

 <p>The logo for the World Library and Information Congress (WLIC) 2007 Durban. It features a stylized map of Africa in white on a blue background, with vertical stripes of red, green, and yellow to its right. Below the map, the letters 'W L I C' are written in large, bold, white font on a black background. To the right of the letters are the numbers '2 0 0 7' stacked vertically. At the bottom, the word 'd u r b a n' is written in a smaller, spaced-out font.</p>	<p style="text-align: right;">Date : 07/06/2007</p> <p>Forging Global Partnerships: Intercontinental Collaborative Initiatives between LIS Programs</p> <p>Edwin-Michael Cortez, University of Tennessee Johannes Britz, University of Wisconsin, Milwaukee Kendra Albright, Sheffield University (Formerly on the faculty of the University of Tennessee) Isaac Kigongo-Bukenya, Makerere University Nitza Hernández, University of Puerto Rico</p>
<p>Meeting:</p>	<p>83 Division VIII with Education and Training</p>
<p>Simultaneous Interpretation:</p>	<p>Yes</p>
<p style="text-align: center;">WORLD LIBRARY AND INFORMATION CONGRESS: 73RD IFLA GENERAL CONFERENCE AND COUNCIL 19-23 August 2007, Durban, South Africa http://www.ifla.org/IV/ifla73/index.htm</p>	

ABSTRACT

The paper reports on several collaborative initiatives between four international LIS programs—University of Tennessee (UT), School of Information Sciences (SIS), University of Puerto Rico, Graduate School of Information Science and Technologies, (GSIST), University of Wisconsin-Milwaukee, School of Library and Information Studies (SOIS), and Makerere University, East Africa School of Library and Information Science (EASLIS). These collaborative ventures have resulted from one newly prorogated Memorandum of Understanding (MOU) between UT and UPR and the renewal of an existing MOU between UT and Makerere University, with the addition of UW-Milwaukee. A brief history of the relationship between Makerere University and the University of Tennessee is presented with a focus on HIV/AIDS information research examining the role of information and information agencies in Uganda’s reduction of HIV/AIDS prevalence. The paper then defines and describes the elements of a Memorandum of Understanding outlining such aspects as mission, values and principles supporting the collaborations and the plans for action. Described in detail is the action plan between the University of Tennessee, (SIS) and the University of Puerto Rico, (GSIST) which led up to a symposium on intercultural leadership and a research project for building an intercultural leadership toolkit for library and information professionals. The purpose of the toolkit is to create a focused awareness of, and sensitivity to international and intercultural differences. The project addresses the need for librarians to serve diverse, intercultural communities in the U.S. with a focus on the Latino population. The paper then shifts to the African continent and the potential for LIS collaborations

between intercontinental institutions. Examined is a new technological and economic paradigm that creates opportunities for global LIS collaboration.

BACKGROUND

In 2004, the University of Tennessee (UT) launched an International and Intercultural Awareness Initiative to increase the global competency of faculty and to help students think more broadly about their place in today's pluralistic world. On September 29 of that year, the UT School of Information Sciences (SIS) established a three-year partnership with the East African School of Library and Information Sciences (EASLIS) at Makerere University in Kampala, Uganda that established formal cooperative ties between the two schools. Entitled, "Pursuing Academic Excellence Across Borders: The EASLIS/SIS Mutual Development Project," the purpose of the Memorandum of Understanding (MOU) was to promote the sharing of knowledge, exchange of information and experiences, and mutually agreeable initiatives that would support and strengthen the educational and research goals of both schools. The MOU was signed by the Vice Chancellor of Makerere University, the Vice Chancellor of UT, and the Directors of both programs. The development of this partnership was also announced at the annual meeting of the Association for Library and Science Education (ALISE) in 2005 in Boston. The Directors of both EASLIS and SIS appeared together at the podium to present their shared vision of and goals for the partnership.

The general focus of the MOU is to promote the exchange of knowledge and experiences that strengthen the educational and research goals of both schools and to address the growing but fundamental need for librarians to have skills and experiences in multicultural environments. The schools share a common vision and commitment to offer their expertise to their communities, particularly in the areas of national and international information policy.

Specific areas of cooperation identified in the MOU include research, education, and service components. The MOU supports the formal exchange of academic staff workshops and the possibility of more formal exchange programs as funding becomes available. Over the past three years, academic staff from SIS visited EASLIS to discuss future projects and to participate in education, research, and policy workshops. Academic staff from EASLIS similarly visited SIS to conduct workshops on relevant Library and Information Science (LIS) topics.

Research Collaboration

One of the main purposes of the MOU is to encourage the faculties of both schools to collaborate on joint research projects. Initial research plans included investigating the role of information and communications in preventing the spread of HIV/AIDS; the relation between ICT's and development; and national and international information policy. Specifically, selected faculty and students from both schools were involved in ongoing research to investigate the role of information and information agencies in Uganda's successful efforts to prevent the spread of HIV/AIDS. The results

documented Uganda's unique approach to the crisis of HIV/AIDS which could serve as a model for other countries to follow. The SIS-EASLIS collaboration on this topic was very successful, producing important results that were presented at the National AIDS Conference in Kampala in 2005 and published in peer-reviewed journals and presented at professional conferences. The research also resulted in two collaborative grant submissions to the National Institutes of Health (NIH). Both SIS and EASLIS academic staff were listed as co-principal investigators for the NIH submissions.

Additional collaborative research investigated LIS educational models for Sub-Saharan Africa. The SIS-EASLIS team critically evaluated existing LIS curricula in Africa, the results of which suggested that African LIS programs are based on Western models that do not account for the cultural aspects of African societies. Important considerations, such as the use of oral tradition, have been overlooked in African LIS education. The results of this investigation were presented at the American Society for Information Science & Technology annual meeting.

LIS Education

The MOU also made provisions for collaboration in LIS education. Areas of cooperation were identified and included the exchange of academic staff and students, the development of LIS Education, in general, and the development of EASLIS's distance education capacity.

The academic staff of EASLIS and SIS participated on several occasions in the comparison of their LIS curriculum, including the development of courses and potential delivery of distance education. Both Schools face the task of educating students who for a variety of reasons cannot attend classes on campus. EASLIS has the potential to reach out beyond the borders of Uganda and serve as a source of education for the information professionals throughout Africa. Students at both Schools could benefit from instruction provided by academic staff at both schools.

A joint staff meeting was attempted in April 2006 to test the connectivity between the two schools. While the connectivity presented technical problems that ruled out the immediate possibility of distance classes, both schools expressed interest in continuing to pursue this goal over time.

Service and Policy

The partnership was also designed to support the imperative shared by EASLIS and SIS to provide informed and professional service to their communities and to the citizens of their respective countries. The faculties of both schools regard the provision of services on the basis of their expertise to be an obligation. Workshops were held on issues of national and international importance, particularly in the area of intellectual property policy. Both SIS and EASLIS are also committed to protecting intellectual property and fair use, such as traditional knowledge and folklore, while also attracting investment and thus wealth for their countries. The MOU specified the goal of

contributing to a greater understanding of the World Intellectual Property Organization's (WIPO) intellectual property regime; to contribute to informed property agreements; and to contribute to the development of intellectual property legislation in Uganda.

In 2006 a similar MOU was signed between the University of Tennessee, School of Information Sciences and the University of Puerto Rico, Graduate School of Information Science and Technologies (GSIST). This MOU is entitled "Cross-Cultural Collaborative Leadership Project for LIS Education. Leading up to the signing of the MOU the faculties of the two schools met to discuss opportunities for collaboration and partnerships, particularly in teaching, curriculum development and research.

The guiding questions leading the deliberations were:

1. What is the general value and benefit to each school in establishing partnering or collaborative efforts?
2. What feasible opportunities for collaboration and cross-cultural/international enhancement exist between the two schools?
3. What specific collaborative and cross-cultural/international initiatives might benefit each other's students and faculty?

During the discussions the two schools learned a significant amount about each others' programs, especially in terms of teaching and research strengths. Presentations were given by the UT faculty on three broad areas for potential collaboration. These included distance education, a cross-cultural approach to community informatics, and intercultural research and publication efforts. In discussing the presentations, an abundance of overlapping interests was noted. Each school's priorities and resources limitations were discussed. With this as background an MOU was drafted and signed by the Director of the School of Information Sciences, UT and the Chancellor of the University of Puerto Rico. The preamble to the document states:

"The Graduate School of Information Science and Technologies (GSIST) of the University of Puerto Rico (UPR) and The University of Tennessee's (UT) School of Information Sciences (SIS) desire to implement collaborative initiatives in teaching, research and services that integrate cross-cultural/international contents and perspectives. The Institutions' joint efforts shall highlight core values with respect to diversity, intercultural dialogue and international literacies of library and information professions particularly and a commitment to the preservation and transmission of cultural and research records."

Areas of cooperation were identified which included teaching and curriculum; funded research and new revenue streams; special projects and service initiatives; publications and presentations; and development of new products and processes. The action plan called for the design and presentation of a joint symposium as the project's inaugural event at The University of Tennessee in the Fall of 2006. The symposium addressed the

topic of intercultural leadership and was intended as a starting point in building a toolkit for the development of intercultural leadership. The central questions were:

1. What do we mean by leadership? What do we mean by leadership in the intercultural context?
2. How can leadership play itself out in formal and informal settings?
3. How do notions of leadership change in the information age?

Three focus groups were formed. The first was on diversity and democracy addressing the issues of cultural pluralism and mutual growth, intercultural learning communities and diversity and leadership concepts. The second was on leadership in the context of intercultural values, knowledge, and skills. The third addressed information and communication processes, which included the role of new media shaping perceptions, preserving identity in digital formats, trust and accountability in the cyber age, and intercultural leadership in faceless communications.

The symposium was attended by GSIST faculty and students with a simultaneous broadcast to the UPR campus. UT representation included 25 undergraduate students and a dozen administrators and faculty.

The symposium experience presented the platform for the next collaboration between UT and UPR. This was to be a funded research project *The Cross-cultural Collaborative Leadership Project for LIS Education*. The primary goal of the project is to prepare tomorrow's leaders in the Library and Information Sciences for an increasingly multicultural environment. Shortly after the symposium a joint grant proposal was submitted to the Institute of Museums and Library Services (IMLS) to implement the project. The abstract to the proposal reads:

This project addresses the need for librarians to serve diverse, intercultural communities in the U.S. and focuses on the Latino population, which has more than tripled between the 1960s and 2006 (Pew, 2006). Despite the increase in Latino population, Latinos are still underrepresented in the library profession, which suggests that Latino patrons are often working with non-Latino librarians. For example, there is one Latino librarian for every 9,177 Latinos as compared to one Anglo librarian for every 1,830 Anglos (Espinal, 2003).

Such facts illustrate that it is imperative for librarians to have the ability to cross cultural boundaries in order to provide responsive information services. Librarians with intercultural leadership skills can more readily respond to the needs of their diverse communities by understanding the particular community's culture in terms of its beliefs and values and by recognizing that that information structure is deeply embedded in specific cultural contexts (Foucault, 1982, 2002). With this awareness, the librarian can adjust for cultural differences that might influence the collection, management and provision of information.

This project provides the library profession with a strategy and the tools to serve an increasingly diverse population by increasing the intercultural awareness of library students and practicing librarians and by giving them the tools to be knowledgeable intercultural leaders. The Intercultural Leadership Toolkit (ILT) provides individuals with training to gain the competencies to become leaders in intercultural environments.

This project designs, develops and implements the ILT which creates a focused awareness of, and sensitivity to, international and intercultural differences and instills leadership and intercultural skills so the librarian can provide services for diverse patrons. The ITL will benefit librarians in school and public libraries as well as in academic libraries, particularly community colleges. The ILT has the capability to reach populations that are geographical distant but culturally proximate in terms of language and customs.

We have identified three groups as the audience for this project. The Primary Audience is composed of library and information science students who will be entering the workplace after graduation. These will be students in the masters of library and information science programs at UT and UPR, however, the materials we develop will be designed so that they can be used at other schools as well. The Secondary Audience is composed of library and information science educators who are training the next generation of information professionals. The Tertiary Audience is composed of library and information professionals in the workplace.

The project will

- (1) Develop and disseminate a bilingual Intercultural Leadership Toolkit (ILT) which provides integrated training and resource modules to support librarians' developing intercultural leadership competencies that will help them better serve their communities and to help them support an intercultural workplace.
- (2) Develop and conduct Train the Trainer Workshops to provide students who are graduating with intercultural leadership training that they can take immediately to the workplace and share with others.
- (3) Develop and deploy Intercultural Leadership Curriculum Infusion (CI) which exposes all students to important aspects of intercultural leadership by creating modules that can be used in existing School coursework.
- (4) Develop the Intercultural Leadership Sensitivity Instrument, a new self assessment tool for individuals associated with the library and information science profession.

CRAFTING THE MOU

These partnerships are supported by a quasi-legal document called “memorandum of understanding”. A memorandum of understanding describes a bilateral agreement between parties. It expresses a convergence of will between parties, indicating an intended common line of action, rather than a legal commitment. It is more formal alternative to a gentlemen’s agreement, but generally lacks the binding power of a contract. (From Wikipedia, the free encyclopedia).

Sample elements of an MOU can include a preamble which proclaims the spirit behind the agreement; a statement of values, mission and objectives, an action plan identifying specific initiatives, responsibilities and time lines; and administration supporting the agreement. See appendix for a sample MOU.

What may precede a MOU is a “letter of intent” (LOI). The LOI is a document outlining an agreement between two or more parties before the agreement is finalized. LOIs resemble written contracts but are usually not binding upon the parties in their entirety. Many LOIs, however, contain provisions that are binding, such as non-disclosure agreements or covenants to negotiate in good faith. The overall purposes of an LOI may be:

- to clarify the key points of a complex transaction for the convenience of the parties
- to declare officially that the parties are currently negotiating, as in a merger or joint venture proposal
- to provide safeguards in case a deal collapses during negotiation

A LOI preceded the current MOU between UT, UWM, and Makerere University. See appendix.

FORGING OUR PARTNERSHIP IN AFRICA

In the discussion of the potential of LIS collaboration within Africa and between intercontinental institutions it is important to understand the new technology and economic paradigm that is radically reshaping the global education landscape.

This new technology and economic paradigm is best described by Evans and Wurster (1997) as well as Clarke (2003) who explain the economic impact of new information and communication technologies (ICTs) in terms of a shift from the economics of things to the economics of information. According to their analysis it has become possible for information and knowledge to become unbundled from its original physical carriers (such as books) and it is no longer bound to a linear flow – it can travel by itself and documents become interlinked. As Evans and Wurster explain:

When information is carried by things – by a salesperson or by a piece of direct mail, for example – it goes where the things go and no further. It is constrained to follow the linear flow of the physical value chain. But once anyone is connected electronically information can travel by itself...what is truly revolutionary about the explosion in connectivity is the possibility it offers to unbundle information from its physical carrier (1997:73).

Clark (2003) argues that this ability of modern ICTs has made possible a weightless and dematerialized economy. The Internet, specifically the World Wide Web, can be seen as the prime manifestation of this new economics of information. As a non-linear structure of unbundled information it allows more people to reach more information, in an interactive and customized manner.

This unbundling of knowledge and information from the printed format to digital format makes the following possible:

- More students can be reached simultaneously and be exposed to more information and knowledge in an interactive way. Examples include course management systems such as D2L, WebCt and Blackboard.
- Information itself can be customized, integrated, altered, copied and destroyed at essentially zero cost. This new digital environment for the first time allows a real opportunity to create an information/education commons where education products and services can be distributed to the largest number of people at a much lower marginal cost than ever (Anderson, 2006, Freedman, 2005).
- Knowledge sharing between students, but also between students and instructors can take place in real time without time and space barriers such as physical classrooms.
- The multimedia representation of information makes the sharing of knowledge between scientists more likeable.

Taking the opportunity: Different areas of collaboration

Within this new paradigm there are many opportunity for joint LIS collaboration within Africa as well as intercontinental. Collaboration can include faculty and student exchange, collaborative research initiatives as well as join online teaching initiatives. For the purpose of this paper we identify a number of areas of possible research collaborations. These are:

- Indigenous knowledge
- Literacy and more specific information and e-literacy
- Information poverty
- Health informatics
- Cross language information retrieval
- Information policy, including legal and ethical issues
- Security and IT
- Information corruption

There are structures available in Africa which can be used to logistically structure these collaborations. One is a relative newly founded project called the 'Renewing the African University.' It was established in association with the Association of African Universities and the Association of Commonwealth Universities. It is a ten-year partnership program that focuses on international research collaboration with African universities. (Renewing the African University, 2005, Commission for Africa Report, 2005:138).

Funding opportunities are also available. We include a number of key funders for Africa:

- McArthur Foundation (<http://www.macfound.org/>);
- Mellon Foundation (<http://www.mellon.org/programs/highered/southafrica/southafrica.htm>);
- National Institutes of Health (<http://www.nih.gov/>);
- National Institutes of Health John E. Fogarty International Center (<http://www.fic.nih.gov/>);
- Rockefeller Foundation (<http://www.rockfound.org/>);
- USAID (<http://www.usaid.gov/>);
- World Health Organization (<http://www.who.int/en/>);
- National Research Foundation (<http://www.nrf.ac.za/>);
- National Science Foundation Office of International Science and Engineering (<http://www.nsf.gov/div/index.jsp?div=OISE>);
- International Development Research Center (www.idrc.ca);
- National Science Foundation Developing Global Scientists and Engineers (http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=12831&org=OISE&from=home).

Challenges to these opportunities

Although modern ICT has indeed flattened the educational world, creating new and exciting opportunities for collaboration, this does not go without challenges and stumbling blocs. We list a few:

Intercontinental collaboration between different LIS schools implies, at least to a certain level, a mutual understanding of a common language. In this new technology and economic paradigm the *lingua franca* used to ‘understand one another’ is English. The fact is that more than 80% of all websites are in English although more than 64% of the Internet users are non-English speakers. Only one out of 10 people in the world can speak English (Tomaselli, 2003:39). Intercontinental collaboration will also most probably be in English. This implies that only those in Africa who can speak English can really participate in and benefit from these kinds of intercontinental collaborations and secondly, non-English speakers (mostly in Francophone Africa) will be marginalized from efforts to build intercontinental LIS collaboration.

Even though English might be the common educational language on the Internet, it does not imply ‘a common understanding’ between everyone who participates. The very nature of language together with the unique cultures and contexts of people will make such a scenario highly unlikely. Language is the most important technology that we have that can be used to create a common meaning across cultures and between people. The nature of language, however, does not allow for a “universal common understanding” between people – even if they communicate in the same language. The main hermeneutical problem is that there is no direct, universal relationship between the signifier and the signified. The same words can have different meanings in different

contexts and for different people. Language entails more than just communication. It is a form of social interaction within specific contexts (Luhmann, 1995). Behind words there is a deeper cultural meaning. Bartes (1973) referred to this as *mythologies* behind words, which have a socially unifying effect. This deeper cultural meaning of language poses indeed a serious challenge to intercontinental collaboration between different LIS schools representing different peoples and cultures.

SUMMARY

“If we are to maintain our place at the forefront of world’s institutions of learning, we must truly be universities and colleges of the world. To make this claim we must internationalize our mission—our learning, discovery and engagement...” Such are the recommendations made by the NASULGC, Task Force on International Education. The LIS programs at UT, UWM, UPR, and Makerere University have implemented these recommendations in a number of collaborative teaching and research initiatives. The partnerships are grounded in the following shared values and assumptions:

- Sharing resources and promoting access to information on an equal basis.
- Intellectual and academic freedom.
- Cultural sensitivity, cross-cultural perspectives and learning to promote a global knowledge society, understanding among peoples, peace and social justice.
- Respect and tolerance of individual differences and of diversity in a democratic society.
- The ability of the individual to make a difference; to impact and improve our quality of life.
- Human creativity and innovation for positive social change.
- An interdisciplinary, global, and cross-cultural education.
- An active, participatory approach to graduate level education, where students assume a leadership role in directing their own educational experiences.
- Information technology and telecommunications networks as tools for people to build virtual communities and facilitate distance learning.
- Managing information and knowledge jointly to promote innovation and change in higher education and society at large.

The four institutions plan to forge further collaborative ventures together and with other institutions, particularly within the African continent. Of primary interests are issues surround indigenous knowledge; the broad spectrum of literacy that includes ICT, health, business, and functional literacies; information poverty; cross language information retrieval; information policy including legal and ethical issues; security and IT; and information corruption. Of central importance to the partnering institutions is the examination of alternative and revised models of LIS education that embrace cultural differences and are responsive to them.

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APPENDIX

CROSS-CULTURAL COLLABORATIVE LEADERSHIP PROJECT FOR LIS
EDUCATION

MEMORANDUM OF UNDERSTANDING

Between

The University of Puerto Rico, Rio Piedras

And

The University of Tennessee, Knoxville

August 28, 2006

“If we are to maintain our place at the forefront of world’s institutions of learning, we must truly be universities and colleges of the world. To make this claim we must internationalize our mission—our learning, discovery and engagement...” (NASULGC, *Task Force on International Education*)

This Memorandum of Understanding signed on the ____ of ____ 2006 between The University of Puerto Rico, Rio Piedras (Commonwealth of Puerto Rico), and The University of Tennessee, Knoxville (Tennessee, USA), witnesses as follows:

PREAMBLE

The Graduate School of Information Science and Technologies (GSIST) of the University of Puerto Rico (UPR) and The University of Tennessee's (UT) School of Information Sciences (SIS) desire to implement collaborative initiatives in teaching, research and services that integrate cross-cultural/international contents and perspectives. The Institutions' joint efforts shall highlight core values with respect to diversity, intercultural dialogue and international literacies of library and information professions particularly and a commitment to the preservation and transmission of cultural and research records.

Specific values and assumptions that underlie the Institutions' collaboration and partnership include:

1. Sharing resources and promoting access to information on an equal basis.
2. Intellectual and academic freedom.
3. Cultural sensitivity, cross-cultural perspectives and learning to promote a global knowledge society, understanding among peoples, peace and social justice.
4. Respect and tolerance of individual differences and of diversity in a democratic society.
5. The ability of the individual to make a difference; to impact and improve our quality of life.
6. Human creativity and innovation for positive social change.
7. An interdisciplinary, global, and cross-cultural education.
8. An active, participatory approach to graduate level education, where students assume a leadership role in directing their own educational experiences.
9. Information technology and telecommunications networks as tools for people to build virtual communities and facilitate distance learning.
10. Managing information and knowledge jointly to promote innovation and change in higher education and society at large.

Background

During March 15-16, 2006 faculty representatives from The University of Tennessee, School of Information Sciences visited the UPR-Rio Piedras campus and discussed with the faculty of the Graduate School of Information Science and Technologies opportunities for collaboration and partnerships, particularly in teaching, curriculum development and research.

The guiding questions leading the deliberations were:

4. What is the general value and benefit to each school in establishing partnering or collaborative efforts?
5. What feasible opportunities for collaboration and cross-cultural/international enhancement exist between the two schools?
6. What specific collaborative and cross-cultural/international initiatives might benefit each other's students and faculty?

During the discussions the two schools learned a significant amount about each others programs, especially in terms of teaching and research strengths. Presentations were given by the UT faculty on three broad areas for potential collaboration. These included distance education, a cross-cultural approach to community informatics, and intercultural research and publication efforts. In discussing the presentations, an abundance of overlapping interests was noted. Each school's priorities and resources limitations were discussed.

The parties' consensus proposal is to conduct a collaborative project titled *The Cross-cultural Collaborative Leadership Project for LIS Education*. The primary goal of this project is to prepare tomorrow's leaders in the Library and Information Sciences for an increasingly multicultural environment. The project's goals are:

1. To diversify the student body and teaching faculty.
2. To expand teaching and research opportunities.
3. To expand off-site learning opportunities.
4. To engage in joint efforts to obtain external funding for joint research projects and participate in joint publications.
5. To develop joint cross-cultural projects that promote economic and social development in U.S. mainland Latino communities and Puerto Rico.
6. To launch joint endeavors in several specific LIS domains such as knowledge management, children's literature and services, scientific/technical information and bibliometrics.

Article I

Institutional Data:

1. **Project Title:** The Cross-Cultural Leadership Collaborative Project for LIS Education
2. **Expected Starting Date:** September 2006
3. **Duration:** Three years, with possible renewal
4. **Areas of Cooperative Activity:** The areas of cooperation shall include:
 - a) Teaching and curriculum development
 - b) Funded research and new revenue streams
 - c) Special projects and service initiatives
 - d) Publications and presentations
 - e) Development of new products and processes
5. **Proposed Action Plan:**

The coordinators of the project, and/or their representatives, may organize a symposium as the project's inaugural event at The University of Tennessee in the Fall of 2006 or any time thereafter. The symposium will be attended by GSIST faculty and students and simultaneously broadcasted to the UPR campus. During the symposium the faculty of both schools will finalize the project plan and schedule.
6. **Names and Contact Address of the Collaborating Institutions:**

Dr. Edwin-Michael Cortez, Professor & Director
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University of Puerto Rico
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San Juan PR 00931-1906

Email: nmhernandez@uprrp.edu

Phone: 787.763.6199

Fax: 787.764.2311

7. Project Staffing/Personnel

Administrative and clerical personnel at both institutions will support the chief coordinators and faculty involved in the project.

7.1 Chief Executive Officers (CEO)

The Directors of GSIST and SIS shall be the chief coordinators of the project, with authority to delegate to faculty and staff.

Article II

Project Descriptions:

1.1 Teaching and Curriculum Development

1. UPR students can register for UT DE classes by going through the UT regular registration procedures.
2. UT will grant guest status to a limited number of UPR students each semester via distance education technology. These students will register for a special topics course at UPR, paying the UPR tuition, but would receive instruction from a UT instructor, who will report a grade to the UPR instructor of record for the special topics course.
3. UT students can take regular UPR courses when the UPR instructor is "hired" by SIS as a DE instructor pursuant to the corresponding procedure the parties will agree upon. The course will be part of the UPR instructor's normal teaching load, except that the course would be open to a limited number of UT students. The course will be cross listed as a UT/UPR DE special topics course. The course would be a combined class that includes face-to-face sessions of UPR students and DE (UT students) for which the parties will undertake the necessary measures.
4. Curriculum development will occur with the addition of topical offerings at both schools by off-site, distance education courses.
5. The parties shall implement student and faculty exchanges, new course offerings, seminars, mini-courses, and workshops, as well as other

offerings when jointly feasible.

6. The faculty from the two institutions will engage in joint development of new courses, exchange syllabi and teaching resources.

1.2 **Funded Research and New Revenue Streams**

1. Faculty research teams will be formed for the purpose of generating research ideas and white papers.
2. The Center for Information Studies at UT will receive the research ideas and white papers for the purpose of identifying possible sources of funding and assisting with proposal preparation.
3. The faculty research teams will investigate opportunities for joint publications.

1.3 **Special Projects and Service Initiatives**

1. Develop a student exchange program with scholarship support.
2. Develop a funded faculty exchange program.
3. Plan a second symposium for the summer of 2007 to be held at the University of Puerto Rico.
4. Work jointly on community based service projects dealing with cross cultural issues and concerns in each institution's region.
5. Serve as outside or objective evaluators for assessment of projects and special activities at each institution.

1.4 **Publications and Presentations**

1. Serve as a sounding board for ideas on teaching, advising, research and publications.
2. Participate together in non-research related publications.
3. Offer joint presentations at institutional and professional activities in the field.

1.5. Development of New Products and Processes

1. Develop innovative new products, such as a cross-cultural toolbox for use in LIS curricula.

1.6. Target Beneficiaries

The targeted beneficiaries are:

- a) The University of Tennessee, its students, faculty, staff and constituencies;
- b) The University of Puerto Rico, its students, faculty, staff and constituencies.

Article III

Funding of the Project

Each Institution shall contribute to this endeavor funds and resources subject to availability. Moreover, consistent herewith, a major goal of this collaboration is to seek external funding from state, national and international bodies, as well as private organizations.

Duration

This agreement will be valid for a period of three (3) years commencing on the date it is signed by the last party to sign it.

Furthermore, either party may withdraw from this MOU for any reason by submitting to the other party a written statement to that effect no later than thirty (30) days prior to the effective date of withdrawal. The parties shall complete all tasks in execution at the time of issuance of a withdrawal notice or at the expiration of the aforementioned three (3) years' period, whichever occurs earliest.

All modifications of the terms set forth in this MOU shall be by written amendment agreed upon by the parties.

Article IV

Additional Clauses

As this MOU stems from the parties' good faith efforts, any disputes pertaining hereto shall be resolved through good faith negotiations.

The parties agree there shall be no discrimination on the basis of sex, race, color, place or date of birth, national origin, social status, physical or mental handicap, political or religious beliefs, or status as a military veteran with respect to any of their respective undertakings in connection herewith.

The parties shall safeguard all records, reports, employment or assistantship timesheets, and all other documents related to the terms in this MOU, and to make them available for examination or copying by the Office of Internal Auditors of the University of Puerto Rico, by a firm of external auditors hired by the University of Puerto Rico, or by the Office of the Comptroller of Puerto Rico in its auditing of the University of Puerto Rico. Audits will be carried out at reasonable times during the course of the services or after their completion, in accordance with generally recognized auditing practices. Said documents shall be kept for a period of no less than six (6) years or until the Office of the Comptroller of Puerto Rico has conducted an audit, whichever occurs first.

Each party shall be solely responsible in any judicial and/or extra-judicial claim or proceeding, and shall be solely responsible to provide indemnity, for all economic and/or non-economic damages, and/or fees or payments of any kind due any natural and/or juridical person, stemming from claims of physical and/or mental harm, moral and/or economic harm, or any other harm or loss allegedly caused by negligent acts or omissions, carelessness and/or intentional, criminal and/or culpable behavior by said party, its agents, servants and/or employees in connection with performance hereunder. Each party shall hold all the other party and, where applicable, the latter's trustees, officers, employees, agents and/or servants harmless with respect to any such damages, harm and/or loss; moreover, each party exonerates and releases the other party and, where applicable, the latter's trustees, officers, employees, agents and/or servants of any and all responsibilities pertaining thereto.

Each publication that stems from the parties' joint research endeavors pursuant to this MOU shall be approved by the parties' respective authorities competent therewith and shall acknowledge that the publication is the product of the

parties' MOU. Title to intellectual property or research products shall be established according to the parties' respective pertinent policies and regulations. The parties shall have joint and equal title to all the rights with respect to all products of their joint endeavors. The parties shall acknowledge the individual researchers' right to sign as "author" in any legally binding documents.

Each of the parties shall not use the other party's name, seals, coat of arms or any other proprietary trade or service mark, in any written or electronic format in existence or that could be developed in the future, without that party's prior, written consent.

Any specific joint projects of the parties pursuant to this MOU shall contain all necessary written agreements governing the parties' respective rights to intellectual property produced through their joint research efforts, with respect to patents, invention certificates, model registrations, and marks, among others.

For The University of Tennessee:

For the University of Puerto Rico

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**LETTER OF INTENT
TO PURSUE AN INTERINSTITUTIONAL MEMORANDUM OF
UNDERSTANDING FOR
EDUCATION, RESEARCH AND SERVICE BETWEEN
The School of Information Sciences, University of Tennessee, The School of
Information Studies, University of Wisconsin-Milwaukee, and the East Africa
School of Library and Information Science, Makerere University**

In consideration of the promotion of international educational cooperation and educational exchanges, this agreement has been executed between the above parties on the days shown below.

The School of Information Studies, University of Wisconsin-Milwaukee (UWM), the School of Information Sciences, University of Tennessee (UT) and the East Africa School of Library and Information Science (EASLIS), Makerere University plan to join in a Memorandum of Understanding (MOU) to promote and advance the educational, research, and service missions of each institution.

As part of this agreement, the three schools will endeavor to cooperate in joint projects. To the extent feasible, the three universities will encourage direct contact and cooperation between their faculty members and research institutes under provisions of this agreement.

Within fields that are mutually acceptable, the following general forms of cooperation will be pursued:

1. Exchange of students, including internships and study abroad programs;
2. Exchange of faculty members for purposes of research, lectures, and seminars/symposia;
3. Joint research activities

Arrangements for specific visits, exchanges, and other forms of cooperation will be developed jointly and will be agreed upon for each specific case. Plans for expanded collaborations may extend to student and academic exchanges in the future. With the approval of all three university partners Individual and institutional affiliated partnerships may be established to further the objectives of the Memorandum of Understanding. The terms of the MOU will be reviewed annually and a progress report will made by the member universities.

No monetary consideration will be exchanged between the three universities. The agreement will not imply any financial obligation by any of the institutions. All parties understand that any and all financial arrangements will have to be negotiated and will depend on the availability of funds.

IN WITNESS WHEREFORE, this document has been executed by the following individuals on the days indicated.

Dean
School of Information Studies, UWM

Director
School of Information Sciences, UT

Date: _____

Date:

Director
East Africa School of Library and Information Science

Date: _____