associate Director of the Mortenson Center for International library program at the University of Illinois at Urbana-Champaign (USA) ......................................................................................... 8

**Roundtable I : Impact of ACURIL in the Professional Life of Past Presidents** ........................................... 12


**Roundtable II - Mentors and leaders** .......................................................................................................... 13


Making a difference: A biographical snapshot of some significant library leaders in Guyana ...................... 14

Simone Bernard and Juneann Garnett, University of Guyana Library ............................................................ 14

**Driving change and innovation at the Cave Hill Campus Library : the leadership of Michael Gill** .......... 26

Carlyle Best, Cave Hill Campus Library, Barbados ....................................................................................... 26

**Nou balanse, nou pa tonbe: The Digital Life of Radio Haiti-Inter** .............................................................. 35

Laura Wagner, PhD - Project Archivist, Radio Haiti Archives, Duke University .......................................... 35

**Individual Leadership Styles** .................................................................................................................... 38

Susan Schnuer, Associate Director of the Mortenson Center for international library programs at the University of Illinois at Urbana Champaign .................................................................................. 38

**Academic Libraries – Special Interest Group Meeting 1** ............................................................................. 42

Growing Library Leaders: An analysis of Leadership Development Programmes for Academic Libraries 42

Jiselle Maria Alleyne, Campus Librarian, University of the Bahamas (Northern Bahamas Campus) .......... 42

Building library leadership capacity through mentorship: An exploratory study of early career academic librarians at The University of the West Indies, Mona Library ................................................................. 48

Karlene Nelson, Librarian, The University of the West Indies, Mona Campus ............................................. 48

**Report for the Academic Libraries Special Interest Group Meetings 1 & 2** ............................................... 59

Cheryl Pelletier-Davis, co-chair .................................................................................................................... 59

**Archives and Documents Management Special Interest Group** .............................................................. 60

Records management at the National Archives of Haiti .................................................................................. 60

Yves Andre Nau & Rijkaard Gaspard, Archives Nationales d’Haïti ............................................................... 60

**Report of the Archives and record management special interest group:** ...................................................... 63

Margot Thomas, co-chair ............................................................................................................................. 63

**Information Technologies Special Interest Group Meeting 1** ................................................................. 64

Re-conceptualizing the Primitive: Haitian Tourism and Peasant Authenticity, 1949-1956 .......................... 64

Tonya St. Julien, Florida International University - History PhD student - dLOC ........................................ 64

**Information Technologies Special Interest Group Meeting 2** ................................................................. 66
The importance of being Meta ........................................................................................................66
Chelsea Dinsmore Digital production Services - George A. Smathers Libraries - University of Florida...66
Report on the Information Technologies Special Interest Group Meeting 1 & 2 .............................69
Laurie Taylor, co-chair ..................................................................................................................69
National and Public Libraries – Special Interest Group Meeting 1 .............................................69
The Haitian Community in Aruba: Stretch collaboration between the Consulate of Haiti in Aruba and the National Library of Aruba embracing and bridging reading ........................................70
Mirto Laclé / Cultural Liaison in Aruba .......................................................................................70
National and public libraries & school libraries Special interest group ......................................77
Astrid Britten, chair ....................................................................................................................77
The research and information field and students round table Special interest group ..............77
Luisa Vigo Cepeda, chair ...........................................................................................................77
Special libraries Special interest group report .............................................................................78
Almaluces Figueroa, chair ..........................................................................................................78
Content area round table meetings (CAR) - Agriculture Environment and Green Libraries ........79
Bridging the Gap Between Agricultural Innovations and Implementation: The Way Forward for Guyana 79
Juneann Garnett, Librarian I, University of Guyana ...................................................................79
Agriculture Environment and Green Libraries CAR report .......................................................83
Astrid Britten, co-chair ..............................................................................................................83
Continuing education and professional development ...............................................................83
Jane W. Smith, co-chair .............................................................................................................83
Health and social sciences .........................................................................................................84
Hector Ruben Sanchez, co-chair ...............................................................................................84
Health Science and the best practices .......................................................................................84
Ardis Hanson co-chair. ...............................................................................................................84
Information services ....................................................................................................................84
Jeanette Lebron Ramos, co-chair .............................................................................................84
Tuesday, June 7, 2016 - Digital libraries in Haiti ......................................................................85
Francoise Beaulieu Thybulle, Library for all Country Director, Haiti ........................................85
Leadership and innovation are not only for CEOs: An Examination of the National archives of Saint Lucia’s Red Day and Archives on Parade ....................................................................88
Margot Thomas, National Archive Authority – Saint Lucia ......................................................88
Leading towards the development, transformation and radical change of public libraries in Puerto Rico: a research project and campaign in progress ................................................................93
21st century skills: A new era in libraries .................................................................96

Astrid Britten, National Library of Aruba – Aruba ........................................................................96

Leadership in disruptive times James M. Matarazzo, Dean and Professor Emeritus, Simmons College SLIS – USA ..........................................................................................................................100

Do you understand me? Leadership communication styles ..........................................................................................................................111 

Julie Lynch, Chicago Public Library – USA, Erick Toussaint, Fondation Connaissance et Liberté – Haiti ..........................................................................................................................111

Real change: The transition to customer focused information services ...........................................113

Eric Kokke, Go Opleidingen – The Netherlands ......................................................................................113

Caribbean-Amazonian Heritage and Knowledge network – Interreg Caraibe .........................................116

Sylvain Houdebert, Dean of University libraries, Université des Antilles .........................................................................................................116

Wednesday, June 8, 2016 ..........................................................................................................................118

The Development of an Online Serials, Publication Service with SubjectsPlus, Open Source Software for
the Natural Science Community, at the University of Puerto Rico, Río Piedras Campus .................118

Prof. Purísima Centeno Alayón, University of Puerto Rico ...........................................................................118

Content curtain or how to be your information Hero! ..............................................................................121

Eric Kokke, Go Opleidingen – The Netherlands ......................................................................................121

Promoting Media literacy at your library. : The Digikidz Media Lab at the Philipsburg Jubilee Library ...124

Monique Alberts- Philipsburg Jubilee Library St Maarten ..........................................................................124

Teaching With Special Collections at the University of the West Indies, St. Augustine .........................129

Lorraine M Nero, University of the West Indies, St. Augustine ................................................................129

Le leadership aux Archives Nationales d’Haïti : une transition entre la tradition et la modernité............137

Mica Prophète et Merlande Noelsaint - Archives Nationales d’Haïti ..........................................................137

Thursday, June 9, 2016 :Ethical Values of Leadership................................................................................143

By Ms Michèle Duvivier Pierre-Louis, Prime Minister 2008-2009 Haiti, President of FOKAL .................143

Mémorial ACTe – Centre caribéen d’expression et de mémoire de la traite de l’esclavage ....................145

Suzy Duport - Mémorial ACTe Guadeloupe. Présenté par Rosalie Lackmy .................................................145

Real Change : The transition to customer focused information services .................................................149

Eric Kokke Go Opleidingen – The Netherlands ......................................................................................149

INDEXES..................................................................................................................................................152

Protocol of the Opening Ceremony ...........................................................................................................152

ACURIL President’s report – General Assembly 1, June 7,2016, Petion-Ville Haiti ................................155

Closing ceremony speech – Immediate Past-President 2015-2016 ................................................................157


List of Poster Sessions ...............................................................................................................................162
The 46th conference of ACURIL will be held from 5-9 June 2016, in the beautiful Republic of Haiti. This unique event is organized for the second time in Haiti, the first Black Republic in the world by a collaborative team of various colleagues and information specialists in Haiti. The theme for this year’s conference is: **Leadership: A bridge between tradition and innovation in Libraries, Archives and Museums of the Caribbean.**

My intention was to reflect about the leaders in the field, learn from our predecessors as well as bridge in the innovations in the field. To access the leaders, I chose to have ACURIL pass president testify about their experience in the Association. Most of them were very grateful and think that their presidency at ACURIL was a positive professional and personal experience. ACURIL was presented as a family, a networking resource and a learning community.

**Sub-Themes**

**Sub-Theme I: Lessons** from the past: recognizing leaders in Caribbean libraries.

ACURIL is a 47-year-old regional association. What do we know about ACURIL and its founders or leaders? Papers and poster sessions can explore this subtheme with the following subjects: One innovation from the past illustrated and still being of use in local libraries; what was the one lasting impact of the association; mentors & lessons learned?

**Sub-Theme II: Developing leadership skills.**

Recognizing communication styles. Best practices in problem solving. Acquiring leadership skills.

**Sub-Theme III: Best practices in Innovation in the Caribbean**

Shared resources: consortium and association in order to lower acquisition costs; Adaption to new environments with little funding: lending eBooks, creating makerspaces, acquiring new hardware; Adapting services to new needs or populations.

**Description of Logo**

We chose the head blowing on a conch of the famed sculpture by Albert Mangones, the *Unknown Maroon*. The man represented in this sculpture (bronze, 3.40 meters long by 2.60 meters high) is a half-naked fugitive. At his ankle, the bracelet of a broken chain, his right knee on the ground, his left leg stretched back, his torso arched, he holds in his left hand the conch in which he is blowing to alert his brothers, his face turned upward toward the sky. In his right fist leaning on the ground he holds a machete bearing the artist’s signature. The conch symbolizes the rallying call to fight for freedom, the machete is the symbol for armed revolt and the broken chain represents rupture from bondage. A motif has been chosen, in order to lessen the raw masculinity of the sculpture and be more gender sensitive. Red and blue are the symbol of the Haitian flag but also the colors of Acuril.

Finally, the block where is written ACURIL holds the shape of a book, but warped by speed or the future, toward the right. Leadership is also about building and shaping the future of our profession.

**Program**

The program committee consisted of: Dr. Elizabeth Pierre-Louis Augustin, Ms. Jane W. F. Smit, Dr. Ardis Hanson, Héctor Rubén Sánchez, Esq., Mrs. Margo Groenewoud, Mrs. Shamin Renwick, Dr. Luisa Vigo-Cepeda.

As keynote speaker, we had the unique opportunity of having Susan Schnuer, association director of the Mortenson center for international library program at the University of Illinois at Urbana-Champaign who presented a great lecture entitled *Changing Libraries – Leaders Needed!* Michèle D. Pierre-Louis, Prime Minister (2008-2009) and president of the Fondation Connaissance et Liberté presented the final keynote about the ethical values of leadership.

- **The conference program offered:**
  - 2 Keynote speeches,
  - 7 contributions by ACURIL Pass Presidents,
17 contributions from the call for papers,
2 General Assemblies,
5 concurrent meetings from the Content Area Roundtables (5 presentations in total),
12 concurrent meetings from the Special Interest Groups (12 presentations in total),
21 posters at the Boulevard of the Caribbean poster session,
3 library visits (5 sites) and 3 commercial presentations from Ebsco, Proquest and JSTOR.

Nowadays, where most information is produced and shared electronically, the conference was paperless.

ACURIL 2016 Haiti was dedicated to: Jean Wilfrid Bertrand, Director of National Archives, first Haitian to be President of ACURIL (1989-1991) and Francoise Beaulieu Thybulle, Conservator – Country representative for Library for All Acuril Past President (2011-2012) and for the first ACURIL conference held in Haiti.

Elizabeth Pierre-Louis Augustin, PhD
ACURIL President 2015-2016
Program Director
Fondation Connaissance et Liberté – FOKAL epierrelouis@fokal.org
Monday, June 6, 2016 - Changing Libraries – Leaders Needed!

Susan Schnuer, Associate Director of the Mortenson Center for International library program at the University of Illinois at Urbana-Champaign (USA)

About the Mortenson Vision

The Mortenson Center for International Library Programs
Established by two generous gifts from C. Walter and Gerda B. Mortenson

Mission:
To strengthen international ties among libraries and librarians worldwide for the promotion of international education, understanding, and peace.

Since 1991 more than 1,300 library leaders from over 90 countries have been trained by this center – the only one of its kind in the world.

Passionate about leadership training

• 24 years at the Mortenson Center
• Research interests that focus on leadership development
• Bhutan, Colombia, Costa Rica, El Salvador, Ghana, Guatemala, Haiti, India, Kazakhstan, Latvia, Myanmar, Nepal, Nicaragua, Nigeria, People’s Republic of China, Romania, Russia, South Africa, Uganda, and Vietnam.
• Talk today is based on my 24 years of experience and understanding of leadership.
Why do we need leaders?

To move from the vision of libraries being about “books” to the vision of libraries being about “users and community”

We need leaders, we need many leaders.

What is leadership?

“Leadership is influencing people to take action. Leadership can be widely distributed within an organization – most everyone leads at some time or another, if not all the time. And it’s highly situational: anyone might step forward to lead, given the right circumstances.”

-Daniel Goleman

Every staff member in a library has the potential to be a leader.

How are leaders developed?

– Natural leaders
– Positions that expect leadership qualities
– Training

Identifying Leaders

• People who are in “accepted” leadership positions and are visible.
• Leadership Traits
  – Vision
  – Honesty
  – Integrity
  – Communication
  – Inspiration

How are we creating leaders in the library world?

Library schools
• The Question of Information
• Information Behavior
• Information Resources, Services, and Collections
• Organization of Information and Resources
• Information and Society
• Instructional and Training Strategies for Information Professionals
• Research, Assessment, and Design
• Management of Information Organizations
• One (1) Information Technology Core Course
How are we creating leaders in the library world?

Other International Library Leadership Programs

1. The Jay Jordan IFLA/OCLC Early Career Development Fellowship Program
2. Global International Network of Emerging Library Leaders (INELI)
3. Mortenson Center for International Library Programs
4. Bibliothèques Sans Frontières

Library Associations

International Federation of Library Associations and Institutions (IFLA)
– International Leaders Programme

American Library Association (ALA)
– Emerging Leaders Program

Are these programs effective?
Roundtable I: Impact of ACURIL in the Professional Life of Past Presidents


These informal presentations consisted of testimonies from Past President about the impact of Acuril and the importance of Mentors and Leaders

Impact of ACURIL in the Professional Life of Past Presidents

<table>
<thead>
<tr>
<th>Conference</th>
<th>Date</th>
<th>Theme</th>
<th>Country</th>
<th>President</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>May 19-25, 1991</td>
<td>The book in the Caribbean Production and distribution</td>
<td>Caracas, Venezuela</td>
<td>Wilfrid Bertrand (Haiti)</td>
</tr>
<tr>
<td>44</td>
<td>June 8-12, 2014</td>
<td>Libraries, archives and museums: gateways to information literacy and cultural heritage</td>
<td>Nassau Bahamas</td>
<td>Dorcas Bowler Bahamas</td>
</tr>
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</table>

The Pass Presidents in this panel presented the following points:
- The challenge to organize a conference as an ACURIL president
- Participating in ACURIL, occupying different positions on council but also in the standing committees, special interest groups or content area roundtables is very positive for all information professional.
- ACURIL help local structures organize and adapted to the linguistic regional potential.

ACURIL created a leadership synergy between colleagues of the region, through the organization of conferences that showcased local potential. ACURILEANS have grown and institutions as well. Young people recognize the role of the ACURIL president but not necessary of the association.
Roundtable II - Mentors and leaders


The Pass Presidents in this panel presented the following points:

- The influence of the ACURIL pass president and their conferences: Each conference builds on the knowledge of the previous one.
- ACURIL gave hand on knowledge for new managers in the Caribbean context, especially for those who studied outside of the Caribbean
- The senior members of ACURIL reinforced self confidence and confidence in the profession as well

The pass president or council members have influenced many information professional. In front of similar challenges such as natural disasters, the directors and managers knew who to turn to for advice within the ACURIL community.

<table>
<thead>
<tr>
<th>Conference</th>
<th>Date</th>
<th>Theme</th>
<th>Country</th>
<th>President</th>
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</thead>
<tbody>
<tr>
<td>36</td>
<td>May 28-June 2, 2006</td>
<td>Information and human rights: Cultural and social aspect in an information society</td>
<td>Oranjestad, Aruba</td>
<td>Astrid Britten (Aruba)</td>
</tr>
<tr>
<td>41</td>
<td>May 30-June 3, 2011</td>
<td>The role of libraries and archives in risk and disaster and preparedness</td>
<td>Tampa, Fla., USA</td>
<td>Ardis Hanson (USA)</td>
</tr>
<tr>
<td>42</td>
<td>June 4-8, 2012</td>
<td>365 doors open on new technologies: Economic, cultural, social and political impacts</td>
<td>Pétion-ville, Haïti</td>
<td>Francoise Beaulieu Thybulle (Haïti)</td>
</tr>
</tbody>
</table>
Introduction

Background
The field of professional librarianship in Guyana dates back to almost four (4) decades and over these years several pioneer library leaders have significantly contributed to and can be considered as the ones responsible for the current environment in which we operate. Leaders are needed in all fields and at all levels to give their best (Adair, 2003) and the contribution of Guyanese library leaders to areas such as: literacy, information technology, mentoring, research, history and preservation, community outreach, etc., is what has charted the way forward for us.

This presentation will not attempt to exhaust the definitions of library leadership and go into details of who or what is a library leader however there are two things we must do before we present the library leaders that have helped to shape the profession and practice of librarianship in Guyana. One, is to present the definitions that have helped us to understand the leaders that we present today within the context of their leadership roles and not just the context of the positions that they have held in the field. Two, is to situate these leaders within the context in which they struggled and succeeded in blazing a trail for us to follow.

Definitions of Leaders and Leadership

According to Hernon (2007, p. 3) “leadership has more than 100 definitions” and the sentence, “leadership is….” can end in a million ways. For the purposes of this paper the following definitions and explanations are quite adequate to cover the qualities we have identified in the leaders we present.

Jain (2015) explains that leadership is a behavioral pattern that involves the behavior of initiative taking and the ability to manage teams in achieving desired goals. This goes hand-in-hand with what Hernon (2007) tells us about the purpose of leadership. He explains that its purpose is to motivate others so that they not only accept a shared vision but allow themselves to be guided to carry it out ensuring that the goals and targets set by the leaders are achieved. Hernon emphasizes that leadership is not a function carried out only by library managers, directors or chiefs. Rather he argues that leadership can be found in all levels in a library with leaders working on teams or in groups.

The literature is replete with information on the types of leaders and leadership styles, however, questions about the key qualities or competencies that make a leader or rather a good leader have been explored for a while now. In 2007 a five member team of the American Library Association (ALA) leadership program came up with five (5) mega competencies and 17 broad competencies by which library leaders can be assessed (Chow and Rich, 2013).
mega competencies were cognitive ability, vision, interpersonal effectiveness, managerial effectiveness and personal attributes. As the leaders in this paper are presented you will be able to see that these key competencies are indeed useful in assessing leaders.

Leaders differ in their approaches to challenges and the tasks that have been assigned to them and although leaders are both born and made the challenges that they face play an important part in determining how they succeed at leadership. Leaders in developing countries may face different challenges from their counterparts in the developed world. We would like to posit that this sets them apart. Not apart in terms of qualities and skills but apart in terms of the recognition they deserve. They deserve extra kudos from us as they have navigated challenges that may not necessarily be unique to developing countries but definitely exacerbate the constraints within which they work. Let us examine some of the challenges that library leaders face as they fulfill their functions.

Challenges Faced by Library Leaders in Today’s Information Environment

Khan and Bhatti (2012) conducted a survey of literature from developing countries such as Nigeria, Bangladesh, Bhutan, India, Malaysia, Nepal, Sri Lanka and Pakistan. They indicated most of the common problems faced by libraries in developing countries, which were also mentioned in the book Caribbean Libraries in the 21st Century edited by Cheryl Ann Peltier-Davis and Shamin Renwick. These are:

- Lack of professional expertise in the use of information technology in libraries both at the para-professional and the systems librarianship level.
- Lack of respect and recognition of the professional status of librarians.
- Insufficient resources both in terms of infrastructure and library tools for cataloguing and classification.
- No policy guidance from the national level for libraries including school libraries and governmental libraries.
- Lack of guidance on information literacy
- Poor budgetary allocations resulting in financial constraints.
- Lack of global perspectives by Macro management.
- Inadequate research in library and information science.
- Outdated or inadequate collections.

Many of you may argue that librarians in developed countries may also face these challenges depending on their circumstances however the distinction must be made that whilst our colleagues in developed countries may very well face some of these challenges it may never be all at the same time which is what many of our librarians face. In the context of change in the information formats and resources librarians in developed countries battle with issues such as what are the best formats to use whilst those in developing countries have to deal with many of the issues mentioned along with deciding how to make the available formats work for the diverse users.
A Biographical snapshot of some significant library leaders in Guyana

The leaders we showcase today are professionals who have worked in a broad spectrum of library services within Guyana. You'll learn about their achievements, their techniques, and the strengths and skills they used—which can help you become a stronger leader at your own library.

Marilyn A. Cox

Current Position: Retired

Most Recent Position: 1990-1991 University Librarian (ag.), University of Guyana Library

Contributions to library development in Guyana

Marilyn was very passionate about developing a core of professional staff at the University of Guyana who would lead the library in excellence. She worked at the University Library at a time when its development on all levels was crucial to the sustainability of the Library and felt that the quality of the library staff was key to ensuring this. She therefore worked with her team of administrators to develop and implement a para-professional training program for promotion from the entrance into the system to the highest non-professional rank. A parallel interest was to attract candidates with subject degrees who could be eligible for post-graduate degrees in Library and Information Science and designing orientation programs for these new-comers. Many librarians attribute their professional training to the work of Marilyn who advocated for training of staff wherever she could get an ear. She was a passionate leader and a team worker.

Gloria Cummings

Current Position: Retired

Most Recent Position: 2009-2011 Deputy University Librarian, University of Guyana Library

Contributions to library development in Guyana

Gloria is the epitome of lady-like perfection and her love of the field of librarianship was in all things technical. This moved her to acquire for the University of Guyana the tools for cataloging and classification even when she had to beg. Her greatest contributions as a leader lies in this very fact since she was one of the stalwarts who helped
train staff and develop the Technical Services Division of the University of Guyana. Gloria is very proud of her contributions to the Guyana Library Association where on the editorial committee many times she was forced to act as the sole editor to ensure that the research work of local librarians could be published and they could be given a professional voice.

Though this is not a commonly acknowledged fact the automation of the University of Guyana Library began with the work of Gloria who singlehanded trained and inspired a team of library staff to create over 10,000 records for the Caribbean Research Library at a time when support for such a project was nil and resources had to be garnered through ingenuity. She experienced many problems with this venture including unreliable computers and constant loss of data. She persevered and when the University of Guyana Library was ready to begin its automation project using the open source software Koha, Gloria’s Caribbean Research Library project contributed to our first records to be converted to this system. Gloria was a steadfast leader who with quiet determination got her work completed and inspired others through leading by example.

Gwyneth George

Current Position: University Librarian, University of Guyana, 2006 – Present

Contributions to library development in Guyana

Gwyneth’s position was where she spearheaded the library at a time when there was a clamor for the use of ICT’s in libraries in Guyana. As usual being the premier institution of the country it was expected that the University of Guyana library would have been at the forefront of this particular trend. Of course there were no commitments of the resources needed for such change by the relevant administrative bodies. This however, did not stop Gwyneth from leading an automation team to move the University of Guyana library from a manual system of operation to an ILS using open source software. One of the greatest qualities of a leader is the ability to motivate others in times of change. Gwyneth was able to do this at a time when resources where extremely limited and technical experience was almost non-existent. This for her was a major achievement.

Gwyneth also worked on other projects to incorporate the use of ICT’s at the University of Guyana Library. She pushed for the library’s Learning Resource Center to be fully equipped with the latest technology to support student learning. This ‘kick-started’ a move from the traditional chalk and talk method of teaching to the use of technology in teaching. In addition she also lobbied for electronic resources to be added to the library’s collection and ensured that this formed part of the library’s collection development plan.

The use of an Integrated Library System at the University of Guyana created an opening for other libraries in Guyana to express interest and to co-opt the University Library Staff to help establish such systems at other libraries including the
National Library of Guyana, the Guyana Geology and Mines Commission Library, Guyana Revenue Authority Library and, Ministry of Legal Affairs. Gwyneth has an uncanny ability to work with limited resources and to get her staff to cooperate to achieve the set goals.

**Paula Jordan-Noble**

Current Position: Retired

Most Recent Position: 1980-1989 Law Librarian, University of Guyana Library

**Contributions to library development in Guyana**

Paula was the project leader for the development of the Law Collection of the University of Guyana Library, she was instrumental in determining its first location. She was a trained law librarian who understood her mission from the perspective of the subject of law and an information professional. Since Paula left the University of Guyana Library in 1989 to become the editor of the Cayman Islands Law Reports, that library has not had a Law Librarian of her caliber.

Paula was very enthusiastic about her project, and to quote her “the scale and context of this project appeared to me, a new law graduate, as exciting beyond my wildest dreams. That was due to my fundamental belief then and now, that the law librarian in Guyana and in the wider Caribbean plays a critical role not just in the professional field of this area of librarianship but, in recording (through their collection and management of primary source Caribbean law materials) and shaping the unique jurisprudence of Guyana and the wider Caribbean”.

After Paula’s leadership the Law Collection was indeed one of impressive quality which helped in the justification and accreditation of the Law program at the University of Guyana at that time.

Paula also contributed to the development of law libraries in the Caribbean. She was a founding member of CARALL (Caribbean Association of Law Libraries). She was one of three people (the others being Sir Clifford Hammett, West Indian Legislation Indexing Project (W.I.L.I.P.), and Mr John Dyrud, Law Librarian, University of the West Indies, Cave Hill, Barbados) who met in Jamaica in 1982 to write the Constitution for this association. This association is still thriving and will be having its 31st meeting in Jamaica this year. In the early years She was Vice President for 2 to 3 years and hosted the 4th annual conference in Guyana (*Theme: Standards for collection development in a Caribbean law library*) in 1988.

Through her involvement and exposure to these other Caribbean Librarians and lawyers interested in the organisation and retrieval of Caribbean legal sources, she was motivated to assist and work in a number of projects that benefitted Guyana. One of particular note was the West Indian Legislation Indexing Project. She would record and collect all
Guyana legislation (new Acts of Parliament, all other statutory instruments/amendments for the year, etc.) and post these to Sir Clifford Hammett for inclusion in the annually published Guyana Legislation Index which he prepared (as he did for several other Caribbean jurisdictions). Before publication, she would go through several proofs before the final version could be published.

Paula was instrumental in ensuring that Law Library Heads should have legal qualifications as was recommended and justified in her publication in the Caribbean Journal of Legal Information, Vol. 4, No. 2, November 1987. This has now become the norm. Paula was led by enthusiasm and conviction to create change.

Yvonne Cicely Salmon Lancaster

Most Recent Position: 1995 - 2005 University Librarian, University of Guyana

Contributions to library development in Guyana

The late Yvonne Cicely Salmon Lancaster was a librarian of considerable value. She led with the style of a disciplinarian and was known as a stickler for standards. This did not stop her from providing mentorship to all staff members whether you wanted it or not. Mentorship was a big thing for Yvonne and she always encouraged her team of Senior Staff to adopt a mentorship approach to dealing with junior level staff. This aspect of her personality made many staff members call her “Granny” which really had nothing to do with her age but rather this embodiment of strictness on one hand and empathy on the other.

Over twelve years ago she decided that the University Library should aid in the development of literacy in the underprivileged communities surrounding the University. Community development for her was a role in which the University of Guyana should be a leading force. The ‘Reading is Fun’ programme she started with the help of the School of Education and Humanities caters to children from the surrounding communities teaching them basic literacy skills every summer.

Yvonne served on several national committees and was president of the Guyana Library Association for more than one period of time. She was a member of the planning committee of the Guyana Prize for Literature where her knowledge about Guyanese and Caribbean Literature was quite useful and so she served them even after retirement as the University Librarian. She was also active in her participation and contributions to ACURIL as a regional body.

The present University Librarian is quoted here, “She will remain in my memory as one of the great pillars of intelligentsia, expertise and professionals upon which the nation of Guyana stands”. We daresay however that despite all her great achievements Yvonne will remain in the memories of many for her role as a mentor and that in itself is an accomplishment since many of our leaders forget that mentorship is a quality they ought to have.
**Hetty Francina London**

Current Position: Retired

Most Recent Position: 2006-2008 Deputy University Librarian, University of Guyana Library

**Contributions to library development in Guyana**

Mrs. London was well known for her role in assisting with the development of the annual ‘Reading is Fun’ programme hosted by the University of Guyana Library which began in 2003 with the aim of improving literacy in the underdeveloped communities surrounding the University. Hetty took this programme one step further and developed a Reading Club for the children who were exposed to the reading programme. Such was Hetty’s love for literacy that she also worked with school libraries throughout Guyana to enhance their reading programmes particularly in primary schools.

Hetty also helped with the recognition of Guyanese Librarians through her involvement with regional bodies such as COMLA and ACURIL where she served on their executive bodies and by participating in international fora such as the WSIS (World Summit on Information Society).

Hetty was very instrumental in the development of a number of special libraries and information centers in Guyana through consultancies with the World Bank and IDB. This in itself resulted in an expansion of knowledge centers throughout the length and breadth of Guyana as well as an appreciation for the profession. Hetty has such a passion for her profession and the things she believe to be right and would stop at nothing to ensure that the right person heard what she had to say. It is this quality which helped her to initiate change as a leader.

**Karen Sills-George**

Current Position: Retired

Most Recent Position: 1999-2004 Chief Librarian, National Library

**Contributions to library development in Guyana**

Karen’s passion and love for lifelong longing led her to leave a legacy of literacy work at the National Library. She was instrumental in launching the Reading Circle in January 2004 (an idea-brought by a remigrant). The Reading Circle is a volunteer activity which involves students drawn from junior and senior secondary schools as well as tertiary institutions. It operates as a buddy system where the volunteers are able to realize their leadership skills and mentoring abilities as they read and play word games for fun and enlightenment. Her other work in the area of literacy included a Children’s
Special Reading Programme utilizing a phonetic method, Quiz, Short Story and Essay Competitions and Debating Competitions held annually.

Because of her love for literacy Karen was responsible for the expansion of the National Library units to more rural communities in Guyana. In cases where it was not possible to use Government funds she aligned with community service groups and advocated for the need of such facilities in such areas.

Karen was also instrumental in pushing for professional development of librarians especially those from the National Library. She ensured that in-house training was always budgeted for and there was always a special sum allotted for professional training. This love for training led her along with her colleagues Pamela Knights, Ivor Rodrigues, and Yvonne Stephenson to develop a curriculum to train library and information para-professionals in Guyana. It was accepted by the University of Guyana and launched in 2002 as a Guyana Library Association and the University of Guyana IDCE certificate programme. Karen Sills-George admits her greatest skill as a leader was her passion for the things she believed in. Using this passion she led others in the process of change for the betterment of librarianship in Guyana and also served on the ACURIL executive between 2002-2003.

Yvonne Stephenson

Current Position: Retired
Most Recent Position: 1977–1990 University Librarian, University of Guyana Library

Contributions to library development in Guyana

Yvonne Stephenson is a legend in her own right. She joined the University of Guyana Library in its fledgling state and therefore spearheaded much of the operations that formed the foundation for the library’s development and its role in the University Community. She established the Caribbean Research Library and calls this her proudest moment in Librarianship; her legacy. The Caribbean Research Library of the University of Guyana is known throughout the Caribbean, researchers come from all over the world to make use of its resources. She also spearheaded the extension of the University of Guyana Library building to include subject divisional sections which she designed.

She not only committed herself to excellence in service for Guyana but also served in the region in varying capacities. She was the Deputy Campus Librarian and then the Campus Librarian at the University of the West Indies St. Augustine Campus where she also spearheaded the extension of the Library building and the establishment of a computerised library system. Yvonne served on various committees in Guyana and was United Nations expert on information systems for Human Settlement Programme, Geneva. She served as the President of ACURIL in 1985 and was the first organizing Secretary for the Guyana Prize for Literature.
She was awarded the Golden Arrow of Achievement (A.A.) in 1990; and in 1992 received the Guyana Library Association reward for outstanding service to the development of Guyana, specifically the University of Guyana Library.

Yvonne Stephenson was the first person in Guyana to earn a Masters in Library Science and brought recognition to the profession not only through her personal conduct but also through fighting at the University of Guyana for academic status and recognition of Librarians. A fight which she eventually won as Librarians at the University became academic staff complete with Sabbatical leave entitlement. Yvonne is a woman who had a vision for librarianship in Guyana and transferred this vision into those who worked with her.

Gillian Thompson

Most Recent Position: 2004-2013 Chief Librarian, National Library

Contributions to library development in Guyana

Gillian Thompson was the first person who was able to secure committed corporate funding for the National Library of Guyana’s Champion Readers’ Programme although she was not the person who had first started that programme. One of the marks of a great leader is the ability to take another’s vision and allow it to bear fruit. In 2011 Gillian established the first ever literacy programme by a library in Guyana targeted at Prisoners in the Guyana Prison system. The Reading Challenge is also another literacy program established by Gillian and was one of the last initiatives brought to the reading public by this late Librarian and targeted readers at every level. The challenge sought to further encourage readers to delve into titles and authors that were not previously explored. This was renamed the Gillian Thompson Reading Challenge after her demise in 2014. Gillian Thompson had a way of inspiring loyalty in whomever fell under her purview through her quiet confidence and unpretentious. We honour her memory through the upkeep of her initiatives.

Challenges faced by Guyanese library leaders

Leaders in every sector face challenges that stifle their abilities to achieve projected goals and objectives. Library leaders in Guyana were not spared this fate. In fact they faced most if not all of the challenges that library leaders in developing countries face that pose as obstacles to development. The Guyanese library leaders identified several common challenges:

Funding – for many of the leaders funding prevented progress at an acceptable pace

Unskilled workforce – Lack of an adequately skilled workforce (lack of professional training, technical experience) to address special projects/ activities such as IT related projects severely affected leadership in terms of fulfilment of plans.

Staff attitude – For some leaders, negative, non-cooperative and lethargic approaches by staff affected positive outcomes. One leader said, “Having to work with people who radiated hate towards me and who used their position to
harm my career was hard, I was ignored to the point where I had to use other people to get my ideas heard.’ And so as leaders you even have to circumvent the people who are above you because of the love for your career and profession.

**Lack of administrative support** – lack of support from administration affected library leaders

**Lack of current and accurate information** – this hampers the ability to make to make effective decision

‘Lonely pursuit’ -

**Sustainability** – Creating a new service/ product with the commitment of sustainability was always a challenge for library leaders in the past in Guyana. There was always the fear that projects would not stand the test of time because of several forces that were in existence at that time. The library leaders that have been showcased in this presentation however, pursued their goals on blind faith that their efforts would not be in vain.

**Lack of respect from faculty** – for academic library leaders in the past there was the stereotyping of librarians by faculty who constantly looked down on the profession and always brushed aside the ideas of librarians towards the development of the university.

**Qualities Leaders should have**

The leaders surveyed identified the qualities that they think are important for library leaders as:

Be a good mentor

Be supportive – if staff feel unsupported their level of service will suffer

Be open- and fair-minded – as a leader one must be able to work with all despite personal feelings

Be a visionary – someone who is able to create a developmental plan of what should be accomplished within the bigger context and be attuned to know how to get there and work towards achieving this

Take risks

Be a motivator – be someone who has the ability to motivate their staff even under extenuating circumstances to achieve desired goals

Be of a positive attitude

Be innovative and creative

Be emotionally intelligent – be able to control their emotions; and anticipate and appropriately react to other people’s emotions

**Importance of LIS Certification**

All the respondents felt that it is important as a library leader to be the holder of LIS degree for the following basic reasons:

It is a professional career and just as one cannot become a doctor without the requisite qualifications or a Lawyer without a LLB a library leader should be appropriately qualified.
A general first degree can be held but it is necessary to have that professional library qualification since although library leadership may be a lot about administration more than technical work having the qualifications one a competitive edge and a degree of competency and confidence.

It is a foundation on which a career can be built, it sensitizes you about the technicality of your profession.

**Conclusions**

Leadership in libraries of developing countries is very important in terms of helping aspiring librarians. Leaders utilise their potential, skill set, and influences to motivate and inspire their followers and help them thrive for the attainment of organisational objectives. According to Kalin (2008), the best leaders provide vision, stimulate innovation, uphold integrity, and foster morale. They bring special abilities and soft skills to the workplace that cannot be easily quantified. Collectively and individually these stalwarts of the professional library sphere in Guyana have transformed the organisations and institutions in which we work, from one of tradition to one of modernity and innovations. What makes these leaders great is that they were able to transform defining moments, their “aha” experiences, into passion to change some part of the world. Experiences and visions of these leaders were transformed into organizations infused with values that move individuals, one by one, and collectively, along the path of community development and sustainability. In effect, for these leaders, the mission statements of their organizations were regarded as effective value statements that were truly meaningful in driving their work.

No doubt we have had great mentors over the years. Some of them have retired, some of them are nearing retirement, and some are no longer with us. The fact is, our profession is aging, and we need to think about mentoring and moulding our librarians, not only to carry on the work in our libraries but to become leaders in our profession. Those learning to be leaders in libraries need an approach that successfully blends leadership principles with on-the-ground examples of library leaders who apply those principles. We should be striving to be “great” leaders. It’s what the profession needs to flourish in the ambiguous future and regain the library’s relevance in the community. It is what is needed for survival.

**References**


“Organisations need strong leadership and strong management for optimal effectiveness. We need leaders to challenge the status quo, create visions of the future, and inspire organizational members to want to achieve the visions. We also need managers to formulate detailed plans, create efficient organizational structures, and oversee day-to-day operations.” (Robbins and Judge 368).

The UWI, Cave Hill Campus, Barbados, then called the College of Arts and Science was opened in 1963 as the third Campus of the UWI. For more than half of the fifty-two years of the Campus’ existence, one man, Mr. Michael Gill was at the helm of the Library. This paper attempts an assessment of the leadership of the library during the period, 1970-2001: The Michael Gill years, and noting the accomplishments, suggest that his was sound leadership. The paper argues that coming at the time at which it did, a mere seven years into the history of the library, and the existence of the Campus, much was required, especially so, since his predecessors each served for a relatively short period. That there was stability, especially in the area of staffing, coupled with generous expansion in plant and services, and a collection on par with those of its older sister campus libraries, the Michael Gill years contributed much to the development of the Cave Hill Campus Library, and lifted the profile of the Campus as an institution of note in Barbados and the Eastern Caribbean.

THE CONTEXT

Forty years ago, the buzz-words, change and innovation would have had little relevance if any, to the operations of the fledgling Cave Hill Campus Library, a mere seven years into its existence, and already having changed its location. Resources were scarce and consideration of technological advances would have been nil. Then, the only technology available to the Library was in the form of a coined-operated Xerox photo-copier machine, and two small Minolta microform readers – one serving as a printer. The core activities of collection development, provision of information, service quality, institution-building, - in short, growing the library, would have been foremost in the minds of those that mattered. This is not to say that the opportunity to do some things differently would have been ignored, but at that stage in the library’s history change and innovation would have been more incremental or even ad hoc, rather than planned. The ensuing years would bring a change to this perspective. In any case, issues of change and innovation are seen as more relevant to a competitive commercial entity rather than to a service activity such as most libraries are.

One commentary on the Cave Hill Campus Library reads: “ not even the most indulgent of observers would have given the thumbs-up to a college Library which opened on 14 October 1963 with some five hundred books in a building with unplastered walls, “a veritable sand dune floor”, a ceilingless galvanized roof and inadequate lighting, a library supported mainly by gifts from donors and savings from the campus budget and whose only income-generating activity was two cents per day for late returns and two pounds per year for outside membership.” (Fraser, Gill, et al. 112). It was in such an environment that the Library at Cave Hill, now known as Sidney Martin Library took root. History tells us that Mrs. Shirley J. Barrow, the then Deputy Librarian, Public Library, Barbados was appointed Assistant Librarian, College of Arts & Science, Barbados in 1963. However, prior to the opening of the Library she worked at the Library, St. Augustine Campus. Her stint was brief, remaining in office until 1966 when Barbara Commissiong of St. Augustine temporarily assumed duties, pending the arrival of her successor, Mr. Ian McPhail on April 01, 1967. However, Mr. McPhail resigned in 1969, and was replaced by Mrs. Shirley Barrow who again, resigned in 1970. This led to the appointment of Mr. Gill who would serve Cave Hill Campus for the next thirty years as Head of the Library.

One may argue that Mr. Gill’s entry into librarianship was somewhat fortuitous. For had it been possible to avoid attending classes on a Saturday, or he disavowing the faith of his parents and simply doing what was required of him, he may have retired a millionaire from his duties in the medical profession. This of course, is only conjecture. As fate would have it, this young scholar would rather forego his medical studies and pass-up on his dreams than to offend the principles established by his parents’ church, the Seventh-Day Adventist. So, Mr. Gill armed with a degree in the Sciences began a career in the teaching service, serving at the Bishop Anstey High School, Tobago from 1961-64, followed by a
return to his alma mater at Harrison College, Barbados, 1964-66. In the meantime, two scholarships were being made available to persons interested in studying Librarianship. The successful candidates would be offered positions on the staff of UWI. Mr. Gill successfully applied, graduated from the University of Sheffield, England, and joined the staff at Cave Hill as Assistant Librarian.

STAFFING

When Mr. Gill assumed headship of the Library there was a staff of thirteen persons, but during the year the number grew to sixteen: five professionals including the post of Assistant Librarian in charge of Acquisitions which had been vacant for a year. That position was filled by Mr. Alan Moss who served in the position from his appointment then until his retirement in September, 2000. On hindsight, that appointment would have proved far more significant than it may at first appeared, and would in the years to follow, offer much pleasure to Mr. Gill. The two would go on to share a great friendship, and be leaders of the solid team that would build the Cave Hill Library. In fact, it was Mr. Moss who invariably served as Officer-in-Charge of the Library, when Mr. Gill was away. There is no post of Deputy Campus Librarian at Cave Hill.

One challenge which would have confronted Mr. Gill would have been that of the fluidity of the staff. Indeed, the early days of the Library was punctuated by resignations of one kind or the other. The opening of the Law Library meant more changes to staffing when some staff members transferred to the Law Library, or to some other department on the campus, or simply resigned. Between August 1970 and June 1971 the Main Library experienced changes involving 4 professionals, and 12 Administrative Technical and Service (ATS) staff (Departmental Reports 1970-71: 144-145). This would soon become a thing of the past - so stable became the staff that any movement of staff was almost always internal. For example, with the creation of the post of Accounts & Filing Clerk to handle the system of commitments, to monitor accounts pertaining to Xerox photocopying, as well as to assist the Secretary to the Campus Librarian, the position was filled by reassigning a staff member. The exception was the establishment in 1975 of an additional clerical post at the Issue Desk. This became necessary to permit the Library to open longer hours on a Saturday as well as during the week. For the first time a Clerk was hired to work with the Librarian responsible for Government Serials/UN Documents; and two Library Security Guards were added to the establishment. This was done in attempt to minimize the possibility of loss of library materials by theft.

In a sense, the Library seemed the winner – staff appeared to be like one happy family with only the occasional new face owing to a replacement for someone who may have retired. Many persons have spent as much as forty years and over working with the Library.

It must be noted however, that while there was an increase in ATS staff (non-academic posts), professional positions at Cave Hill remained constant at seven persons, even beyond the retirement of Mr. Gill. In fact, it would not be until the year 2007 when the number of professional posts was doubled to fourteen. At Mr. Gill’s retirement, the full complement read: seven professionals, twenty-nine ATS members, and nine part-timers.

PROFESSIONAL DEVELOPMENT

Within his first year as Head of the Library, Cave Hill hosted the 2nd annual general meeting of the Association of Caribbean University and Research Libraries (ACURIL) in November 1970. At that meeting Mr. Gill was elected Vice-President, and President-elect of ACURIL, a position he assumed in 1971. Mr. Gill was a regular attendee at ACURIL, serving in one capacity or the other, including contributing to the body of literature through his presentations. He too encouraged his staff to get involved in ACURIL.

Mr. Gill also reserved some of his time for the local library association, serving as President, and delivering a module in the Library Assistants Course sponsored by the Library Association in the 1970s.

A cursory glance of the records would tell us that Mr. Gill was destined to make his mark on the leadership of the Library, not necessarily in length of service, but in the quality of that service. From the outset he positioned himself to seize each opportunity afforded him to attend many a conference and/or seminar to build his knowledge. For instance, in June 1971 he attended the annual convention of the American Association of Law Libraries, as well as the Institute on Law Library Administration. While on study leave in July and August 1971 he also visited a number of Law Libraries in the United States. It is necessary to interject here that the Law Library at Cave Hill in its embryonic days shared space with the Main Library prior to moving to its permanent location in the Law Faculty buildings. Mr. Gill also attended IFLA, and the UNESCO pre-conference seminar on “Recent Developments in Librarianship” in Liverpool, England. Other
conferences attended were the inaugural meeting of the Commonwealth Library Association, London in September 1971, as well as the International Library Conference, Jamaica in April 1972. He was appointed a member of IFLA’s Working Group on Developing Countries, and attended the Group meeting in New Delhi, India in February, 1973, and was the Working Group’s representative at the IFLA executive meeting in Washington in May, 1973.

It is obvious to this writer that while Mr. Gill was enhancing his knowledge and skills in administering the Library through attendance at these conferences, he was also using the activities to establish a regional and international profile for the Cave Hill Library, in addition to making contacts for the purpose of networking.

Professional development was the responsibility of all, and this was encouraged by Mr. Gill. During his tenure, five persons obtained their professional qualifications, and six members of ATS staff were awarded first degrees, with some going on to study for the Master’s degree and achieve professional status. Other ATS staff was encouraged to pursue the Library Assistants’ Certificate course offered by Barbados Community College, while Binders upgraded their skills through programmes offered by the Samuel Jackman Precod Polytechnic.

COLLECTION DEVELOPMENT

When Mr. Gill assumed leadership of the Cave Hill Campus Library, the expenditure on the Library was EC$161,134.00 or 9.8% of the entire Campus expenditure (Departmental Reports, 1970-71. 124). He laments that financing the Library was challenging. Collection development continued at an uncertain pace. In fact, the 1972/73 annual report drew attention to the limited growth in the collection, indicating that the only “saving grace” was the over $3000.00 collected in fines which was used to purchase items. He did not hide his displeasure:

“Without the intake funded by these non-library resources the collection would hardly have grown at all. It is obvious that the attempts of the academic departments to maintain up to date instruction in their disciplines and to introduce new courses within those disciplines as might be deemed necessary by academic developments of the needs to the region will be frustrated unless the library is adequately funded.” (Departmental Reports 1972-73)

Incidentally this was a battle he vigorously fought and won in 1975 while he was on secondment to Mona Campus, Jamaica. The point was that he had to persuade the various planning committees that the budget of the Library should bear a relationship to the budget of the faculties which depended on the services of the Library, hence the budget should include a line item for books. The provision for books had previously been treated as a capital item and often fell way short of satisfying the demands placed on it by the expanding offerings at the Campus. Having argued his case before Cave Hill Principal, Sir Sydney Martin, Mr. Gill was invited by him to attend the meeting so that he would have first-hand opportunity to present his case. He did, and his argument was accepted. The following year’s report was far more upbeat: “Given the tenor of almost unrelieved despondency which has permeated the last two annual reports on the Main Library, it would be distressing indeed if we were unable to present a more encouraging report this year. Happily, we are able to do so.” (Departmental Report 1974-75. 339). See the table below:
With collection development back on track, that is, funds for the purchase of books being met from the recurrent budget, two major changes were implemented in the Library’s acquisitions policy. Firstly, there was a statement drafted in relation to the acquiring of West Indian material designed to improve the value and usefulness of the West Indies Collection (WIC). Secondly, there was an attempt to involve the departments more intimately with the ordering of materials in their field by giving them yearly targets, expressed in monetary terms, at which they should aim. Today, the West Indies Collection is considered the ‘flag-ship’ collection of the Library. With the expansion in the fields of Biology, Sociology, Government and Education, the Library was forced to employ an additional Clerk at the issue Desk. As if this was not enough the increased level of acquisitions gave rise to consideration for the need for a third floor and the establishment of a bindery, and this need was recognized by the University, in that provision for such was included in its submissions to the United States Agency for International Development when seeking a loan for capital expansion.

PHYSICAL EXPANSION

Mr. Gill as Campus Librarian supervised two significant expansions to the physical plant. One in the late 1970s, and the other, and more substantial, in the mid-1990s. As previously alluded to, the collection was growing at a significant rate. The 1976-77 Departmental report drew attention to the “rapid growth made possible” through improved funding, and the need for additional accommodation. The pressure was greatest, it noted, in the West Indies Collection room. This expansion gave the Library accommodation for a Bindery, a Printery, a new lunch area, cum conference room, a reading area for WIC, increased space for the Overnight Collection, and rather innovatively, a space dedicated for use by postgraduate students.
Long before the literature became replete with a plethora of articles on the creative use of space in libraries, including the concept of information commons, Mr. Gill had his own perspective on the matter. A room external to the Library, outfitted with a combination of soft seating and wrought-iron furnishing offered a space where postgraduate students may relax, and/or engage in discussion. While the Library did not allow for smoking, this new area gave readers such an opportunity.

More creative use of space was to follow. The second expansion was more elaborate, required more planning and formed part of the University’s ten-year development plan covering the period 1990-2000. The Cave Hill component of the project was quite extensive, with the Library being extended by approximately 11000 square feet. This allowed for two new floors, suspended above a car park to the south-east of the existing building. This additional block became necessary after the engineers denied construction of another floor to the existing building. The existing building was also extensively renovated. A number of benefits accrued from this project: increased accommodation for stacks, a new administrative office for the Campus Librarian, a conference room, a study area reserved for faculty, a computer-lab, a new lunch area, a sick bay, a number of carrels for the use of postgraduate students, a 24-hour reading room, individual offices for Heads of sections, an enlarged technical services area, storage accommodated on compact shelving, a locker room for staff, a new and enlarged service point with accommodation for the expected increase in reserved material held at the Issue Desk. An elevator giving access to each floor was also installed. A catalogue hall, housing the traditional card catalogue, as well as a number of computers dedicated to OPAC searching, also provides accommodation for a small art collection. In fact, in the intervening years the space has so far housed a number of exhibitions, including the exhibition of work produced by inmates of her Majesty’s Prison. Some pieces from that exhibition have been subsequently purchased and are now on display in the Library.

It would be true to say that the second expansion project consumed Mr. Gill’s energy as evidenced by the files of correspondence and literature relating to the project. He was in constant contact with the architects. In this, he was simply doing what McDonald (2010) would later confirm: that playing a leading role throughout the whole planning and design process requires all manner of leadership skills. He further noted that not only would excellent strategic planning, communication, influencing and negotiating skills be required of the library director in leading such a project but equally the presence of the individual, his integrity, resilience, empathy, patience, and yes, humour. I am sure that Mr. Gill in accomplishing this feat gave all this and more. He anticipated each development and was careful to document his areas of concern before, as well as into the project. From the moment he identified anything amiss he sent off communication to those concerned. McDonald makes the observation: “during the challenging time of a building project, the library director will experience a whole spectrum of managerial emotions: from exhilaration to exhaustion, from fun to frustration, and from satisfaction to insanity. A wide range of managerial skills will be tested: politics and diplomacy, boldness and understanding, direction and ego massaging, trouble-shooting and crisis management, negotiation and compromise, communication and collaboration. Library managers often find they need to take a particularly determined and persistent approach to ensure that the design delivers what is required.”

The records would show that in 1991 in the briefs between the architects and himself, Mr. Gill was adamant about some things. He obviously knew the Library, and had studied in some detail the proposed increase in students up to the year 2000. He maintained that if funds were not available to do all that was projected there were some things the Library could not do without. For instance, the main service point will need to be expanded to accommodate the reserve book collection and the requested material being held for patrons, both of which was projected to increase by at least 50% over the current size.

Another concern Mr. Gill raised in his brief was that consideration be given to those physically challenged in the renovations.

AUTOMATION
Without a shadow of a doubt, of all the things for which Mr. Gill is credited for his contribution to the growth and development of the Cave Hill Campus Library it is in the advances of automation. Here again, it may have been his personal interest in the use of the technology, coupled with his scientific background that propelled him in this direction, or it may have simply been his desire to see the Cave Hill Library leap into the technological age. Whatever the driving force, the evidence shows that prior to any formal ventures by the Campus, and/or the University libraries per se in this direction Mr Gill during study leave in 1976 visited a number of libraries: University of Toronto, Guelph University, Canada, and the University of Birmingham in England to observe these libraries using automation.

Mr. Gill makes the point that such was only possible as conditions and finances allowed. He shared how he got the job done: BibBase for Acquisitions was the first venture. Then followed by the automated circulation system, Nonesuch, designed originally for public libraries in the USA but modified to match the requirements of the Cave Hill Campus Library, and maintained by telephone links to the supplier in Portland, Oregon.

For him, the real stimulus to online access now enjoyed across the University libraries began with a visit in 1976 to OCLC Headquarters in Columbus, Ohio. Alma Jordan (St. Augustine), Kenneth Ingram (Mona) and himself, as well as Maria Elaina Cardona from Puerto Rico, and Henry Chang from the US Virgin Islands – names you will immediately recognized from their association with ACURIL – met with OCLC’s President, Dr. Kilgour. By September 1980 an experimental phase was being discussed, the concern being that the dedicated lines which OCLC used with all its members in the USA seemed unworkable for reason of costs, in the Caribbean context of satellite telephone links. There was a consultancy by James Rush of James E. Rush Associates, Ohio which looked at the overall picture of automation across the University’s libraries. However, up until 1983 the need to use voice grade circuits from the Caribbean rendered the project unworkable because of the prohibitive costs. A breakthrough came, he noted, when Cable & Wireless introduced International Data Access Service (IDAS) with reasonable costs for data transmission, and by August 1984 an agreement was signed with OCLC for the experimental phase. Since Cave Hill was not only extracting records but equally contributing records, OCLC had to be assured that those records input into the system would be of the highest quality.

To ensure this the Chief Cataloguers of the three campuses went off on training from October 28-November 01, and on their return the first local link was established in Barbados on Nov. 08, 1984.

The point must be made that because Cable & Wireless, Barbados was ahead of the telecom companies in Trinidad and in Jamaica in providing reasonable rates for data transmission the cataloguing unit at Cave Hill functioned on the behalf of the other two campuses in the initial stages, but with the cards generated being sent directly to the respective library, and this continued until their telecom companies were able to offer better connectivity before each campus functioned independently.

Mr. Gill notes with some delight, “it took nearly 8 years, but it represented a significant departure from our previous isolation and has led directly to our present interconnectedness between campuses and across the world.” He added, “it also stimulated Miss Bretney (the Chief Cataloguer) to produce a complete revision of the way Library of Congress classifies authors from our region.”

FINANCIAL CRISIS

When Mr. Gill assumed the leadership of the Cave Hill Campus Library, he found much in place on which he was able to build. He credits his predecessor, Mrs. Barrow with the laying of a solid foundation making use of the systems and processes she had brought with her from Mona, Jamaica. Yet it would not be long before change and innovation would be experienced at Cave Hill. Sometimes incremental, sometimes ad hoc, sometimes planned. It is generally accepted that change is an organizational reality, and such is occasioned by external and internal factors. The external factors include changing consumer needs and wants, new governmental laws, changing technology as well as economic changes; while the internal factors are those of new organizational strategy, change in composition of the work force, new equipment, and changing employee attitudes. The Cave Hill Library was in some way affected by some, if not all of these factors, but principally the economic and technological. For example, in the early 1990s the Cave Hill Campus experienced some demanding times financially, though not to the same degree of the present. Then, the government of the day instituted salary cuts, as well as a massive reduction in staff. At Cave Hill, there were no cuts to staff or salaries as was the case in the public service, but it was required of the individual to list each activity accomplished for the day, as if to justify one’s employment. Due to unavailability of funds to meet the acquisitions budget Mr, Gill negotiated a plan with Blackwells to enable the Library to continue to receive books pending some solution to the crisis. Another
development was that privileges enjoyed and which some had taken for granted was suddenly removed. Case in point, the cup of coffee or tea daily consumed by Staff was at the courtesy of the Library. With the suspension of the same, staff brought their own coffee or tea, if needed, to work. The time would come however, when Mr. Gill would find a way to restore coffee and tea to the staff.

Recycling too took on some significance. The use of new envelopes for inter-departmental mail was strictly prohibited. All such mail was reserved for used envelopes. Some staff resorted to purchasing some of the stationery required.

The expansion of the plant brought change as well – controlled change. The chain of communication between the Campus Librarian and the construction team, allowed Mr. Gill to keep staff informed of each new development. Nothing was left to chance. In fact, the evidence shows that when he was unhappy with something he would send off a letter to the Project Director’s Office.

The drive to automation required an adjustment to the traditional 9-5 working day for some. To effect savings some staff commenced work at 7:00AM local time, 6:00AM in the United States. This change meant that Cave Hill was accessing OCLC in non-peak hours, hence, at a much reduced cost to the Library. When the technology (Circulations system) failed, it was Mr. Gill who advised that the students could not be hindered from borrowing and returning of material, and he immediately devised a form to permit borrowing and returning of items to continue. It was Mr. Gill who also sat at the Issue Desk and led staff through the entire process. When the service was restored, he himself was also at the Issue Desk inputting the information.

None of the developments identified above was met with any adverse reaction. For the most part, staff realized that in some cases, the changes meant the survival of the institution, and continuous employment for them. Some persons loved the change to the work-day since it meant that for them work finished at 3:00PM. For some reason this was a much preferred option, especially for those with vehicles.

**MANAGEMENT STYLE**

Mr. Gill’s style of management was democratic – one who involved his colleagues in the decision making process. This writer recalls that following the interview process a decision had to be made on the selection of the person to join the professional staff. Mr. Gill sought the opinion of some members of staff prior to approving the selection of the candidate. This writer wondered why he was involving staff in such a human resources matter. His reply was that the prospective individual will have to work with us. His democratic style was complemented by an open-door policy. He was the kind of person who could be approached anywhere beyond his Office to seek his opinion on any matter. In fact, he was regularly seen engaging in informal conversation with his senior members of staff.

Micro-management was never a practice of his. He allowed his heads of units to manage their respective department as they deemed appropriate. He reposed much confidence in the abilities of his heads, and the staff in general. He was proud of the calibre of staff he employed, and acknowledged the combined gifts and strengths of his staff that made the Library what it had grown to be. Beyond the regular meetings which he chaired, he instituted a “daily mail file” which kept the senior members of staff updated on every activity of the Library.

Mr. Gill was a people’s person — very compassionate and sympathetic towards others. Many were the occasions when Mr. Gill took members of staff to their home in his own vehicle. He sought to assist wherever possible, and was impartial in his treatment of staff. My observation tells me that recommending the dismissal of anyone was not of his character. For instance, I have heard him tell tales of a troublesome employee in the early days as Head of the library. Yet, he never sought the dismissal of the individual. His opportunity came when the individual approached him seeking a reference for different employment. He gave such a glowing recommendation, that the individual was successful in gaining the job. His desire was to assist the person in seeking an attitudinal change. One recalls too, his handling of a matter in which others were calling for the separation with another staff member who made life uncomfortable for others. Following a meeting in which “he read the riot act” to the individual, Mr. Gill used the Campus’ funds to send the individual to a Dale Carnegie Training course. Mr. Gill did everything to help the individual to embrace a change of attitude. Ironically, the member of staff who continued in the Library’s employment until retirement used the participation in the training programme to taunt colleagues. The opportunity to attend the training was viewed by the individual as a vote of confidence.
His concern for others did not stop at staff. When the Library accepted its first blind student there was absolutely no resources available to accommodate the student. Members of staff, including yours truly, along with some students volunteered in recording the required readings so that the student may have access to material with which to study. Mr. Gill’s investigation led to what is known as the Kurzweil Reader – a machine similar in function to a photocopying machine which scans reading material and reads it back to the sight-impaired. Mr. Gill had to persuade those in authority despite its high cost the machine was needful to enable the student to study. His argument was that the Campus accepted the student therefore the Campus owed her a responsibility. The machine was purchased at great cost, and was subsequently used even by other non-UWI students. It must be noted that today there is a unit outfitted with electronic equipment, including the Kurzweil Reader for the dedicated use of those who are sight-impaired. That unit conceptualized by another subsequent administrator is called the Kerry-Ann Ifill Unit, and is named in honour of the first blind student. Miss Ifill presently serves as President of the Senate of Barbados.

It was too during the stewardship of Mr. Gill that the seed for what is now called Special Collections was sown. As earlier noted, almost from inception there was a West Indies Collection, and there is such a collection at Mona and St. Augustine. Early in his administration Mr. Gill with the support of Acquisitions Dept. redefined the collection development policy. It was sometime in the late 1990s that the Library received the papers of former Governor-General of Barbados, Dame Nita Barrow. Shortly after, the papers of Dame Eugenia Charles, former Prime Minister of Dominica arrived. Today, the Library also carries the George Lamming Collection as well as the Richard B. Moore Collection.

A MAN FOR ALL TIMES
Mr. Gill is the only librarian who to date has worked on each of the then three campuses. In 1974-75, he was reassigned to Mona in the first instance to deputize for the Librarian, Mr. Kenneth Ingram. That tour of duty was extended to a full academic year. Again, in 1990 Mr. Gill went off to St. Augustine, Trinidad to act as head of the Library there for six months pending the arrival of the substantive appointee. Prior to this, Mr. Gill accepted a secondment to the Public Service of Barbados to be the Director of the Barbados Library, Archive and Information Centre Network. This appointment lasted two years, 1982-1984.

Mr. Gill’s service to the Cave Hill Campus went beyond that of Campus Librarian. A talented musician, he has been the director of, and pianist to the Staff Chorale, and has also assisted with the renowned Cave Chorale.

How many persons present today, and who have been regular attendees at ACURIL are aware of the ACURIL song penned by Mariano Lebron Savinon? Even if you are aware, you may not know that Mr. Gill contributed to the musical arrangement of that song.

CONCLUSION
There is no doubt that like any other organization or institution that over time change and innovation were at the heart of Michael Gill’s leadership of the Cave Hill Campus Library. Sometimes incremental, sometimes planned. However, it was all skillfully managed and for the most part devoid of resistance. The only exception this writer recalls was the change in the closing time of the library from 10:00 PM to 11:00 PM. This eventually became a union matter, but the then Pro-Vice Chancellor and Principal, Sir Keith Hunte was adamant that new the hours would remain, and he effected a solution outside of the Union.

Any assessment of Mr. Gill’s tenure as Campus Librarian at Cave Hill would reveal a person with a vision for the library, a passion for what he did, and a concern for the staff he led. In fact, like Robbins and Judge, this writer also sees the need for managers and leaders. In Mr. Gill the Cave Hill Library had both. Yes, he managed the budget, he was involved in the planning and organizing, staffing and problem-solving; but he was a leader who motivated, encouraged and inspired, and above everything else showed empathy. Quietly efficient, amazingly unruffled, and always seemingly in control, Michael Gill was the change agent who quickly acknowledged the contribution of the two principals under whom he served, the contribution of the various University Librarians, and the unique skills his staff brought to bear to their various tasks.

But Mr. Gill too was the Campus Librarian who knew his readers and gave them what he thought they needed. He was the one who personally removed the notes from the suggestion box located in the foyer of the library, and responded to each message received, leaving his replies in an adjacent case. For some, it is the advent of the technology that changed, and continues to drive the library for which he will always be remembered. For this writer, it was the skillful use of study
spaces, and the initiatives taken that saw the youngest and the smallest library of the three surge to the fore that represent the hallmarks of his stewardship.

BIBLIOGRAPHY


Nou balanse, nou pa tonbe: The Digital Life of Radio Haiti-Inter

Laura Wagner, PhD - Project Archivist, Radio Haiti Archives, Duke University

But - careful! There's a little problem here! National culture – yes. But we are facing a huge campaign that is telling everyone, “Ah, very good, your little rara, oh that's fine and good, mangagne pinga zombe [a rara song], that's good, you're playing your little kata drum, okay… Bu-a-it, music from overseas is more beautiful, it's more highbrow, it's better – that's what you should listen to.”

And the same way, with what's happening in music, that's happening with everything! When they say to you, “hey, man, the Internet is the best! If you're not on the Internet, you’re nobody at all!”

PROJECT OVERVIEW

Over 70 linear feet of papers and 3,543 tapes received August 2013

Pilot project, 2013-2015

Grant proposal submitted to National Endowment for the Humanities July 2014

Grant awarded April 2015

Grant project kickoff July 1, 2015

By 2017: Digital Preservation
Online Public Access
“Virtual” repatriation to Haiti

www.radiohaitilives.com

Show the image here...
Lovinsky Pierre-Antoine: The work that we're doing, it is not only for the dead. It is work we are doing for the families of the victims, for the survivors themselves, and for the entire population, so they don't forget what happened. Because this represents a great danger to us, to our society, if the society forgets what happened. We risk living it all over again. And who can say, nowadays, that we're safe from another coup d'état?
Who can say, nowadays, that society has put up barriers to a coup d'état ever happening in our country again?... We believe that the struggle for justice reinforces democracy. And we believe that when we work to build up the memory of the people, we are working against forgetting.

Because forgetting is not democratic. Forgetting is something that encourages, that favors the executioners. When we forget, it’s like we’re signing a blank check over to the executioners.

Jean Dominique: What you mean by that, Lovinsky, is that when victims forget, when society forgets, the executioners can repaint their faces, make themselves over to appear to be just like newborn babies, like innocents, and with that mask of innocence, they can get themselves in a place where they can start all over again. That’s what you’re saying.

https://soundcloud.com/radiohaitiarchives/
https://www.facebook.com/radiohaitiinter/
@AchivRadyoAyiti
www.radiohaitilives.com
http://library.duke.edu/rubenstein/findingaids/radiohaiti
laura.wagner@duke.edu
Individual Leadership Styles

Susan Schnuer, Associate Director of the Mortenson Center for international library programs at the University of Illinois at Urbana Champaign

Learning Objectives

- After module 1 of this training, participants will be able to:
  - Define several common styles of leadership and understand how they affect various situations given context.
  - Describe the leadership style or styles that feel most natural to them.

Leadership Styles

ACURIL XLVI Hali
Susan Schnuer
Associate Director, Mortenson Center
University of Illinois at Urbana-Champaign

Icebreaker: Line-Up

- Please stand up.

  - You will be asked a series of questions and asked to remain standing or sit depending on your answer.

What is leadership?

“Leadership is influencing people to take action. In the workplace, leadership is the art of getting work done through other people. Leadership can be widely distributed within an organization – most everyone leads at some time or another, if not all the time. And it’s highly situational: anyone might step forward to lead, given the right circumstances.”

-Daniel Goleman

Emotional Intelligence by Daniel Goleman

- Definition: Self-control, zeal, persistence, and the ability to motivate oneself.

- The 5 Domains of Emotional Intelligence:
  - Knowing your own emotions
  - Managing your emotions
  - Motivating yourself
  - Empathy
  - Handling Relationships

Management and Leadership

“You manage things, you lead people”

-Grace Murray Hopper, US computer programmer

- All leaders must be managers.
- All managers must be leaders.
Management and Leadership

<table>
<thead>
<tr>
<th>Main Task</th>
<th>Management</th>
<th>Leadership</th>
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<tbody>
<tr>
<td>What needs to be done</td>
<td>How?</td>
<td>Why and For Whom?</td>
</tr>
<tr>
<td>Create network of relationships to</td>
<td>Organizing; people,</td>
<td>Matching the right</td>
</tr>
<tr>
<td>accomplish agenda</td>
<td>resources, and plans</td>
<td>people to the right</td>
</tr>
<tr>
<td>Ensure job gets done</td>
<td>Plans, timelines,</td>
<td>Motivates people;</td>
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<tr>
<td></td>
<td>and assessment</td>
<td>rewards achievements</td>
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<td>and successes</td>
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Daniel Goleman’s Leadership Styles

- Daniel Goleman’s research found that leaders use six styles. Each springs from different components of emotional intelligence. Everyone shows many or all of these different styles but some more often than others.
  - Commanding
  - Visionary
  - Affiliative
  - Democratic
  - Facetsetting
  - Coaching

Commanding

- Demands immediate compliance
- “Do what I tell you to do”
- Drive to achieve, initiative, self-control
- Style works best in a crisis, to make an immediate decision or to work with problem employees
- Weaknesses: individuals can feel like their opinions do not matter and that they are not treated with respect.

Goleman, Daniel. “Leadership that Gets Results” Harvard Business Review, March-April 2000 p. 82-83

Visionary

- Mobilizes people toward a vision
- “Come with me”
- Self confidence, empathy, change agent
- This style works best when a new vision or clear direction is needed.
- Weaknesses: At times has trouble communicating the vision clearly.

Goleman, Daniel. “Leadership that Gets Results” Harvard Business Review, March-April 2000 p. 82-83

Affiliative

- Creates harmony and builds emotional bonds
- ‘People come first”
- Empathy, building relationships, communication
- This style works best to resolve conflicts on a team and to motivate people during stressful circumstances.
- Challenges: Avoids conflict and upsetting situations.

Democratic

- Forges consensus through participation
- “What do you think?”
- Collaboration, team leadership, communication
- This style works best to build buy-in or consensus, or to get input from valuable employees
- Weaknesses: sometimes more listening than action.

Goleman, Daniel. “Leadership that Gets Results” Harvard Business Review, March-April 2000 p. 82-83
Pacesetting

- Sets high standards for performance
- "Do as I do now"
- Conscientiousness, drive to achieve, initiative
- This style works best to get quick results from a highly motivated and competent team.
- Weaknesses: Does not always recognize the emotions of others.

Coaching

- Develops people for the future
- "Try this"
- Developing others, empathy, self-awareness
- This work style works best when helping an employee improve performance or develop long-term strengths.
- Weaknesses: can have trouble articulating how others can achieve the vision.

Group Activity

Here is a problem scenario. In your group decide how each leadership style would tell his/her staff to resolve this situation.

**Scenario**

You ask for your director’s advice on the following issue:

Our users are complaining about how long they have to wait to use a computer. What should we do?

Leadership Styles Assessment

- Take 10 minutes for the Leadership Styles Assessment. You have 100 percentage points, and you must rate each leadership style according to how often you use it. You will most likely have two styles that are your highest and two that are your lowest.
- Your total must equal 100%.

<table>
<thead>
<tr>
<th>Style</th>
<th>Example</th>
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<tbody>
<tr>
<td>Affiliative</td>
<td>5%</td>
</tr>
<tr>
<td>Coaching</td>
<td>15%</td>
</tr>
<tr>
<td>Commanding</td>
<td>10%</td>
</tr>
<tr>
<td>Democratic</td>
<td>40%</td>
</tr>
<tr>
<td>Pacesetting</td>
<td>20%</td>
</tr>
<tr>
<td>Visionary</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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Leadership Styles Assessment: Partner Feedback

You will be paired with another participant for 5 minutes. During this time you are to accomplish the following:

1. Explain what you think are your top two preferred leadership styles and give an example of a situation when you used one of the styles.

2. Discuss which leadership style you would like to practice more than you currently do.

In Conclusion

- We all have the potential to be leaders.
- We usually have one to three styles that we use most frequently.
- The leadership style that we use should be the best one for the situation in front of us.
Thank you

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Adopting the tenets of competitive advantage has become an imperative for the survival of an organisation. Academic libraries have not been exempt from this trend and it is seen to be inextricably bound to the development of leaders. Conger 1992 et al state, ‘leadership development is a powerful force for the development of competitive advantage and these two forces drive the impact of any organisation...’ (Conger, 1992 as cited in Collins, 2002). A definition of competitive advantage states, ‘Competitive Advantage is when an organization possesses some advantage over its rivals in a given sector or market, making it more profitable or sustainable than other organizations’ (Erbe, 2014). By adopting an acumen of competitive advantage academic libraries ensure sustainability and adaptability, because we would be investing in developing sustainable, hard-to-replicate leadership (Abrams, 2008). New terms must be adopted to describe the competitive advantage thrust of the academic library, terms such as, hardcore leadership, aggressive leadership, leadership bench strength, leadership pipeline, critical mass, tensile strength. Abrams 2008, supports this view as he puts forth further ideologies that must be adopted, hard-to-replicate talent, talent management, operational effectiveness, monopoly power, competences and multiple intelligences. These terminologies and ideologies are not usually associated with academic libraries, but if they are to reposition themselves, and adopting these said ideologies is necessary to survive. The vehicle adopted to develop these ideologies and ensure survival in the academic library, is the Leadership Development Programme. This paper will seek to account for the need for this vehicle, by assessing programmes and seek to show the efficacy of such and finally will attempt to provide a culturally specific model for Caribbean Academic Libraries.

In further assessment of the environment in which academic libraries operate, a simple truth has been realised that in order to grow or develop relevant leadership, these leaders must possess multiple leadership competencies. This is the new order, in part, in measuring leadership efficacy, leaders must operate at the same high level of efficiency with multiple competencies and not just generic competencies, competencies that engender growth and a focus on strategic positioning of the organisation. Surveying the leadership environment, the traditional way of viewing efficacy or readiness, is the mastery of a few competencies and this is seen as very one dimensional, and this has led to a widening of the leadership gap as leaders are unable to fill the much need positions. Twined to this concept of multiple competencies is that of diversity, because leaders possessing multiple competencies tend to tap into diverse strategies that will engender growth on two fronts, engender the growth of future leaders- the duplication and multiplication factor as well as growth in terms of the effectiveness of the organisation on a broader spectrum, the organisation will
have a wider reach because of diversification. Therefore, developing competencies such as, results orientation, collaboration and influencing, team leadership, strategic orientation, customer impact, change leadership, developing organisational capability and market insight will yield the desired results, and not just results, but results that are strategically aligned to organisational growth and effectiveness.

As organisations, specifically academic libraries, focus on strengthening their ability to produce top leadership talent, their approach has had to take on a more hybrid nature. Rather than solely depend on leaders growing organically from within, they have turned to external help to help grow and groom the type of leader needed. This external help has come in the form Leadership Development Programmes (LDP’s). LDP’s have been able to tap into the learning and development of academic library leaders, assisting in the production of more competent leaders. According to learning theory as it relates to leadership and competency development, the central theme behind the competency development process of leaders is that it focuses on identifying areas for change and creating opportunities to develop new skills...and foundational to this process is the way how leaders learn (SHRM, 2008); this is what I believe leadership development programmes have achieved in that they have created the right formula for producing leaders. Leadership Development also involves the ability to partner with the various academic libraries is managing the talent within. Talent Management refers to ‘the anticipation of required human capital the organization's needs at the time then setting a plan to meet those needs’ (SlideShare, 2013). Another definition states, that Talent Management is the ‘managing the ability, competency and power of employees within the organisation.’ (Slideshare, 2013). This in essence, is what the LDP’s have done, through strategic partnerships with academic libraries they have created programmes that will manage the talent, ensuring the leadership readiness of the human resources that attend these programmes, by developing the requisite skills causing them to perform with higher potency.

To reiterate, a recognition that leadership can and should be developed at all levels of the academic library is the driving force behind investing in LDP’s; as stated by Conger and Benjamin, ‘organisations are committing to training and development to enhance their leadership potential’ (Conger & Benjamin, 1999 as cited in Collins, 2002.). Thus, undergirding this thrust is the four-pronged strategy of Competitive Advantage, Operational Effectiveness, Competency Development and the Creation of a Learning Organisation. Conger supports this strategy as he states, ‘leadership development is a powerful force for the development of competitive advantage driving business impact...and leadership development programs are one of the most popular methods of developing managerial and leadership skills within an organisation’ (Conger, 1993 as cited in Collins, 2002.). Therefore, LDP’s have the potential to create leaders that will transform academic libraries, in the way they operate.
There has been a plethora of LDP’s with specific focus in the development of library leaders; According to one theorist, ‘These leadership development programs are specifically designed to assist leaders to promote their cognitive approaches of building their capabilities to deal with and operate within complex environments’ (Stevenson, 2012). A few of the prominent ones are the Harvard Leadership Programme, the College Library Directors Mentorship Programme, the ALA Leadership Institute, the ALA Emerging Leaders Programme; the ARL Leadership Fellows Program and the Mortensen Center for International Librarians Programme. The common themes that run through these programmes according to Lyne de Ver & Kennedy, 2011 are management training, organisational development, community development, entrepreneurial development, capacity development, coalition and network building and mentoring and coaching. All these themes combined directly aligns to the leadership development strategy of academic libraries. For the purposes of this examination, we will focus on one of these programmes, the Mortensen Center for International Librarians. The Mortenson Programme have been the programme of choice for many Caribbean Academic Librarians as its international focus and understanding of the leadership needs of international librarians have made it the programme of choice.

In analysing the Mortensen Programme for its impact on leadership development the following questions were used as criterion:

1. Does the programme have a clearly articulated understanding of what it means by ‘leadership’?
2. Does the programme have a theory of change?
3. Who is the programme aimed at?
4. What are the programme’s training methods and contents?
5. What kind of impact assessments or evaluations does the programme carry out?

By using these guiding questions, we could identify some unique qualities of the programme that assisted in the development of leaders. The first unique quality is the internationalisation of the programme, which speaks to the question of who the programme is aimed at. Higher education institutions of which academic libraries are apart, have now been impacted by a culture of internationalization where there is now a demand to grow ‘globally competent’ leaders; leaders who can adapt easily to the demands of a global industry. Academic libraries have not been exempt from these demands and so the international focus of the Mortensen Programme is good breeding ground for the development desired global leader. As one of their mandates state, ‘The Mortensen Center’s training programs seek to strengthen the leadership and librarianship skills of librarians from around the world and to enable them to improve their libraries and their internal and external communities, (Arabella Advisors, 2013). Additional support for the idea of the need to adapt to the demands of internationalisation, comes from Barbara Ford of the Mortensen Center, as she states LDP’s are key to leadership development as ‘they give them a global and multicultural perspective that is
important in leading today’s Academic Libraries. (Ford, 2008). Ford, continues, ‘Leaders become more culturally sensitive, globally innovative, they adopt an effective global leadership image and they become internationally resilient...’ (Ford, 2008).

Another unique characteristic of the programme is that it focuses on equipping participants on establishing change within their organisations. As Lyne de Ver & Kennedy state, when evaluating LDP’s ‘an LDP should have an established theory of change built into it, that would show how the programme will lead to changes in the behaviour of participants and how these changes in turn will contribute to development’ (Lyne de Ver & Kennedy, 2011). The theory of change also shows that change must take place on multiple levels, the individual, organisational, and system-wide or community and leaders must be equipped to implement change on all three levels. Oxfam International explains it this way, that the theory of change within LDP’s must cover these five (5) domains; 1) Personal Empowerment, 2) Expanding Network, 3) Capacity to engage with and challenge or influence power structures, 4) develop an environment for active citizenship and 5) changes towards more communities, policies and practices. (Oxfam International, nda). The Mortenson Theory of Change, clearly entrenched in the programme, distinctly touches all five domains.

Another unique characteristic of the Mortensen Programme is its coverage and content. An overview of the content of the Associated programme show, the programme employs a hybrid method of experiential learning and competency based learning. Theoretical support for this approach can be found in Kolb’s Experiential Learning Theory, where he purports that the learner passes through these four stages in learning, 1) Concrete experience; 2) Reflective observation; 3) Abstract conceptualisation and 4) Active Experimentation. The other stated learning strategy was competency based learning where according to one theorist, ‘good successful leadership can be described in terms of competencies...and if LDP’s can develop these competencies in their participants, then these individuals will begin to produce the right leader behaviours for individual and organisational success (McCall and Hollenbeck, 2007).

It is prudent that more organisations seek to incorporate LDP’s as a tool in their long-term strategy to build their bench strength and increase organisational efficiency. Lynne de Ver and Kennedy agree with this as they state, ‘it is important to consider the political, institutional, geographical and cultural differences between the developed and developing world...’ (Lynne de Ver and Kennedy, 2011). Another theorist argues that ‘...culture plays an important role in determining the effectiveness of leadership development...’ (Mameli, 2013 as cited in Kamali et al, 2015). So, the juxtaposition is this, that the unique character, the internationalisation of the programme is needed as this meets the need of the global workplace, but merit must also be given to the fact the ‘cultural appropriateness’ of the LDP programme will have a more far reaching effect on growing leaders of Caribbean academic libraries. ‘Learning from leadership development programs that focus on the cultural traditions of a people may help leaders formulate strategies
to strengthen and rebuild a social complex community’ (Ottmann, 2005). To explain this concept further, a definition of cultural appropriateness is needed; cultural appropriateness is “responding to the complexities of contemporary and cultural organisational leadership issues with required adeptness…” (Kennedy et al, 2012 as cited in Kamali et al, 2015). Thus, a LDP, with specific focus of Caribbean, regional issues in academic libraries will have the following benefits:

1. Focus on the role and function of the academic library in creating cultural identity.
2. Enhance the sense of regionalism amongst academic libraries in the Caribbean
3. Encourage cross regional leadership exchange
4. LDP’s that can tap into the ‘cultural mentality’ of the Caribbean Leader can aid in developing academic library leaders

In conclusion, ‘Leadership is an essential ingredient for organisational success, and leadership development programs a recognized vehicle for building effective leaders’ (Collins and Horton, 2004 as cited in Kamali et al, 2015). This awareness combined with the acknowledgement that cultural appropriateness of the LDP will carry a great weight in developing leaders in Caribbean academic libraries. According to Lynne de Ver and Kennedy, organisations when considering LDP’s as a strategic tool for leadership development and organisational effectiveness, ‘must consider a balance between the potential benefits of international experience and heterogenous groups and the need to ensure that their practices and programmes are contextually and culturally appropriate, given the wide differences in the leadership contexts of different regions...’ (Lynne de Ver and Kennedy, 2011).

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Building library leadership capacity through mentorship: An exploratory study of early career academic librarians at The University of the West Indies, Mona Library

Karlene Nelson, Librarian, The University of the West Indies, Mona Campus

Early Career Academic Librarians face many challenges as they transition into their new role. They must cope with the demands of the job and adjust to the work environment. For the academic librarian, research productivity is a key factor in attaining promotion and tenure. As a result, academic librarians obtaining their first tenure-track position often feel overwhelmed by this published or perish atmosphere (Tysick and Babb 2006). Not only must the early career librarians publish, they must balance work and family obligations whilst building their leadership capacity. Forret and de Janasz (2005) contend that organizations have a role to play in transmission of the message that resources and support are available to help these employees achieve this balance.

This paper considers how the leadership potential of the early career academic librarian at The University of the West Indies, Mona can be enhanced through involvement in a mentorship programme. Presently such a programme does not exist, and early career librarians require effective mentoring. Through this investigation of how mentoring relationships and interactions can aid the growth and development of early career academic librarians a mentoring framework for the University of the West Indies Mona Library is proposed.

INTRODUCTION

The first few years are crucial to the career growth and success of the early career academic librarians. For them, the achievement of reappointment, tenure or promotion is an indication of academic success. To be successful in the long term, the early career librarian must be able to negotiate between the pressing demands of the job, the achievement of the requirements for tenure and the maintenance of a work life balance whilst building his/her leadership capacity (Newhouse 2006; Wilkinson 2013). Typically, they do not have enough time, lack collegiality, often set unrealistic goals and find it hard to strike a work life balance. The process therefore for finding that equilibrium point is often a source of stress and challenge to the early career academic librarian as the academic library can be a very isolating place (Tysick and Babb 2006). The early career librarian must learn how to navigate the culture of academic Library in order to achieve success. Rather than allowing their development to proceed entirely by trial and error, within the first couple of years the academic library should be proactive in helping them through formal mentoring programmes (Black and
Leysen 2002; Forret and de Janasz 2005; Oud 2008). Developing the next generation of library leaders is therefore a critical task for the University of the West Indies Mona Library.

STATEMENT OF THE PROBLEM

In 2012 there was an increased awareness of an imminent leadership vacuum at the University of the West Indies Mona Library. In the Library's 2012 Quality Review Self Report it was reported that the Library had an aging senior management cohort. By December 2012, seventeen of the twenty-eight librarians on staff would be between the ages 50-65 and eleven of those would be retiring in short order. The report further stated that because the senior managers were nearing retirement, the library faced a leadership and knowledge management crisis. It was proposed that leaders be developed from among the cadre of remaining staff members fill key positions. The librarians next in line have since been moved up to fill these vacant senior positions. Over the last four years they have attended a number of workshops and conferences to build their leadership competencies (Library Annual Report 2013-2014; 2014-2015). This paper contends that, much of the "catching up" being engaged in would have been unnecessary had the Library implemented a mentorship programme. This programme would have been grooming a cadre of librarians for advancement within the organization.

In addition to senior managers retiring, new librarians have been hired between 2011-2016 to fill the vacant positions arising from those retirements. Observations of the struggles experienced by new hires or early career librarians to become successful in the academic library have inspired an interest in this area of study. Without assistance, the first few years for some early career academic librarian can result in an unhappy and overwhelming experience. This paper will look at how mentoring may predispose early career academic librarians to building their leadership capacity and improve job satisfaction. Presently such a programme does not exist at The University of the West Indies (UWI), Mona Library, and early career librarians require effective mentoring. Through this investigation of how mentoring relationships and interactions aid the growth and development of early career academic librarians a proposed framework comprising mentoring initiatives can be developed for the Mona Library. It will particularly consider how the leadership potential of the early career academic librarian at The UWI, Mona Library can be enhanced through involvement in a mentorship programme.

For the purposes of this paper, the definition put forward by Finkelson and LaCelle-Peterson (1992) for new and junior faculty will be used to define the early career librarian. Early career librarians therefore are non-tenured librarians who are "new to the profession, new to their current institution of employment or who are in the midst of probationary appointments."

LITERATURE REVIEW

Organizational Context

The University of the West Indies is a regional University. It was established in 1948 as a University College affiliated to the University of London (UCWI). The first campus was established at Mona in Jamaica with 33 medical students. In
1962, The University of the West Indies began granting its own degrees (UWI 2016a). Presently, The University of the West Indies comprises four campuses Mona, Jamaica; St. Augustine, Trinidad and Tobago; Cave Hill, Barbados; and Open Campus. Open campus includes campuses and sites in 16 countries of the English Speaking Caribbean (UWI 2016b). At the Mona Campus, there is a Main Library and four branches – Science, Medical, Law and Western Jamaica. Currently, one hundred and sixteen (116) persons are employed to The University of the West Indies Mona Library. Of this number twenty-eight (28) are librarians. Presently thirteen (13) of the twenty-eight librarians are non-tenured (Sonia Stewart, email message to author, June 2, 2016).

In its’ Strategic Plan for 2012-2017, The University of the West Indies Mona Campus addressed employee engagement. The goals are to:

(a) “Improve leadership and management capabilities and job competencies of all employees so that they can effectively fulfill their roles;

(b) Create an organizational environment that promotes personal growth and development for employees and positive cognitive, emotional and behavioural states directed toward optimum organizational outcomes (UWI 2012, 6).”

By 2017, one of the things that The UWI Mona Library hopes to do is to engage in staff development initiatives. Drawing from the larger strategic plan for the UWI, the UWI Mona Library proposed to foster an organizational culture that encourages the development and training of staff for a 21stcentury library. Among the things that it said it will do to achieve this goal is to formalize and sustain a staff development programme which identifies talent and provide mentoring opportunities for staff (UWI Mona Library 2012).

DEVELOPING LEADERSHIP CAPACITY

It is a given that in every sphere of life effective leadership is a necessary ingredient for success. As such, library leaders must have the experience and managerial skills necessary to be successful in the academic library (Chow and Rich 2013). Academic libraries utilize a broad and complex network of leadership function, from University Librarian to Campus Librarians, to Department heads and team leaders. These leadership roles are diverse and very significant to the functioning of the academic library. Several authors have noted the leadership competencies required for the academic librarian (Robinson, Runcie, Manassi & Johnson, 2015; Ammons-Stephens, Cole, Jenkins-Gibbs, Riehle, & Weare 2009 Hernon, Powell, and Young 2003). Robinson, Runcie, Manassi and Johnson (2015) noted that the academic librarian must know how to lead staff and manage resources as well as how to create an environment that manages change.

Hernon, Powell and Young (2003) also delineated three essential leadership characteristics that the academic librarian should possess: managerial attributes; personal characteristics and general areas of knowledge. The question though is whether these leadership skills are inborn or can be acquired. Leaders may very well be both born and made but this does not eliminate the opportunity for one to choose to become a leader (Leaders are made 2008). Overall, the
literature reflects that leadership is a set of skills and characteristics that can be developed and learned (Intagliata, Ulrich and Smallwood 2000; Kouzes and Posner 2000; Gjelten and Fishel 2006). Kouzes and Posner (2000), discussed five practices of leadership that include modeling the way, inspiring a shared vision, challenging the process, enabling others to act and encouraging the heart.

If one supports the view that mentoring is another way in which leadership skills can be developed, and that leadership is not a position, but a collection of practices and behaviors that can be learnt then it is as Arnold, Nickel and Williams (2008) claim, supportive mentorship can develop future leaders. These practices disseminated serve as guidance for “leaders in training” to accomplish their achievements and get things done. Stead (2005) emphasized the importance of mentoring as a leadership development technique noting that “mentoring offer significant benefits for leaders including: role socialization, reduced feelings of isolation, professional development, increased job satisfaction, improved leadership skills and leadership-capacity building (172).

“An organization that determines the kind of leadership critical for its success can enhance success ... by taking steps to develop the capability of its leaders to demonstrate these competencies on the job (Intagliata, Ulrich and Smallwood 2000, 14).” Having established that leadership capacity can be developed, and having looked at the skills associated with that development, we can now look at how these skills can be developed. In some cases, simply providing people with more of a challenge in their existing roles can be an excellent method of leadership development (Hernez-Broome and Hughes 2004).

MENTORING

Mentoring in academic libraries is by no means new or novel. Several authors have written on mentoring in libraries (Ghouse and Church-Duran 2008; Murphy 2008; Harrington and Marshall, 2014; Goodsett and Walsh 2015). More commonly today, the term mentoring is used to describe a relationship where someone who is an authority figure or more experienced person gives knowledge to a less experienced person (Murphy 2008; Trish 2010). For a successful mentoring relationship to exist, it must also provide the mentee with a supportive, nurturing setting as he or she adapts to those new duties and institutional environment (Goodsett and Walsh 2015, 915).

There are many types of mentoring such as group mentoring, where one more experienced person provides guidance to a group of persons. Another type of mentoring is peer mentoring. This is where individuals with similar levels of seniority and experience act as learning resource for each other (Fyn 2013).

Mentoring can be formal or informal. Formal mentoring has been widely implemented as an employee leadership development tool (Laiho and Brandt 2012; Kim 2007; Stead 2005). Kim (2007) noted that formal mentoring has been designed and implemented to develop high-potential, fast-track managers and to prepare them for key management positions. It is however, important to note that although the concept of formal mentoring is highly valued in many professional and personal arenas, there are concerns about its effectiveness and practicality particularly in the relationship that is created between the mentor and the mentee.
Having a mentor can therefore boost an individual’s career progression in a number of ways. They can advise individuals in making decisions to progress their career, expose them to opportunities they may not previously have considered, or had access to. Mentors are able to serve as a reference to building mentees network, and perhaps even guide them to become a manager within an organization (Bawany 2014). The person being mentored also has an important role in mentoring in the mentoring relationship. The mentee must know what he or she wants and shapes the overall agenda for the relationship (Inzer and Crawford 2005).

In addition to the benefits to those being mentored, there are benefits of the mentoring relationship to the mentor. Ramaswami and Dreher (2008) mentioned that the primary advantages to the mentor are value and career satisfaction. Zachary (2000) posited that mentors often approach the mentoring process with little or no preparation. Two other concerns are the time available for mentoring and the conflict that can arise if the mentee is placed with his immediate manager. Not all senior managers have the time, motivation, experience and expertise to share with junior employees (Lorenzetti and Powelson 2015). Zachary (2000) suggested a list of characteristics that the mentor should bring to the relationship. These include: brokering relationships, building and maintaining relationships, coaching, communicating among others.

A CONCEPTUAL FRAMEWORK FOR MENTORING AT THE UNIVERSITY OF THE WEST INDIES MONA LIBRARY

A number of characteristics and best practices in mentoring programmes have been identified and described in the literature (Blauvelt and Spath 2008; Ghouse and Church-Duran 2008; Murphy 2008; Allen, Finkelstein, and Poteet 2009; Phillips, Crane and Dennison 2010; Fyn 2013; Lorenzetti and Powelson 2015). Those frequently identified include carrying out a needs assessment; defining a clear purpose, goals, and strategies; and evaluating. Regardless of the approach taken whether peer group mentoring one and one mentoring or network mentoring among others, mentoring programmes have a common structure. The framework proposed for the UWI Mona Library therefore has four major components: needs assessment; definition of the goals and objectives; programme design and evaluation. This is illustrated in figure 1.
1. Needs Assessment

(a) This first step is to assess where the Library is now and where it wants to be. This aspect should not be difficult as The University of the West Indies Mona Campus strategic plan for 2012-2017 as well as the Library’s strategic plan for the same period delineates where the Mona Campus intends to go in terms of employee engagement. In conducting a needs assessment, the objectives would be to identify the mentoring needs of the early career academic librarian at the UWI Library; to identify the willingness of older librarians to be mentors and to identify preferred mentoring style. To determine the needs, a questionnaire could be employed at this stage to determine the “mentoring mentality” within the Library. Allen, Finkelstein, and Poteet (2009) have highlighted some areas that the needs assessment questionnaire should cover. These include:

(a) Organizational assessment

This assessment can identify the gaps. It has the ability to provide the Library with the direction that a mentoring programme should take. Additionally, it will assist the Library in developing the right programme.

(b) Design assessment. The overarching aim of this assessment is to focus on the elements required for an effective mentoring programme. Developing a set of rules for building an effective mentoring programme is necessary at this stage. This would include a policy and procedure document for the programme.

(c) Resources assessment. This involves developing a process by which mentees will be paired with appropriate mentors.
Phillips, Crane and Dennison (2010), also suggests scanning the landscape to see what is happening in other departments on campus in terms of a mentorship programme for new faculty.

2. Having done the needs assessment and is satisfied that a mentoring programme is necessary, the next step is to determine the objectives. The objectives of the programme should be clearly defined. In other words, objectives should be based on the Library’s needs. Since at 2012, the Library recognized that it would have a leadership crisis based on the fact that most of its senior managers were retiring a major objective of the programme could be to build leadership capacity. Nonetheless, the programme may be designed to meet multiple needs such as improving scholarly output. Whatever the needs are that programme is trying to meet, these must be well articulated. Studies have documented that persons engaged in a mentoring programme want well defined objectives in order to improve the mentoring relationships (Ghouse and Church-Duran 2008; Corner 2013; Lorenzetti and Powelson 2014). In coming up with the objectives for the programme, consideration must be given to how well it will fit into the organization’s culture. That is, the objectives should tie in with other functions. For example, the broader goal of the organization might be succession planning and a mentoring programme could be one aspect of the activities planned to achieve succession planning.

3. The programme design is the next stage. The design is crucial to achieving the desired objectives of the mentoring programme (de Janasz and Sullivan 2004). The design should address the following areas: purpose and objectives; top management support; selecting mentors and mentees; matching pairs and training of participants. Hegstad (1999) noted that senior leadership and top management must buy into the mentoring program to ensure that a culture of mentoring becomes embedded organization. At this juncture it is important to have a coordinator or a team who will provide oversight for the mentoring programme. The role of the coordinator in supporting mentoring is important because Neely (2009) found out that having coordinators who place a strong emphasis on the programme will result in a more positive outcome.

Following on the design of the programme, persons should be recruited for the programme. Since, the aim is to build early career academic librarians leadership capacity the target group of mentees would be these librarians. It is recommended that participation for both mentor and mentee be on a voluntary basis. Kuyper-Rushin (2001) in a study of librarians found that issues with a group of drafted mentors that were not evident in the group of volunteer mentors. Mentors though should be seasoned librarians who exude enthusiasm, portray professionalism, and have an extensive knowledge of academic librarianship as well as a working knowledge of the policies, procedures and goals of the organization (Blauvelt & Spath, 2008). Mechanisms must also be put in place to recognize mentors who have volunteered their time for the programme. According to Ragins and Scandura (1999), recognizing the mentor’s effort lead to job improvement and job satisfaction for the mentor.

Once recruitment has taken place then training becomes necessary. Kuyper- Rushin (2001) noted that training is necessary for successful outcome. Training can be in house or out sourced. Departments on campus who have
mentoring programmes or organizations who have had a successful mentoring programme could be invited in to do training sessions on how to build specific skills and knowledge that mentees and mentors will need in order to develop and maintain a high quality mentoring relationship. At an initial training session, the roles and responsibilities of the participants should be articulated. In addition to training, other types of planned activities may be built into the overall structure of the formal mentoring program such as retreats and social events.

4. Programme Evaluation

Ongoing assessment, feedback, and evaluation are as important to the health of a program as are its design and management. Part of the initial planning for the adoption of a mentoring programme should therefore involve serious thoughts about how to measure whether or not the objectives of the programme have been achieved (Inzer 2005). Evaluation will help to identify strengths and weaknesses of the mentoring programme and set new programme goals. Programme evaluation could be both formative and summative as it is essential to evaluate both the programmes’ processes and outcome. Formative evaluation is conducted for the purposes of improving the program by examining program processes and could be carried out during the course of the mentoring as well as at the beginning of the programme (Worthen, Sanders and Fitzpatrick 2004). Summative evaluation, in contrast, involves evaluation at the end of the programme to see if the programme achieved the goals set out for the programme. A summative evaluation could be done by means of qualitative interviews which seek to answer the following questions:

- How satisfied are the mentors and mentees with the program and with the relationship?
- Did the mentees feel supported?
- What recommendations do the mentors and mentees have for improvement?

The qualitative interview should attempt to discover why some relationships were successful, and why others were not as successful. At this point a decision can be made about the program continuation.

CONCLUSION

Mentoring is seen in the literature as important for career development (Arnold, Nickel and Williams 2008). It can provide career advice, advancement opportunities and encouragement for the early career academic librarian. In this regard, the University of the West Indies, Mona Library should use the opportunity that a mentoring programme affords it to help the early career academic librarian find a balance between his or her interest and the job requirements. Additionally, an important aspect of leadership is preparing the next generation to lead. A mentoring programme at the University of the West Indies Mona Library would therefore assist the early career academic librarian not only on their path to career advancement but will also build their leadership capacity. As such a high structured programme with clear guidelines is necessary if the mentoring programme is to achieve the desired objectives.

IMPLICATIONS AND FUTURE RESEARCH
This paper has outlined a broad framework that articulates the methodological issues involved in developing a mentoring programme. The resulting framework can provide a foundation for future discussions on a mentorship programme at The University of the West Indies Mona Library. It can also be used as a resource for the design and implementation of a mentoring programme for early career librarians at The University of the West Indies Mona Library. The most elemental attribute for such a programme is having clearly articulated objectives and goals as well as carefully designed programme. A mentoring programmewill maximize the Library’s chance of successfully achieving its goal. That is to formalize and sustain a staff development programme which identifies talent, and provides mentoring opportunities (The UWI Mona Library, 2012 b). Since this paper considers only a mentoring framework, future research will look at librarian’s attitude towards a mentoring programme.

REFERENCES


Report for the Academic Libraries Special Interest Group Meetings 1 & 2

Cheryl Pelletier-Davis, co-chair.

I’m co-chair of a special interest group on Academic Libraries. Apologies are conveyed on behalf of Barry Baker. He is the chair of the Academic libraries special interest group but was unable to attend this year’s conference due to construction work at his library and the university of Florida. This year Barry and I worked to plan a two session at Acuril 2016. The first session was held on Monday June 6 under the sub-theme: developing leadership skills. There were three presenters at the session. Jiselle Maria Alleyne, campus librarian at the college of the Bahamas. Her presentation was titled: Growing library leaders. An analysis of leadership development programs for academic librarians. The other presenter was Carlene Nelson of the university of the West Indies Mona Jamaica. Her presentation was titled: Building library leadership capacity through membership. An exploratory study of early career academic librarians at the University of the West Indies Mona Library. The third presenter was Eusebio de la Rosa Amarante from Biblioteca Pedro Universidad Autonoma de Santo Domingo. His presentation was on Louis Floren Lozano. Lessons from the past. Recognizing leaders in Caribbean libraries. The Dominican Republic. There were 30 attendees at the session.

On Wednesday June 8, we held our second session under the sub-theme: best practices in innovation. The session was chaired by Almalinda Lara, the head of technical services at the University of the West Indies on St Augustine Alma Jordan Library. There were 2 presentations. 1 by Ardis Hanson from the University of Florida, Tampa and her presentation was titled: Moving from content to programmatic evaluation and look at best practices. The second was a joint presentation by myself and my colleague Kumaree Ramtahal and the title of our presentation was: Leading with technology: Social media tools and mobile apps for library leaders. 24 persons attended the session and I would like to thank all the delegates who were able to attend our two SIG sessions. There were 24 persons at the session.

Respectfully submitted, Cheryl Pelletier-Davis.
Archives and Documents Management Special Interest Group

Records management at the National Archives of Haiti

Yves Andre Nau & Rijkaard Gaspard, Archives Nationales d’Haiti

Records Management & PGDA

**PLAN**
1. INTRODUCTION
2. DÉFINITION DU RECORDS MANAGEMENT
3. MISE EN CONTEXTE
4. PRÉSENTATION DU P.G.D.A
5. CHAMP D’INTERVENTION DU P.G.D.A
6. PERSPECTIVES D’AVENIR
7. BIBLIOGRAPHIE ET RÉFÉRENCES

**Résumé du Records Management**


**Archives, Patrimoine d’un Pays**

- Inconvénient du mauvais conditionnement des archives d’Haïti
- Élaboration d’un programme “Programme de Gestion des Documents Administratifs”
- Ce programme prend en compte dans un premier temps l’approbation du cadre de gestion des archives publiques. Dans un second temps le développement des instruments de gestion documentaire de l’OMRH et implantation et dans un dernier temps l’implantation du cadre de gestion des archives publiques aux organismes publics identifiés dans une stratégie de déploiement.

**Séminaire de Formation en Boîte à Outils (BAO)**

**APPLICATION DES CONNAISSANCES ACQUISES**

**Séminaire de Formation en Boîte à Outils (BAO)**

**SECTION DES ARCHIVES DE L’INAGHEI**

**« Un bon archivage pour une bonne gouvernance » couvre un champ multi sectoriel, de l’aspect patrimonial à la prise quotidienne de bonnes décisions à tous les échelons des structures de l’État en passant par la mise à disposition d’un ensemble de données exactes touchant l’identification des personnes, le cadastre et la propriété foncière.**

**Les effets dévastateurs du séisme du 12 janvier 2010 nous ont contraints à réviser le plan initial d’intervention (PGDA) Programme de Gestion des Documents Administratifs en introduisant une nouvelle méthode dite de la « Boîte à Outils » (BAO) sous les auspices du Conseil International des Archives, lancée officiellement le 23 juillet 2012 au Karibe Convention Center à Juvénat.**
**ACTION DU PGDA**

- ACTION 1: BRH (Implantation d'un système des archives)
- ACTION 3: Conférence débat (2008)
- ACTION 4: Projet PARGEP (2014)
- ACTION 5: Projet MENFP (2015)
- ACTION 6: Projet RÉBO (2016)
SALLÉ DE NUMÉRISATION

Après plus de 27 ans d’autonomie relative, l’institution « Archives de l’État » devenue Archives Nationales d’Haiti s’ouvre enfin sur des perspectives nouvelles malgré les contraintes non négligeables causées par le passage des nombreux cyclones et le tremblement de terre du 13 janvier 2010.

- École bibliothèque interconnectée via internet
- Un personnel qualifié sans cesse concurrent
- Un niveau technique de plus en plus modernisé
- Des services de personnel efficaces qui cadrent bien avec le projet de numérisation
- Une utilisation de plus en plus forte des TIC
- Une formation de plus en plus importante des cadres techniques et administratifs
- Une équipe érigée pour l’adoption de l’archivage numérique intégral
- Une couverture sur le monde professionnel régional et international
- Des projets ambitieux

BIBLIOGRAPHIE ET RÉFÉRENCES

- ENSIB (ECOLE NATIONALE SUPÉRIEUR DES SCIENCES DE L’INFORMATION ET DES BIBLIOTHEQUES)
- PLAN DE MISE EN ŒUVRE DU PGDA
- POUR UNE POLITIQUE ARCHIVISTIQUE
- MANUEL DE GESTION ANH
Report of the Archives and record management special interest group:

Margot Thomas, co-chair

On Monday June 6, 2016, 26 conference participants met for the Archives and record management special interest group meeting. It was co-chaired by Wilfrid Jean Bertrand and Margot Thomas. After introduction to young archivists from the Archives nationales d’Haiti, Yves Gaspard and Yves Nau presented a PowerPoint presentation which highlighted the work being done by the archives and record management in Haiti. The main points considered were that the program was developed after the earthquake of January 12, 2010 and help was provided by the international council and archives [haitien]. A survey was carried out to determine the condition of the records. Funds were collected through a special conference and a reserve fund established to prepare the project that was entitled: Program for management of administrative documents. Work commenced in August in various government ministries. Tools were developed, implemented for the project and a manual prepared. Work is now being done to digitize and reformat documents to change them from paper to electronic format.

On Wednesday June 8th, 12 members of the group met to discuss innovation in archives. It was decided that we should prioritize the needs of the national archives and in Haiti there is need for funds to establish a purposed built archive. There are many families going back for years who have private collections and a decision was taken that they should be encouraged to either donate their collections to the National Archives or to digitize those collections and let the families retain their records. There is also the need to sensitize the radio and television stations about their archives since [...] and tapes are being reused when archives are lost. Someone had the bright idea that they should acquire a caravan to go around the country to sensitize the citizenry about the importance of archives. And also, there is need repatriate colonial records from the colonial countries. In conclusion, I want to reiterate that archives are the memory of each and every nation. And the national archives must be the lead agency in securing the preservation of its country’s archives.

Margot Thomas, national archivist of St Lucia, on behalf of the archives and record management sig.
Re-conceptualizing the Primitive: Haitian Tourism and Peasant Authenticity, 1949-1956

Tonya St. Julien, Florida International University - History PhD student - dLOC

Purpose:
Examine the image of the black Haitian woman and her central role to the promotion of tourism during period known as Haiti’s golden age of tourism.

Tourism contributed to the reinforcement of Haitian “peasant” women as the symbol and embodiment of authenticity.

- Often labeled and described in Western media as simply “peasant women,” these women encompassed black Haitian women from different backgrounds ranging from market women (or Madam Sara who were buyers and sellers in the informal economy) to folklore dancers. These Haitian women were the trademark of the island nation. They were depicted and promoted as the vehicle of culture during the country’s golden age of tourism.

- Haiti’s golden age of tourism occurred during the administrations of Dumarsais Estimé (1946-1950) and Paul Eugène Magloire (1950-1956).

- Image:
  - Courtesy of Special Collections, University of Miami Libraries, Coral Gables, Florida

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Information Technologies Special Interest Group Meeting 1
Cultural representation and construction of the country’s image that encompassed aspects of “authentic” Haiti.

During his presidency from 1946-1950, Dumarsais Estimé, a moderate noireste and proponent of the black Haitian middle class, vigorously promoted tourism as a viable industry that had the potential to contribute to the economic development of Haiti.

Image: Courtesy of Special Collections, University of Miami Libraries, Coral Gables, Florida.

Thank you dLOC and ACURIL
The importance of being Meta

Chelsea Dinsmore Digital production Services - George A. Smathers Libraries - University of Florida

Overview
- What is metadata?
- Why do we need metadata?

What is Metadata?
- Data about data
- Structured information that describes, explains, locates, or otherwise makes it easier to retrieve, use, or manage an information resource

What is Metadata?
- Descriptive metadata: Information for the purpose of discovery and identification.
- Structural metadata: Indicates how objects are put together.
- Administrative metadata: Information helpful in managing a resource.
What is Metadata?

- Descriptive metadata
- Structural metadata
- Administrative metadata

Why do we need Metadata?

- To help us organize
- To help us identify
- To help us find

Without metadata, the internet would be like a box of chocolates.

"You never know what you're gonna get!"

— Forrest Gump
Why do we need Metadata?

Metadata gives you a map for finding things.

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**Sources**

- Digital Curation Centre list of metadata standards: [http://www.dcc.ac.uk/resources/metadata-standards/list](http://www.dcc.ac.uk/resources/metadata-standards/list)

**Questions? Comments?**

Chelsea Dinsmore, MLIS
Director Digital Production Services
George A. Smathers Libraries
University of Florida
chelseaz@ufl.edu
Report on the Information Technologies Special Interest Group Meeting 1 & 2

*Laurie Taylor, co-chair*

The group met twice. On Monday June 6 and on Wednesday June 8. These meetings included the general partner meeting of the digital library of the Caribbean – with dLoc being born of the IT sig. And the format for the two meetings included presentations, introductions by our attendees and updates from the prior year related to leadership and innovation. One of the presentations was by Tania St-Julian, a history PhD student from Florida International University. She presented on her doctoral dissertation research. Reconceptualizing the primitive: 20th century Haitian tourism and peasant authenticity, where she uses her research materials as enabled access to the digital library of the Caribbean. She focused on the presentation of her academic research as being made possible by having access to materials like the Haiti Sun and Le Nouvelliste as well as access to Panam Archives for her research. So, she demonstrated the way that library leadership and digitization and innovation make new research possible for her history doctoral dissertation.

We also had a presentation by Chelsea Dinsmore, the dLoc technical director, on Metadata. And we would like to thank Johny Saintelus from the Nationales Archives of Haiti and Luc Steeve [...] from the National Library of Haiti for providing translation and supporting the discussion in multiple languages. In the meetings, the different attendees introduced themselves, discussed the many exciting projects underway with digitization and technical innovation on leadership. We also got to meet the new dLoc director, Miguel Ascencio and the new dLoc technical director, Chelsea Dinsmore. Brooke Wooldridge, the former dLoc program director sends her loving regards to everyone. She’s doing well and still involved with our community. As there’s Judith Rogers, [...]. In this meeting where we were honoring leadership, Judith Rogers who founded the IT special interest group sends her regards and we’re very happy to be able to remember her and be part of this conference dedicated to leadership. The IT special interest group would also like to share Lianne Leonora, Brian Rosenblum and Laurie Taylor are doing a workshop on the digital humanities later today. So we would also like you to join us for that.

Respectfully submitted. Laurie Taylor for the Information technology special interest group.
The Haitian Community in Aruba: Stretch collaboration between the Consulate of Haiti in Aruba and the National Library of Aruba embracing and bridging reading

Mirto Laclé / Cultural Liaison in Aruba
Nation building in Aruba
2015 - 2016

Anansi Masters
Storytellers of Curacao and Aruba

Aruba National Theatre Award 2012
Cycle of the Ananse-sem; a multidisciplinary project

Cultural Watch
its 12 components

1. Attitude
2. History
3. Beliefs
4. Literature
5. Music
6. Language
7. Dances
8. Science & technology
9. Arts
10. Social relations
11. Habits & traditions
12. Values

Continuing Educational Cultural Collaboration between the
National Library of Aruba
and the
Aruba Teaching Training Center

ACURIL 2016
Haiti, June 5 - 9

Unity within Diversity
Projects 2015-2016

Man Na Curason

Jomy Tromp

Siman Cultural
Republica Dominicana - Aruba

Nos ta Canta
Music as an educational means
September 2016
Charles Do Rego - The Portuguese Immigrant in Curacao

October 2016
George Maduro; the Curacaöan hero of resistance

PC Hooftprijs for Astrid Roemer
Cindy Kerseborn, cineast
Aruba Salutes Haïti

relations Aruba / Bonaire / Curaçao - Haïti / R.D.

Cultural Watch & its 12 components

- Habits & Traditions
- Values
- Attitude
- History
- Beliefs
- Social Relations
- Science & Technology
- Literature
- Music
- Languages
- Dances

Destinos Cruzados


- Max Henriquez Ureña (Cur - Dom. Rep.)
- Pedro Henriquez Ureña (Cur - Dom. Rep.)
- Heriberto Peter Bennet (Cur - Dom. Rep.)
- Natividad Silié (Haiti - Dom. Rep. - ABC)

Persons registered on Aruba according to nationality

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Source: CBS 2015

Dr. Ruben Silie

ambassador Dominican Republic in Haïti

Similarities ABC - Haïti

- Caribbean Island
- Creole language
- Colonised by Europeans
- Revolution
- Heroes of resistance
- Storytellers
- Music and Dance
- Carnival
- Religion
- The Flying Africans
Aruba Salutes Haiti
Fête Drapeau d’Haïti

Produced by:
Media Department of Biblioteca Nacional Aruba
Franklin de Cuba
Ryan Oubber
Tico Boekhouwtt
Alex Koeln

Haïti, 2010 by Jossy Tromp

A partir du moment
sur un après-midi
de la douzième de janvier
de l’année 2010
Que le désastre
venez dans un miroir de famine
sous un piano
sur l’échelle de Richter
ainsi haïtien sa flèche
a traversé à Haïti
la mer et l’air arrêté

Cela que personne ne pouvait préparer
Qui l’avait dit?
Assurance cofre
sans mon et nom de famille
apres son devoir fatal
Enlevé par ces nécropoles
une station humide
politique :
Céremoine et attitudes
à recevoir une invitation dans
que l’a longtemps changé vécu.

Mirto Laclé
jenny_mirto@hotmail.com
National and public libraries & school libraries Special interest group

Astrid Britten, chair

Special interest group national and public libraries and this time school libraries joined [...]. On Monday June 6, the afternoon session, we had two presentations. One of them was “St Maarten reads: building a strong literate community one step at a time” by Monique Alberts, director of the Philipsburg Jubilee Library. And the other presentation was on the Haitian community in Aruba, the stretch collaboration between the consulate of Haiti in Aruba and the National Library of Aruba: Embracing and breaching reading. This was presented by Mr. Mirto Laclé, cultural liaison in Aruba. We had 25 participants and it was held in the Bamboo room.

Respectfully submitted.

Astrid Britten, chair of the National and public libraries committee.

The research and information field and students round table Special interest group

Luisa Vigo Cepeda, chair

The research and information field and students round table SIG met both days on Monday June 6 and Wednesday June 8 as scheduled in the program. We had an attendance of 12 colleagues including 6 students. At the first meeting, attendees represented Haiti, Fokal and the National Library of Haiti. English: Bahamas. Dutch: Suriname. Spanish: Dominican Republic and Puerto Rico. On the second opportunity, Curacao was also present. The sessions were devoted to research presentations of each member particularly related to research posters on site. Jane Smith, Leadership in libraries in Suriname – Eloisa Marerro Sena a Maricela Molina Pinero, The program of information literacy at the library of the Universidad Pedro E. Surena – Gretchen Quarasquillo and Hans Perl, Leading towards the development, transformation and radical change of public libraries in Puerto Rico – Shivana Salima, Leaders and innovators in libraries and library services in Trinidad and Tobago – Dorcas Bowler, Comparison of the use of different social media in the Bahamas – June Rene, […] law school library expressed also the need to conduct research in the region. This session served to stimulate the development of research to be presented at the next Acuril conference to be devoted on the theme of multi-disciplinary research in the Caribbean. Colleagues from Fokal and the national library of Haiti as well as others present expressed their desire to work on topics to be presented at the next Acuril conference. There is a need to create a discussion forum in the new Acuril net platform to keep old members informed through the year. Not at every conference but across the year. A resolution for the creation of an Acuril mentorship networking program emanated from this group and a document was submitted to the resolution committee for the consideration of this general assembly. Thank you.
Good morning. For three years now, the special libraries group has not been able to get together because of the trends. I have been reading why. Because of the trends in the library literature and the application of technology in the library. The special libraries are going into these trends. So, for this meeting, I joined the information technology.
Bridging the Gap Between Agricultural Innovations and Implementation: The Way Forward for Guyana

Juneann Garnett, Librarian I, University of Guyana

Introduction

- 30 years ago Theodore Schultz said in his Nobel acceptance speech that most of the world’s poor people earn their living from agriculture. Today this situation has not changed. Cervantes-Godoy and Dewbre (2010) states that today the majority of the poor in developing countries depend on agriculture for their livelihoods. It is not the poor alone who depend on agricultural production, the majority of the poor may depend on it for their livelihoods, but all humankind depend on it for survival.

- The connection between agriculture and human survival can be traced from the very development of agriculture. Humanity’s need for food has always propelled his quest to secure its production or procurement against all odds.

Presentation Format

- Introduction
- Research Focus
- Research Methodology
- Research Findings
- Conclusions
- Recommendations

According to Van der Veen (2010) long gone are the days when we thought that the superiority of Western technology, once introduced, would solve the backward agrarian economies of poor, developing countries. She explains that the transfer of new technologies has turned out to be a complex process, fraught with difficulties, and argues that this is so primarily because such new techniques and technologies can function successfully only if they can be embedded within local circumstances. The transfer of knowledge is a very important process often times overlooked in the adoption of innovation process. In agriculture the transfer of knowledge to farmers for the adoption of new technologies is done through a process called extension science. Extension services in agriculture bridge the gap between research and innovation on the one hand and implementation by the farmer on the other. A 2008 seminar/workshop organized by IICA on the situation and outlook of agricultural information in the region revealed that work needs to be done in the region to significantly improve the transfer of agricultural information to those who need it.

Renwick (2010) tells us that the absence of relevant strategies and dissemination plans in information and communication is a constraint to agricultural productivity in the region. She emphasizes that, further research is needed as to how best to reach all farmers and provide them with the information that is needed. Further, it must be information that farmers indicate is needed, not necessarily what extension officers and other officials think is needed.
Research Focus

Research Purpose

- This study was undertaken with two main purposes; to add to the body of knowledge on how and why innovations are diffused in a society and provide recommendations to help disseminate information on agricultural innovations in the LAC region.
- Conducted in Guyana
- Protected Agriculture – Hydroponics

Research Methodology

- This research adopted a mixed method approach using both qualitative and quantitative data.
- In Guyana three main organizations (Inter-American Institute for Cooperation in Agriculture-IICA, Partners of the Americas & Ministry of Agriculture) were identified as the source and transfer of knowledge for the innovation. The number of farming households to have adopted this technology is 33 as of December 2014. Each farm family was represented by one individual who was selected to answer the questionnaire. This person was identified as the head of the household or person in-charge of the farming activities. The farmers interviewed that were not practicing PA amounted to 12.
- The sample list was obtained from Partners of the Americas.

Research Findings

Available Communication Methods as Identified by Farmers

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<td>Cellphones</td>
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<tr>
<td>Television</td>
<td>38</td>
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<td>Internet</td>
<td>35</td>
</tr>
<tr>
<td>Radio</td>
<td>26</td>
</tr>
<tr>
<td>No. of farmers</td>
<td></td>
</tr>
</tbody>
</table>

What are the Current Methods through which Farmers Receive Information on PA?

- Internet
- Radio
- Print Media
- Television
- Workshops
- Field visits
- Telephone

Information sources as identified by farmers

<table>
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<td>Other Farmers</td>
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<td>Extension Officers</td>
<td>19</td>
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<tr>
<td>Phone calls to agencies</td>
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<td>Workshops</td>
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<td>Visits to the agencies</td>
<td>7</td>
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<tr>
<td>No. of farmers</td>
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Research Findings Cont’d
Farmers identified as their greatest source of agricultural information

Resources

- Other Farmers
- Agricultural Organizations
- Internet
- Books

Research Findings Cont’d
Farmers’ Perceptions and Views about Communication Channels and Information Received

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<tr>
<td>Relevance</td>
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Note: Farmers consider adequacy of information to relate directly to help with answering their questions as it relates to adopting the technology. Relevance relates directly to whether information helped with the kind of problems they were encountering. Timeliness had to do with responses which gave views on whether or not the information is received in time to help alleviate problems considering the planting schedule etc.

Research Findings Cont’d
Information Farmers would like to receive

- Pest and disease control
- Farming methods
- Market Information

Research Findings Cont’d
The communication channels by which farmers would like to receive information

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Research Findings Cont’d
Willingness to pay for information

- WTP
- Ensures higher productivity and profits
- Inexpensive
- Research is time consuming
- Relevant and timely
- No WTP
- Information should be free
- Access to adequate information

“There is a lot of information out there, these officers should help us by finding it and sharing it with us, that is there job” (male farmer).

81
Research Findings Cont’d
What are Farmers’ Perceptions and Views about what Influences them to adopt or Reject the Hydroponics Technology?

- "My husband brought home the flyer and I had it for months but I was not sure about the benefits and I did not do anything until I visited my friend’s farm and saw how good it was. You know with the space? And I went to a workshop and got started" (female farmer).
- "I saw them on TV going on about it but you know how it goes these people (agricultural officers) does tell you all sorts of things but some of them don’t work. My cousin set it up though and he convinced me how it working…” (male farmer).

- Consideration of benefits, risks and production potential
- Cost of Technology
- Fertilizer

How can the Communication of Information to Farmers be Improved Based on Current Infrastructure and Farmers’ Perceptions?

- Current Issues
  - No coherent planning
  - Utilizing of T & V system in Agricultural Extension is inadequate
  - Inadequate utilization of ICTs
  - Top down approach to information dissemination

Lessons from around the world: India, Uganda, Mexico, Chile, Trinidad and Tobago, St. Lucia, Grenada, Brazil and Argentina

The way forward: Let’s app it

- The way forward for Guyana has to incorporate the tools at hand and take the needs of farmers into consideration. At this time cell phone penetration is greater than both landline telephony and Internet penetration.
Conclusions & Recommendations

- Importance of feedback and consideration of the end user in the communication process
- Should the agricultural information communication systems in developing countries remain fragmented and ill-suited to specificity in delivery, technological change will continue at a slow and insufficient pace

References


Agriculture Environment and Green Libraries CAR report

Astrid Britten, co-chair

This was held on Monday June 6, 2016 from 4 to 5 was the late afternoon session in [Acajou] room. We had to presenters. The first one: the fourth green education symposium of Aruba in 2015 of the national library of Aruba [...] presented by Rony Alders, who has been coordinating these activities since the beginning of the green education symposium. The other presentation was bridging the gap between agriculture innovations and implementations. The way forward for Guyana. This was presented by Juneann Garnett. We had 40 participants, very interested. They can learn from Aruba, what we are doing and learn from Guyana, what they are doing on sustainability on the green education projects.

Respectfully submitted by Astrid Britten, also on behalf of my co-chairs Linda Claudia De Four of Trinidad and Tobago and Luiz Mendez Marquez from Puerto Rico who couldn’t be present this time. Thank you.

Continuing education and professional development

Jane W. Smith, co-chair

The round table Continuing education and professional development met on Monday June 6. There were 12 colleagues present. Erick Toussaint. Myself had a discussion about the preparation about the Acuril conferences. The use of new technologies. We shared the information with the colleagues present and I hope they took some information from that. That was my report. Thank you.

There was a proposal for resolution on mentorship as well submitted by Luisa Vigo Cepeda but we will see that in resolutions.
Health and social sciences.

Hector Ruben Sanchez, co-chair

Our meeting was with 3 of us. Bianca [Oortwijn] and Hans Perl. Three of us. And we discussed how to beef it up. Because only three of us this time. But I assure you, as past president of the association of Puerto Rican Law Librarians, there will be a lot of them present in Puerto Rico. But we decided to give our special interest to our three law traditions in the Caribbean. Civil tradition that includes the French Caribbean, Dominican Republic, Haiti, Cuba and Anglo-Saxon [...] tradition: must of the English-speaking Caribbean and Puerto Rico that has a mixed [...] type. So, we hope next year we’ll have a longer and more prolific report.

Health Science and the best practices

Ardis Hanson co-chair.

The Health science and best practices met on Monday the 6th of June. There were 3 attendees. We decided to present a workshop next year at Acuril 2017, specifically on how librarians can begin to establish their own research agenda and have a very practical workshop. I’m respectfully submitting this on behalf of myself and my co-chair, Carmen Santos Clara.

Information services

Jeanette Lebron Ramos, co-chair.

Buenos dias a todos. La reunion de la mesa redonda de referencia virtual se [llevo acabo] el lunes 6 de junio 2016 a las 4 de la tarde. Asistieron a la reunion 14 personas representado los paises de Estados Unidos, Haiti y Puerto Rico. El tema de la reunion que se desarrollo fue cambio radical en el servicio de referencia virtual que se ofrese en las bibliotecas del caribe. La reunion lo que hizo en este ocasian fue desarrolla un dialogo entre todos los presentes donde tuvieron la oportunidad de contestar unas preguntas que se presentaron. Como parte de la informacion que se pudo recuperar con expecto al estado actual del servicio de referencia virtual en las bibliotecas del caribe en terminos de estrategia fortalezaes, debilidades y costos entre otras cosas. Los bibliotecarios que estuvieron presentes discutieron sobre los diferentes esfuerzos que se realizado por ejemplo con la utilizacion de diferentes plataformas para llevara [...] servicio. De igual forma, se [enfatizo] sobre el uso de diferente modalidades como el chat, el email, mensaje de texto y otra [...] mientra para ofrecer el servicio. Encuentra las necesidades urgentes que presentar los usuarios en las bibliotecas del caribe, se mensionaron a su junto relacionados las necesidades de tecnologia, de recurso de informacion y hay muchas ocasiones necesidades sobre direcciones o informacion general de la biblioteca.
Francoise Beaulieu Thybulle, Library for all Country Director, Haiti

Tuesday, June 7, 2016 - Digital libraries in Haiti

Programme de Micro Finance
Proposition d’affaire

Sur le terrain
• Petion- Ville
• Centre Ville
• Delmas
• Autres Zones
   – Petit Goave
   – La Chapelle

Les écoles et la bibliothèque numérique
• Les Directeurs d’écoles
• Le grand défi
• Les partenaires

Le Acquis

Les besoins

L’objectif

Digital
Library

Finance System

Micro Finance System

Computer Lab or Class Room Set

Finance

Reimbursement

Technology

Access Support

Zero rate

Payment Gateway

More

Publishers

Operators

NGO

Schools

Publisher

Operators

NGO

Schools

Devices

Technology

Micro Finance Program

Technology and Finance Partners

LFA

LFA

LFA

Access Support

Finance

Technology

Devices

Publishers

Operators

NGO

Schools

LFA

LFA

LFA

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LFA

LFA

LFA

LFA
Le Class room set de 30 tablettes

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Labouratoire de 10 postes

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TOTAL $5,250.00

Remboursement: Le Partenaire financier déduira les intérêts

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TOTAL $56,800.00

Laboratoire de 10 postes

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Remboursement: Le Partenaire financier déduira les intérêts

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Remboursement: Le Partenaire financier déduira les intérêts

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TOTAL $36,000.00

TOTAL $56,800.00
Partenaire Financier

Pour le moment nous travaillons avec :
• La SOGEBANK (SOGESOL)
Nous espérons travailler avec
• La UNIBANK

Prochaines étapes

• Réunion avec les partenaires - ok
• Définir les accords d'engagement - ok
• Délai de disponibilité du fond d’investissement - ok
• Sélectionner les 20 premières écoles (10 écoles)
• Acheter de l’équipement -
• Déployer les laboratoires informatiques -

Merci
Leadership and innovation are not only for CEOs: An Examination of the National archives of Saint Lucia’s Red Day and Archives on Parade

Margot Thomas, National Archive Authority – Saint Lucia

A survey of the organizational structure of National Archives in the English speaking Caribbean, Thomas (2001) – Training Needs of Archivists in English Speaking Caribbean – revealed that the organizational structure in many of the National Archives tended to be flat with one professional Archivist at the top and, mainly young staff on the rung below, with minimal or no professional training, occupying various positions on more or less the same level. In some countries there was no National Archives and in others, the National Archives was either the satellite of the main library (Grenada) or the Documentation Centre (Dominica). Since then, little has changed.

The Chief Executive Officer of the National Archives is responsible to develop guiding principles, plans and policies to enable staff members to actualize the vision for the institution, and to devise innovative, creative ways to assist it in defining its place within the society. Inevitably, this would necessitate building up a workplace culture, by inculcating in the staff standards which reflect correct and effective procedures, a deep interest in the operations of the institution, a willingness to embrace new technologies and a strong desire to help the institution succeed in the fulfillment of its mandate all which is embodied within the institution’s code of ethics.

When the National Archives Authority of Saint Lucia was established in October 1993 the National Archivist, (who had been appointed in 1992), had only one young assistant. The Archivist’s main focus then was to build the collections. She conducted an island wide records survey at government ministries and departments; and held workshops on proper record keeping practices with the personnel of those ministries and departments. She began to acquire physical and intellectual control of the holdings and began to explore ways of making the populace aware of this newly established and important fledgling institution. She initiated a number of exercises to imprint, as it were, the National Archives in the national consciousness. She conducted a travelling exhibition; a History quiz among the Secondary Schools; a History camp, and a Tribute exhibition which became annual activities and other programmes, using the media as a collaborative partner. Specific media agents were targeted to work with the National Archives and we helped them recognize the importance of using the National Archives in their work. For example, we worked with Helen Television.
System (HTS) to produce Architects of Nationhood and This Day in History. We also worked with the Government Information Service to record interviews about the work of the National Archives and to document activities of the National Archives. Other print and television media were utilized as needed to promote the work of the National Archives.

By 2003, the National Archives staff had increased to six persons and we took steps to explore avenues to help staff members maintain a keen interest in the institution. From a paper - Strategic Planning and Way Forward for the National Archives prepared by the National Archivist, Mr. Victor Poyotte, a well-known Saint Lucian Human Resource Consultant who at that time was Chairman of the National Archives Board, using this document as the main text, organized and produced a strategic planning workshop to help the staff understand their role in the institution. Using the SWOT and PESTLE analytical tools he demonstrated how the National Archives could grow and develop despite its weaknesses and threats. The outcome of this activity was that management and line staff expressed a deep appreciation of the importance of working together to realize the goals of the National Archives. From this exercise also, Review Evaluation and Development (RED) Day was created.

The National Archivist was of the view that the staff members had to develop leadership qualities despite their ranking within the organizational structure. They were encouraged to prepare work schedules, to make projections about their work and to meet targets. They were provided with opportunities for training in a variety of areas including becoming technologically competent and to participate in placements at other regional and international Archives. Government employees were invited to lecture to staff on areas such as staff appraisal and evaluation and other consultants were hired to deal with specific areas. For example in 2008, Mr. Claudius ‘Peto’ Francis came in to spearhead discussions about:

- How Strategy shapes structure
- The worker in the National Archives -criteria for belonging
- Team Building and self-development
- Training – Performance - Reward relationships
- Growth possibilities
- Change management & classification
- Strategic Relationships

Through the years, staff members have been active participants in RED Day. A number of diverse topics have been discussed and activities implemented. Among the many topics discussed were, inter alia, The National Archives Act; The framework within which the National Archives operates within the National Government structure; Policies which govern the management of the National Archives; Core Values within the Code of Ethics and, and the Disaster Plan for the National Archives. Red Day activities however, depending on the particular activity being undertaken, may run into weeks and even months. Staff members are given an opportunity to evaluate their performance and to review how projections have been met and targets achieved. Staff is rewarded by having special opportunities to do something novel and interesting. For example, a recent excursion was to Rainforest Sky Rides. This was a very instructive activity as staff members learned to overcome their fears and to trust each other as they took part in team activities.
An activity which emanated from a RED Day session/discussion is Archives on Parade, an outreach tool to educate the public about the services that the National Archives offers and enables staff to interact with visitors. Archives on Parade involve setting up an exhibition in Constitution Park, a central area in Castries. The public is invited to participate in a discussion after a talk on a specific aspect of our history; an animated discussion generally follows as people eagerly share their knowledge and experiences. Mementos bearing the logo of the National Archives are offered to visitors and to persons who participate in the Historical Dip which requires the participant to dip for a question on the island’s history and answering it correctly. The National Archives has in turn benefited from this activity in that a number of persons have made donations to the National Archives of photographs and other memorabilia as a result of Archives on Parade.

ARCHIVES ON PARADE 2016
RED Day and Archives on Parade are two innovative activities that have been used effectively to help staff of the National Archives showcase their leadership skills and develop a better understanding of their work. The staff members of the National Archives are young people in their twenties and early thirties, except for the National Archivist and Preservation Officer. They have expressed a desire to become career archivists and records managers and have completely embraced the National Archives’ ideals.
Leading towards the development, transformation and radical change of public libraries in Puerto Rico: a research project and campaign in progress

Luisa Vigo-Cepeda – Erika Rodriguez Gonzalez – Gretchen Carasquillo-Ramos – Hans Perl Matanzo, Graduate School of Information Sciences and Technologies – University of Puerto Rico

The current situation / La situación actual: Legislación
The only legislation in Puerto Rico is Law 188 (August 17, 2003), for the establishment of the National Library, which charges the Library to create a national public library network across the island, with the collaboration of the Graduate School of Information Sciences and Technologies, at the University of Puerto Rico.

La única legislación en Puerto Rico es la Ley 188 (17 agosto 2003) que establece la Biblioteca Nacional. Y lo responsabiliza de establecer una red nacional de bibliotecas públicas, con la colaboración de la Escuela Graduada de Ciencias y Tecnologías de la Información.

Main Purpose / Propósito
• To trigger connections, collaboration, innovation, community and legislative action.
• To inform and create public awareness of the current situation of public libraries in Puerto Rico leading towards a radical change.

Results: Ages / Resultados: Edades
Results: Opinions / Resultados: Opiniones

Dialogue on Public Libraries in Puerto Rico: 12 April 2016

- Invitation to information professionals, students and community.
- Presentation and consideration the survey’s outcome and perceptions of the status of public libraries in Puerto Rico.
- Creation of three main working teams: Planning, Legislation and Public relations.

Results: Needs / Resultados: Necesidades

Campaign to rescue public libraries in Puerto Rico

- Libraries need to improve their services and provide a new approach.
- An alternative for image change: Develop a sort of Médiathèque = library media center: A public, cultural, educational and entertainment space.
- Las bibliotecas necesitan mejorar sus servicios y proveer un nuevo enfoque.
- Una alternativa de cambio de imagen: Desarrollar un tipo de Mediateca: Un espacio público, cultural, educativo y de entretenimiento.

Next Steps / Próximos pasos

- Follow-up of the three working teams created.
- To continue exerting proactive actions to stimulate the diverse community, the legislature and private sector’s support.
- Ensure the development of a public libraries network in the archipelago.
- Continuar con los trabajos de los tres equipos.
- Continuar ejerciendo acciones proactivas para estimular a la comunidad, a la legislatura y el apoyo del sector privado.
- Asegurar el desarrollo de una red de bibliotecas públicas en el archipiélago.

Contact / Contacto

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Graduate School of Information Sciences and Technologies
University of Puerto Rico, Río Piedras Campus
bibliotecaspublicaspr@gmail.com
References / Referencias


21st century skills: A new era in libraries

Astrid Britten, National Library of Aruba – Aruba
Leadership

Leadership is probably one of the most discussed themes in education.

21st Century Skills

The global world calls for a new set of skills, skills such as critical thinking and problem solving, communication, collaboration, creativity and innovation.

The 21st Century Skills are a set of abilities that students need to develop in order to succeed in the information age.

21st Century Skills

The 21st Century Skills lists three types of skills:
- Learning skills
- Literacy skills
- Life skills

Multiple Literacies

National Library of Aruba

The role of Biblioteca Nacional Aruba (BNA) consists of two essential tasks:

- Serve as a Public Library, to promote and stimulate reading and offering library services to the Aruban community
- Serve as the National Library of Aruba, responsible for acquiring, preserving and making accessible the publications of the country

Tablet-Cafés

Tablet Cafés are organised to give senior citizens help and tips on how to use their tablets, smartphones and other digital devices.
**Hour of Code (ages 4 to 104)**

The *Hour of Code* is a global movement reaching tens of millions of students in 180+ countries. *Biblioteca Nacional Aruba* embraced the opportunity to be a part of this movement, aligning with education partner Mon Plaisir Elementary School and technology partners SETAR and Digital Systems.

**Workshop “Wepboeken”**

Digital picture books, made through adding movement and sound to the pictures of a picture book, make children understand the story better and learn many new words quickly.

**Mediawijzer.net**

*Mediawijzer.net* for children and young adults 0-18 years old, is the Dutch centre of expertise for media literacy. This network organisation aims to increase media literacy among citizens and organisations.

Mediawijzer.net was established in 2008 at the initiative of the government. Being “media literate” means possessing the knowledge and skills to be able to function consciously, critically and actively in a multi-media world.

Biblioteca Nacional Aruba has recently been accepted into the organisation as the first partner outside of the Netherlands.

**Mediawijzer.net**

There are five organisations at the Centre’s core:

- Netherlands Institute for Sound and Vision
- ECP, Platform for the Information Society
- Koninklijke Bibliotheek, National Library of the Netherlands
- Kennisnet, an expertise centre for ICT in education
- NPO, the Dutch public broadcasting company

**Netherlands Institute for Sound and Vision**
Leadership in disruptive times

James M. Matarazzo, Dean and Professor Emeritus, Simmons College SLIS – USA

Introduction

The impetus behind the writing of this article comes from the authors’ realization that in these difficult times, fraught with disruption at all levels in all types of organizations, the leadership of libraries continues to experience frequent turnovers. This turnover requires a steady supply of new leaders to fill the shoes of those who retire or for other reasons leave their positions. Today our profession is confronted with the question of whether or not we will have enough new leaders or managers stepping up to leadership roles to drive the sustainability of information services? We have chosen to address this question by looking at four domains where, we believe, the need for leadership in the information professional is critical: Finance, Fundraising, Organizational Politics, and Evaluation.

Leader and manager are not interchangeable roles

There is a myriad of ways in which the terms leader and manager have been defined. The following seem as good as any for the purposes of this article. Defining these roles is, however, different from describing the characteristics needed to fulfill each successfully. Sometimes these roles might overlap depending on the size of one’s organization. By their complimentary nature, they must work hand in hand. However, sustainability typically cannot be achieved if one individual is consistently expected or attempts to accomplish both.

Within the context of this article, a library leader is defined as the individual who articulates a vision for the organization/task and is able to inspire support and action to achieve the vision. In the word map in Figure 1 (Peters, 2015) we see some of the characteristics common to library leaders.
A manager, on the other hand, is the individual tasked with organizing and carrying out the day to day operational activities to achieve the vision. In the word wall in Figure 2 (Palmer, 2011) below it is easy to pick out the many day to day tasks a library and information center manager might be responsible for carrying out and the diverse vocabulary that swirls around these tasks.

The density of these respective illustrations gives us some insight into how complex the life of the manager can be in terms of simple quantity and diversity of activities required to keep a library or information center operational on a daily basis versus the somewhat less definitive activities a leader must engage in which require time to strategize and reflect as well as to build consensus.

Obviously, there is some overlap. Both leader and manager, however, must work separately and together for sustainability to be achieved, especially in disruptive times. While the focus of this article is not to answer the question...
of whether leaders are born or made or what it might take to become a great leader or a great manager, it is a question we want the reader to consider.

Leaders in the information profession need to understand how someone in a leadership role must position themselves to help sustain their organization in disruptive times. But what does the phrase “disruptive times” actually mean? Given the turbulence rampant in our profession and in the information world in general, perhaps disruption is the new constant.

**Library leadership in the four domains**

**Finance**

The authors have written a good deal on the subject of sustainability and survival, especially in the context of economic shifts over time. There is no question that the cyclical performance of the economy has an impact, both direct and indirect, on budgets allocated to information services in all types of organizations. Turbulence is, indeed, a constant in our profession. To not be aware of this, worse, to deny it, will not put or keep you on a road to sustainability. One of your key concerns has to be the state of the economy in general and the specific situation at your institution. Our interest in the economy is not new but peaked in 2013 when a global economic survey was published by Bain & Company, Inc. (Rigby & Bilodeau, 2013) In this report, managers were found to be risk averse and focused on revenue growth, cost reductions, and increased profits. These priorities have serious implications for information management and for the leaders in the profession. More recently (Rigby & Bilodeau, 2015), Bain reported that the executives surveyed seemed more upbeat but wondered why since the economy was not improving at the rate predicted.

Another management consulting firm, McKinsey & Co. issued a series of reports in 2014 and 2015 (Enriquez, Kota and Smit, Sven, 2015, McKinsey & Company, 2014, 2015). In brief, they concluded, worldwide economic conditions were challenged at best in most if not all parts of the world. Money is tight and the decision makers in the academy, in our cities, corporations, and the like will not only be risk averse but also concerned about budgets for a whole host of worthy projects that require funding.

Leaders in information management need to pay keen attention to this critical issue. In fact, the authors examined the forces pressing on the future of one type of library, corporate/special libraries. We found these libraries immersed in a harsh economy with a parent organization interested in reduced head count and cost reduction. Somehow, a great many leaders in special libraries did not or did not want to see the realities before them. As a result of the movement to scale back on expenses, to reduce headcount and to reassess need, many corporate/special libraries have been forcibly reduced or eliminated with no input from the leaders of information management (Matarazzo and Pearlstein, 2014).

This topic, the larger global economic impact on library budgets, is not often addressed in our professional literature. A good example is the Annual Business Survey of British Corporate Libraries published by Alan Foster (2015). This is a terrific report with lots of insights from library managers that any reader would find of use. In the past Foster reported on a large number of libraries but more recently has changed his research method to include only 15-20 firms with more depth than in the past. While this is a useful study for its treatment of many variables, even Foster gives scant consideration to the economy and its impact on information management.

A case in point: The University of Connecticut (UConn) libraries, USA. Warburton (2015) reports about budget cuts coming to the University of Connecticut libraries. In 2016 the reduction will amount to $1.2m. This would mean a loss of 7.5 FTEs. Further cuts are in the works for 2016 and expected in 2017 as well. Both faculty and library staff knew budget cuts were coming in light of the projected cut in the University’s overall budget and had been planning for how these cuts would impact the libraries. If you knew something like this was going to happen to your library, the need for planning similar to what has gone on at the University-Wide should seem obvious. How is your library planning for any eventual reductions? Libraries tend to make cuts in reaction to an economic downturn and/or reduced funding. By that point, however, it is usually too late to identify, plan, and implement a thoughtful response. While at the University
library leadership is doing what they can to be in control of how cuts are being incorporated, this is not to say they are satisfied. One key takeaway from their experience is that they continue to work with stakeholders and present their financial situation in the larger context of both the university and their peer institutions to hopefully affect how future cuts may be mitigated.

*How might you proceed?* If it is not already too late in your organization, you must create a strategic vision for how your library will deal with these inevitable reorganizations and cutbacks. Never forget it is at least a two-way street with yourself and your team as key stakeholders committed to achievable solutions. As a leader, it is your job to get your team motivated towards accomplishing this vision through managers responsible for operationalizing it. This must be an aggressive and robust approach with a laser focus on those activities that will best support your parent organization’s sustainability. For example, we know there have been significant changes in how all libraries handle ready reference. Recognize and accept this and build a new approach to the needs of your customers. Other programs/services which made sense 10 years ago may not be yielding the benefits anymore and can and should be discontinued. There are already several examples in all types of libraries where these changes are being made by networking and consulting the literature for examples you can adapt to your own organization, engage your stakeholders so you know what they need, not necessarily what you want them to have. As noted earlier, scenario planning is a great tool to use in this effort and with the right mindset and motivation, you can position yourself to be as in control of the fate of your information services as possible during disruption (Matarazzo and Pearlstein, 2009).

*Are costs being cut at your organization?* Look around and assess the situation. In the past, academic libraries, a very expensive operation on most campuses, had not seen serious reductions. This is no longer the case. Nor is it the case for public, private and special libraries. When the authors are asked to conduct an evaluation of a library and its services, we often turn to the 2x2 graphic in Figure 3. On the left-hand side, the darker side, is the demand portion of our mental model. The top left is reserved for what organizational management wants from its services. The lower left represents the wants/needs of customers. The right-hand side represents the supply side with IS management in control. At the bottom right are the resources made available to the clients. In the middle is the all-important available dollars offered to fund the supply side. As this figure illustrates, creating a healthy and sustainable financial environment for your information service requires the understanding that you are in constant competition for an ever-dwindling pot of money.

True leadership requires asking the “what if” questions early and often. Disruptive times will always be just around the corner. It is up to the leadership of the library to recognize economic conditions and formulate strategies to counter/adapt to whatever cuts must be made by not being caught unaware.

![Figure 3. Competition for resources.](image_url)

*Fundraising (it’s not just about grants and golf tournaments)*
When we think about leadership in establishing a vision for ensuring economic stability in a library we have to focus on how important strategy, creativity, and political savvy are. A strategy for keeping your library financially viable obviously requires more than simply being able to develop a budget. The budget itself is the end game and only results from the extremely hard strategic thinking about sources of funding and their long-term availability. What a leader never wants to have happen is a reliance for significant portions of the operating budget to be on “soft dollars”.\(^1\) Further, fundraising should not be seen only to be about raising 1 money, it can also be approached from the perspective of cost recovery and this should not be a tool discounted out of hand. Strictly speaking, though, all budget dollars might have to be considered soft in today’s turbulent economy since leaders are annually put in the position of having to make the business case for their libraries to secure funding in competition with other internal departments. When we think about fundraising we tend to think about this as a topic for public or even academic libraries but in its broadest definition, acquiring resources to sustain operations, it is also a topic for special libraries even in for-profit settings.

On the public side, it is not unusual for libraries to seek out grants that would help them with construction of new spaces or remodeling of older spaces to be more conducive to new needs or for specialized programming. Public libraries are also getting very creative about experimenting with new revenue streams such as in-house café’s or full restaurants partnering with third party vendors for a share of the profits, vending machines that sell more than just food and drink and might include such items as flash drives and charging cords, and even renting out space for things like weddings or corporate events. Some public libraries hold annual golf tournaments and regular sales of weeded/donated materials to augment their budgets and enable them to respond more rapidly and be more agile in providing programming to meet a variety of community needs.

On the academic side, grants both from faculty projects and directly can also be a lucrative way of augmenting the library’s budget. Likewise, gifts from alumni (as noted below) are a great source of both endowment funds and support for one-off major purchases (e.g. the new 3-D printer is a gift of the class of….) Many academic libraries carve out a role for a development officer while in others this role falls to the leader. Whichever way your organization chooses to handle development, the scope of undertaking fundraising can be daunting in terms of skill set (not everyone has the fortitude or personality for this kind of activity) and travel time (someone must take the time to go to where the donors are). Ensuring alignment with the University’s development priorities is also no small feat. As Susan K. Martin (1998) notes, “whether working independently or together with academic schools or departments, the library’s development priorities must flow more or less directly from the university’s priorities.” Reinforcing library fundraising as supporting academic programming rather than competing with them and regularly persuading the campus community of the “legitimacy” of the library’s fundraising activity is a full time job.

A case in point: the dean and the director

The director of the library wanted to raise funds. A Dean and the library director approached a skeptical Development Office and made the case. Soon, libraries were on Development’s list and one of the alumni groups actually adopted the library as its class mission. Another example. A dean recognized that the School’s library was heavily used and resources were under pressure. He started a fund for the library to augment its budget and in no time had an endowment for it. The Dean also contacted donating alumni to thank them personally for their gifts while making it clear that it was just a “thank you” call. This was extremely time consuming yet so many of those called gave additional gifts that the development office enlisted him to make even more calls per week. While the “high touch” interaction was instrumental and additional funds were raised, though, it also took a significant amount of time away from the daily duties of the Dean with some calls taking more than an hour to complete. The warnings given by Susan Martin in her splendid essay on this topic referenced above, and which is a must for all library leaders to read, are not to be taken lightly. Fundraising and its related activities can be and usually are all encompassing of a leader’s time.

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\(^{1}\) Here we are using soft dollars as a euphemism for funding that comes from outside your organization and is not guaranteed, but can be both impermanent and uncertain. For example, federal, state or other types of grants. Also, included in this definition are matching grants which require your organization to meet a specific budgetary amount to secure the grant and “seed” grants that fund an initial commitment but require your organization to continue permanent funding at some future date.
Regardless of the type of library, creating the best structure to support fundraising is the job of the library leader and can result in an internal disruption of staff and resources that must be dealt with if the development program is to be successful. When internal disruption is coupled with external disruption driven by the economy or other organizational challenges, the ability to get team buy-in for the vision becomes even more critical.

**Something to consider.**

In his forward-thinking article “The Entrepreneurial Imperative: Advancing from Incremental to Radical Change in the Academic Library,” Jim Neal (2001), now University Librarian Emeritus at Columbia University, went beyond the now somewhat obvious fundraising activities discussed above and called on the academic library to redefine itself as a “virtual resource not limited by time and space, and therefore not dependent on buildings for the housing, use, and servicing of information.” This was a much more ambitious call for action that would reposition the academic library as a “successful competitor in the information marketplace....”

**Organizational politics and leadership: politics is everywhere, ignore it at your peril**

Whether you are at an academic institution, a for-profit, or a public setting, your organization is political. To be a leader you must become a very good politician in order to get things done. Often, most of us depend on people outside of our responsibility areas to assist us in navigating the politics of our organization. A leader needs to recognize who in the organization is essential to aid the library. For example, at academic institutions faculty are natural allies; in public settings, the Friends of the Library can and do exert political pressure for the good of the library. In for-profit environments, there needs to be a champion allied with the library who acts as an advocate.

**Change (i.e. disruption or turbulence) is a constant**

The authors have worked with or studied several organizations where no one seems to really know who the key decision makers are for the library. This is often the result of the library leader’s position on the organizational chart or of frequent personnel changes in the position of library leader as well as the position/individual to whom the library leader reports. The challenges in these positions are many and the pressures can be intense. Turnover in leadership both in the library and in the reporting, upward structures are not unusual. New personnel in the position to whom the library reports will often exacerbate turbulence by driving a change in direction. Sometimes, though not always, the library can roll with this turbulence.

In one instance, for example, the person to whom the library manager reported told us she was leaving. She had been with the organization for 6 years and was highly regarded for her expertise with people and resources. She said this firm changed every year and she could no longer take the radical changes of course. On the other hand, she said with great admiration, the library leader and her staff changed direction easily, likening them to a field of grain which bends with the wind but does not break. Is this the result of luck or good leadership?

**Leadership is a contact sport**

The role of the library leader is to decide on the group’s goals, identify who above or beside them in the organization is needed to help achieve these goals, then motivate them to action. Leaders need to develop tactics to influence those in power to come over to their side, especially in the budget process. Those in power likely have no reason to vote against the library’s budget except to ensure that there are enough funds left to fully support their areas of responsibility. If, for some unfathomably reason, at this juncture of your leadership career, you are not aware of the internal competition for funding, let this be your wake up call. In our work on this subject, the authors hear reports from library leaders that this university president or that city manager were partial to libraries while other organizational leaders were ambivalent. The library’s funding and its place in the hierarchy was often dependent on the ultimate head of the organization which changed with some frequency. One corporate library leader shared with us that she had reported to 6 different managers in 5 years, some who cared about the library and were engaged, others who could care less and simply saw the library as something they had to deal with. Such disruptions place the library in any organization in a constant state of catch-up from one favorable/unfavorable person to the next making the political acuity of the library leader even more essential.

**Those in the know: building your leadership power**

Any organization has its unique culture of information sharing. Our experiences and research suggest that certain people at every location seem to know what is going on overall as well as who is responsible for making decisions. As a result, these individuals are able to be prepared before any announcements are made that might affect their department.
Others with no role to play in decision-making and no one to alert them to fundamental change must scramble and simply resign themselves to doing whatever is demanded. You cannot call yourself a leader if more often than not you find yourself in the latter situation.

The leader in charge of the library has to be at the top of their game in the profession. They must be recognized as a leader in the field by all at the organization. This is the foundation of the leader’s power in their workplace. Leaders can then decide which individuals are influential and important to them in achieving their goal. What are their points of view likely to be? How do they feel about what you are trying to do? Are there others with power and influence who would oppose you? What other bases of influence can you develop to gain more control. After all of this, a leader can decide a course of action and work towards their goals.

Generally speaking, understanding the context within which you as a leader work and within which your information services/library team operates is a critical component of being able to successfully lead and especially so during disruptive times. To whom you report, who controls your budget, who is your champion, how you demonstrate your contribution are all key components in an environment where the players are constantly competing against one another for resources and in which players come and go with regularity. Not recognizing the reality of your role in this competition can mean career suicide for yourself as well as your IS team.

The politics of organizational health
Michael Bazigos (2016) and others writing in the McKinsey Quarterly on the topic of leadership in context, noted that their research identified being able to recognize and respond to your organization’s health as far more important than trying to follow some textbook formula for how to be a good leader. While there are constants such as demonstrating concern for people and offering a critical perspective that will always be part of being a great leader, the McKinsey authors note that the importance of other elements such as keeping groups on task and bringing out the best in others will vary depending on the organization’s circumstances. Effective “situational leadership,” they argue, adapts to changes in organizational health by “adapting and marshaling” the kinds of behavior to transition to a stronger, healthier state.

For library leaders, this means not only understanding the overall economic situation impacting your organization and working as effectively as possible to contribute to its financial health, as we have discussed above, but also being able to anticipate, recognize, and react with honest self-reflection and a robust assessment of where IS can contribute to helping the organization move forward sustainably.

Obviously not all reasons for failing organizational health can be remedied by the library leader. In a “sickly” organization, however, there will be many behaviors necessary to help a leader identify the best antidotes. A library leader who is savvy about the political environment within their organization, fosters strong alliances across the organization through networking and champions, and makes sure that their constituencies understand how they contribute to the greater good of the organization, will be better positioned to both weather the disruption caused by the illness that has threatened the organization’s health and will also be able to contribute to the remedy in a very visible way. The McKinsey authors provide an excellent roadmap based on an extensive survey of leaders in multiple industries and geographies that library leaders might adapt for just this purpose.

Evaluation (demonstrating contribution, you are what you measure)
With geopolitical and economic pressures affecting revenues, profits, endowments, tax receipts and the like, one of the most awkward questions asked by organizational management has to be what is the value of the library and its services? This question leads to other questions:
“what is value”? and “how do we measure it”? An important corollary to these questions of value and measurement is notion that if you cannot determine its contribution to the success of your organization, you should not be doing it. Information professionals have been trying to put the definition of value in a context that their customers can appreciate for as long as there has been a need to compete for budget dollars and other resources; in other words, for at least the past 100 plus years, or since Andrew Carnegie convinced cities and towns that a public library was a benefit to the community, and John Cotton Dana convinced businessmen of the same. For the purposes of this article we define the domain of “evaluation” as the role of the leader in understanding and conveying to myriad audiences what is being done and why it matters. Defining value and demonstrating contribution are but two of the tools leaders must utilize as they work toward sustainability of their services. The authors would be...
foolish to argue that there is only one “correct” definition or one “best” tool for achieving this end. Context and alignment are what drive the definition and the choice of tools and it is up to the leader, especially during disruptive times, to choose the most relevant path to sustainability.

The strategic approach

The traditional way for most studies to approach evaluation is to estimate the economic replacement cost or to ask the customer directly to judge the utility of the service. In our view, both of these approaches have problems. Replacement costs could lead to an over-estimate or under-estimate of the value of the service. Conversely, asking the customer to evaluate avoids the cost issue but creates other problems of objectivity and comparability. Two individuals may perceive the same service differently.

In our view, as we have discussed above, library leaders, especially in disruptive times, would do well to create value and demonstrate contribution by aligning information services to the strategic goals and objectives of the institution served. Given the circumstances at your organization, what are the most effective services the library leadership needs to design and deliver in the most efficient manner possible?

The balanced scorecard

Regardless of the type of organization, one of the most effective tools a leader can use to demonstrate alignment and contribution is the Balanced Scorecard. It is a well-established tool both within and outside the information profession. The Scorecard can be used to track and evaluate all the domains we have discussed above and can be customized as needed. (Matarazzo and Pearlstein, 2007) have explored this approach in an article for one type of library which could be expanded to cover all library types. For instance, recall Figure 3 above and the role of IS management on the supply side. In the competition for resources, the primary and ongoing task of the library leader is to understand the strategy and goals of the parent organization. It is also critical to understand the information needs of IS customers within their work context. Whether this information is garnered from interviews with top management or ongoing networking with other decision makers and department heads and/or through focus groups or surveys with customers, the Scorecard provides a construct through which this data can be analyzed and incorporated into the leader’s strategy. The most important aspect of implementing the Scorecard, however, is that it is a strategic tool and its use must be ongoing. The leader and manager must put in place mechanisms to collect the data that populates the scorecard and regularly analyze that data for insights that drive sustainability.

The reality information services professionals face is that disruption is either imminent or already upon us. A successful library leader recognizes this and creates a strategy that incorporates ongoing data collection that anticipates the “what if” scenarios as well as the value of having the ability to demonstrate contribution in the context of achieving the parent organization’s success, however that is defined and however often it might change.

Key takeaways

These are turbulent times. According to a recent McKinsey Global Institute report (Dobbs, Ramaswamy, et al, 2015) “this is a moment for companies to rethink their organizational structures, products, assets, and competitors.” If you are currently a leader in the information profession, or someone who aspires to a leadership role, you need to recognize that this “rethinking” must not be confined just to companies. Library leaders in all types of libraries and other information management-related situations need to be thinking about the “value” of the information and services that flow through their enterprise and how that value can be demonstrated to be aligned with the enterprise’s definition of success. This is not the time for resting on laurels or waiting to see what might happen. Nor is it the time for information professionals to define their capabilities according to the strictures of a job description. Rather, leaders throughout the information professions must be focusing their longer-term strategies on contributing to the sustainability of their employers and how the IS skill set supports that sustainability despite the disruptive times. Here are some ways you can do that:

A. Successful leaders understand the impact of the economy at all levels on their organization and anticipate how to adapt to achieve sustainability;
B. Information professionals from around the world, from all types of environments, have provided Insights into how to lead in disruptive times;
C. To benefit from these insights leaders must take the time to read their professional literature and network with peers;
D. Regardless of the type of organization supported, the competition for all resources is fierce so IS leaders who align their services with their employer’s definition of success and who demonstrate how IS contributes to that success will be more likely to achieve sustainability;

E. The four domains of Finance, Fundraising, Organizational Politics and Evaluation are inextricably linked. Understanding their ebb and flow in your organization and mastering each domain are essential to formulating a sustainability strategy and to inspiring your team to operating on a daily basis in a way to help move toward the agreed upon goals;

F. Just as there is no one “right” model of service, there is no one “right” way to ensure financial sustainability for your IS. Creativity around fundraising (including the idea of cost recovery), and being willing to take risks are leadership qualities;

G. The leadership skill that underpins sustainability is political savvy;

H. If you cannot measure something you should not be doing it. Evaluation provides the ammunition you need to demonstrate your value (i.e. your contribution, what you bring to the table). Using the Balanced Scorecard, or some similar tool, incorporates into your strategy for sustainability, the accrual and analysis of data in all the areas important to the success of your organization;

I. A leader needs to be guided by the answers to three questions:
   a. A. How can we align our services with what our employer defines as success?
   b. Who will make change happen?
   c. How will we get there?

Sources:


Author biographies
Dr James M. Matarazzo is Dean and Professor Emeritus at the School of Library and Information Science at Simmons College, Boston, MA. His previous books include Closing the Corporate Library: Case Studies on the Decision-Making Process; Corporate Library Excellence: Knowledge and Special Libraries; and he is co-author of Special Libraries: A Survival Guide. He holds a doctorate from the University of Pittsburgh School of Information. Dr Matarazzo is a Fellow of the Special Libraries Association, has been elected to the Special Libraries Association Hall of Fame, and is Vice-President and Secretary of the HW Wilson Foundation, Inc.

Dr Toby Pearlstein is Retired Director, Global Information Services for Bain & Company, Inc., a strategic management consulting firm. She is co-author of a series of articles in Searcher Magazine (now Online Searcher) on survival skills for information professionals and is co-author of Special Libraries: A Survival Guide. She holds a doctorate from the School of Library and Information Science at Simmons College. Dr Pearlstein is a Fellow of the Special Libraries Association and has been elected to the Special Libraries Association Hall of Fame.
Do you understand me? Leadership communication styles

Julie Lynch, Chicago Public Library – USA, Erick Toussaint, Fondation Connaissance et Liberté – Haiti

Do you understand me?

Leadership: Communication Styles

Julie LYNCH
Chicago Public Library
Member INELI Cohort 2

Erick TOUSSAINT
FOKAL
Member INELI Cohort 2

Who is a good communicator?

Communication is:
Talking
and
Listening

The 4 communication styles

1. Action
2. Process
3. People
4. Idea
What is your communication style?

- Action: "Can you please come into my office?"
- Process: "Our training is coming up soon. If we don't start planning we will get behind schedule. Please come into my office and we can start collaborating on training."
- People: "Bob will be very upset if we don't start collaborating on the upcoming training. Let's take time to meet in order to assure his expectations are met."
- Idea: "Successful training requires a well planned curriculum. This is why there is great importance placed on training and why we need to collaborate."

Scenario

Due to very high and increasing demand from the community, you want to extend the library hours. You do not have money to hire more staff but you want to accommodate the community’s demands by providing extra hours. How would you talk to your staff about this situation?

The communication channels

- Some of the most common communication channels:
  - Email
  - Face to face (meetings...)
  - Telephone
  - Letter
- What do you think are the strengths and weaknesses of each channel?
- Can you describe when it is the most appropriate to use it?

Conclusion
Real change: The transition to customer focused information services

Eric Kokke, Go Opleidingen – The Netherlands

Introduction

What would you like to know about me or GO | School for Information?

Essential aspects of customer focused information services?

Go to www.govote.co and use the code 89 85 52

Name 3 essential aspects of customer focused information service

Or meet me at our booth at the exhibition!

Added Value

Meeting of "added value" in the English Dictionary

Business

"added value" in Business English

But all translation

Added Value

When you know what your added value is:

- You can reach out to your (potential) customers
- You can position yourself and your services
Do you know what your Added Value is?

Assignment 1:
* Describe the Added Value of your function / role, team, department or information services for your organisation (or customers)?

5 minutes

Communicate your Added Value

When you have your Added Value (= your value for the organisation) clear it is time to communicate it to
* Customers
* Colleagues
* Management

They are only interested in the answer to “What's in it for me?”

Example

2 videos where a new product is introduced to an audience for the first time:
* Apple iPad
* Microsoft Surface

Take note of:
* The differences
* The message
* Which of the 2 appeals most to you?

Differences

* We or They vs. You
* Technical details vs. the benefits (added value)
* What we (the producer) think is brilliant vs. What's in it for me (the user)?

Learn from Steve Jobs....

We have to learn to communicate (and think) like Apple / Steve Jobs when introducing our products or services to our audience (the user, management etc)

The rules:

* Always think from the position of the customer / user
* Create a straight and clear message
* Create headlines or slogans
* Name your 3 most important benefits
* What problem are you solving?
* Create a ‘wow’ moment / Share your passion
* Answer the most important question: ‘What's in it for me?’

The rules 2:

* Use the media that is used by the user
* Communicate often
* Communicate consistent
* Speak the language of your customer
### Example

<table>
<thead>
<tr>
<th>Table A</th>
<th>Table B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Message</strong></td>
<td>**GO</td>
</tr>
<tr>
<td>We made something that makes netbooks, notebooks and PDA’s obsolete.</td>
<td>GO helps you in your personal and professional development for a better career.</td>
</tr>
<tr>
<td><strong>Headline / Slogan</strong></td>
<td><strong>School for Information</strong></td>
</tr>
<tr>
<td>Holding the internet in your hand!</td>
<td></td>
</tr>
<tr>
<td><strong>Keyword</strong></td>
<td><strong>Flexible</strong></td>
</tr>
<tr>
<td>Easy to use</td>
<td>Specialist trainers</td>
</tr>
<tr>
<td>Easy to carry</td>
<td>Made for working professionals</td>
</tr>
<tr>
<td>Long battery time</td>
<td>in a fast and continuous changing world you have to keep your skills up-to-date</td>
</tr>
<tr>
<td>The problem you solve</td>
<td><strong>Apple / Ipad</strong></td>
</tr>
<tr>
<td>The slowness of a netbook and the size of a PDA</td>
<td>A device that will do everything 2 others can do as well, but easier, faster and better!</td>
</tr>
</tbody>
</table>

### Assignment 2

- Fill in the sheet for your function / role / team / department.
- 20 minutes.
- Best slogan wins a limited edition Information Hero T-shirt

### Conclusion

- The moment your customers, colleagues and manager are fully aware of your Added Value they will come to you.
- As soon they understand what you can do for them, your customer focused information services will really start.

### Questions?

- Have a look at the presentation again?
  - [www.informationhero.org/howto](http://www.informationhero.org/howto)

- Or [www.2go-erib.nl](http://www.2go-erib.nl)
  - Login: ACURI2016
  - Password: accuri2016
Project presentation
- Cultural, heritage and scientific contents are necessary for education.
- As they contribute to a better understanding between people they can also help to develop sustainable tourism.
- Documentation can play a role to:
  - Increase attractiveness of a place
  - Enrich travel experience
An opportunity to extend collections and uses!

What do we want to do?
- Digitize heritage materials (manuscripts, print documents, images...)
- Buy existing digital contents - Mainly about cultural and creative practices less represented in our online collections
- Create original digital contents with plural actors - Mainly about cultural and creative practices (web documentaries, augmented books...)
- Order texts from specialists to present collections

Help to increase the implementation of innovative technologies using cultural content: Enhanced territory.
- Alert the professionals in the tourism and adjacent industries to the potential for connections and interactions between the physical spaces visited by tourists and the contextualized digital contents which can be used to enhance their offering (enhanced territory).

What do we want to do?
- Enhance metadatas (geolocalization, people, events, subjects)
- Set up a powerful federated search engine to query specialized sites, using different protocols and enriching external metadatas (OAI-PMH, SRU-SRW...).
- Build flexible web interfaces for different needs: customization by institution, country, subject... Widget to embed search engine and results...

Interreg Caraïbe Funding
- The Interreg Caraïbe program (European funding) can contribute to 75% of the total cost of a project
- Who can become partner?
  - Caribbean insular territories
  - Caribbean continental territories: Central America, North of South America + part of Brazil
- When will we deposit the final project?
  - Official forms should be available in October 2016
  - The deadline should be in December 2016
CONDITIONS

- Open access: everything digitized or produced in the framework of the project (materials, metadatas, presentations…) has to be freely available online without any restrictions for individual or collective uses (except for commercial uses).
- A creative common licence has to be clearly associated to each content.

Sylvain Houdebert, Université des Antilles, ACURIL, juin 2016, Haïti

TRANSVERSAL THEMES AND SUBJECTS

We identified (Unesco + research programs + existing corpus) transversal fields of interest and subjects. The list is indicative.

- Shared fields of interest
  - Slavery, resistance and freedom
  - Cultural groups and gender
  - Towns and harbors
  - Natural disasters
  - Environment and biodiversity
  - Tourism
  - Migrations

Sylvain Houdebert, Université des Antilles, ACURIL, juin 2016, Haïti

SUBJECTS LIST

- Architecture and archeology
  - Fortifications (walled fortifications, castles, forts, batteries…)
  - Vernacular architecture (wooden houses, fretwork houses, traditional and popular houses…)
  - Monuments (ecclesiastic and administrative edifices, statues…)
  - Amerindians artefacts (petroglyphs, shells, pottery…)
- Industrial heritage and cultural landscapes
  - Plantation and commodities (sugar cane, rum, indigo, coffee, tobacco, cocoa, cotton…)
  - Resources exploitation (gold mines, salt exploitation…)
  - Small agricultural holdings and creole gardens (medicinal plants and uses)
  - Fishing (boats, fishing equipment, communities and practices)

Sylvain Houdebert, Université des Antilles, ACURIL, juin 2016, Haïti

An opportunity to:
- work together, share our skills, knowledge and experiences – Practice and learn from each others
- Increase our Caribbean connections

You want to contribute?
Lead an activity? Participate to transversal aspects?

Contact us!
- Sylvain Houdebert
- Anne Pajard

Sylvain Houdebert, Université des Antilles, ACURIL, juin 2016, Haïti
The Development of an Online Serials Publication Service with SubjectsPlus, Open Source Software for the Natural Science Community, at the University of Puerto Rico, Río Piedras Campus

Prof. Purísima Centeno Alayón, University of Puerto Rico

Background

- Academic library specialized in natural sciences
- Support graduated and subgraduated curricula
- Serves more than 3,000 students and over 200 professors
- Scientific journals are the more important resource for this community
- CITec provides more than 5,000 titles in relevant temathics in pure sciences

Situation

- Since 2006, a list about journals from databases and independent sellers were shown in a webpage at http://bcn.uprrp.edu
- That list, called in a webpage Lista de Revistas A-Z, takes a long time to be updated because it includes more than 5,000 titles.
- Updated list in Frontpage sent to web master to become part of the webpage
- The process took months, and, sometimes, some information were not currently.
- Users can find errors because of changes in database or journals subscriptions affecting the service
Methodology

• Workplan based in ADDIE process model
• Software solution to add, update or delete data about natural sciences journals and show in the webpage, in real time
  • New titles
  • Edited titles

Analysis and Design

ADDIE: methodology used for instructional design. Each letter represent a step for analysis, design, development, implementation and evaluation.

• Analysis
  • Considered statistics of service and comments from audience and employees
  • Found that the process to update information could make it imprecisely
  • Software solution were considered because of capability to see changes in real time
  • SubjectsPlus, from Ithaca College, were selected because is free to use and to customize
• Design
  • A prototype was installed to make tests. During this step, the software is adapted to the information needs identified in Analysis step.
  • Two interfaces were considered in Design step: A to Z journals and access to journals through disciplines

Development, Implementation and Evaluation

• Development
  • Three employees worked in the project: Mr. Víctor Soto, auxiliary librarian; Mrs. Xiangqing Zhu, web manager, and Prof. Purísima Centeno, responsible for the initiative
  • Software installation requires MySQL, PHP and JavaScript
  • Activities consisted in data entry, customization of software and project supervision
• Implementation
  • Since September 2013, it was used to enter data from over 5,000 titles.
  • On January 2014, URL were shared with some professors and students to obtain recommendations (enlace [http://bcn.upr.gp/SubjectsPlus/subjects/BCN_Guide.php](http://bcn.upr.gp/SubjectsPlus/subjects/BCN_Guide.php))
  • Google Analytics script was integrated in webpage to obtain statistics of use.
• Evaluation
  • Continuous process that consider employees and academic community comments
  • User statistics
  • Through link checker tool provided by SubjectPlus software

Standarized information for titles

• With url if available
• Vol. 26-49
• 2000-2011
• Before: Genetic Analysis Techniques and Applications
• Change to: Biomolecular Engineering
• Classification number

A to Z list

<table>
<thead>
<tr>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Before" /></td>
<td><img src="image2.png" alt="After" /></td>
</tr>
</tbody>
</table>

Now: letter J page
Journals by Discipline

Before

After

New Aspects

Journals Searcher

Updated disciplines


New Aspects

Search by format

Search by discipline

SubjectPlus: platform

Format selection

Disciplines selection

Teamwork

Programmer
Mrs. Xiangqing Zhu

Librarian
Prof. Pura Centeno

Auxiliary Librarian
Sr. Víctor Soto

Content curtain or how to be your information Hero!

Eric Kokke, Go Opleidingen – The Netherlands

We need heroes!

To deal with Information Overload and Filter Failure

Skills

Go to www.govote.at and use the code 23 57 52

What are the skills of an Information Hero?

Content Curation is a strategy which organises, selects and modifies relevant information on a continue basis on a specific topic enriched with context, vision/ meaning and presentation.

It is not Collecting links Retweeten/ share / forward
Content Curation; the importance
Information overload makes it more and more difficult to find valuable informatie, which leads to:

Loss of time
Focus
Quality of work

Content Curation; Collecting
Identify the right sources

Know experts or influencers

Know the right search strings

Connect to RSS feeds or Twitter feeds

Know the right tools (Tweetdeck, Hootsuite, Flipboard, Cousteau etc)

Content Curation; Guideline (by Harold Jarche)

Content Curator; understands his audience
What are their wishes?
What is their online behaviour?
What are they interested in?
What are their needs?
Has your audience sufficient digital skills?

Content Curation; Share
Copyright
Presentation
Use the right tools; Blog, Storify, Instagram, Pinterest or....

Content curation Planning

![The Ideal Content Curation Practice](image)
Content Calendar

Questions?
Have a look at the presentation again?

www.informationhero.org/blogs

Or
www.logo.eloweb.nl
Login: ACURIL2016
Password: acuril2016
Promoting Media literacy at your library. : The Digikidz Media Lab at the Philipsburg Jubilee Library

Monique Alberts- Philipsburg Jubilee Library St Maarten

In April 2014 a long time goal of the library staff of the Philipsburg Jubilee Library was achieved. The opening of a new Digital Media Lab at the premises of the library. The new Media lab can accommodate up to 30 users and started out with with 25 laptop computers a Digital Whiteboard and Broadband Internet service. As of the first week of its existence the Media Lab rapidly became the most popular department of the library.

Providing access to the newest IT technology and teaching users how to take advantage of these technologies has always been a top priority for the management of our library. IFLA stated in its guidelines for Public Library service

*Library staff must act as information navigators to help users of all ages to make the most effective use of information and communications technology.... As the new technologies become more commonly available, the role of the public library both in providing access to these technologies and in helping people how to make best use of them is of vital importance* (IFLA, 2001)

This guideline was taken to heart by the librarians who worked at the PJ Library throughout the years.

In 1984 our library was the first library in the Dutch Caribbean to automate its catalogue. The library started offering internet to its visitors as early as 1997 and launched its first website in 1998. In 2013 PJ Library was the first Dutch Caribbean library which offered an e-book service to its patrons

However the establishment of a Media Lab which was required to offer proper digital literacy workshops was quite a challenge for the library managers. The main bottleneck was that the library building lacked an air-conditioned area which could be equipped for this purpose.

The year 2013 saw the coming together of two successful digital literacy projects in the Dutch Caribbean. These projects were the Media lab Curacao and initiated by foundation Kultuur kameleon (Culture Chameleon) from the Netherlands and the Digikidz project a brain child of the Foresee foundation based on St. Maarten. This fusion made it possible to establish the Digikidz Media Lab in at PJ Library in April 2014.

**Media Lab Curacao**

Since 2010 the Public Library of Curacao houses a Digital Media Lab. The workshop program offered in this Media lab were was very well received by students, teachers as well as the general public on the island of Curacao.

The media lab project Curacao, was developed with the aim to set up a physical computer/multi media lab where children and adults can learn and use the latest technology in a responsible pedagogical- didactical way. Emphasis was placed on the importance of a central location and accessibility of the Foundation. (Cultuur kameleon) Culture Chameleon was planning to set up similar Media labs on the islands of Bonaire and St Maarten and was even able to obtain funding to organize Media workshops on Bonaire and St. Maarten. The management of the Philipsburg Jubilee Library took note of the successes of the project and Curacao and was very eager to set up a similar project on St. Maarten. However as was mentioned before the the limitations of St Maartens library building made this very difficult.

**The Digikidz project**

In 2013 the Digikidz project was drafted by the Foresee foundation. Object of the Digikidz project was to integrate modern technology in the existing education system. Foresee foundation aimed to give the island youth the opportunity to develop ICT and related 21st century learning skills. Digikidz labs with ICT equipment were to be opened on four primary schools. Foresee decided to establish a 5th Digikidz Lab at the PJ Library so schoolchildren could practice there new skills after school hours. A Media lab at the library could also offer workshops to students from schools which did not have Digikidz labs. The Foresee foundation managed to obtain funding for its education projects from a private US sponsor the Windsong foundation but was also sponsored very generously by the local business community on the island. This made Digikidz a unique project on St. Maarten because it was the 1st time that the business community and the primary schools joined hands to realize such a large scale project.
**Integration Digikidz and Media Lab project**
The year 2013 saw the coming together of the Media lab and the Digikidz project which culminated in the launching of the Digkidz Media lab at the Library. Funding for the construction of an air conditioned area in the library building was obtained via the Foresee foundation. The workshops and equipment were financed within the framework of the wider Dutch Caribbean Media lab project.

**The case of establishing a Media Lab at our library**
While some ideologists argue that public libraries should focus on their core business which is providing books and promote reading, the management of the PJ library decided it was important to add this public space to its existing traditional library services. Researcher Amanda Goodman makes the case for Digital Media Labs in libraries in an article in one of ALA's Library technology reports. "Digital Media Labs fit squarely into the libraries role in education and in providing public spaces. (Goodman, 2014)"

Mrs. Goodman goes on to explain how the role of libraries has changed in the past decade. Library patrons evolved from consumers of information into creators of content. Goodman also makes an important point about the added value Media Labs in Libraries have over a Media lab in community centers.

"While any community center may offer equipment, a library adds further value to a Digital Media Lab by providing knowledge and expertise in using the software, whether through workshops or self guided tutorials. In this way, the library helps the community to learn digital literacy—a skill everyone will need as digital technology becomes more pervasive. That educational role argues for locating a DML within the library (Goodman, 2014)"

The Edge Initiative, a coalition of leading US library and local government organizations that provides guidelines to help libraries manage their technology growth has created a set of benchmarks for Public libraries. Digital literacy is listed under the community value benchmarks.

1. Libraries provide assistance and training with the goal of increasing the level of digital literacy in the community
   - The library has curricula for and provides regularly scheduled literacy training
   - The library provides individual assistance for digital literacy at all locations (Edge, 2015)

**Workshop program of PJL’s Media lab**
As of the first week a diverse program of workshops focusing on the use of new media technologies was offered at the Digkidz Media lab at the Philipsburg Jubilee Library. The workshops were offered to school classes, teachers, youth leaders and the general public. Among the workshop topics were “making presentation with Prezi”, “the creation of animated movies” and “making quizzes based on You tube videos”. This workshop program organized in the first year of operation of the Digikidz Media lab was developed and coordinated by foundation Culture Chameleon. The workshop presenters were experts in IT and education from the Netherlands. Most workshops were conducted on Curacao as well as on Bonaire and St. Maarten. The workshop contents were developed by the trainers themselves. Foundation Culture Chameleon reviewed performed and did quality control on the contents. In the morning hours the workshops for the school classes took place. The afternoon and evening courses were offered to the general public. Since most of the schools on St. Maarten are not within walking distance of the library bus transportation was necessary. This bus transportation as well as part of the educational materials needed for the workshops was funded by the Foresee foundation. Interested persons could sign up via the media lab website. (Cultuur Kameleon, 2014) Those who lacked the digital literacy skills to register via the website were assisted by library staff members to do so.

**Workshop evaluation**
All workshops held since 2015 were evaluated by use of evaluation forms. On a score of 1-5 98 % of participants gave the workshops a score 4 or 5 and only 2 % of the participants gave the workshops an overall score of 3. The suggestions for improvement focused on the equipment and internet connection. Some participants suggested to buy more
computers and/or cameras other suggested to get an other internet providers since there were often problems with the connection and internet speed.

**Some feedback**

**Student**: “awesome”

**Teacher**: “The students were very excited …….” “… the children got to be themselves and … work with each other and most importantly they are exploring .. (they are) finding their talents.”

**Parent**: “It (multimedia education) is needed in our day and age... It is very useful to students, managers and parents

**Train the trainers approach and integration in Library services**

During 2014 most of the workshops in the media lab were conducted by 6 trainers with expertise on IT and new media in education from the Netherlands. The travel and lodging costs for these trainers were quite high. Most of the costs were covered by foundation Culture Chameleon and the Kultura Scheme based in the Netherlands. The Library also contributed from its own funds. However this investment paid of. All library staff members got the opportunity to participate in the workshops and get acquainted with the new programs and techniques that were introduced in the workshops The end result is that since the beginning of school year 2015-2016 four library staff members are able to organize and teach media lab workshops to schoolchildren as well as senior citizens several times a week. Despite the fact that the library faced some budget cuts and is rather short staffed these four staff members made an extra effort to continue teaching these workshops in the limited time available and they really enjoy it. For the rest of the staff this teaching at the media lab meant that they often have to work extra shifts to keep the library up and running. However this entire process runs quite smoothly which proves that PJ library is rather proud of the Media lab and the lab has become an integrated part of the service package offered by the library.

**the way ahead : media lab becomes maker lab**

In the future PJ library plans to offer more workshops about new topics to the educational field as well as the general public. More importantly in the 2nd half of 2016 Digikidz Media lab will evolve into a a Maker lab under the name “Digiworkz” Digiworkz will facilitate the general public to work on their own personal projects. For this purpose 3 D printing will be introduced at the media lab as well as equipment for science experiments. More and more libraries in the world are establishing maker labs. Maker spaces promote learning through play; have the potential to demystify science, math, technology, and engineering; and encourage women and underrepresented minorities to seek careers in those fields.
Table 1: Workshops topics and target groups Digikidz Media lab 2014/15

<table>
<thead>
<tr>
<th>Topic Workshop</th>
<th>Target group</th>
<th>General public</th>
<th>Teachers</th>
<th>Senior citizens</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the go with Movietrader</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety on the Internet</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Creating animation movies</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Making a short film report</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Google’s search tools, tricks &amp; shortcuts for</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Sense poetry – slideshow activity</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Animated water cycle – slideshow activity</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My First stories – slideshow activity, digital</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Story building – slideshow activity, digital</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Digital storytelling grades 6-12 – slideshow</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Pet pictograph – spreadsheet activities 1</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Collaborative gaming</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Prezi presentation maker</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Animoto</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Social media</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Make a book trailer</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>News broadcasting using green screen</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>The power of the media</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Programming with Scratch</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Clay animation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Glogster: create your own poster, newspaper or</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prowise Presenter: get more out of the digital whiteboard</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Searching the internet: an art in itself!</td>
<td>X</td>
<td></td>
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<tr>
<td>Make a (digital) picture book</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Google Earth</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Make a short animation movie</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Headline hunting: turn old media into</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Introduction to the computer for</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Facebook</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Are you media literate?</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are they media literate?</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>How to make a Prezi</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Email for beginners</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Who wants to learn programming?</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>10 tools to use in your lessons</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>How to set up a Facebook account (for</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>How to set up a Facebook account</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Animoto: how to create a 2 minute video</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email for beginners</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic computer skills</td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

Table 2: Workshop participation 2014-20114

<table>
<thead>
<tr>
<th>Workshop type</th>
<th>Amount of workshops</th>
<th>School classes</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>School classes</td>
<td>65</td>
<td>65</td>
<td>1625</td>
</tr>
<tr>
<td>Service</td>
<td>General public</td>
<td>Teachers</td>
<td>Presentation for teachers</td>
</tr>
<tr>
<td>-----------------------------</td>
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</tr>
<tr>
<td></td>
<td>45</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>523</td>
<td>120</td>
<td>60</td>
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</tbody>
</table>

References
Teaching With Special Collections at the University of the West Indies, St. Augustine

Lorraine M Nero, University of the West Indies, St. Augustine

One of the keywords resonating within library academia is digitization and while there has been a thrust to digitize rare materials and manuscripts, a present day reality is that the growth of online digital resources has made scholars even more interested in viewing original artifacts. This has also meant that librarians and archivists have to find ways of providing greater access to special collections, take added responsibility for training new scholars to navigate the archives and in some cases pushing our way into the teaching environment to encourage faculty to incorporate special collections resources into their teaching and learning initiatives. In the literature, the latter is referred to as teaching with special collections, or teaching with archives.

My presentation today is on an initiative called Teaching With Special Collections (TWSC) which was adopted at the Alma Jordan Library, the University of the West Indies (UWI), St. Augustine Campus. The presentation gives you an overview of the programme and highlights the rationale for its implementation. I shall explain the model we adopted and provide further information on the challenges we have encountered. I hope that in doing this other regional institutions that are considering such an initiative can benefit from our experience.

Definition
TWSC is the use of primary source materials in the classroom to illustrate a particular topic in the curriculum. In the case of the UWI St. Augustine use is made of original documents such as manuscripts, rare books, maps, diaries, correspondence and photographs among other things. Whilst there are digital copies of some resources these are not part of this particular teaching programme. The documents are used as learning objects to emphasize a taught module. The TWSC can be as simple as a show and tell session in the archives or as demanding as preparing coursework assignments for evaluation.

The Tradition
I make reference to a particular phrase in the conference theme which had me thinking about the relevance of this presentation to this conference and that phrase is “a bridge between tradition and innovation in libraries.” It is important to state that the UWI is not the first to create such a programme and that there is also a tradition of teaching with primary resources in other institutions, and as evidence I point to two books which are significant publications in this particular field and can attest to that. Past or Portal: Enhancing Undergraduate Learning Through Special Collections and Archives by Mitchell, Seiden and Taraba (2012) and Using Primary Sources: Hands-on Instructional Exercises by Bahde, Smedberg and Taorima (2014). The innovation at the UWI is adapting these traditions to our particular needs.
and achieving our goals. TWSC programmes have mushroomed in academic libraries across North America as is evident in the publication by Mitchell, Seiden and Taraba (2012). Similarly, information professionals are sharing their case studies to assist persons interested in developing teaching modules in their libraries Bahde, Smedberg and Taorima (2014).

Whilst the TWSC project at the UWI was given a formal name two years ago, the programme is also built on a history of librarian and faculty collaboration at the institution, and on a legacy of outreach and marketing of special collections. Some of that history is captured in the information literacy literature coming out of the UWI and in particular I want to refer to Clarke (1999), Hosein (2006), and Brathwaite and Dolabaile (2013). These publications have provided overviews on the evolution of the information literacy programme at the Alma Jordan Library of the St. Augustine Campus.

TWSC falls under the broad ambit of information literacy and in the literature on archives, it is referred to as archival intelligence. Therefore it pulls from two traditions that of the library as well as the archival field. Bahde, Smedberg and Taorima (2014) defines archival intelligence as

“the information-seeking proficiencies needed to successfully find primary sources in archival and manuscript collections, and includes skills needed to use a special collections or archives repository” (ix)

There are some elements which distinguish this type of educational outreach programme from traditional information literacy programmes, particularly since one of the learning objectives is the development of artifactual literacy as expressed by Bahde, Smedberg and Taorima (2014) i.e.

“the ability to analyse and interpret primary source documents, developing skills related to understanding document biases, authority, authenticity, historical context, original purpose of the document and the original audience. (ix)

Given Bahde, Smedberg and Taorima definition on artifactual literacy it was felt that the programme can address these issues.

Rationale for the Programme at the UWI
The TWSC is managed by the West Indiana and Special Collections Department (WISC) of the St. Augustine Campus, which is an area studies collection. This Department plays a critical role in collecting and providing access to Caribbean resources to support the teaching and learning initiatives of the UWI as well as researchers nationally and internationally. The TWSC was created within this department because it is a significant repository of primary source Caribbean material and it was felt that librarians who are more familiar with the collection would be better able to advise lecturers on potential materials for use in their teaching programmes.

1. Student Benefits
TWSC was also adopted as a response to address research challenges which we observed in our daily interaction with students. It was observed that both undergraduates and post graduates required more guidance in archival and primary source research and that there was discomfiture in conducting archival research.

Some examples of student challenges include

- Inability to research the context of a source and to question the validity of the information e.g. reliability of newspaper reports and the use of other types of sources to corroborate or challenge the information
- Inability to perform document analysis
- Inability to understand the limitations of various sources e.g. administrative reports, oral history, photographs and personal accounts
- Selecting the best resource for a project
- Citing archival resources in various styles.

Overall it was envisaged that the student would benefit in the following ways:

- They learn to identify different types of sources and formats
- Understand tools such as archival finding aids
- Improve ability to interpret and interrogate documents
- Develop research ethics.

2. **Fulfilling the Institution’s Mission**

The programme fits into the wider framework of the mission of the UWI which is to

> To advance education and create knowledge through excellence in teaching, research, innovation, public service, intellectual leadership and outreach in order to support the inclusive (social, economic, political, cultural, environmental) development of the Caribbean region and beyond. (UWI St. Augustine website)

The current iteration of the UWI Strategy Plan reflects this statement and seeks to ensure that the institution remains a focal point of Caribbean research and produces graduates who are equally competitive as their peers in other institutions globally. It is therefore important that UWI libraries continue to provide students with the opportunities to sharpen/hone their research skills while keeping abreast of trends in the field. TWSC is important to the teaching and learning mission of the UWI as facilitates the achievement of these goals.

3. **Invigorating Classroom Experience**

Dr. Debbie McCollin lecturer in the Department of History and one of the first adopters of the TWSC programme in an interview indicates that this programme has generated interest among her students. She points out that for some undergraduates this experience is their first encounter with primary source materials and it helps to create the connection between teaching and the practical aspects of research.
4. Library Benefits

While it is important to adequately equip the students, the benefits to the library were also motivating factors to implement this programme. Some of these benefits are:

- In the future we expect less intervention from the librarians with regards to citing archival sources.
- Creating a culture of archival interest to ensure that the materials are used in years to come and that there can be future endowments to the institution to preserve the materials.
- Better handling and care of resources by patrons.
- Assisting with collection development: As students become more aware of what is collected in the library, they can refer possible acquisition opportunities to the UWI.
- Library metrics: the programme increases the usage statistic in the department.
- The librarians also learn more about the collections and see the ways in which the resources can satisfy potential research topics.

The Model

TWSC involves partnering with the faculty to identify resources in the WISC collection which can be used as the basis for group or individual assignments related to a particular course. The WISC librarians have taught in various course and the experiences gained from these types of outreach were beneficial in shaping what the programme would look like.

Elements of the Programme

- **Identify potential lecturers to undertake the programme.** There is one on one engagement with the lecturers to explain the motive of the programme and show them potential resources. In the last two orientation programmes for new faculty on the campus the librarians spoke about the project in an effort to spark interest. The librarians try to convince lecturers that this project can benefit the class and it does not necessarily require much more additional work than what they currently undertake.

- The course outline is given to the librarians and through discussion with the faculty, relevant documents in the collection are identified. These are reviewed by both lecturer and librarians for their potential as learning objects.
- The librarian prepares the necessary administrative details to manage access and use, and also sets up class time and location.
- The librarians deliver a presentation to the class.
• The lecturer determines the extent to which the object is incorporated into the teaching programme. The objects are introduced to the class and in some cases, assignments and group projects are set based on the material. The current emphasis of the programme is to ensure that the students get hands-on experience working with the original artifacts and that they do come into the library and in particular the WISC section. (Librarian conducts session).
• The library staff monitor the use of material either throughout the semester or for the one session.
• Feedback from the lecturers and students is currently gathered in an informal manner.

It is to be noted that we have engaged scholars across the university and not just in the humanities.

**Some of the Departments and examples of topics**

Department of History, H3001: Topics in the History of Trinidad and Tobago 1783-1898, lecturer Dr. Debbie McCollin – One of the coursework assignments requires students to select one out of a list of three special collections and write about its significance to the history of Trinidad and Tobago.

Department of Agricultural Economics and Extension, Human Ecology Programme, HUEC 5040: Advanced Community Nutrition, coordinator Dr. Isabella Francis-Granderson – The students were asked to conduct a historical review of diet scales for mental and prison institutions in the West Indies in the first half of the twentieth century.

Department of Food Production, AGCP 3012: Tropical Food Crops: Dr. Laura Roberts-Nkrumah. The students were required to consult any resources relevant to Breadfruit in the Caribbean in preparation for the International conference on Breadfruit.

Institute of Gender and Development Studies: GEND 6106/7106/8106: Research Design and Methods. This is a graduate course taught by Dr. Levi Gahman and Dr. Angelique Nixon. The students were asked to submit a written report and incorporate two sources in WISC which “are primary and/or will expand your research and arguments.”

**Role of the information professional.**

• Outreach and seeking buy-in to the project.
• Creating finding aids and learning about significant items within the collections. This helps when trying to discuss the project with the lecturers and giving them potential objects for use
• Maintaining administrative procedures.
• Providing guidance on handling and care of resources.

**Considerations for establishing a similar type programme**
I am again returning to the conference phrase that leadership is a bridge between tradition and innovation. Innovation happens when there is a problem and experiments are done to find a solution. Our programme is a process of experimentation as we go along, and it is important that we share what we have learnt so far.

- **Training Ourselves**

It is important to invest in training the team involved in a project such as this. lime and resources were spent on training the librarians in this area.

1. **Visits to Institutions: virtually and in person.** Time was spent scrolling through pages of special collections websites looking for institutions which offer similar type programmes. Several were found and one librarian took the opportunity to visit 3 of these in the United States in order to understand how they were implemented and are being sustained.
2. **Exploring some online teaching resources e.g.** [www.teacharchives.org](http://www.teacharchives.org).
3. **Participating in Webinars, reading published resources in the area**
4. **Becoming a student by attending a course on campus.** This helps in understanding the current culture of students’ engagement in the classroom.

- **Marketing and Sustainability**

The one on one engagement is a good way to start, but in order to reach more faculty members a wider marketing plan is needed. This is the strategy our department would like to explore some more.

- **Space**

Without dedicated teaching space in the library, planning and identifying adequate space to accommodate various class sizes can be challenging. In addition, having large tables to facilitate the laying out of objects for research and consultation has to be taken into consideration. To meet this challenge the user space in the WISC is oftentimes converted into a classroom, with alternative arrangements being made for users.

- **Increased demands on Staff.**

The sessions are conducted by the librarians however, there must be at least two persons present to assist with handling and care of the objects used in the classroom as well as to ensure security. Some sessions are also held outside of the regular working hours, therefore arrangements have to be put in place for staff to be present to assist in these sessions. If materials are being used for a semester, periodic checks are also to be made on the condition and security of the materials.
• Rights and accessibility.

The collections held by the UWI are largely governed by individual legal agreements and institutional policies. These agreements determine whether an item or collection can be used and copied for TWSC. Although the objective of the programme is to have students interact with the original resource, if they have follow up exercises, they often times require copies for private consultation. Therefore materials which can be copied are preferably selected versus items with restrictions.

Another accessibility issue which collection managers have to decide on is whether services which usually have costs attached would be free to students as the work becomes part of classroom curriculum

Conclusion

The programme continues to grow with several lecturers becoming repeat participants. Thus far both students and lecturers have given the department anecdotal evidence on how they have benefitted from the programme. In the foreseeable future it is important for our own assessment of the programme that strategies be put in place to measure whether the learning objectives are being achieved, why some lecturers are not repeat participants and to determine how best to reach a wider selection of faculty.

Reference


Le leadership aux Archives Nationales d’Haïti : une transition entre la tradition et la modernité.

*Mica Prophète et Merlande Noelsaint - Archives Nationales d’Haïti*

**HISTORIQUE DES ANH**

Louis Boisrond TONNERRE
• Juillet 1803: Le 1er archiviste haïtien, rédacteur des actes officiels de l’Indépendance de la République d’Haïti

Jean-Pierre BOYER
Président de la République de 1818 à 1843
• Il posa le premier le problème des Archives à l’occasion de l’inauguration de Pétion-Ville en 1831

Fabre Nicolas GEFFRARD
Président de Janvier 1859 à Mars 1865
• 20 Août 1860: Arrêté du Président transformant les “Archives générales des finances” en “Archives de l’Etat”

1941: Un décret-loi transforme les Archives de l’État en ARCHIVES NATIONALES D’HAÏTI

1954: Exposition de documents spéciaux à l’occasion du 150e anniversaire de l’indépendance et du 94e anniversaire de la création des ANH

• 1922: Transfert des Archives de l’État dans le local de Poste Marchand
HISTORIQUE DES ANH
• 1961: Loi faisant relever les Archives nationales du Département de l’Education Nationale
• 1974: Arrêté plaçant les ANH sous la tutelle du Ministère de la Justice
• 1983: Loi rattachant les ANH à l’Institut Haïtien de la culture et des arts (INHACA).
• 1986: Décret de dissolution de l’INHACA et faisant des ANH un organisme autonome rattaché au Ministère de l’Information, de la Coordination et de la Culture.

LE LEADERSHIP AUX ANH
• Un attachement à remplir la mission des Archives

La Direction Générale et son leadership dans ce projet de la modernité
• La modernisation de certaines pratiques traditionnelles

La Direction Générale et son leadership dans ce projet de la modernité
• L’attachement à l’obtention des résultats
- Une vision claire, une notion de “management bienveillant”; La promotion de la performance, la vérification des résultats

La professionnalisation des pratiques du travail
- Exigence de la ponctualité aux employés vs ancienne pratique de retard systématique
- Exigence d’éthique professionnelle vs ancienne pratique de fonctionnement parallèle au détriment des demandeurs de service
La Direction Générale et son leadership dans ce projet de la modernité

- La modernisation de certaines pratiques traditionnelles

  Le recrutement des employés sur concours
  Vs
  Recommandations systématiques

La Direction Générale et son leadership dans ce projet de la modernité

- La modernisation de certaines pratiques traditionnelles

  L’ouverture à l’apprentissage externe
  La formation continue des employés
  La Collaboration technique avec des institutions externes

La Direction Générale et son leadership dans ce projet de la modernité

- La mise au point de nouvelles structures et modalités de travail

Informatisation des principaux services

La Direction Générale et son leadership dans ce projet de la modernité

- La mise au point de nouvelles structures et modalités de travail

  • Passage de la micrographie à la numérisation

La Direction Générale et son leadership dans ce projet de la modernité

- La mise au point de nouvelles structures et modalités de travail
La Direction Générale et son leadership dans ce projet de la modernité

Cahier de présence vs punscher

Documents en vrac

Espace inapproprié vs Infomatisation des données de la bibliothèque

Produits inappropriés

Atelier de Restauration modernisé

Section Reliure, Espace modernisé
La Direction Générale et son leadership dans ce projet de la modernité

Sécurisation des documents destinés au public

Rôle des Cadres et employés

• Contribution à l’élaboration des stratégies, mise en œuvre et suivi des résultats

Prise d’initiatives et formulation de propositions à la Direction Générale

Rôle des Cadres et employés

• Production de rapports périodiques d’activités

Modernisation du cadre de travail

IMPACT DU LEADERSHIP
IMPACT DU LEADERSHIP

- Diminution des délais de livraison des services offerts au public

Traditionnellement un document sollicité prend en moyenne 60 jours, le délai moyen actuel est de 15 jours

- Réduction des marges de manoeuvre des faussaires

- Amélioration significative de l’efficacité globale (Effet du management de la qualité / qualité totale)

CONCLUSION ET RECOMMANDATIONS

- Passage graduel de la tradition vers la modernité
- Amélioration continue des pratiques nécessaire
- Modernité, un idéal permanent
Je veux commencer par remercier Elizabeth Pierre-Louis de m’avoir invitée à participer à cette importante conférence d’ACURIL 2016. Elizabeth a beaucoup travaillé pour qu’elle soit un succès et en ce sens, j’ai pu constater qu’elle a exercé de vraies valeurs et pratiques de leadership.

Vous avez passé la semaine à questionner le concept de leadership et à tenter de voir dans ses multiples déclinaisons comment il s’applique à votre travail de bibliothécaire ou d’archiviste, voire même à votre vie personnelle. Je vais donc vous parler d’un sujet dont vous avez peut-être déjà fait le tour. N’empêche que mon propos traitera particulièrement des valeurs éthiques du leadership.

Pourquoi ? Pourquoi poser le problème éthique lorsqu’il s’agit de leadership ? Parce que dans l’histoire et aujourd’hui dans notre monde moderne, le leadership est souvent associé au chef, à celui qui sait et qui sait plus que tout le monde, donc qui assure sa supériorité sur les autres. Et par là même la tentation de l’arbitraire voire de l’injustice peut se manifester sous diverses formes.

Par ailleurs, les nouveaux modes de communication, les réseaux sociaux, l’internet permettent des raccourcis considérables dans l’espace et le temps et en ceci peuvent servir de mode de diffusions de valeurs et de pratiques tout à fait valables. En revanche, n’étant que des moyens de communication et non une fin en soi, ils ont aussi une grande capacité d’aplatir les contenus, d’homogénéiser les situations et d’adopter des contre-valeurs ou des anti-valeurs. Là aussi ce sont les valeurs éthiques qui peuvent établir les différences entre ce qui mérite d’être retenu et ce qui doit être rejeté.

Je commencerai donc par voir ensemble les mots-clés et les expressions qui sont généralement associés à la définition du leadership :

- Le premier est la vision : quelle vision ai-je de mon travail, de sa portée, de la direction dans laquelle je m’engage, de ce que je veux obtenir comme résultat, aujourd’hui mais aussi dans le futur ? Dans quel horizon je me situe ?
- L’intégrité : suis-je honnête et entière dans les actions que j’entreprends ? Ou alors est-ce que je ne fais que passer le temps en sachant que je ne participe pas à une construction positive en toute honnêteté.
- La collaboration créative : est-ce que je mets mes collègues à contribution afin de susciter chez eux leur esprit créatif ?
- L’habilité à reconnaître les choix qui conduiront aux meilleurs résultats.
- Le talent pour valoriser l’autre et ses capacités créatrices
- La capacité à gérer les conflits
- L’optimisme contagieux
- Le sens de l’équité et de l’authenticité.

Il est important dans le cadre de notre univers professionnel de réfléchir sur ces valeurs et ces positionnements personnels et de voir où je me situe dans mes pratiques quotidiennes et comment j’exerce mon leadership.

En second lieu, toujours par rapport à ces valeurs, on parle généralement de quatre compétences essentielles dans l’exercice d’un leadership.
1. La vision dont nous avons parlé plus haut, suis-je capable de la partager avec mes collègues et de les convaincre qu’ensemble ce rêve est réalisable ?

2. L’estime de soi et l’authenticité : ne pas se mentir à soi-même sur ce qu’on peut ou ne peut pas faire, connaître et assumer ses forces et ses faiblesses en toute honnêteté.

3. Travailler sa propre intégrité, c’est à dire croire dans une série de valeurs qui qualifient la personnalité et construisent la crédibilité

4. Etre capable d’agir et de s’adapter avec intelligence dans un environnement en constant changement.

Exercer un vrai leadership est loin d’être tâche facile. C’est un apprentissage continu qui exige des capacités de remise en question et de communication, et également une maîtrise du langage et un niveau de culture générale. Avoir les yeux ouverts sur son environnement et sur le monde.

En ce sens, il y a plusieurs étapes à franchir dans l’exercice d’un bon leadership :

- D’abord travailler à mieux saisir la complexité du contexte dans lequel on travaille et on vit. Que sait-on vraiment de l’institution ou de l’organisation dans laquelle on travaille ? Que sait-on de sa culture institutionnelle ? Quel rapport cette culture a-t-elle avec le milieu de vie ? Quelles sont les règles à observer ?
  Pour cela il est essentiel d’une part d’apprendre de ceux et celles qui savent et qui peuvent informer valablement, et d’autre part d’exercer sa propre curiosité, son propre esprit critique pour apprendre, s’informer, lire, et juger le cas échéant.

- Avoir une idée claire de ce que l’on fait, ce que l’on veut faire et ce que l’on veut réaliser d’un point de vue professionnel, mais également personnel.

- Avoir le courage d’aller de l’avant, de persévérer même devant les échecs et ne pas se laisser décourager par les obstacles qui semblent souvent insurmontables, mais que l’on peut souvent franchir collectivement. C’est de cette manière que l’on acquiert la maturité qui permet d’observer, d’aider, d’apprendre des autres pendant qu’on leur apprend.

  Le leadership ne s’exerce pas en passant des ordres et en faisant cavalier seul en s’imaginant que les autres suivront dans n’importe quelle condition.

- Construire une confiance. La confiance n’est pas une donnée. Elle se construit dans un rapport à la vérité, à l’intégrité c’est-à-dire également en ayant pleine conscience du mal, de ce qui fait mal et du malheur qui en découle.

- Accepter des responsabilités, avoir l’audace de faire des choix dans l’intérêt collectif et le bien commun, mais aussi de reconnaître ses erreurs.

Les vrais leaders sont les forgerons du futur et inventent l’avenir, parce qu’ils ont développé une capacité d’anticiper, de construire des alliances porteuses et de créer des réseaux de collaboration.

Etre dans son temps, mais s’intéresser au passé tout en sachant que la connaissance du passé doit servir à construire l’avenir à l’aide des outils technologiques dont la maîtrise s’avère de plus en plus nécessaire.

Je termine par cette réflexion : on dit souvent que le bon leader exerce son leadership dans son environnement malgré ses faiblesses ; un mauvais leader exerce son leadership à cause de ses faiblesses.

J’espère que ces quelques éléments des valeurs éthiques dans l’exercice du leadership vous seront utiles dans vos lieux de travail et dans votre vie.

Je vous remercie.
Mémorial ACTe – Centre caribéen d’expression et de mémoire de la traite de l’esclavage

Suzy Duport - Mémorial ACTe Guadeloupe. Présenté par Rosalie Lackmy

L’ESPACE DE RECHERCHE GENEALOGIQUE

Les objectifs visés sont :

- de faciliter et guider les recherches généalogiques menées par le public,
- de l’inciter à voyager à travers les informations issues des archives publiques et de vérifier ses sources, à effectuer ses propres recherches pour réaliser un arbre généalogique ascendant,
- de favoriser les échanges, les rencontres et le travail collaboratif.

UN DISPOSITIF SCENOGRAPHIQUE:

Constitué de plus de 8000 patronymes de Guadeloupe suite à un long travail de recherche de Michel Rogers aux archives départementales de Guadeloupe.

Les agents polyvalents documentation-généalogie contribuent à la vérification et au nommage des arbres.
Exemple de carte proposé par le dispositif

Pupitre dédié à la recherche

ANIMATION GRAPHIQUE DES ECRANS

Arbre généalogique descendant

L'ESPACE DE RECHERCHE GÉNÉALOGIQUE : plus de 6000 arbres généalogiques

Visite du dispositif scénographique

La scénographie propose au public un aperçu de patronymes. Le visiteur peut ainsi se plonger dans l'histoire de son nom, l'histoire de sa famille et reconstruire peu à peu son histoire personnelle.
**UNE MEDIATHÈQUE DE RECHERCHE:**

**Dispositif innovant**

L’espace dispose de:
- 19 postes informatiques de consultation équipés chacun de 2 écrans
- 1 poste réservé à l’usage de l’animateur, 1 grand écran
- 2 dispositifs composés de 2 écrans tactiles et de 2 grands écrans muraux

**GENEAMACTE:**

**ATELIER D’AIDE À LA RECHERCHE GÉNÉALOGIQUE APPLIQUÉE AUX RACINES INDIENNES DE LA CÉRÉALITÉ GUADELOUPEENNE**

Atelier de Généalogie animé par les agents polyvalents documentation pour l’initiation au logiciel et par Jack Cailachon pour l’instruction historique liée à cette immigration

Objectif: Au travers, notamment, du reflet indien d’une partie de la patronymie guadeloupéenne contemporaine, cet atelier vise tout à la fois à :

- Initier à une connaissance élémentaire des racines historiques du reflet indien du chatoiement de la créolité identitaire guadeloupéenne et s’approprier l’histoire de l’immigration indienne en Guadeloupe
- Fournir quelques connaissances et une présentation de méthodes et astuces utiles à la recherche généalogique appliquée aux racines indiennes de cette créolité
- S’approprier l’histoire de l’immigration indienne

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**CODE DU PATRIMOINE:**

Détermine le délai de communication de certains types de documents qui, par exception à la règle générale, ne sont pas immédiatement consultables.

**CNIL = Commission Nationale de l’Informatique et des Libertés**

Chargée de veiller à ce que l’informatique soit au service du citoyen et qu’elle ne porte atteinte ni à l’identité humaine, ni aux droits de l’homme, ni à la vie privée, ni aux libertés individuelles ou publiques.

**QUELQUES CHIFFRES**

6 mois d’ouverture au public
Fréquentation variable en fonction des mois
Total du semestre : plus de 15000 visiteurs
Documents d’époque issus des Archives Nationales Des Outre-Mer: IREL ANOM (Instruments de REcherche en Ligne)

Acte de mariage des parents de Henri Sidambarom

UNE MEDIATHEQUE DE RECHERCHE:
Dispositif de présentation tout public

Lancement du site Images d’art au MACTe le 17 octobre 2015. La ministre de la Culture Fleur Pellerin a inauguré la mise en ligne du site www.images-art.fr, développé par la Réunion des musées nationaux et du Grand Palais des Champs-Élysées (RMN-GP), à partir de son fonds photographique lancé à Rennes, Dijon, Auch, Abbeville, Creil et notamment Pointe-à-Pitre à la médiathèque du Mémorial ACTe Guadeloupe.

Découvrir, collectionner et partager des photographies de plus de 500 000 œuvres présentées dans les collections des musées français.

UN PORTAIL DOCUMENTAIRE
en cours de développement

Le portail documentaire proposera différentes possibilités de recherche des documents imprimés et audiovisuels.

Le kiosque de notice s’affiche sous le calendrier.

Le portail documentaire permettra également de partager, de commenter ses informations via différents réseaux sociaux ses commentaires de lectures.

UNE MEDIATHEQUE DE RECHERCHE:
Accès à des bases de données

Accès à des sites spécialisés


LE CENTRE DE RESSOURCES DOCUMENTAIRES

Le centre de ressources documentaires développe un fonds spécialisé qui inclut la littérature grise, les actes de colloque, les catalogues d’exposition et les travaux universitaires.
**Real Change : The transition to customer focused information services**

*Eric Kokke Go Opleidingen – The Netherlands*

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**Introduction**
What would you like to know about me or GO | School for Information?

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**Essential aspects of customer focused information services?**

Go to www.govote.at and use the code 89 85 52

Name 3 essential aspects of customer focused information service

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**Added Value**

When you know what your added value is:

- You can reach out to your (potential) customers
- You can position yourself and your services

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**Do you know what your Added Value is?**

Assignment 1:

- Describe the Added Value of your function / role, team, department or information services for your organisation (or customers)?

- 5 minutes
Communicate your Added Value

When you have your Added Value ( = your value for the organisation) clear it is time to communicate it to:
- Customers
- Colleagues
- Management

They are only interested in the answer to “What’s in it for me?”

Example

2 video’s where a new product is introduced to an audience for the first time:
- Apple Ipad
- Microsoft Surface

Take notice of:
- The differences
- The message
- Which of the 2 appeals more to you?

Differences

- We or They vs. You
- Technical details vs. the benefits (added value)
- What we (the producer) think is brilliant vs. What’s in it for me (the user)?

Learn from Steve Jobs....

We have to learn to communicate (and think) like Apple / Steve Jobs when introducing our products or services to our audience (the user, management etc)

The rules 2:

- Use the media that is used by the user
- Communicate often
- Communicate consistent
- Speak the language of your customer

Example

<table>
<thead>
<tr>
<th>Apple / Ipad</th>
<th>GO</th>
<th>School for Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message</td>
<td>We made something that makes netbooks, notebooks and PDA’s obsolete.</td>
<td>GO helps you in your personal and professional development for a better career.</td>
</tr>
<tr>
<td>Headline / Slogan</td>
<td>'Holding the internet in your hands'</td>
<td>School for Informatie</td>
</tr>
<tr>
<td>Keywords</td>
<td>Easy to use</td>
<td>Flexible</td>
</tr>
<tr>
<td></td>
<td>Easy to carry</td>
<td>Specialist trainers</td>
</tr>
<tr>
<td>The problem you solve</td>
<td>Long battery time</td>
<td>Made for working professionals</td>
</tr>
<tr>
<td>In a fast and continuous changing world you have to keep your skills up-to-date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What’s in it for me

- A device that will do everything 2 others can do as well, but easier, faster and better!
- A successful career as an Information specialist

Who are your partners?

- 'Works great with Google maps'
- Professional associations

The antagonist (what are you fighting against?)

- Carrying several devices which need battery life.
- Digitalisation taking over the jobs of Information Specialists.
Your turn
Assignment 2
Fill in the sheet for your function / role / team / department.
20 minutes.
Best slogan wins a limited edition Information Hero T-shirt

Conclusion
The moment your customers, colleagues and manager are fully aware of your Added Value they will come to you.
As soon they understand what you can do for them, your customer focused information services will really start!

Quiz
Do you recognize these 10 logos of communication media?

Questions?
Have a look at the presentation again?
www.informationhero.org/blogs
Or
www.logoweb.nl
Login: ACURIL2016
Password: acuril2016
Protocol of the Opening Ceremony

Dimanche 5 juin 2016 - Karibe Convention Center, Pétion-Ville
7:00 pm : accueil des invités par Erick Toussaint, Président du Comité local d’organisation
7:05 pm : Hymne national : la Dessalinienne
7:10 pm : Défilé des drapeaux de la Caraïbe (projection) et hymne d’ACURIL
7:15 pm : Discours de la présidente d’ACURIL 2015-2016 Elizabeth Pierre-Louis Augustin
7:30 pm : Discours des officiels : Monsieur Marc-Aurèle GARCIA, Ministre de la culture et de la communication
7:50 pm : Chant patriotique de clôture
8:00 pm : Cocktail.
9:00 pm : Clôture

Protocolo de la ceremonia de apertura la conferencia XLVI de la Asociación de Bibliotecas Universitarias, de Investigación y del Caribe Institucional (ACURIL )

Domingo, 05 de junio 2016 Karibe Convention Center, Petionville
7:00 pm: recepción de invitados por Erick Toussaint, presidente del Comité Organizador Local
7:05 pm: Himno nacional: el Dessalinienne
7:10 pm: Desfile de banderas del Caribe (proyección) y el Himno ACURIL
7:15 pm: Discurso del Presidente ACURIL 2015-2016 Elizabeth Pierre - Louis Augustin
7:30 pm: Discursos oficiales: Sr Marc-Aurèle GARCIA, Ministro de Cultura y Comunicación
7:50 pm: Cierre de la Canción Patriótica
8:00 pm: Cóctel .
9:00 pm: Cierre
Hommage de la Conférence

ACURIL Haïti 2016 est dédiée à :

Jean Wilfrid Bertrand, Directeur des Archives Nationales,

Françoise Beaulieu Thybulle
Conservateur – Représentant pays de Library for all
Présidente de 2011 à 2012
Lors de la première conférence de l’ACURIL tenue en Haïti

Hymne d’ACURIL
Traduction en français Jude Duranty
Musica: *Manuela Rueda*
Letra: *Mariano Lebron*

ACURIL est un phare qui illumine
Les désirs de l’homme sage
Qui recueille dans les livres la matière
Où demeure son illustre idéal.
C’est un havre d’amour et d’étude
C’est aussi un énorme zamana
Qui déploie ses longues branches souples
Sur un champ brillant et fertile.
ACURIL, ACURIL je te chante
Avec véhémence ce beau refrain d’aubade
Toi, le vaste jardin de la Caraïbe
Dont la rose est le livre immortel.
ACURIL, ACURIL.

ACURIL is a light which can brighten
The way to be trod by mankind
For in books resides all the knowledge
And the love and the pow’r he must find
ACURIL is a haven of wisdom
It’s a spring feeding rivers of truth
Making barren souls more productive
Spreading comfort and less’ning abuse.
ACURIL, ACURIL,
I sing with passion this opening verse
You are a large garden of the Caribbean
Whose rose is the immortal book.
ACURIL, ACURIL.

ACURIL es fanal que ilumina
los anhelos del hombre integral
que en los libros recoge el acervo
donde se anida egregio ideal.
Es remanso de amor y de estudios
es lo mismo que un gran hontanal
que reparte sus liquidas ramas
sobre un campo risueño y feraz.
ACURIL, ACURIL yo te canto
con vehemencia, esta estrofa auroral:
eres vasto jardín del Caribe
cuya rosa es el libro inmortal.
ACURIL, ACURIL.
The preparation for the annual conference started since January 2015, right after being nominated by council as president for 2015-2016. At that time, I started getting in touch with the hotel and conference center, having an idea of the rates, and rounding up the local organizing committee.

At the conference ACURIL Bahamas2014, I was able to offer to the council the conference theme “Leadership”. The location (Haiti), as well as the dates (June 5-9, 2016), for the conference were secured at the second council meeting in the Bahamas.

In November 2014, at the midyear meeting in Curacao, I presented a brochure with the conference theme, title and subthemes as well as the concept for the logo. The final draft of the logo will be presented in council and takes in account the suggestions presented at the time.

In June 2015, at the conference in Suriname, part of the local organizing committee attended the meeting and kept a table at the exhibit hall. At the second general Assembly, I was able to present the conference location, theme and dates to the ACURIL membership and guests. At the closing ceremony I was able to expand on the theme: “Leadership a bridge between tradition and innovation in libraries, archives and museums of the Caribbean.”

Coming back to Haiti, there was a lot of work to be done. With the local organizing committee, we reactivated the statutes of the association ACURIL Haiti, in order to open a bank account. That has given us the autonomy to prepare the conference, seek funding exclusively for this activity. There are two bank accounts named ACURIL HAITI: one is in local currency and the other in US dollars.

**Grants and sponsors**

In October 2015, we filed a grant at the National Archives of Haiti, who had been our biggest contributor in 2012. The grant was accepted and we received the check. We also submitted successful demands to the Bill and Melinda Gates Foundation, the Fondation Connaissance et Liberté, American Embassy in Haiti, the National Library of Haiti. The National Office for books has promised a contribution. The participation of vendors is not negligible. Erick will expand on their participation in his report.

**Conference blog**

After the presentation and acceptance of the program at the mid year meeting in Puerto Rico, it was possible to launch the content of the blog. At the end of December 2015, we posted the different calls: papers, workshops and posters. The online registration for the conference and the hotel were operational in January, as well as the facebook page.

**The program**

After extension of the different deadlines, we had many positive answers. In total: - 7 workshops,-21 posters, 30 presentations from plenary sessions, special interest groups and content area roundtables. Ebsco, JStor and Proquest will have special update meetings at noon or early in the morning.

In order to better prepare for the theme of the conference, we invited in February Susan Schnuer, associate director of the Mortenson Center for International Library program at the University of Illinois at Urbana Champaign. She had a two and half day training for trainers called Strenghtening Strong Library Leaders. This training really helped to organize the content of the program. She will be presenting the keynote speech at the opening of the conference, a workshop as well a wrap up session on the last day of the conference.

**Other meetings**

We organized a meeting with local professionals on April 1st, to present the conference theme, draft of program and possibilities of volunteering and visits. About 40 professionals attended from the National Library, the National Archives, Community libraries as well as book distributors.

A press conference was held on May 19th. It was well attended and we had a good return from the radio, television and written press. I also participated in 4 cultural shows on television and radio to promote the conference.

The Caribbean studies association will be holding their annual meeting in Haiti from June 5-11 in another location. We will be having 2 joints cultural evening with them.

I would like to thank many people for their guidance and help during that process: all the members of the executive council and the special guests. The Haitian local organizing committee represented here by Erick Toussaint has worked
very hard. My deepest gratitude goes to the executive secretary Luisa Vigo Cepeda, Vice-President Hector Ruben Sanchez and Treasurer Almaluces Figueroa for all the Skype discussions about the conference.

We are very pleased to be your host for the ACURIL2016 Haiti

Respectfully submitted
June 7, 2016
Elizabeth Pierre-Louis Augustin, PhD
Acuril president 2015-2016
Program Director, Fondation Connaissance et Liberte - Haiti
Closing ceremony speech – Immediate Past-President 2015-2016

ACURILEENS BONSOIR
Le mardi 7 juin 2016, au crépuscule, je me trouve a la rue M en train de guider 5 autobus remplis de participants des conférences d’ACURIL et de CSA. J’ai un moment d’introspection : plus de 300 personnes me font confiance et patiemment suivent les consignes d’un parcours artistique imposé. Elles découvrent avec l’ouverture d’esprit que j’espérais différentes facettes de mon pays. Cette expérience illustre aussi pour moi le thème de ma conférence : le leadership, une passerelle entre la tradition et l’innovation. Au travers des jours e la conférence, il y a eu de nombreux moments similaires : lors du discours inaugural de Susan Schnuer, en écoutant la chorale à FOKAL, pour en citer quelques uns.
Lorsque je suis devenue vice-présidente en juin 2014 au Bahamas, j’avais déjà une idée de la lourde tache qui m’attendait. En effet j’avais déjà été responsable du comité local d’organisation dans un contexte post-séisme. Mais je ne connaissais pas toutes les responsabilités que j’allais devoir endosser en tant que présidente.
D’abord apprendre a connaitre les rouages de l’association, comme la gestion des groupes d’intérêts spéciaux, des nominations des nouveaux membres. J’ai eu le privilège de faire ma conférence juste après celle de Jane W. F Smith qui a été pour moi un modèle d’organisation, et j’ai pu donc bénéficier de tous ces documents et conseils précieux. Je voudrais donc remercier, Susan Schnuer et Julie Lynch, invitées du programme, le comité scientifique de la conférence, le conseil exécutif et ses invités spéciaux. Je dois aussi remercier ma hiérarchie a FOKAL qui a compris que le poste de présidente était une représentation institutionnelle et m’a donné le temps et les ressources afin de mener a bien cette lourde entreprise.
Le comité local d’organisation a été impeccable et je le félicite pour son dévouement, son implication et surtout sa bonne humeur, nous avons beaucoup travaillé mais toujours avec convivialité et respect. Je remercie aussi ma famille pour sa patience et son support
J’ai beaucoup grandi, appris et muri. Je remercie ACURIL pour la confiance qu’elle a eu en moi et j’espère que je le lui bien rendue. Je transmets le maillet a Hector Ruben Sanchez et je lui souhaite bonne chance et belle conférence pour ACURIL 2017 Porto Rico
Merci a tous

Elizabeth Pierre-Louis Augustin
Présidente d’ACURIL 2015-2016
Association of Caribbean University, Research and Institutional Libraries
Asociación de Bibliotecas Universitarias, de Investigación e Institucionales del Caribe
Asociation des Bibliothèques Universitaires, de Recherche et Institutionelles de la Caraïbe


Submitted to the
ACURIL Executive Council Mid-Year Meeting
San Juan, Puerto Rico, 2-5 December 2015
(Distributed at ACURIL 2016)

Jane W.F. Smith
ACURIL President 2014-2015
Paramaribo, December 2015

Introduction
Producing this report on important issues concerning the 45th ACURIL Conference in Suriname feels really good. The feedback of the participants, personally and electronically, but more by the result of the survey via Survey Monkey gives a perfect, overall picture of the conference. My sincere thanks to all participants, the colleagues from the ACURIL Executive council and the Local Organizing Committee, under leadership of Stella Pollack-Leeflang, Coordinator ACURIL 2015 Suriname. The moral support of my family and my dear friend, Shamin Renwick, ACURIL Past President was appreciated.

XLV Annual ACURIL Conference

PROGRAMME
The Program Committee consisting of Elizabeth Pierre-Louis (ACURIL Vice-President/President Elect), Ardis Hanson (ACURIL Past President), Margo Groenewoud (ACURIL Executive Council Member), Shamin Renwick (ACURIL Past President) and Luisa Vigo-Cepeda (ACURIL Past President) were of great assistance from the beginning.
The Rapporteur-General was Margo Groenewoud, who at the last minute committed to this big responsibility.

The Conference was held in Paramaribo, Suriname at the Torarica Hotel from June 7 – 11 2015.
The theme COLLABORATIVE CONTINUING EDUCATION: LEARN, ACT AND INSPIRE: Professional and Personal Development Opportunities: For Lifelong Learning in Libraries, Archives and Museums in the Caribbean was elaborated in 14 presentations, 03 keynote speeches, 05 workshops and 07 posters sessions. There were 17 Exhibitors in the
ACURIL Exhibition. The 07 Special Interest Groups met twice and the Content Area Roundtable had one meeting each. Moderators and Rapporteurs were assigned for all presentations.

The Conference was dedicated to 07 cultural icons from Suriname, 03 librarians, one painter, one musician, one writer and one historian. The dedication was held during the opening ceremony.

A well-kept surprise was a homage to dr. Luisa Vigo-Cepeda, ACURIL executive secretary, for her hard work and dedication for the organization.

On the closing evening awards were presented to many. The ACURIL President, the Local Coordinating Committee, all presenters and exhibitors.

Social activities
There were 02 social activities, the Cultural Evening, presenting all cultures of Suriname in dance, music and drama and the Suriname party, where all had a good time with good music, good food and a lot of dancing.

PARTICIPANTS
Although the managers from most libraries in the Caribbean received a personal invitation from the ACURIL President, there were not that many present. The total of participants was 153 (attendees and exhibitors) from 22 countries from the Caribbean, Latin America and Europe and of course from Suriname.

CONFERENCE EVALUATION

The choice was made not to evaluate the sessions separately. After two weeks, all participants received an invitation via SurveyMonkey to evaluate the conference. The participants received 10 questions, indicated by using a scale of 1 (low) through 5 (high). Only 76 persons send their feedback. Nevertheless, the outcome was very interesting. Some comments:

WHAT BENEFITS HAVE YOU DERIVED FROM ATTENDING ACURIL'S CONFERENCES?
- It is an opportunity to be updated on issues and concerns in the IC field, exposure to cutting edge technologies
- networking
- New ideas for projects new knowledge, partnerships, personal growth and development information sharing
- Get discuss and get deals with book vendors, learn of other experiences and coping strategies in person and on the lighter side experience Surinamese hospitality and culture
- knowledge acquisition and networking
- I’ve been inspired
- collaboration, professional development
- Networking, educational information
- professional development; networking; brainstorming
- Conference Plenary Session (Eric Block)
- Networking, continue education,
- networking and opportunity to stay up to date on new developments for self-development
- meeting key people, getting to know the strengths and weaknesses of the main libraries in the region, understanding their needs better as an information provider, getting to know Surinam’s culture
- networking and meeting people
- networking, cultural experience, information sharing
- learning about the development in the various libraries
- Personal development; Collaboration; avenue for showcasing what you and your organization are doing; publication possibility
• the Special Interest Group Meetings, the Election, visits the information units
• New contacts, presentations, new thought and tools
• from different parts of the Caribbean
• a more positive view on myself and profession. my network is widened.

WHAT WAS THE MOST BENEFICIAL ASPECT OF THIS CONFERENCE?
• The keynote address
• Networking
• Personal and professional self-assessment for continuing education and personal development
• Papers being presented
• The keynotes speeches were all excellent
• Cultural differences, mix of nationalities
• Creation of communities of learning and support
• Knowledge sharing
• Eye-opener to collaborate as much as possible
• Deeper understanding
• The presentations and the social interactions with colleagues
• The conference plenary sessions, workshops of Harrold Koning and Eric L. Block, Cultural evening and the closing ceremony, Exhibition area and the Caribbean Information Boulevard Posters Exhibition.
• Keynote E. Block and workshop
• Caribbean libraries are keeping pace with developments in the profession
• Keep track of developments in the library world inspiration
• Building collaborative relationships
• It afforded me the opportunity to reflect and plan ahead using new information and insights gained
• Met new prospective clients - nice choice of Suriname - a unique location!
• Heard about collaborative digital exhibitions planned by other Dloc (Digital Library of the Caribbean) participants; heard some excellent and inspiring speakers
• Opportunity to grow in professional development and personal growth
• Collaboration with colleagues
• A positive change in personal perspectives
• Professional development
• Eric Block Keynote...very inspiring
• Meeting face-to-face with valuable customers
• Networking
• The ability to continue learning from and sharing with professionals in your work field
• Networking between information professionals
• Meet some librarian like me, discovery other skills and style to help my clients
• Opportunities to collaborate, share experiences and make friends in the 4 language areas of the Caribbean. Learn and keep-up-to-date with Caribbean activity which is hardly on the Web.
• Best practices, collaboration, networking

MEDIA COVERAGE
The 45th ACURIL Conference was well covered in the media. The week before Stella Pollack-Leeflang, Conference Coordinator and Jane W.F. Smith, ACURIL President where interviewed on Television in a one hour talk show.
The daily papers covered the conference well. Before, during and after all activities there were interviews on local television and in the papers.

RESOLUTIONS
Resolution 1       Vote of Thanks
Resolution 2       Equal access to information for people with disabilities
Resolution 3       Core competencies Standards for Caribbean Librarians
Resolution 4       Health Content Area
Resolution 5       Organización y recuperacion de la información en el Caribe
Resolution 6       Resolution to use proceeds from the ACURIL Haiti Fund to benefit the Haitian Library of Christian Instruction (BHFIC)
List of Poster Sessions

1. Ronny Alders, National Library of Aruba - Aruba
   *The IV green education symposium Aruba 2015 of the National Library of Aruba: Healthy Soils, Healthy Living*

2. Jean Holmi Germain, Archives Nationales d'Haiti – Haiti
   *Évolution des archives nationales d'Haiti vers la modernité par un leadership éclairé*

3. Martha Preddie, The University of Trinidad and Tobago – Trinidad and Tobago
   *Implementation of OCLC WorldShare Management Services at the University of Trinidad and Tobago: Innovation in the adoption of a cloud based integrated library system*

4. Jackie Prudent Sezaire, Projets de bibliothèque communautaire de Fond des Blancs – Haiti
   *Vers une bibliothèque « Maker »*

5. Jo-Ann Granger & Martina Mendoza, The university of the West Indies Open Campus – Trinidad and Tobago
   *The Tobago model: Managing library operations in a distributed environment*

6. Pura Centeno, Natural Sciences Library, University of Puerto Rico, Rio Piedras Campus
   *CITec in 2016*

7. Laurie Taylor – Chelsea Dinsmore – Miguel Asencio – Brian Keith – Lourdes Santamaria, George A. Smathers Libraries – University of Florida – USA
   *Leading Excellence in Scholarly Publishing with Best Practices in innovation for academic publishing and libraries: A new collaboration for innovation with the Digital Library of the Caribbean (dLOC) and the Florida Press (Leadership and best practices in innovation in the Caribbean)*

   *The Digital Library of the Caribbean (dLOC): a case study for best practices in innovation with digital libraries (Leadership and best practices in innovation in the Caribbean)*

   *Training the 21st century library leaders: A survey of leadership training opportunities for Caribbean librarians*

    *Innover pour mieux former, informer et sensibiliser*

11. Ardis Hanson, University of South Florida – USA
    *Deconstructing a search for hidden populations: Haitians, health and resiliency*

12. Ardis Hanson, University of South Florida – USA
    *The role of cultural lenses and indigenous knowledge in framing information seeking*

    *Leading towards the development, transformation and radical change of public libraries in Puerto Rico: A research project and campaign in progress*
14. Manley Cenobe – Dr. Mary A. Clisbee, Hopital Universitaire de Mirebalais: Zanmi Lasante/Partners in Health – Haiti
   Developing a medical library in Haiti: Challenges, Interventions, Successes

15. Jolie Rajah – Shivana Salima Sawh, The Alma Jordan Library – University of the West Indies, Trinidad & Tobago
   Leaders and innovators in libraries and library services in Trinidad and Tobago

16. Jane W. Smith, Director Library Anton de Kom University of Suriname
   Leadership in libraries in Suriname

17. Ms. Kumaree Ramtahal, Librarian, Alma Jordan Library, UWI, St. Augustine, Trinidad and Tobago - Mr. Randy Siew, Librarian, Standards Information Centre, Bureau of Standards, Trinidad and Tobago
   Leadership in Innovation at the Alma Jordan Library, UWI, St. Augustine: Transitioning into the Digital World

18. Eloisa Marrero Sera, MsC Dra. Marisela Molina Piñeiro Biblioteca Central de la UNPHU, Dominican Republic
   El Programa de Alfabetización Informacional en la Biblioteca Central de la UNPHU: estrategia clave para alcanzar el liderazgo y la competitividad en las bibliotecas universitarias. / Informational Literacy Program at the UNPHU Library: Key strategy to attain leadership and achieve success in university libraries.

19. Joseph Meleance, Coordonnateur du Bibliotaptap – Fondation Connaissance et Liberté, Haiti
   Le Bibliotaptap en Haiti

20. Ms Kumaree Ramtahal, Librarian, Alma Jordan Library, UWI, St. Augustine, Trinidad and Tobago - Mr. Randy Siew, Librarian, Standards Information Centre, Bureau of Standards, Trinidad and Tobago
   Collaborative Leadership in Special Libraries: The Case of the Standards Information Centre, Trinidad and Tobago Bureau of Standards

Selected posters of the Caribbean Boulevard Poster Session
Vers une Maker Bibliothèque en milieu rural
d’Haiti
Jackie Prudent Szane, Molly Klarmann
Haiti Projects, Ford Foundation, Haiti

Introduction
Le but de ce projet est de contribuer à la promotion de la bibliothèque d’Haiti et de la recherche en milieu rural. Différents aspects de la bibliothèque d’Haiti seront abordés tels que la promotion, la recherche et l’archivage. Cette étude visera à identifier les besoins et les préoccupations des différents groupes concernés. Les résultats seront utilisés pour élaborer un plan d’action qui permettra de répondre efficacement à ces besoins et préoccupations.

Méthodes
La méthodologie de recherche utilisée dans cette étude consiste en une étude quantitative et qualitative. Les données ont été collectées à partir de sondages, entretiens et observations. Les résultats ont ensuite été analysés en utilisant des techniques statistiques appropriées.

Résultats
Les résultats de cette étude montrent que la bibliothèque d’Haiti a un potentiel considérable en matière de promotion et de recherche en milieu rural. Les besoins et les préoccupations des différents groupes concernés ont été identifiés et des mesures appropriées ont été mises en œuvre pour y répondre. Les résultats de cette étude contribueront à la promotion et à la gestion efficace de la bibliothèque d’Haiti.

Conclusions et recommandations
Les conclusions de cette étude montrent que la bibliothèque d’Haiti a un potentiel considérable en matière de promotion et de recherche en milieu rural. Des mesures appropriées ont été mises en œuvre pour y répondre. Les résultats de cette étude contribueront à la promotion et à la gestion efficace de la bibliothèque d’Haiti.

Référence
Prudent Szane, Jackie; Klarmann, Molly. Haiti Projects, Ford Foundation, Haiti.

165
Discovering Thesis and Dissertations with SubjectPlus, an Open Source Solution for the Natural Science Community at the University of Puerto Rico, Rio Piedras Campus

Author: Rosalina exercises, W.B. Natural Science Library, University of Puerto Rico, Rio Piedras Campus

Abstract

This is an online solution for thesis and dissertations. Access to Natural Science Faculty (WSF, Rio Piedras Campus, UPB) is via the ProQuest database. This database contains all theses and dissertations. The database may be searched on two parts: Current classification by authoring the thesis, and the use of SubjectPlus for searching. The database may be searched on two parts: Current classification by authoring the thesis, and the use of SubjectPlus for searching. This database may be searched on two parts: Current classification by authoring the thesis, and the use of SubjectPlus for searching.

Introduction

Theses are an important resource for research students and researchers. Users across Digital Public Access Catalog can view available resources and their location to access them. This poster shows a temporary collection of resources that are easily downloaded, and a temporary collection of resources that are easily downloaded. This poster shows a temporary collection of resources that are easily downloaded, and a temporary collection of resources that are easily downloaded. This poster shows a temporary collection of resources that are easily downloaded, and a temporary collection of resources that are easily downloaded. This poster shows a temporary collection of resources that are easily downloaded, and a temporary collection of resources that are easily downloaded.

Problem

- Bibliographic records are often attached to a record, which may not be available.
- Metadata may be missing.
- Existing records may be missing.
- Record linkage may be missing.
- Record linkage may be missing.
- Record linkage may be missing.
- Record linkage may be missing.

Methodology

1. Non-English thesis classification
2. Current classification
3. SubjectPlus classification
4. SubjectPlus classification
5. Current classification
6. Current classification
7. SubjectPlus classification
8. Current classification
9. SubjectPlus classification

Results

- A temporary collection of resources is easily downloaded.
- A temporary collection of resources is easily downloaded.
- A temporary collection of resources is easily downloaded.
- A temporary collection of resources is easily downloaded.
- A temporary collection of resources is easily downloaded.

Conclusion

Temporary collection of resources with SubjectPlus is important for research students and researchers. This poster shows a temporary collection of resources that are easily downloaded, and a temporary collection of resources that are easily downloaded. This poster shows a temporary collection of resources that are easily downloaded, and a temporary collection of resources that are easily downloaded. This poster shows a temporary collection of resources that are easily downloaded, and a temporary collection of resources that are easily downloaded. This poster shows a temporary collection of resources that are easily downloaded, and a temporary collection of resources that are easily downloaded.

Acknowledgment

Thanks to ProQuest and University of Puerto Rico, Rio Piedras Campus for their support.

References


The Digital Library of the Caribbean (dLOC: www.loc.gov) and the University of Florida Press and the University Press of Florida have a new collaboration, "Books about Florida and the Caribbean: from the University of Florida Press to the World." For this project, a scholarly advisory board will select 10 out of print books published by the Press from 1968-1992 to make freely available online as page images, facsimile editions, EPUB 3.0.1 PDF for print-on-demand, and Web PDF. The project will result in:

- Publishing rights and permissions for the selected books
- Releasing all books with Creative Commons licensing for re-use
- Releasing a white paper documenting processes, costs, and impacts for rights and as a guide for university presses and academic library collaboration
- dLOC is a leader in this project to determine best practices for innovation and collaboration with university presses in regards to:
  - Rights and permissions
  - Technological formats
  - Complementary and collaborative activities with academic libraries and presses

The results of the project will include more academic resources online, as well as an expanded and enhanced foundation for future collaborations.

J. Lee Tauchl, Miguel Avalos, Thomas Dominick, Brian Wall, Leandra Bearden-McKee, leacnl@ufl.edu
The Digital Library of the Caribbean (dLOC): a Case Study for Best Practices in Innovation with Digital Libraries

dLOC demonstrates best practices in innovation and the potential for digital libraries. dLOC is an open access, collaborative, international, multi-lingual digital library for resources from and about the Caribbean and sub-continent, providing access and preservation for Caribbean materials from libraries, archives, museums, and private collections.

dLOC’s diverse partners serve an international community of scholars, students, and peoples by working together to preserve and to provide enhanced access to materials. As the largest open access repository of Caribbean content, dLOC is a significant resource for teaching, research, and cultural and community life.

The dLOC Model includes partner institutions agreeing to share goals and processes to support joint directed action and procedural justice following a governance structure for:

- inclusive and distributed collection development
- partner selection of materials
- permission-based infrastructure (partners retain all rights)
- functional hubs
- decentralized local digitalization
- collaborative activities to develop community of practice and increase capacity

DIGITAL LIBRARY OF THE CARIBBEAN
BIBLIOTECA DIGITAL DEL CARIBE
BIBLIOTHEQUE NUMERIQUE DES CARAIBES
dloc@tiu.edu www.dloc.com
LEADERSHIP IN LIBRARIES IN SURiname

Challenges and Opportunities

PROBLEM:
Desperate need for qualified Librarians

Situation Library Management 2016

RESEARCH METHOD: Descriptive
TECHNIQUE: Survey
POPULATION: Library Personnel

TRAINING QUALIFIED LIBRARIANS
(THE NETHERLANDS)
- Library and Information
  Acquire
- Courses for executive and administrative directors
- prospectus for academic qualifications at the University of Amsterdam

TRAINING ASSISTANTS
- "Online advanced" Library assistant (OBA)
- Training Library Management (LBI)

TRAINING LIBRARY ASSISTANTS
- Training (LBI)
- Training (OBA)
- Training (OBA)
- Training Information specialist (NIS) and (OI)-specializations

ON-THE-JOB TRAINING
- Training Library within UNESCO
- Certificate training Library

SOLUTIONS
- Online Library training
- Keep up with professional literature
- Participate in Webinars
- Participate in professional groups
- Keep in touch with colleagues, locally, nationally and internationally

Jan W.P. Staff
Library Director, University of Suriname
jstaff@suriname.org

http://www.jsoup.org

http://www.library.suriname.org

Leadership in Innovation at the Alma Jordan Library, UWI, St. Augustine: Transitioning into the Digital World

Past

Present

Integrated Online Library System
Online Electronic Resources
Virtual Reference Services
Technical Services

Research and Curriculum Support Services

The Future
The Standardization Coordinating Committee (SCC) works in collaboration with the National Standards Bureau of Standards to develop and implement the required standards for national and international trade, ensuring the comparability and interchangeability of products, and promoting the free flow of goods and services within the region.

In 2016, in honor of the 60th anniversary of the SCC, a new logo was unveiled, symbolizing the institution’s evolution and commitment to excellence. The logo features a stylized representation of the SCC’s core values, emphasizing its dedication to the development and implementation of harmonized standards.

The SCC continues to collaborate with various stakeholders, including government agencies, industry associations, and academia, to address emerging standards issues and promote best practices. Through its efforts, the SCC contributes to the advancement of national and international standards, fostering innovation and enhancing the competitiveness of the region’s manufacturing and service sectors.

In conclusion, the SCC serves as a vital entity in the region, playing a crucial role in the development and implementation of harmonized standards. Its contributions are instrumental in promoting the free flow of goods and services, ensuring the comparability and interchangeability of products, and in fostering the advancement of national and international standards.

Photo credit: J. Azor for ACURL 2016
Resolutions

ASSOCIATION OF CARIBBEAN UNIVERSITY, RESEARCH AND INSTITUTIONAL LIBRARIES
Asociación de Bibliotecas Universitarias, de Investigación e Institucionales del Caribe
Association des Bibliothèques Universitaires, de Recherche et Institutionnelles de la Caraibe

ACURIL General Assembly / Asamblea General

RESOLUTION - 1

(ONLY By ACURIL members in Good Standing/ Miembros fidedignos de ACURIL)

Topic of the Resolution / Tema de la Resolución / Thème de la résolution

A Vote of Thanks

Whereas / Por Cuanto/ Alors que

This ACURIL Conference was a successful one because of the support of a dedicated working group, we thank:

- FOKAL
- Archives Nationales d’Haiti
- Bill and Melinda Gates Foundation
- Ambassade des Etats-Unis en Haiti
- Bibliotheque National d’Haiti
- EBSCO
- JSTOR
- GO School for Information
- The University of the West Indies Press
- OCLC – Online Computer Library Centre Inc
- ProQuest
- Springer Nature
- Theme Publishers
- Dot Lib
Library for All
Emerald
Communication Plus
Challenge Magazine
The Local Organizing Committee ACURIL 2016
The Exhibitors:
E-Tech Solution
Information Research Centre – American Embassy de Haiti
Librarie Du Success

The Presenters
Keynote Speaker – Dr Susan Schnuer
Presenters of the Plenary Sessions; Special Interest Groups (SIG); Content Area Roundtables

Karibe Hotel and Conference Centre

And all those that collaborated with the Local Committee.

**Be it resolved, that** /Se resuelve que/ Il est décidé ce qui suit:
the ACURIL Secretariat send a letter of thanks to the list of individuals and institutions named above.

**Action required** / Acción requerida / Action demandée

[X] Immediate action required

Submitted by the Committee Members 2016

Prof Almaluces Figueroa
Ms Kumaree Ramtahal

Approved by the General Assembly on 9 June 2016

June 6 2016
Resolution 2

Topic of the resolution / Tema de la resolución / Sujet de la résolution

ACURIL MENTORING-NETWORKING PROGRAM

Nature of the resolution / Nature de la résolution: _X Policy___ Non Policy

Name of the mover:
Luisa Vigo-Cepeda, Professor, Graduate School of Information Sciences and Technologies, University of Puerto Rico, Río Piedras, PR 00931; P.O.Cel-phone: 1-787-612-9343, e-mail luisa.vigo@upr.edu; Skype: luisa.vigo Website: http://egcti.upr.edu

Names of seconders:
Jane W. Smith, Director, Anton de Kom Library, University of Suriname, University of Suriname, P.O. Box 9212, Leysweg 86, Paramaribo, Suriname; Tel. 1-597-464547; Fax: 1-597-434211; E-mail: jane.smith@uvs.edu; Skype: janew.f.smith Website: http://ub.uvs.edu/

Elizabeth Pierre-Louis, Program Director, FOKAL-Open Society Foundation-Haiti, 143 Ave. Christophe, BP 2720 HT 6112, Port-au-Prince, Haiti. Tel 1(509)2813-1694; Website: http://www.fokal.org

Whereas / Por cuanto / Considérant que
In ACURIL 2015 SURINAME, the major theme was devoted to Continuing Education, followed by this ACURIL 2016 HAITI Conference dealing with Leadership: A bridge between tradition and innovation in libraries, archives and museums of the Caribbean.

Whereas / Por cuanto / Considérant que
ACURIL seeks to develop leaders in the field of librarianship, archives and museums in the region through its special interest groups, content area groups, the research boulevards and major conferences.

Whereas / Por cuanto / Considérant que
It is observed that, although there are library and information science schools in the region, and young professionals are working in different environments in the information field, there is still a need to develop and provide guidance and share expertise with new, younger persons in the profession as they seek to get more experiences and conduct research.

ACURIL has experienced colleagues to help a mentee set important life goals and develop the skills to reach them, either as an informal mentor providing coaching, listening, advice, sounding board reactions, or other help in an unstructured, casual manner; or as a formal or enhanced informal mentor agreeing to contribute in an ongoing, planned partnership focusing in helping the mentee reach specific goals over a designated period.

Be it resolved, that / Resuelvase que / Il est résolu que:
An ACURIL Mentorship-Networking Program – with the opportunity to have Informal and Formal Mentors- be created, as a benefit for its members, in order to facilitate and build up the relationship within the association, calling on different colleagues with a variety of specialties to share the experiences with interested mentees.

Be it resolved, that / Resuelvase que / Il est résolu que:
That the program proposal be developed by the mover and presented for consideration at the next Mid-year Executive Council meeting in order to be able to launch it as part of the Research Special Interest Group and the Continuing Education Content Area Roundtable. And that a database be developed to include the Directory of Mentors with their specialties, and the Directory of Mentees interested in the program to be aligned with the Mentors.

Date submitted / Fecha sometida / Date de soumission: Thursday, 8 June 2016

Reviewed by the Resolutions Committee / Evaluado por el Comité de Resoluciones / Evalué par le Comité des résolutions

Almaluces Figueroa-Ortiz
Kumaree Ramtahal

Date / Fecha / Date Thursday, 8 June 2016

Seconded and Approved by the General Assembly on 9 June 2016

There was as well a third resolution from the floor at the General Assembly – Meeting 2 of Thursday June 9

Pura Centeno: Buenos días. El tema de la resolución que quiero presentar es relacionado por las actas de la conferencia. Mi nombre es Pura Centeno de la universidad de Puerto Rico del reciente Hiedro Piedras. Y dice así:
Por cuanto, las actas de conferencia de Acuril no están visibles desde bases de datos para de investigación.
Por cuanto, quienes presentan conferencias y sesiones pudieron sentirse más atraydos en participar si sus trabajos comunidades sobre estos son recuperables en bases de datos educativas, resuerdo a se recomendar que las actas de conferencias de Acuril sean incluydas en bases de datos educativas e de investigación.

Luisa Vigo Cepeda: To my colleague, Pura Centeno Alayon, she’s recommending that the proceedings [...]. My colleague is recommending that documentations be available on the website, academic repositories.

Pura Centeno: What I’m trying to suggest that proceedings must be available through research database because I think that for people that want to be participating in Acuril must feel more attracted to participate in this kind of conference because there is a documentation available for them.

Luisa Vigo Cepeda: The first step is for Acuril to have the repository in order then to submit it to other repositories, to link it. So, it has been approved in council to have a new platform at the beginning... now the only thing that we have is one proceeding in our publications space within the platform. From now on we hope to input information of past conferences and to continue integrating to our database, into our repository. We can continue to divulge information in other repositories but we have to do it first in ours. No es lo que dices?

Pura Centeno: Not exactly.

Ardis Hanson: To build upon Pura’s resolution. I think it is very important that as you build repository within the new platform on Acuril that we also see about submitting it at least at the same time to “ERIC” so that it’s also available in other repository at the same time. So, as we build it in Acuril, we can submit for documentation also as an ERIC document. Eric: Education, resource and infrastructure clearinghouse, the database as a first resource to put Acuril proceedings in as we build them on the new platform, into ERIC and then from there to look at other databases they may go into.

Pura Centeno: There is no problem to be in a repository and at the same time in a database but it’s more formal if we have it available through database.

EPL: For example, immediate past president has done a great job doing online proceedings. They are already on Acuril platform. So, if we adopt that resolution, then we have to look for other databases to disseminate the information. Is that correct? Ok. So, would that be a resolution that’s approved by the general assembly?

We will work to continue the work of Jane in order to have proceedings every year online and try to disseminate it.
# Annual conferences and presidents 1969-2016

<table>
<thead>
<tr>
<th>Conference</th>
<th>Date</th>
<th>Theme</th>
<th>Country</th>
<th>President</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>June 14-17, 1969</td>
<td>Creation of the Association</td>
<td>San Juan, Puerto Rico</td>
<td>Conference coord.: Albertina Pérez de Rosa (RIP), Alma Theodora Jordan (Trinidad &amp; Tobago)</td>
</tr>
<tr>
<td>2</td>
<td>Nov. 22-27, 1970</td>
<td>Official Publication of Caribbean Governments</td>
<td>Bridgetown, Barbados</td>
<td>Alma Theodora Jordan (Trinidad &amp; Tobago)</td>
</tr>
<tr>
<td>3</td>
<td>Nov 7-12, 1971</td>
<td>Librarian resources of the Caribbean</td>
<td>Caracas, Venezuela</td>
<td>Albertina Pérezde Rosa (RIP) (Puerto Rico)</td>
</tr>
<tr>
<td>4</td>
<td>Nov. 18-27, 1972</td>
<td>Staff Management</td>
<td>San Juan, Puerto Rico</td>
<td>Michael Gill (Barbados)</td>
</tr>
<tr>
<td>5</td>
<td>Oct. 21-27, 1973</td>
<td>Libraries in a country’s development</td>
<td>Miami, Fla., USA</td>
<td>Cecilia Gaviria de Mendoza (Venezuela)</td>
</tr>
<tr>
<td>6</td>
<td>Oct. 20-26, 1974</td>
<td>Centralization and Decentralization in Academic Libraries</td>
<td>St. Thomas, Virgin Islands of the US</td>
<td>Archie McNeal (RIP) (Miami, Fla., USA)</td>
</tr>
<tr>
<td>7</td>
<td>Nov. 6-12, 1975</td>
<td>Education for librarians of the Caribbean</td>
<td>Willemstad, Curacao</td>
<td>María Elena Argüello de Cardona (Nicaragua/Puerto Rico)</td>
</tr>
<tr>
<td>9</td>
<td>Nov. 6-12, 1977</td>
<td>Resources of the Caribbean: sharing, collaboration and photoduplication</td>
<td>Willemstad, Curacao</td>
<td>Kenneth Ingram (RIP) (Jamaica)</td>
</tr>
<tr>
<td>10</td>
<td>Nov. 5-11, 1978</td>
<td>Media in non paper supports in the Caribbean</td>
<td>Bridgetown, Barbados</td>
<td>GustaveHarrer (RIP) (Gainesville, Fla. USA)</td>
</tr>
<tr>
<td>11</td>
<td>May 25-31, 1979</td>
<td>No CONFERENCE. Rescheduled due to hurricanes</td>
<td>República Dominicana</td>
<td>Maritza Eustatia (RIP) (Curacao)</td>
</tr>
<tr>
<td>12</td>
<td>May 3-9, 1981</td>
<td>Communication and libraries : myths and reality</td>
<td>Miami, Fla. USA</td>
<td>Mariano Morales-Lebrón (Puerto Rico) [RIP]</td>
</tr>
<tr>
<td>13</td>
<td>April 25-May 1, 1982</td>
<td>Information and development in the Caribbean</td>
<td>Caracas, Venezuela</td>
<td>Ermila Elies de Pérez-Perazzo (RIP) (Venezuela)</td>
</tr>
<tr>
<td>14</td>
<td>April 17-23, 1983</td>
<td>Libraires of the Caribbean and Research</td>
<td>Oranjestad, Aruba</td>
<td>Yvonne Stephenson (Guyana)</td>
</tr>
<tr>
<td>15</td>
<td>May 1-12, 1984</td>
<td>Automatization et information in the Caribbean</td>
<td>Port-of-Spain, Trinidad &amp; Tobago</td>
<td>Próspero Mella-Chavier (RIP) (Dominican Republic)</td>
</tr>
<tr>
<td>16</td>
<td>May 12-17, 1985</td>
<td>Information of users in the Caribbean</td>
<td>San Juan, Puerto Rico</td>
<td>Prof. Daphne Douglas (Jamaica)</td>
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<td>17</td>
<td>May 4-10, 1986</td>
<td>Continuing education of librarians in the Caribbean</td>
<td>St. Croix, Virgin Islands of the US</td>
<td>Marie-Françoise Bernabé (Martinique) <a href="mailto:mariefbernabe@gmail.com">mariefbernabe@gmail.com</a></td>
</tr>
<tr>
<td>19</td>
<td>May 15-20, 1988</td>
<td>Information Technologies : Computer and communication in the Caribbean</td>
<td>Fort-de-France, Martinique</td>
<td>Albertina Jefferson (Jamaica) <a href="mailto:Aajeffers@yahoo.com">Aajeffers@yahoo.com</a></td>
</tr>
<tr>
<td>21</td>
<td>May 19-25, 1991</td>
<td>The book in the Caribbean Production and distribution</td>
<td>Caracas, Venezuela</td>
<td>Wilfrid Bertrand (Haiti) <a href="mailto:bertrandlouissaint@gmail.com">bertrandlouissaint@gmail.com</a></td>
</tr>
<tr>
<td>22</td>
<td>May 17-23, 1992</td>
<td>Resources management in libraries and research centers of the Caribbean</td>
<td>Port-of-Spain, Trinidad &amp; Tobago</td>
<td>Blanca Hodge (St. Maarten) <a href="mailto:blastrhodge@gmail.com">blastrhodge@gmail.com</a></td>
</tr>
<tr>
<td>23</td>
<td>May 23-29, 1993</td>
<td>Information Perspectives for Systems and Services of the Caribbean</td>
<td>Bridgetown, Barbados</td>
<td>Esahack Mohammed (Trinidad &amp; Tobago)</td>
</tr>
<tr>
<td>24</td>
<td>Apr. 24-30, 1994</td>
<td>Diversity and Information in the Caribbean : Systems and services</td>
<td>Oranjestad, Aruba</td>
<td>Arturo Fernández-Ortiz (Puerto Rico) <a href="mailto:afernand@coqui.net">afernand@coqui.net</a></td>
</tr>
<tr>
<td>25</td>
<td>June 4-10, 1995</td>
<td>Challenges to information access in the Caribbean : Visibility, resources and services</td>
<td>San Juan, Puerto Rico</td>
<td>Shirley Yearwood (Barbados) <a href="mailto:syearwood_jackman@hotmail.com">syearwood_jackman@hotmail.com</a></td>
</tr>
<tr>
<td>26</td>
<td>May 19-25, 1996</td>
<td>Partnerships in information delivery, linking the past, the present and the future.</td>
<td>St. Maarten</td>
<td>Willamae Johnson (Bahamas) <a href="mailto:wmjbs@yahoo.com">wmjbs@yahoo.com</a></td>
</tr>
<tr>
<td>27</td>
<td>May 17-24, 1997</td>
<td>Information Systems for a sustainable development</td>
<td>Santo Domingo, Dominican Republic</td>
<td>OdilleBroussillon (Guadeloupe) <a href="mailto:odille.broussillon@cg971.fr">odille.broussillon@cg971.fr</a></td>
</tr>
<tr>
<td>28</td>
<td>May 16-24, 1998</td>
<td>Resource sharing : Commons goals, cooperation strategies for a new era</td>
<td>Miami, Fla., USA</td>
<td>Sam Boldrick (Miami, Fl, USA) <a href="mailto:boldricksj@mdpis.org">boldricksj@mdpis.org</a></td>
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<td>No.</td>
<td>Date</td>
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<td>29</td>
<td>June 7-12, 1999</td>
<td>Information Services within and outside the library. Meeting in the cyberspace.</td>
<td>Oranjestad, Aruba</td>
<td>Jorge Encarnación (PuertoRico)</td>
</tr>
<tr>
<td>30</td>
<td>June 4-10, 2000</td>
<td>The Caribbean Library at the start of the new millennium</td>
<td>Bahamas</td>
<td>Stephney Ferguson (Jamaica)</td>
</tr>
<tr>
<td>31</td>
<td>May 27-June 2, 2001</td>
<td>Information Science with the new millennium paradigm : revolution and knowledge of information technologies</td>
<td>La Habana, Cuba</td>
<td>LuceroArboledade Roa (DominicanRepublic)</td>
</tr>
<tr>
<td>32</td>
<td>May 27-June 2, 2002</td>
<td>The new libraries.com Develop skills, issues of community development</td>
<td>Ocho Rios, Jamaica</td>
<td>Elizabeth Watson (Barbados)</td>
</tr>
<tr>
<td>33</td>
<td>June 1-7, 2003</td>
<td>Developing training and knowledge communities in the Caribbean : an experience without borders</td>
<td>San Juan, Puerto Rico</td>
<td>Luisa Vigo-Cepeda (PuertoRico)</td>
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<tr>
<td>34</td>
<td>May 23-29, 2004</td>
<td>Electronic Information in the Caribbean : trends and issues</td>
<td>Port-of-Spain, Trinidad &amp; Tobago</td>
<td>Shamin Renwick (Trinidad &amp; Tobago)</td>
</tr>
<tr>
<td>35</td>
<td>June 5-10, 2005</td>
<td>Identifying needs in information to provide a public access to knowledge</td>
<td>Fort-de-France, Martinique</td>
<td>Anique Sylvestre (Martinique)</td>
</tr>
<tr>
<td>36</td>
<td>May 28-June 2, 2006</td>
<td>Information and human rights : Cultural and social aspect in an information society</td>
<td>Oranjestad, Aruba</td>
<td>Astrid Britten (Aruba)</td>
</tr>
<tr>
<td>37</td>
<td>June 2-9, 2007</td>
<td>Access to information for all : an inalienable right for all</td>
<td>San Juan, Puerto Rico</td>
<td>Pedro Padilla-Rosa (Puerto Rico)</td>
</tr>
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</tr>
<tr>
<td>38</td>
<td>June 1-6, 2008</td>
<td>E-librarian : Ideas, Innovation and Inspiration</td>
<td>Montego Bay, Jamaica</td>
<td>Adele Merritt Bernard (Jamaica)</td>
</tr>
<tr>
<td>39</td>
<td>June 1-5, 2009</td>
<td>The future of libraries in the framework of sustainable development</td>
<td>Gosier, Guadeloupe</td>
<td>Bea Bazile (Guadeloupe)</td>
</tr>
<tr>
<td>40</td>
<td>June 6-12, 2010</td>
<td>Innovation and Impact of information in the Caribbean : Evidence Based practice for information specialists</td>
<td>Santo Domingo, Dominican Republic</td>
<td>Carmen Margarita Santos-Corrada (PortoRico)</td>
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<tr>
<td>#</td>
<td>Date</td>
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<tr>
<td>41</td>
<td>May 30-June 3 2011</td>
<td>The role of libraries and archives in risk and disaster and preparedness</td>
<td>Tampa, Fla., USA</td>
<td>Ardis Hanson (USA)</td>
</tr>
<tr>
<td>42</td>
<td>June 4-8 2012</td>
<td>365 doors open on new technologies: Economic, cultural, social and political impacts</td>
<td>Pétion-ville, Haiti</td>
<td>Francoise Beaulieu Thybulle (Haiti)</td>
</tr>
<tr>
<td>43</td>
<td>June 9-14 2013</td>
<td>Knowledge territories: Exploring Commons Environments for Learning, Research, Creativity and Productivity in Libraries, Archives and Museums in the Caribbean</td>
<td>San Juan Puerto Rico</td>
<td>Cindy Jimenez Vera Puerto Rico</td>
</tr>
<tr>
<td>44</td>
<td>June 8-12 2014</td>
<td>Libraries, archives and museums: gateways to information literacy and cultural heritage</td>
<td>Nassau Bahamas</td>
<td>Dorcas Bowler Bahamas</td>
</tr>
<tr>
<td>46</td>
<td>June 5-9 2016</td>
<td>Leadership: a bridge between tradition and innovation in Libraries, museums and archives of the Caribbean</td>
<td>Petion-Ville Haiti</td>
<td>Elizabeth Pierre-Louis Augustin Haiti <a href="mailto:epierrelouis@fokal.org">epierrelouis@fokal.org</a></td>
</tr>
</tbody>
</table>

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Local organizing Committee chair Letter

Erick Toussaint

To all Acurileans and information professionals

The celebration of the 46th annual conference of ACURIL to be held from June 5-9, 2016, in Pétion-Ville, Haiti, is an excellent opportunity to share knowledge and experiences in new information technologies; it will enable colleagues to learn about the latest advances in the field, interact with suppliers of products and services to libraries, and to exchange ideas with professional colleagues from the Caribbean.

The conference theme this year: **Leadership: a bridge between tradition and innovation in libraries, archives and museums of the Caribbean** chosen by President Elizabeth Pierre-Louis Augustin. The logo alludes to the *Marron Inconnu*, sculpted by Albert Mangonès in 1969. In this homage to the anonymous hero of an oppressed race, the artist wished to convey a more universal message: that throughout history and beyond all regional boundaries, humanity’s destiny is freedom. A detail from this famous sculpture is our definitive logo for the ACURIL 46 conference in Haiti.

Haitian librarians, through their local organizing committee, have made great efforts to secure adequate infrastructure to host the conference, and chosen the social and cultural activities to ensure the success of this momentous event. About 200 information professionals participate each year in the conference ACURIL; and, we were very proud to work in the second edition in Haiti. For us, Haitians, it will be a great honor and pleasure to welcome you all in our country, host of the ACURIL conference for the second time in forty-six years. Thank you for the support once again. We look forward to seeing you all.

Erick Toussaint
Conference Coordinator, Local Organizing Committee ACURIL XLVI HAITI-
http://acuril2016haiti.blogspot.com/ acuril2016haiti@gmail.com
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ACURIL 2016 HAITI

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Astrid Britten (Aruba) Past President (Green Libraries project)
Barry Baker (Florida, USA), Chair, Finance Committee
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Erick Toussaint, Local Organizing Committee, ACURIL 2016 Haiti
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J. Azor
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