

CUL Internationalization Task Force Report

Cornell University Library

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Executive Summary

This report presents the findings and recommendations of the Cornell University Library's (CUL) Internationalization Task Force, which associate university librarians Xin Li and Kornelia Tancheva jointly convened in August 2016. The year before, in 2015, then-University Librarian Anne Kenney and members of the Library Executive Group identified five focus areas to serve as interim priorities until Cornell releases its new strategic plan, at which time the library would align its priorities with the university's. One of these interim priorities was supporting the university's internationalization efforts, which itself grew out of a 2012 white paper by then-President David Skorton, "[Bringing Cornell to the World and the World to Cornell](#)," and a [report](#) by a task force convened by President Skorton. Both the white paper and the report noted with dismay that Cornell had fallen behind its peers in support for internationalization.

At the February 2015 all-staff meetings, the library community discussed the five focus areas—including supporting the university's internationalization efforts—and based on extensive input from staff, Xin Li concluded that a CUL Internationalization task force should be organized and charged with building on that input and focusing the library's efforts on a few key priorities in internationalization.

The task force was charged with gathering information on services and support for internationalization provided by both the CUL and non-library campus stakeholders, and with offering specific recommendations for sustaining the library's support for Cornell's internationalization initiative (aka Global Cornell). Through extensive information gathering, discussions, and research between August 2016 and June 2017, the task force successfully completed these charges; this report presents the group's findings in terms of both information gathered about what is currently being done in this area within and outside the library, and with identification of both shorter-term SMARTER goals and longer-term, more general strategies for the library to pursue.

The task force chose to focus its efforts on support for Cornell students studying abroad and international students studying at Cornell's Ithaca campus. Focusing on these two student groups, the information-gathering stage consisted of research by two separate subgroups: one surveying key CUL stakeholders about current internationalization efforts and the second identifying efforts to support internationalization at Cornell by non-CUL stakeholders. The detailed findings of both groups are presented in the appendix section of this report (Appendix A and B), and demonstrate both the breadth of current efforts within the library to support these student groups and a healthy number of non-CUL programs that represent excellent potential partners for the library (including the International Students and Scholars Organization (ISSO), the Office of the Vice Provost for International Affairs (OVPIA), Cornell Abroad, and the Einaudi Center).

The task force's conclusions come in the form of both SMARTER goals (specific, measurable, achievable, relevant, time bound, evaluated and reviewed) and more general strategies or recommendations. The SMARTER goals, which come at the beginning of this report and cover roughly the next twelve months, include:

1. Promote and develop collections in service of CU's effective internationalization;
2. Increase staff education and training pertaining to internationalization;
3. Identify an internationalization contact or lead in each library unit; and

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4. Establish a standing internationalization executive committee.

The recommendations, which come in the latter part of this report and are generally more long-term, include:

1. Establishing a system for communicating library internationalization efforts across all units;
2. Customizing many of the programs CUL currently offers to a general population for particular international audiences at Cornell;
3. Embracing a willingness to experiment and innovate;
4. Developing and building partnerships with campus groups such as ISSO and Cornell Abroad;
5. Staffing with internationalization in mind, and both designating and sustaining an active internationalization head in each library unit; and
6. Gathering feedback from our international audience.

We believe unequivocally that internationalization will continue to be a priority for Cornell University, and that the Cornell University Library has significant potential to be a full-fledged participant in this endeavor. We trust that this report offers a blueprint for how the library can achieve this goal.

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SMARTER Goals

The Task Force was charged with creating SMARTER goals to increase the effectiveness of CUL's contributions to internationalization in the coming year. SMARTER goals are:

- Specific (simple, sensible, significant)
- Measurable (meaningful, motivating)
- Achievable (agreed, attainable)
- Relevant (reasonable realistic and resourced, results-based)
- Time bound (time-based, time limited, time/cost limited, timely, time-sensitive)
- Evaluated
- Reviewed

It is important to note here that the Task Force set out to identify a few SMARTER goals which could easily be accomplished in a year or so and then conclude its work. With this report, we recommend four SMARTER goals and also continued Library engagement in Cornell University's internationalization initiatives. As such, following are the Task Force's recommended SMARTER goals:

1. Promote and Develop Collections in Service of CU's Internationalization

Specific: Promote Cornell Library's rich multilingual collections to international community members and to students planning international experiences. Promote (and build collections of, as needed) materials which support English language learning; and materials which support students and faculty leaders engaging in international study, research, or projects. These may include cultural and practical resources which are needed locally; collection development collaborations such as 2CUL and Ivies Plus will continue to be essential for deep collection development.

Measurable: When feasible, assess success through circulation and usage data. Assessment would be enriched by qualitative means such as the collection of stories which in turn might be useful for promotion.

Attainable: Outreach and collection development are the provinces of CD Exec (Collection Development Executive Committee) and PSEC (Public Services Executive Committee); these groups shall take on responsibility for implementing this initiative, together with Library Communications. Time is the most needed resource; a moderate funding (determined by CDExec) should suffice to fill gaps.

Relevant: We think that the CUL Task Force's conception of "collections as service" to internationalization is closely aligned with University and Library values, and believe that this needs to be clearly articulated as a collection development and public service priority and embedded in the daily work of the library.

Time-based: This effort will be launched during Fall semester 2017 and fully implemented by the end of FY 2017/18.

Evaluated: This effort will be assessed in consort with other PSEC and CDExec activity.

Reviewed: The initiative shall be reviewed annually by the Internationalization Executive Committee (IEC-SMARTER Goal 4 below) and revisited regularly to modify its application as needed.

2. Increase Staff Education and Training Pertaining to Internationalization

Specific: CUL will educate library staff about our international students in order to provide those students with the best possible service from the library. For example, messaging efforts on the number of international students and their places of origin is worth restating whenever possible.

Measurable: The Library will host three sessions on international diversity for library staff over the next 12

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months. At least one session will be recorded for those who cannot make any of the sessions. Student response to these efforts may be measured through formal surveys and informal, anecdotal evidence gathered at public service points in the library.

Attainable: CUL will contact the [Cornell University Inclusive Excellence Academy](#) to facilitate these sessions using guidance from the bullet points below (e.g. international student panel).

Relevant: Educating library staff about our international populations will fuel our internationalization initiatives and significantly enhance appreciation for international students and/or programs that support internationalization. Raising awareness would boost staffs' understanding of university priorities around these efforts as well as library programming/services already in place with direct impact on international students and their families and on those involved in study abroad.

Time-based: CUL will host three sessions on cultural competency for library staff over the next 12 months. Every effort will be made to record and stream each session. The first session will happen within four months after SMARTER Goal 4 is accomplished and shall thereafter occur regularly for each unit, with a target of one per semester.

Evaluated: Staff will provide feedback on evaluation forms regarding the sessions offered by the Inclusive Excellence Academy and adjustments shall be made as needed. If staff attendance is low at the first session, supervisors will be asked to encourage their staff to attend and to help them find the time.

Reviewed: CUL will seek feedback on these training sessions to determine what other areas of training might be of interest to increase our understanding of internationalization.

3. Identify an Internationalization Contact or Lead in Each Unit

Specific: Each unit or library shall identify an internationalization contact or lead within their unit or library.

Measurable: This person should be the individual with the best ability to represent the unit or library's interests in CUL's internationalization efforts.

Attainable: The director of each unit or library shall be responsible for identifying the individual.

Relevant: The unit contact or lead will provide a direct line to that library for communications, initiatives, and all other CUL internationalization efforts, and shall serve as a representative on the Executive Committee identified in SMARTER Goal 4.

Time-based: The unit or library contact shall be identified by October 1, 2017.

Evaluated: The unit contact or lead shall be responsible for actively representing their library and participating in CUL internationalization efforts. If they fail to actively participate, another contact shall be identified.

Reviewed: It is possible that this may be an annually rotating position to lighten the workload and to share opportunities.

4. Establish a Standing Internationalization Executive Committee (IEC)

Specific: CUL creates a standing executive committee, in the tradition of PSEC and CD Exec, to provide direction on all internationalization topics. This new executive committee--the Internationalization Executive Committee (IEC)--shall begin meeting in October, 2017, after unit and library leads have been identified, and shall meet monthly thereafter. The IEC will initiate and lead policy discussions and coordinate internationalization efforts among executive groups, unit libraries, central services within the library and partner with Cornell internationalization efforts. Internationalization is an overarching theme to our work that goes beyond any of the current work structures that CUL has in place.

Measurable: The Internationalization Executive Committee (IEC) shall begin meeting in October, 2017, after unit and library leads have been identified, and shall meet monthly thereafter. The executive

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committee will, as part of its first year's work, do further research to define its scope and charge, with a formal statement of scope and charge due by April 1, 2018.

Attainable: The IEC would be comprised of representatives from each unit (see SMARTER Goal 3), members appointed by the sponsoring AUL, as well as interested parties who would serve on an ex officio basis, such as a representative from Assessment and Communications, among others. Its leadership would be comprised of a chair or pair of co-chairs and could rotate annually or biannually to balance the workload. Its CUL sponsor would be Xin Li, in her capacity as the AUL of International Engagement, working with the AUL position in charge of public services and other CUL leadership as needed.

Relevant: Internationalization initiatives must permeate CUL at every level and within every unit; it will take a significant, well-managed effort to lead policy discussions, evaluate what opportunities maximize CUL's resources, and manage the implementation of the many opportunities and recommendations made in this report; and the Internationalization Executive Committee (IEC) shall fill this role. The IEC will be responsible for setting policy around internationalization, as well as identifying, implementing, and evaluating CUL's efforts in this space. The IEC's charge would require it to work closely with existing CUL executive committees to ensure broad, inclusive communication, as well as create and maintain partnerships outside CUL, such as the Cornell International Education Network (CIEN), Cornell's International Students and Scholars Office (ISSO), and Global Cornell.

Time-based: The Internationalization Executive Committee shall begin meeting in October, 2017, after unit and library leads have been identified, and shall meet monthly thereafter.

Evaluated: The work of the IEC shall be internally evaluated on a regular basis.

Reviewed: CUL leadership shall review the IEC's work for ongoing relevance and effectiveness.

Introduction to Internationalization Efforts at CUL

Cornell has long prized its reputation and institutional history as a university with international students, faculty, programs, and library collections dating from the very earliest decades. However, in his 2012 white paper, "[Bringing Cornell to the world and the world to Cornell](#)," President David Skorton stated, "insufficient attention has been paid to international studies and international engagement at Cornell."¹ Likewise, a [Cornell University Task Force on Internationalization](#) called by President Skorton reported that Cornell had fallen behind its peers in many aspects of support for and effective accomplishment of internationalization.²

But what is meant by "internationalization" for Cornell? As the 2012 CU internationalization task force report states, "We define internationalization as a commitment, confirmed through actions, to infuse international and comparative perspectives into teaching, research and engagement. Internationalization goes beyond the availability of international studies or engagement activities. It is an ethos and vision to bring the world to Cornell and Cornell to the world."

Since 2012, Cornell University has worked toward this strategic vision, adding new capabilities each year. As the Global Cornell agenda broadens and deepens in the coming years, the Library will have many opportunities to be a key partner and leader for Cornell's internationalization agenda, contributing its considerable resources of professional and international expertise and staff dedication in addition to legendary international collections.

As of this report, Cornell University Library (CUL) has long-established strengths in several international domains. These strengths range from our historic, priceless book collections ([Asia Studies](#), [Dante](#) and [Petrarch](#), and numerous others) to our innovative outreach initiatives in agriculture and life sciences (the [TEEAL](#) (The Essential Electronic Agricultural Library) and [AGORA](#) (Access to Global Online Research in Agriculture) journal delivery programs). A number of these international activities in CUL were captured as a part of this task force's activity, and are reported in Appendices A and C.

It is worth noting the profound culture and international vision of the university's earliest leaders. Both [Andrew Dickson White](#) and [Daniel Willard Fiske](#), the first university librarian, were avid bibliophiles who had sojourned in Europe and journeyed to the Middle East. Fiske was a brilliant linguist; White was a respected historian and diplomat who, as university president, encouraged studies as diverse as political science and electrical engineering. White and Fiske would be succeeded by administrators, librarians, and benefactors whose vision no less frequently and acutely surveyed the far horizons. One may mention, for example, President [Jacob Gould Schurman](#), who arranged scholarships for Chinese students at Cornell; and the donation by alumnus [Charles W. Wason](#) of his outstanding collection on China in 1918. [Gussie Esther Gaskill](#) would subsequently serve as curator of this growing collection for more than three decades.

Cornell University Library's latest strategic plan concluded in 2015, at which time the Library postponed further strategic planning until the University's new strategic goals were in place. In February 2016, University Librarian Anne Kenney convened an all-staff meeting to discuss five focus areas that the Library Executive Group (LEG) had identified as priorities. These focus areas were based on both the Provost's

¹ "Bringing Cornell to the World and the World to Cornell"—A presidential white paper by President David J. Skorton, March 2, 2012, calls for the university to internationalize its curriculum and regain its global competitiveness.

² "Report from the Task Force on Internationalization"—A faculty report presented by Alfonso Torres, task force chair, to the university president and provosts, October 11, 2012, makes 27 recommendations to strengthen the university's international presence and improve its global standing among peer institutions.

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four areas of future focus and on the input of the Library's Manager's Council; they were intended to guide the Library during the interim between strategic plans. At the February 2016 Library All Staff Meeting, three questions were posed to guide discussion of each area:

- Do you know of related work already underway and how can we build on it?
- What are the gaps and challenges we need to consider to ensure success?
- How will we know when we are succeeding?

Discussions of internationalization at this all-staff meeting were led by Jim Morris-Knowler (Mann) and Neely Tang (JGSM). Subsequently, they worked with Xin Li to organize a follow-up open staff session in March, 2016, with the aim of identifying two or three specific actions that might realistically be achieved by the end of Spring semester 2017. These discussions yielded valuable suggestions, exposed library staff interest in and commitment to internationalization, highlighted library experience and leadership in many international initiatives, and highlighted the complexity of library service to Cornell's very diverse international community members and to the students participating in programs and research which provide them with meaningful international experiences. The summary of these staff contributions is available in Appendix F. As a result of the conversations, it was clear that activities and capacities related to internationalization were complex beyond the identification of a few short-term goals.

CUL Task Force on Internationalization

Establishment

Based on the staff discussions and input, it became clear that a task force focused on internationalization was needed. Xin Li called for volunteers on July 27, 2016, and the Task Force was formed on August 22, 2016.

The Task Force addressed this charge:

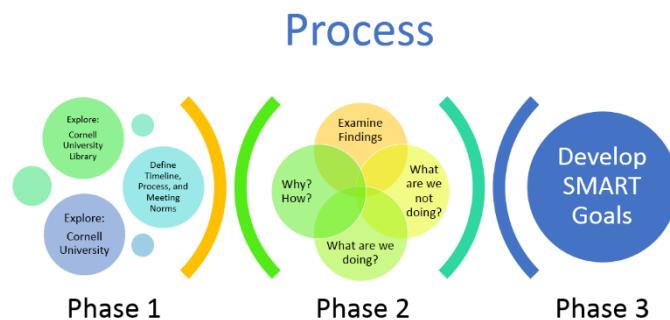
1. Gather information and report on services CUL currently provides to support Study Abroad or international projects, and to support international faculty, students, and visiting scholars at Cornell.
2. Gather information about services and support that are being offered by non-CUL units to the same population noted above.
3. Recommend a SMART goal-based model to sustain CUL's support to Cornell's internationalization. This would include what CUL as a whole should do to develop knowledge and skills for supporting internationalization; how CUL units can continuously assess and decide what to continue or to retire in order to best align resources with services for their particular programs/population; how to fully utilize the information gathered and staff suggestions from previous open meetings; and lastly, what criteria to use that would demonstrate success at both the CUL and unit levels.

Task Force members represent many Cornell Library units, and include Gabriela Castro Gessner (Assessment and Communication), Erin Eldermire (Vet), Amy Emerson (Law), Sarah How (Olin; European studies), Thomas Mills (Law), Jim Morris-Knowler (Mann), and Patrick J. Stevens (Olin and Rare & Manuscript Collections; North European studies), with Neely Tang (JGSM) as Chair.

This report, authored by the Library's Internationalization Task Force, addresses "Enhancing the Library's support for the University's international goals," a focus area which was sponsored by Xin Li, Associate University Librarian for Discovery, Assessment, and International Engagement, and Kornelia Tancheva, then Associate University Librarian for Research and Learning Services.

Process and Timeline

At its initial meeting, the Task Force identified three distinct phases of work: 1) gathering data and information; 2) examining and reflecting on what we found; and 3) creating the SMART goals requested by our sponsors. This graphic represents the timeline and process that guided our work:



Information gathering

The task force gathered information about how the Library supports international efforts via a survey to library stakeholders who support international programming in some form (Appendix A partial; full results [online](#)), and also investigated Cornell University offices, programs, and sponsored activities that support international students, students going abroad, and broader internationalization initiatives (Appendix B). We also reviewed the suggestions made by Cornell Library staff at two open brainstorming sessions (Appendix C) and the Library's survey to Graduate Students in 2016 focusing on international students' [comments](#) and [comparative quantitative responses](#), and some attended an ACRL webinar based on a white paper by Anne Kenney and Xin Li, "[Rethinking Research Libraries in the Era of Global Universities](#)."

In our preliminary research, we encountered many interesting academic library programs, activities, services, and staffing positions at other North American universities. Some were fully integrated into institutional strategic objectives; and others responded to opportunities to meet a specific need. We suggest that the next iteration of the Task Force continue to explore and learn from what other libraries and universities are doing regarding internationalization. A new ACRL interest group, Academic Services to International Students Interest Group, should be followed.

In December 2016 we planned to interview staff members of the Office of the Vice Provost of International Affairs, the International Students and Scholars Office, and Cornell Abroad. However, this plan was derailed by the events precipitated by President Trump's Executive Order 13769, issued on January 27, 2017 and affecting these offices' time to meet with our team. We were later able to follow-up with the director of ISSO, however, the director of Cornell Abroad left Cornell for another position. Further interviews with these individuals can be a natural next step to further informing internationalization at CUL.

Scope and Limitations

Originally, we started with a focus on three main groups of stakeholders. These by no means comprise the whole of Cornell's international community or global aspirations, but they were our starting point. They included:

- Cornellians abroad who study, conduct research, or otherwise go abroad to gain international experience or to conduct the work of the university (includes participants in study abroad programs vetted by Cornell Abroad and CALS faculty-led study tours, and many other short or medium-term programs offered by other colleges and by international studies programs)
- Cornellians served by the International Students and Scholars Office (ISSO) (includes international students, scholars, faculty, and staff who attend and/or work on Cornell University campuses)
- Cornellians abroad who are not on a campus (includes international students, scholars, faculty, and staff, such as those in the Cornell Executive MBA Americas program and the Cornell China Center in Shanghai).

Ultimately, we narrowed our focus to students in two groups:

- Those going abroad from the Ithaca campus, and
- International students studying on the Ithaca campus.

Currently, just over 2,500 Ithaca students have an international experience each year according to Cornell Abroad's 2014-15 statistics (Appendix D). When Cornell President David Skorton launched Cornell's [internationalization initiatives in March 2012](#), he called for a target of 50% of Cornell's undergraduates having "meaningful international experiences" by the time they graduated. At that time, the percentage of Cornell undergraduates studying abroad each year had dropped to 20.9%. This was well behind many of Cornell's peers, and Cornell had even fallen out of the top 40 of universities in the percentage of undergraduates studying abroad. Statistics compiled by Cornell's Study Abroad program indicate that Cornell students studied in more than 78 countries in 2013-14 (Appendix E).

As for international students studying in Ithaca, [International Students and Scholars Office \(ISSO\)](#) statistics for the 2016-17 school year show that international students studying on the Ithaca campus come from 118 countries and represent 22.05% of total Cornell enrollment. Most of those students are graduate and professional students (43.4%). ISSO statistics document the trending increase in numbers and percentage of Chinese and Korean undergraduate students at Cornell, following the national trend.

With this in mind, we recommend that CUL focuses pilot projects on the top five countries represented by our students on campus (China, India, Canada, South Korea, and Taiwan) and the top 10 countries visited by our students (Italy, UK, Spain, China, France, Germany, India, Australia, Costa Rica, and Brazil). By focusing on these countries, CUL will be able to best identify effective strategies while maximizing investment of staff and funding.

With the conclusion of the work of the Library's 2016/17 Internationalization Task Force, we acknowledge

that students on the Ithaca campus are not the only Cornellians who belong and contribute to the university's rich international landscape. We think that the Library needs to consider the needs of international faculty, visiting scholars, and staff in Ithaca, as well. It is also important to examine the needs of students, faculty, scholars, and staff who are not on the Ithaca campus, participants in degree programs sponsored by Cornell (e.g., Cornell-Tsinghua Finance EMBA), and students on the Roosevelt Island campus.

Task Force Findings and Recommendations

Current International Services and Programs at CUL

Currently, CUL provides many services and programs that support international students in Ithaca as well as students going abroad. Remembering that international students are first and foremost Cornell students, accomplished, motivated, and diverse in discipline, they are served by what is offered or coordinated by unit libraries and general library departments such as Assessment and Communication and by general committees such as the Reference and Outreach Committee (R&O) and the Collection Development Executive Committee and selection teams. For example, R&O worked with Communications in 2014 to develop the "[Help for International Students](#)" page on the library website. Other examples include sustaining proxy access to electronic resources.

Additional programs and services include but aren't limited to:

- introducing libraries as a component of the English for International Students and Scholars program;
- outreach to Korean students and families;
- supporting the material and information needs of law students during the Paris Summer Program;
- gaining an external research grant for visits to Paris academic libraries and study abroad offices;
- providing instruction to Executive MBA students in the Americas program;
- chat and email reference support for students studying abroad.

The Cornell community reaches into many corners of the world, and our Ithaca campus is contoured by the diverse mix of international groups and individuals who join us here. In light of this dynamic international landscape, it is in the library's and the university's best interest to participate strategically in promoting internationalization at Cornell. Whatever opportunities the library decides to pursue to meet its internationalization goals, Cornell University's strategic plan should be front and center in each consideration. We can expect the new university leadership to develop and publish these documents in due time.

CUL's greatest challenge to meet CU's internationalization goals is the absence of an organizational structure to support such a significant and overarching theme on a library-wide basis. The work of internationalization has been done through various task forces, working groups, executive groups (namely PSEC and CD Exec), and at the unit level, but without a designated and committed group of library staff, our efforts lack coordination and substantive effectiveness. This often results in redundancies, inconsistencies and a lack of meaningful support to international students and families. It also makes it difficult to identify obvious gaps in services and program offerings. Lack of coordination and backing will prevent CUL from fully realizing its potential in contributing to the advancement of this university goal. Formalizing our activities both endorses and validates the library's work in this area. CUL also benefits from the responsible management of our resources, allowing for best practices to be shared and real

assessment of our work to be performed and communicated with colleagues around campus.

As the library continues this work, existing guiding principles help us identify areas for development in the area of internationalization. Opportunities to engage more effectively with our diverse student body, with scholars and researchers abound, as well as opportunities to experiment and learn from colleagues in other institutions, and to build partnerships with other campus programs. Below we expand on where and how CUL could act on some of these opportunities.

Recommendations for future CUL work in internationalization

1. Establishing a system for communicating efforts

Presently, there is no formal coordination of or communication about such activities across the library system. The Task Force believes that CUL would benefit greatly from, at minimum, establishing a system for communicating about these practices across units, allowing liaisons and library staff to learn from each other, thus streamlining our efforts and strengthening our contributions to internationalization. As the task force reviewed the activities currently offered, we realized that not only was there an amazing number of programs the units were supporting, but that there were also some interesting gaps. For example, not every library unit has established a contact with its college or school's study abroad coordinator. That simple outreach step might well lead to fruitful library programming opportunities.

2. Customizing programs to international audiences

Many of the programs which CUL currently offers to a general population could be customized easily to address particular audiences, thus speaking to Cornell's internationalization initiative. This would be of double benefit: directly benefitting students while communicating the Library's capabilities to staff, faculty, and departments outside the Library. With increased awareness of internationalization, which would entail regular communication of why we are bringing it to CUL's attention and examples of what is being done, our staff could start thinking of work they are currently doing as supporting the initiative and its beneficiaries, the scholarly community. For example, after the Task Force presented at PSEC in April 2017, two librarians shared thoughts on program ideas (Spark Talks and the Olin Library Book Club) which might also benefit international students.

Furthermore, there are many ways that the services, expertise, and resources that CUL already offers and sustains can be leveraged to support Cornell's internationalization initiatives.

Examples include:

- **Research guides:** CUL has produced many focused research and learning guides, using the SpringShare Libguide platform to help individuals research more effectively. Consider maintaining libguides in languages that represent our user base (e.g. Mandarin) and for world areas for which there is special need (e.g. to support CUL outreach in Africa or Latin America, for which our subject specialist is off-site).
- **SPARK Talks:** This program partners with the [English Language Support Office](#) to advertise the event. Many student participants have been international. As CUL has established an infrastructure for events such as SPARK Talks, we might consider adapting such services or programs to meet the needs of our on-campus international community, either via spin-offs (e.g. SPARK Talks for international students) or by adjusting current norms (e.g. addressing the needs of our international students through the existing SPARK Talks programming).
- **Collections:** We need to convey the existence and availability of Cornell's vast collections of

materials in languages other than in English to Cornell's international community.

These are just a few examples; it is clear that a close look at current services and resources with internationalization in mind would expose even more opportunities. We recommend that the next iteration of the Task Force undertake this close review, as well as a reexamination of the suggestions proffered at the staff feedback sessions conducted in Spring 2016 (see Appendix C).

3. Experimenting and Innovating

As CUL expands its internationalization efforts, we must be willing to experiment as we venture into unfamiliar territory. Promoting new initiatives, even at the risk they might fail, is crucial. Fortunately, we are not alone: Colleagues at other universities have also been experimenting with internationalization initiatives, and we can network with other academic libraries to strengthen our own efforts.

4. Building Intramural Partnerships

We are not alone in our drive to improve and sustain our internationalization efforts. Other campus organizations are actively looking for ways to support the diverse groups and initiatives comprising this area. CUL has ample opportunity to build partnerships with these organizations in our joint internationalization efforts. For example, the English Language Support Office (ELSO) provides workshops for international students but has difficulty publicizing the events. Could CUL not partner with ELSO to host these workshops in our library spaces and advertise them via our established communication channels? The next sections detail library staff and campus potential partners for CUL to consider in the elaboration of partnerships.

With each opportunity the library has to reach the international community, we also have an opportunity to grow from the multifaceted international community we engage.

Potential Cornell Campus Partners

Office of the Vice Provost for International Affairs (OVPIA):

Headed by Laura Spitz, the OVPIA aims to integrate internationalization efforts across campus. Partnering with the OVPIA will be key, as it promotes and supports opportunities for US domestic students learning abroad or adding "international dimensions" to their studies (e.g. a language or an international relations minor), as well as supporting international students (and their families) on campus.

Although the OVPIA is the umbrella for internationalization efforts, multiple and varied units on campus work directly with students. Thus CUL should develop or sustain relationships with those units, in particular Cornell Abroad and the ISSO (International Students and Scholars Office).

Cornell Abroad:

Encompasses a variety of offerings, not just semester-long courses, but also programs to improve language skills, conduct research, engage in service learning, or participate in an internship. There are two main options: Cornell managed programs (established partnerships Cornell University has with other universities around the world, where students attend for a semester or a year) and Approved Programs (often run by faculty conducting research, and which students participate in as part of a class or project). Cornell supports both by working closely with each college where there are "study abroad advisors" working directly with students to help with GPA, degree completion,

policies, travel support, etc.

International Students and Scholars Office (ISSO):

ISSO assists international students and their families with immigration, tax, and labor regulations as well as personal, academic, and cultural matters and is often the first office international students encounter before or upon arrival. In the last decade the number of international students has increased by about fifty percent, resulting in about 22 percent of all enrolled students (14,566 undergraduate, 7753 graduate in the 2016-17 academic year). As of fall 2016, the top five countries of origin were China (1959 students); India (571), Canada (394), South Korea (391) and Taiwan (100). The current political climate seems not to have affected international applications to Cornell thus far. According to Brendan O'Brien, director for ISSO, most international students at Cornell speak English well, but often their family members do not, and they also often lack opportunities to interact with members of the Cornell community.

CUL's work with ISSO has intensified in the last several years, with events held at the library (e.g., a panel of international students discussing their experiences with CUL); added information about [library resources on ISSO handouts](#), and ongoing communication with staff and director Brendan O'Brien. This partnership could be strengthened by activities in support of international students and their families such as:

- collection development communication of library resources available in multiple languages both for students and their family members;
- library tours conducted in Mandarin (tried at the University of Michigan Library with great success);
- hosting "speed-friending" events to facilitate introductions between US and international students (tried with notable success at Oregon State University Library).

Although partnering with ISSO will remain highly desirable, CUL's work with international students is not new, and many programs have been developed by different library units. Many of the activities CUL already conducts for international students could be more explicitly advertised or jointly organized with ISSO, such as:

- Webpage for [International students](#) on the CUL homepage;
- Orientation to American Libraries (Olin Library);
- New Korean graduate student orientation (Kroch Asia);
- English for International Students and Scholars (Management Library);
- Academic Communication for Multilingual Students (Mann Library).

Einaudi Center:

The Mario Einaudi Center for International Studies, already has a strong working relationship with CUL. For example, we've participated in the Einaudi Center's annual International Fair since its inception about five years ago. The event attracts international students as well as domestic students contemplating study abroad. Librarians have received research grants from the Einaudi Center as well as from component area studies programs; and grants for outreach programming. Olin and Kroch Libraries often mount exhibitions in conjunction with Center programs or in response to local initiatives valued by faculty associated with the Center (e.g. a current exhibition in Kroch on Nepal, and the Ithaca City of Asylum-related exhibition in Olin in fall 2016).

5. Staffing with internationalization in mind

It is clear from CUL and campus scans that:

- As an institution, CUL is contributing to internationalization through an array of funding sources and program logistics.
- Many individual librarians and library staff members are engaged in activities to enhance Cornell's global initiatives by supporting Cornell international students and encouraging Cornell domestic students to open their eyes to the wider world. Some are assigned these responsibilities; others engage because they see the need or spot an opportunity and have the time and skills to reach out. There is a need for, at minimum, better coordination of these activities in the near term, which could be provided were an Internationalization Executive Group to be established.
- There is a need to look closely at the implications of changes in staffing and assignments in relation to the Cornell's international goals across CUL, examining, for example, the impact of redefinition of open positions, when skills and responsibilities relevant to internationalization are de-emphasized.
- Our 2CUL bibliographer colleagues for Latin American/Spanish and Slavic Studies are greatly appreciated colleagues, with challenging assignments, straddling two major universities, but it is unrealistic to expect them to function effectively in all the ways that subject/liaison librarians must, when they are not local. There is a particular need for local expertise and enthusiasm for Latin American Studies and Spanish, given the large participation in off-campus programs in Spain and Latin American from students in many Cornell colleges, and the large enrollment in Spanish in Arts & Sciences.
- Each library unit or unit cluster should identify a staff member responsible for internationalization, paying attention to student's needs and to library/university services in this area.

6. Gathering Evidence from our International Audience

As we look to the future, we believe that Cornell University Library should strive to be an equal partner in an engagement-focused model that maximizes its position within the context of our global institution as a full-fledged participant rather than a supporting contributor. In sum, CUL must be “well integrated into the university’s evolving international agenda in teaching, research, and learning, from planning to assessment” ([Kenney and Li, 2016](#)).

One way to focus CUL’s engagement, with specific reference to arriving international students, is to develop an appreciation for their expectations in library services, based on students’ experiences in their home countries or home institutions. Knowledge of these expectations can come from our campus partners and/or from interviews of international students about their expectations and experiences as students and researchers at Cornell. Support for liaison visits to international academic libraries, when practical (for example, as add-ons to already funded trips or to personal travel) should be explored.

As a corollary, CUL should further refine its efforts to reach international students by systematically reaching out to student populations by country of origin, culture, and language. The Internationalization Task Force recommends CUL begin this initiative with students from China, India, Canada, and South Korea because of the size of these particular cohorts (and in some instances, the diverse needs within the cohorts); nonetheless, the emphasis on internationalization ultimately seeks involvement across the spectrum of the international student population (see April 2017 Task Force Orientation Suggestions to PSEC, Appendix G).

Internationalization Report

CUL should encourage all staff to reach out to international students. While librarians with public services responsibilities may take the lead, the internationalization effort should be library-wide and include staff from all departments who wish to contribute skills (linguistic or cultural). Collection curators, liaison librarians, and technical services colleagues may be potential collaborators in order to support this holistic approach.

All efforts to reach out to international students should be evaluated constantly to account for political and economic changes affecting countries, universities, and students. In evaluating the success of each effort, particular attention should be paid not only to the expectations of students but also to university directives, to ensure CUL initiatives remain aligned with university objectives. Some valuable assessment is intuitive, but we would like to see formal assessment conducted as well.

As with outreach to international students on campus, CUL's outreach to Cornell students studying abroad will be alert and responsive to the political, social, and economic changes affecting their destinations. In this, we'll rely on advice and data from other Cornell programs and offices including Cornell Abroad, ISSO, and VPIA.

Conclusion

With Cornell's 14th president two months into her tenure and Cornell University Library's 12th University Librarian starting August 1st, this is a good time to make the case to formalize CUL's approach to internationalization. The Library is already actively engaged in this space, but with an executive group to coordinate, communicate, and lead the way, we will be able to effectively measure our impact, demonstrate it to our university partners, and move Cornell's internationalization agenda forward as an active participant. The task force urges the Library Executive Group to work with our new University Librarian, Gerald Beasley, to consider the Library's role in internationalization and to seize this moment to lead us to the next level.

Appendix

Appendix

Appendix A : Survey to CUL Stakeholders who support international programming

Appendix B: Cornell University offices and programs that support or sponsor international activities

Appendix C: Library staff suggestions gathered during All-Staff brainstorming sessions

Appendix D: Cornell Study Abroad 2014-15 statistics

Appendix E: Cornell Study Abroad 2013 -14 statistics

Appendix F: Notes on follow-up internationalization discussion, March 2016

Appendix G: Orientation suggestions to PSEC

[Access the full Excel File here](#)

Unit	Primary Audience	Program name	Brief Description
Catherwood Library	students	English for International Students and Scholars	Library introduction for international graduate students
Catherwood Library	students	Human Capital Program - ILR Extension Division	Instruction Sessions - One of the more recent was the session offered, in
Catherwood Library	students	ILR's credit internship program	The ILR's credit internship program regularly sends ILR students to Geneva for
CUL	students	CUL Collection Development	CUL's collection development operation has always been international and
CUL	students	CUL Collection Development	
CUL	students	Help for International Students	Webpage with info orienting international students to the Cornell Library
CUL	students	Introduction to American Academic Libraries	This program is for students with little or no experience using American academic
CUL	students	WRIT 6400	Academic Writing for International Graduate Students--semester long course, Cornell patrons with valid patron records
CUL	students	Proxy access to e-resources	in Voyager have proxy access to all CUL
CUL	students	Free document delivery	ILS will deliver scans of articles and book chapters to Cornell students, staff, and
Desktop Services	students	Add language support (primarily Asian) to our public computers, usually via Windows	
DSPS	non-students	Henry Luce Foundation Scholars	We have for the past four years, trained library staff from major Chinese university
Fine Arts	students	Cornell in Rome	Support for AAP undergrads studying in Rome (up to 60/semester)
Hotel Library	students	Career Research for MMH students	Provided career research resources with a focus on resources for international
Kroch Asia	students	Tour of Korea Collection	
Kroch Asia	students	New Korean graduate student orientation	attending welcome party for New Korean graduate students annually organized by
Kroch Asia	students	Summer Nepali language program	Started decades ago, in part as prep for Cornell Nepal Study Program (CNSP), and
Kroch Asia	students	Provide assistance to exchange Ph.D. students from Beijing University who were at the CAPS	
Kroch Asia	students	Organize workshops for visiting scholars, Post-doctoral students, graduate and	Provide the assistance to visiting scholars, Post-doctoral students, graduate and
Kroch Asia	students	Set up the Chinese Corner	
Kroch Asia	students	Provide workshops for the China and Asia-Pacific Studies (CAPS) students who would go	
Kroch Asia	students	Organize receptions for parents of new undergraduate students from mainland China, Maintaining Facebook page for Korean	
Kroch Asia	students	Collection & Research Support at Cornell	
Law	students	Legal research instruction in Principles of American Legal Writing (Law 6761).	PALW, including its research component is required for international LL.M. students
Law	students	Fall Orientation	
Law	students	JSD training	Research instruction and orientation to library services
Law	students	Fall Orientation	
Law	students	International Moot Courts	
Law	students	Iraqi Refugee Assistance Program	
Law	students	Law 6071, Practice-Focused Research for LL.M. Students	It was a one-credit course for international LL.M. students
Law	students	Cornell Center for Women and Justice	International women's rights
Law	students	Paris Summer Program	Law classes held in Paris
Law	students	Internships abroad	Law students with legal internships abroad
Law	students	International speaker series (Berger, Middle East, Clarke)	Three international programs that bring prominent
Law	students	Visitng scholars/ Berger Int'l programs	Scholars from all over the world visit for periods of a few weeks to a year
Law	students	Meridian 180	Comparative law program with East Asia
Law	students	International Clinics	International death penalty, international farmworkers, International human rights,

Unit	Primary Audience	Program name	Brief Description
LTS	students	providing access to licensed e-resources to students at some university in China for some	
Management Library	students	Metro EMBA	Global business project
Management Library	students	Cornell Tsinghua EMBA/FMBA	Dual degree program with Tsinghua's Finance School
Management Library	students	Americas EMBA	Dual degree program with Queens University
Management Library	students	English for International Students and Scholars	Introduction to library targeted for MBAs, but often have ILR and Law students
Management Library	students	Career Research for International Students	Provided career research resources with a focus on resources for international
Management Library	students		
Mann	students	IARD 4020/6020	Fall and Spring semester courses with January trip abroad (in 2017, it's
Mann	students	Multilingual Students	Library research session for this class of undergraduate students from China in
Mann	students	Services for International Community	Section of Mann website outlining services for international students at Cornell.
Mann	students	WACCI (West African Center for Crop Improvement)	Cornell-sponsored graduate program in crop breeding. Includes interlibrary and
Mann	non-students	OARI	Like AGORA, but for legal info
Mann	non-students	TEEAL	Agricultural journal system, locally loaded and available to researchers in the
Mann	students	Mann at Large	Document delivery services for Cornell employees working at a Cornell facility
Mann	students	ELSO (English Language Support Office) in Mann consultation area	By appointment writing support for graduate students.
Mann	students		
Mann	students		
Mann	students		
Mann	non-students	AGORA/Research4Life	Online version of TEEAL, managed by FAO with input from Mann
Mann	non-students	Author Capacity Building in Africa (Elsevier Foundation)	Capacity building training at universities in Malawi, Nigeria and Ethiopia
Mann	non-students	AIP Grant	USAID grant, including
Mann; O/U participates	students	Language support for international teaching assistants	Pair an international TA responsible for a first-year writing seminar with a subject
Music	students		
Olin/Uris	students	Introduction to American Academic Libraries	Orientation workshops for international students new to US research libraries
Olin/Uris	students	Fulbright Program	Review applications
Olin/Uris	students	Study Abroad	Study Abroad research guide (Libguide) is linked from SA and Literature Resource
Olin/Uris/CUL	students	Fulbright Program	Research guide; attend and present at undergraduate workshops; research

Unit	Goal(s) of the program (why are/were you doing this?)	Target Audience	CUL Staff Involved	Approximate time involved
Catherwood Library	Requested by EISS intermitently; 2-3 sessions over the last 5 years	Incoming international ILR students	Chris Miller	Not much
Catherwood Library	Requested by the Human Capital Extensio program	International students in the non-degree program	Chris Miller	
Catherwood Library	To prepare for internship by learning LexisNexis.	Students accepted into internship program at ILO.	All librarians	
CUL		tudents, faculty, Cornell community	Our designated Area Studies collections	Ongoing
CUL	Assess needs for scientific journals from China (in Chinese and English) among Cornell researchers (presumably faculty and		Marty Schlabach, Mann	Study conducted over several months.
CUL				
CUL		International students new to Cornell	Program started with Olin, for past two years has	
CUL		Graduate students across Cornell	Variety of CUL instructors	
CUL	To ensure access to needed research materials, regardless of location			
CUL	To ensure access to needed research materials, regardless of location	Cornell students, staff, faculty	ILS Laura Heisey and Gabriel Plaine are our leads for	
Desktop Services				
DSPS		Library staff from major Chinese University libraries	Conservation staff	20 weeks/year
Fine Arts	I'm really not doing much except responding to the needs of the administrators, students, and faculty affiliated with this	AAP undergraduates	Martha Walker	Very little of my time is required or requested. They have their
Hotel Library	Provide support for international students' career searches	MMH students looking for jobs	Kelly LaVoice	
Kroch Asia	To promote CUL services and Korean collection		You Lee Chun	1 hour
Kroch Asia	To promote CUL services and Korean collection and to raise awareness of library services which might be different from I do a Library session for these students, aimed at finding resources on the ground here at Cornell and resources they'll	New Korean graduate students	You Lee Chun	10-15 mins presentation
Kroch Asia		CNSP students, other researchers/students	Bronwen Bledsoe	2 days or so per year
Kroch Asia	Cooperation with & support for the CAPS program	Exchange Ph.D. students from Beijing University	Xin Li, Liren Zheng	2 hours
Kroch Asia		Visiting scholars, Post-doctoral students, graduate	Jing Carlson, Liren Zheng	2 hours
Kroch Asia	Provide assistance to CU students who study Chinese and may go to China for their study abroad program	CU students who study Chinese and may go to	Jing Carlson, Liren Zheng	2 hours
Kroch Asia	Cooperation with & support for the CAPS program	CAPS students	Xin Li, Liren Zheng	2 hours
Kroch Asia	Provide assistance to new undergraduate students through their parents	Parents of new undergraduate students	Xin Li, Jing Carlson, Liren Zheng	3 hours
Kroch Asia	To promote CUL services and Korean collection	Korean students in general on campus and students in	You Lee Chun	All year long 4 one-hour classroom sessions in three sections for a total of about
Law		LL.M. students	Blackaby, Scholtz	
Law	Orient international students to Law Library and teach 3-5 hours of basic American legal research	LL.M students (foreign attorneys)	All teaching law librarians	10-14 hours
Law		JSD students (~law phd)	Mills	20 hours plus individual consultations
Law		Law Exchange students	Varies - Ambrose, Blackaby, Williams, Scholtz	3-5 hours
Law	support/coach international moot court teams to conduct intake interviews with Sudanese, Somali, Iraqi, and Syrian refugees, in collaboration with the Collateral Repair	jd students on teams	Mills	coach - 150 hours/ other 30 hours
Law		law students in program	Mills, others	Little time
Law			Scholtz, Ambrose, Mills (prior years)	Teaching, including preparation and grading time, of a one-credit
Law		Students, faculty, interntioanl legal	Mills, others	varies
Law	library support for the program/materials and faculty	JD students from Cornell and around the world	Mills	varies
Law		JD students from Cornell and around the world	Mills	varies
Law	three international programs that bring prominent speckers to the law school	law community	Mills	varies
Law	Int'l law exchange	international law scholars	Matt Morrison, Thomas	varies
Law	scholarly law exchange	legal community interested in area	Mills, others	varies
Law	clinical experience for law students	law students	Mills, others	varies

Unit	Goal(s) of the program (why are/were you doing this?)	Target Audience	CUL Staff Involved	Approximate time involved
LTS				
Management Library	Optional course	EMBA students doing consulting projects around	All librarians, Neely is liaison	Intensive during course
Management Library	Provide dual degree	EMBA students based in China	All librarians, especially Susan, Neely is Liaison	Intensive while on campus
Management Library	Provide dual degree	EMBA students based in Canada, US, Mexico, Peru,	All librarians, Neely is liaison	Intensive while on campus
Management Library	Requested by EISS every year, we provide a friendly, informative library introduction for these graduate students	Incoming international MBAs in the EISS program MBAs who are also	All librarians, especially Dan	One hour once familiar with session Same prep as for any career research session
Management Library	Provide support for international students' career searches	international students	All librarians who teach	
Management Library				
Mann	Provide research support for undergraduate and graduate students enrolled in this class.	Undergraduates and graduates in variety of	Jim Morris-Knowler	2 hours/week
Mann	Provide library research training for these students	Undergraduate CALS students from China	Ashley Shea	5 hours/year
Mann	Orient international students to using Mann and being successful in their academic careers at Cornell.	International grad students	Sara E Wright, Tobi	Not much
Mann	Provide library support for graduate students	West African graduate students	Mann ILL & Public Services Staff (Jim Morris-Knowler, Jim Morris-Knowler, Mary	One full week in January, then very intermitent
Mann	Same as TEEAL/AGORA	Legal and labor scholars in developing world	Ochs, Thomas Mills, Amy	Ongoing
Mann	Provide access to scholarly literature for developing world scientists who would not otherwise have access	Scientists in developing world	Joy Paulson	Staff of 4, working full time
Mann	to make it easier for Cornell patrons to access library materials when they are away in the field or work in a distant location.	Cornell faculty, staff and students engaged in	Mann ILL	varies
Mann	Tutoring services include tutoring on writing and presentations and tutoring on pronunciation, and are offered through the	International students	Tom Ottaviano	
Mann				
Mann				
Mann				
Mann	Same as TEEAL	Same as TEEAL	Joy Paulson, Mary Ochs	
Mann	Train young agricultural faculty in scientific writing and research	Young faculty in designated sub-Saharan African	Joy Paulson; Jim Morris-Knowler	
Mann	Train librarians to support faculty	Librarians at Indian agricultural universities	Joy Paulson; Jim Morris-Knowler, Mary Ochs	
Mann; O/U participates		International graduate students	RLS staff	
Music				
Olin/Uris	To introduce new international students to protocols and processes for owkring in CUL early in their course of study. To	Incoming international students	Sarah How; Tony Cosgrave	10 hours
Olin/Uris	Determine which applications will be forwarded to Fulbright for final decisions.	Cornell undergraduate and graduate students	Sarah How	20 hours
Olin/Uris	Support students through the study abroad cycle with library resources and research support services.	Cornell undergraduate students	Sarah How; ILS; RLS staff	
Olin/Uris/CUL	Support successful applications.	Cornell undergraduate students	Sarah How	10 hours plus individual consultations

Unit	Frequency	Non-CUL partners?	If no longer running, why did you stop?	Other Comments
Catherwood Library	2 to 3 times over 5 years	EISS office	Only when requested	
Catherwood Library	The last 5 or 6 years until the program was offered training sessions for these	Human Capital Extension program ILR credit intership program	Program no longer offered	
Catherwood Library	Ongoing	One of the most substantial		
CUL			Study completed. I am not aware of major change in collection patterns that resulted	
CUL				https://www.library.cornell.edu/international
CUL	2-3 sessions in the fall			
CUL	Once/semester	ELSO		
CUL				
CUL				
Desktop Services				
DSPS	once a semester	#NAME?		We're planning a third phase grant that will
Fine Arts	The program has been going every			
Hotel Library	Once	MMH program director	Only two students showed up; one was a citizen	Happy to offer it again if there is interest
Kroch Asia	Once a year			between Oct & Nov
Kroch Asia	Once a year	KGSA (Korean Graduate Student Association)		late Aug - Sept
Kroch Asia	Once a year			over summer
Kroch Asia	Once a year	CAPS staff		
Kroch Asia	Once or twice/semester	ISSO		
Kroch Asia	Ongoing	Hanban (Office for Promotion of Chinese)		
Kroch Asia	Once a year	CAPS staff		
Kroch Asia	Once a year	CU Alumni Office		
Kroch Asia				
Law	Semester long (Fall)	PALW instructors		
Law	Once a year	Law International Programs		
Law	Once a year	none		
Law	Once a year	Law Int'l Programs		
Law	fall and spring semesters	Berger Program (Law)		
Law	When students go on trips abroad			
Law	Was taught one semester each	none	Hasn't been offered since PALW offered	
Law	all year	Former Avon Center		
Law	summer semester	Law Int'l programs		
Law	all year	Law Int'l Programs		
Law	Berger, Middle East, and Clarke programs			varies on number of speakers and needs varies, number os visiting scholars has been
Law	ongoing	Berger Int'l Programs		
Law	Clarke East Asia Center			
Law	Clinical programs			

Unit	Frequency	Non-CUL partners?	If no longer running, why did you stop?	Other Comments
LTS				
Management Library	One a year instruction session and	Faculty member, Nate Peck, and EMBA office	Course is no longer being offered	
Management Library	On-campus once a year	YanLing, Librarian at Finance School at		Bloomberg session Dinner at Dean's house Orientation
Management Library	On-campus twice a year	EMBA office		Support for Global
Management Library	One hour session per summer	EISS office		
Management Library	occasional, but cover the information	Career Management Office		
Management Library				Provide reference support for international students
Mann	Once a week in fall. 3 weeks in January	IARD		Mann librarian does not always travel with group
Mann	Once a year	Melissa Myers, ELSO		
Mann	Ongoing			http://mannlib.cornell.edu/help/outreach/internati
Mann	ongoing	University of Ghana, Gates Foundation		
Mann	Infrequent			New project, not officially launched
Mann	Year round	Gates Foundation, NGOs		
Mann	ongoing		Low use, replaced by DocDelivery. Passkey.	
Mann	Ongoing	ELSO		http://cornellelso.weebly.com/tutoring.html
Mann				
Mann				
Mann				
Mann	Trainings and yearly meetings of 3 one week	FAO, Research4Life Foundation		
Mann	workshops	ITOCA	End of grant	
Mann	Two 10 day visits to India; one 6 week	IP-CALS		
Mann; O/U participates				
Music				I have been thoughtful about these questions,
Olin/Uris				
Olin/Uris				
Olin/Uris				
Olin/Uris/CUL				

[Atkinson Center for a Sustainable Future](#)

Program title: [Atkinson Center for a Sustainable Future](#)

What they do: Connects researchers to external partners with on-the-ground capacity to help identify, test, and implement research-proven strategies that work. ACSF advances the local and national conversation on sustainability through events and activities that engage government agencies and officials, foundations, businesses, and NGOs.

Who they support: faculty, postdocs, researchers

Main contact: David Lodge, director (607) 255-7535

Library involvement/presence: none officially known

[Mario Einaudi Center for International Studies](#)

What they do: The Center organizes, stimulates, and supports research, teaching, and outreach programs and activities in and about the world in order to enhance graduate and undergraduate education and contribute to our understanding of and influence on how the world works, and to prepare Cornellians to contribute more ably in the international sphere.

Who they support: faculty and students

Main contact: (607) 255-6370; einaudi_center@einaudi.cornell.edu. **Hirokazu Miyazaki** is the director, and a professor of anthropology and the John S. Knight Professor of International Studies.

Library involvement/presence: They have some collaborations with RMC, CUL communication, and various library staff members as participants/advisors in their organization. Some examples, as found in their [2014-15 annual report](#):

- In March, we were also able to host a more local event for CMS: Laurent Ferri, Curator of Rare Books and Manuscripts at Cornell University; and Ali Houssia, Curator of Middle Eastern and Islamic Studies, also at Cornell, hosted a group to come and see precious objects in Olin Library's collection about Islam. We have many world-class books at Cornell, some of them centuries old, others among them more contemporary, which show the history and evolution of Islam over a long period, and across many different cultures. This was a wonderful opportunity to view some of the treasures of Cornell's collection that are in fact far too rarely seen. These books span centuries of time and thousands of miles of geography, in Islamic lands stretching from Morocco to Indonesia to Western China. The two curators

CU Organizations that Support Internationalization Efforts
Information gathered Fall 2016.

were able to show off some of the collection, and to allow audience members to actually leaf through some of the sources with white gloves on their hands, so literally touching history for themselves. This was an invaluable seminar and brought many local folks closer to resources which are local, but which are not well known or utilized in our own collections.

- Librarians have been rewarded grants:
 - Sarah How (Cornell University Library), Susette Newberry (Cornell University Library) and Boris Michev (Cornell University Library) – Foreign Fields: Perspectives on the Great
 - Patrick Stevens (Cornell University Library, Fiske Icelandic Collection) – Memorial Brochures in the Pamphlet Collections of the Fiske Icelandic Collection
- Dan McKee is an executive committee member
- Collaborations with CUL communication, e.g. Hu Shih promotion

[Travel Registry](#)

What they do: It is a convenient, one-stop service to support emergency communications and give access to Cornell's emergency travel assistance coverage while abroad. Facilitates medical evacuations, emergency communications and university emergency contact information.

Who they support: faculty, staff and students

Main contact: travelregistry@cornell.edu

Library involvement/presence: those who travel

[Engaged Cornell](#)

What they do: Fulfill the University's commitment to public service by providing funding and development opportunities .

"Engaged Cornell is a campuswide ethos fueling the advancement of the university's mission through community-engaged discovery and learning. Demonstrated in projects identified, designed, and implemented in collaboration with partner communities, the spirit of Engaged Cornell is contributing to solutions seeking to overcome some of the world's biggest challenges. By embracing the Engaged Cornell state-of-mind, students become global citizens leading social change and the university inspires a new generation of teaching and research at Cornell and beyond."

Who they support: Faculty, staff, students, and community partners

Main contact: A contact form on their website

Library involvement/presence: Libraries and library staff are eligible to participate. No library support evident.

Language Resource Center

What they do:

"A unit within the College of Arts and Sciences." "Language Resource Center is a unit in the College of Arts and Sciences that supports language teaching and learning...We maintain a student facility with technology-based resources and environments for language learning. The LRC also supports teachers in materials development...[and] arranges and sponsors events of intellectual interest to language teachers, with usually six to eight invited speakers each year."

"The Foreign Languages Across the Curriculum (FLAC) program, coordinated by the Language Resource Center, gives students multiple opportunities to apply their knowledge of languages in a variety of contexts—not just within the traditional language classroom. These optional one-credit courses are connected to existing academic courses offered by departments in colleges across the university."

Who they support: Faculty and students

Main contact: Richard Feldman, Director, Rm G11, Noyes Lodge, 5-8685,
rf10@cornell.edu

Library Involvement/presence: None evident. (Note: the Center has their own Media Library with audio and video files, password access only.)

Memoranda of Agreement Registry

What they do:

NetID login is required. Houses a database of Cornell's memoranda of agreements. Provides search capability by Title, Cornell Collaborator, Partner Country, International Collaborator, and Status. CUL's agreements are included. Also provides templates and guidelines for creating one's own MOA.

Who they support:

Colleges, centers, institutes, labs, etc. CUL is included in the list.

Main contact:

None listed; but, "The MOA Registry website is managed by the Office of the Vice Provost for International Affairs in consultation with the Office of University Counsel."

International Students and Scholars Office

1. what they do - program description; if dates include (From mission statement) "assist[s] international students, academic staff and their families [1] by advising on US federal immigration, tax and labor regulations, [2] by providing counseling on personal, academic and cultural matters, and [3] by promoting

CU Organizations that Support Internationalization Efforts
Information gathered Fall 2016.

cross-cultural awareness in the Cornell community." ISSO was founded in 1936 and reports to the Dean of Students and under Student and Campus Life.

Home page (<http://isso.cornell.edu/>) hosts Current Alerts, Popular ISSO Resources, and contact information as well as access to pages on Students, Staff [i.e., staff of international origin, not ISSO staff], Cornell Life, Financial [matters], and [information] About [the office].

2. who they support (e.g., UG, GR, professional, etc.) & what Colleges/ Departments/Majors & numbers/

Per the mission statement, ISSO support is for the international presence from overseas at Cornell, whether students or academic employees, and extends to dependents of individuals affiliated with the university.

3. main contact/office/key personnel

Brendan O'Brien is the director. ISSO website page (<http://isso.cornell.edu/about>) lists no other staff, although there is reference to multiple staffers. (Information may have changed or been moved.) Site page indicates there is, 24/7, "an advisor-on-call who is available for walk-in service."

4. library involvement/presence.

ISSO does refer to the library, or more precisely to library resources, but the reference is not intuitively evident. On the Life at Cornell (Cornell Life) page (<http://isso.cornell.edu/life-cornell>), there is an entry

Arrival Guide for New Students

Our [new student arrival guide](#) provides a great deal of useful information to help you get settled in Ithaca and at Cornell.

The [new student arrival guide](#) is a pdf

(<http://isso.cornell.edu/sites/isso.cornell.edu/files/isso/documents/NowThatYouAreHere.pdf>); "Library Resources," a paragraph that includes for direction the reference <https://www.library.cornell.edu/international>, is nested under the category "Resources for Academic Success" at the foot of the first page.

[Undergraduate Education](#)

At this site (<http://provost.cornell.edu/leadership/vp-undergrad-ed/>), there is no specific rubric for international or global affairs or initiatives with respect to undergraduate students; i.e., there seems to be no office under the vice provost that deals exclusively with the international perspective(s) for undergraduates. However, there is a declaration on the home page that "[t]he Vice Provost for Undergraduate Education partners with the Vice Provost who oversees Engaged Cornell and the Vice Provost for International Affairs to make engaged and global learning core to the undergraduate educational experience." Accordingly, it seems reasonable to try to summarize the possible connections within the Provost's Office that might affect undergraduates with regard to this experience.

The following reports (through their directors) to VPIA could be significant for CUL:

CU Organizations that Support Internationalization Efforts
Information gathered Fall 2016.

- Cornell University Press
- Mario Einaudi Center for International Studies
- International Affairs
- Cornell Abroad

Beneath the Global Cornell home page (<http://global.cornell.edu/>), under the tab Impact (<http://global.cornell.edu/impact>), there are sections covering Global Cornell as an initiative and the organization of VPIA functions. Another tab offers access to information on international, domestic, and on-campus partners (<http://global.cornell.edu/partners>). Perusal of these partner categories reveals a listing of CUL as one of the "Central Academic and Administrative Units" among on-campus partners (<http://global.cornell.edu/partners/campus>), a listing not iterated among domestic or international partners. Worth analyzing further would be the relative visibility of CUL in such listings given the relative weight of library operations as an academic resource with, by virtue of modern connectivity, increasingly persistent relevance for multiple facets of our international presence both here and abroad.

Suggestion for illustration: Could not the "Global Learning Partners" list under <http://global.cornell.edu/partners/international> include a listing for the Cornell University Library, with a link to Sarah's guide "Study Abroad"? Doing so would double the library's exposure at this granularity.

[Cornell Abroad](#)

- **What do they do:**

Cornell offers a wide array of opportunities for a meaningful international experience to become a part of your Cornell education. Choose to study abroad in universities, improve language skills, conduct fieldwork, engage in service learning, participate in an internship, or conduct research.

They have two main options:

1. [Cornell Managed Programs](#) (see table below)
2. [Over 350 "approved programs"](#) – either short or long term, by subject, field of study or region of the world.

CU Abroad works [closely with colleges](#) because students have to meet eligibility requirements to travel abroad, such as GPA, being in good standing, plus other policies. Each College has a "study abroad advisor":

APPENDIX B

INTERNATIONALIZATION TASK FORCE – JUNE 2017

CU Organizations that Support Internationalization Efforts
Information gathered Fall 2016.

College	Study Abroad Advisor	email	Office
AAP	Kim Jaenson	kaj86	235 Sibley Dome
A&S	Patricia Wasyliv	pw36	G17 Klarman Hall
CALS	CALS Advising	cals-studentservices	140 Roberts
Eng	Engineering Advising Office	adv_engineering	167 Olin Hall
Hotel	Shawn Meyer	smm236	180 Statler Hall
Hum Ec	Paul Fisher	psf1	172 MVR
ILR	Kevin Harris	kfh4	101 Ives

Advisors work very closely with Cornell Abroad on matters of program choice and college policy.

Cornell Managed Programs (alone or in partnership with other universities):

Program name	Country	Duration/Date	Target Audience	Colleges Apprvd	Contact
Programs in English	CU East Asia - for all disciplines	AY or Sp	Jr, Sr	AS, AAP, CALS, ENG, HE, ILR, SHA	Stephen Capobianco
	CU in India – for all disciplines	Sp	UG	AS, AAP, CALS, ENG, HE, ILR, SHA	Dr. Kristen Grace
	CU in Nepal – for all disciplines	Fall, Sp	GR, Jr, Sr & non-CU	AS, AAP, CALS, ENG, HE, ILR, SHA	Dr. Kristen Grace
French	CU in Paris – for all disciplines	Semester & AY	Jr, Sr.	AS, AAP, CALS, ENG, HE, ILR, SHA	Dr. Kristen Grace
	CU in Paris (Sciences Politiques) – for all disciplines	AY	Jr, Sr.	AS, AAP, CALS, ENG, HE, ILR, SHA	Dr. Kristen Grace
German	CU in Berlin	AY or Sp	UG	AS, AAP, CALS, ENG, HE, ILR, SHA	Dr. Kristen Grace
Italian	CU in Bologna	AY, Fall, Sp	Jr, Sr	AS, AAP, CALS, ENG, HE, ILR, SHA	Stephen Capobianco
Japanese	CU in Kyoto	AY, Fall, Sp	Jr, Sr	AS, AAP, CALS, ENG, HE, ILR, SHA	Stephen Capobianco
Spanish	CU in Barcelona	AY, Fall, Sp	Jr, Sr	AS, AAP, CALS, ENG, HE, ILR, SHA	Stephen Capobianco
	CU in Cuba (CASA)	AY, Fall, Sp	UG	AS, AAP, CALS, ENG, HE, ILR, SHA	Stephen Capobianco
	CU in Cuba (research progr)	Fall, Sp	UG	AS, AAP, CALS, ENG, HE, ILR, SHA	Stephen Capobianco
	CU in Seville	AY, Fall, Sp	Jr, Sr	AS, AAP, CALS, ENG, HE, ILR, SHA	Stephen Capobianco

- **They support:** mostly undergrads, but 1 program did list it as open to Grads (table above)

CU Organizations that Support Internationalization Efforts
Information gathered Fall 2016.

- **Main contacts:**

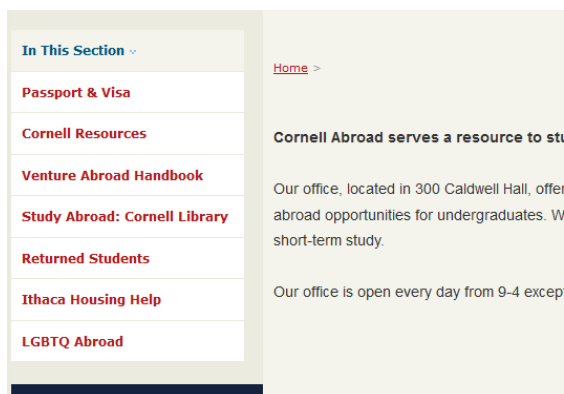
They support students traveling abroad with 3 main advisors, who oversee regions or countries:

- *Dr. Kristen Grace* – France, Francophone countries, Germany, Africa, Middle East, South & Southeast Asia.
- *Stephen Capobianco* – Spain, Italy, Latin America, Caribbean, China, Japan, Korea, Europe (some countries), and ‘multi country’ programs
- *Kristin Blake* (subbing in for Alayne Prine) – UK, Ireland, Australia, New Zealand, Scandinavia
- Additional staff – finance manager, operations, travel safety, etc.

- **Library presence :**

Only found 1 reference to the library under “[RESOURCES](#)” link. It’s part of the menu in the left: “Study Abroad: Cornell Library” (see pic below). The link takes them to Sarah How’s Libguide: Study Abroad: Cornell Library Services: Learn about your destination.

<http://guides.library.cornell.edu/c.php?g=31635&p=200542>



International Alumni

What they do: “international programs” part of Alumni Affairs and Development – ‘once a cornelian, always a cornelian.’ Portal to stay in touch with alumni, information about reunion, international alumni, alumni networks, Adult university, etc...

Who they support: alumni.

Main contact: Alumni Affairs and Development office (downtown Ithaca)

Library presence: they have a link to “vivo” (in FAQs) to find information about faculty, but no library presence per se. It doesn’t seem relevant for the library to be here. They have links to CAU, Executive lessons, eCornell, etc, but those are separate programs.

[Student Disability Services](#)

<http://sds.cornell.edu/index.html>

Office of SDS supports either incoming students or currently enrolled students with disabilities from ADHD to physical mobility needs. Seven staff members support the CU community – international and us citizens with disabilities in the following areas:

- Forms & online requests (for class/course help)
- Transportation
- Access media & technology
- Accessibility on campus

The library is not listed independently, however, access media such as Dragon Naturally Speaking, JAWS, Duxbury Braille, Premier Suite and Window-Eyes, are primarily available in our libraries.

Students with documented disabilities are also eligible to enroll in a program called “bookshare” that is an online repository of digital texts (includes textbooks and newspapers).

[Library from Off-Campus](#)

Information to Gather from each group (link above)

- what they do - program description; if dates include
- who they support (e.g., UG, GR, professional,. etc.) & what Colleges/ Departments/Majors & numbers/
- main contact
- library involvement/presence.

Reach

37 percent of Cornell's graduating seniors have participated in international programs.

4,650 international students study on Cornell's main campus.

44 modern and ancient languages are taught at Cornell.

Feedback from All Staff Meeting on Internationalization Focus Area, March 2016

For individuals abroad, services/programs to consider:

Assessments to consider include:

Follow Cornell students as they go abroad

Questions, programs or resources to keep in mind include:

Do those abroad have VPN access? Resolver links? Internet access?

Services/programs to consider include:

1. Provide remote support for students abroad;
2. For international orientation, we could provide recorded sessions to accommodate time/schedule, perhaps recorded with subtitles in own language so they can watch over and over again
3. ILR relationship with ILO > exchange last few years; additional knowledge of what is available; collection development/reference/instruction have all benefitted
4. Exchange with Tsinghua > smoother transition in terms of paperwork! Hiring (foreign students, etc....) and tips on travel
5. What about embedding in culture/field to better serve needs? Dept. of Communications lead (by staff and PhD candidate) a class in Africa; ability to travel abroad and work; she and librarian >advising international projects; what about faculty and library liaison run program together. Creates stronger partnerships
6. Study abroad units—prepare students and inform them of research tools they'll have access to
7. Fulbright support
8. Study Abroad Libguide (linked from CU Study Abroad website)
9. Is it possible to give students in developing world access to some electronic resources, such as those in Alumni Access portal?
10. Marketing library support for study abroad we already have and do. Collaborate with Study Abroad, programming. Unified promotional materials.
11. Library sharing study abroad info
12. Programming: workshop about library services we offer; grant funding for studying abroad
13. CUL student workers ambassadors
14. Reaching out to parents
15. CUL on Study Abroad website--currently exists, plus link to Libguide.
16. Problematic internet access abroad. Create offline resources. Or technology to enable computer access via cell phone network (e.g., Cornell Computer Reuse' "brick" to let students to take with them.)
17. Collection development--streaming video access
18. International students librarian--develop relationship with top 10 study abroad destination universities so CUL can partner with them to provide support.
19. Liaisons: attend college study abroad sessions

For on-campus international community...

Assessments to consider include:

What do international students on campus need? We need to understand their situations. Gather information with focus groups or similar to understand their needs and adapt our services.

How are the needs of faculty different from students? Staff?

Survey to international students where they had problems; ask current class what would have been helpful when they started

Understand language and cultural barriers/differences that might exist

Embed a librarian with international students. Pilot with ISSO. Understand the daily life of 5 undergrad and 5 grad. Find commonalities to come up with solutions.

Is it ok to record international student questions? How would you id if a student is international?

Have we stopped collecting in foreign languages in many units due to low use?

Questions, programs or resources to keep in mind include:

International dimension of Tech

What are our collecting priorities relevant to internationalization?

Exchange information about Asia, RMC and Kheel and their international work focus. It would be good to increase communication between these units, understand researchers who are looking to develop more

ID people who have language and cultural skills in the system > diverse library community

ILR—gets times in study abroad/internship trainings

How do we identify international students anyway? Is it more important/easier to identify based on needs? What's the need and design service accordingly.

Services/programs to consider include:

1. Olin/Uris workshops for international students > time to grasp American research library
2. Conservation/preservation programs; Luce interns
3. Hosting international guests (librarians from around the world): engaging in conversation; discussions applied to practice; new perspectives/ideas; why we do what we do; why we do how we do; think about our processes > helps to get you to think differently about what we do on a daily basis > is there a better way to do it?; Other connections
4. Koreans; 3rd largest population; students surprised we collected in Korean; manage FB page for Korean community > Korean collections; leisure reading; promote services through FB pages; build partnerships with Korean Universities; Korean program is expanding; Japanese as well; LTS does processing in CD > good way to judge increase in requests?
5. ChemEng class > support coursework that requires students to access international information for their projects (CEIC data; international pricing; etc....)
6. Inside Scoop > international grad student open house

7. Humphrey Fellows training; TEEAL meets with those before they go home; small scale > University of AR > all international students attend a library session about resources/services; more pro-active way of communicating; orientations
8. Career services—support int. students in job hunt, helping them find jobs in US
9. Work with Columbia; share hours between departments and learn more about what others do
10. Mentoring program? Help with English and proof read papers > service could be facilitated through the library
11. Library programs specifically for international students
12. Host a social event in each library for international students
13. Admissions: CUL projects like TEEAL provide link where questions about getting into CUL come through—possibly explore partnership with admissions
14. Mentoring for non-English speakers
15. International student liaison; cross-disciplinary > further connections with other liaisons; also international faculty and staff
16. Just like some places have a first year experience librarian > international student librarian whose focus is on the ground; visionary
17. MOOCs? Getting stuff up, accessible, and online. Captioning/translation of languages.
18. 1st generation coming to school; peer to peer learning is very effective, as is mentoring and other similar programming > can the library provide a peer-led library experience?
19. Café is popular and we have many spaces; could we provide places for these students to meet?
20. Send email welcome from CUL or liaison to every international students; outline student orientation
21. Meet with international student groups
22. Online student orientation (Facebook)
23. Buddy group with ISSO
24. Mentorship matching--app for that?
25. EG--search by Korean: instruction opportunities. Video or in person workshop
26. Blackboard is online, eg (student looking for their course syllabus on an actual blackboard). Can we do more based on their experiences.
27. Ref questions--many from international students; 21% of CU students are international. But more than 21% of reference support go to international students.
28. In person presence--more!

Services and Resources to consider that impact populations both on campus and abroad:

Language > metadata keeping language/vernacular when they are there leave them in and put them in MARC record; difficulty with non-Roman characters; tech barriers/advantages to adding MARC fields; now we keep them when we can in the record; how to add more and in different languages?

Some search systems now work with Chinese characters-expand to other languages (aka language infrastructure for resource discovery)

Engage with libraries and librarians at international academic institutions on behalf of grad students

Promoting CUL international services:

AGORA/TEEAL > create a list of publications that have benefitted from the programs?

Work to increase legitimacy of role of librarian on grant

Recruitment/ build brand name

Promote foreign language collections

Foreign language newspapers on giant touch screen (Jesse saw this in Korea).

Expand CUL presence on CU Study Abroad page beyond Libguide; pre-abroad library session

Outreach with faculty about our services > when we do liaison work > incorporate strategic talking points

Push to educate about our international materials/resources.

Organizations or programs at CU, elsewhere to keep in mind include:

ISSO

Quatar

Cornell in _____ (Rome, eg, is AAP program)

Tsingua/Johnson

CALS International Programs

Luce Grant

AGORA/TEEAL

TEEAL

ArXiv

Catalog in any language desired

Southeast Asia newspapers project

Language expertise

Online courses

Getting in touch with high schools in other communities

Cornell Student Experiences Abroad

2014 - 2015

2,570 Students Abroad

1,360 undergraduate students
9.5% of undergraduate enrollment
37% of degrees conferred in 2015
1,152 graduate students
58 unknown

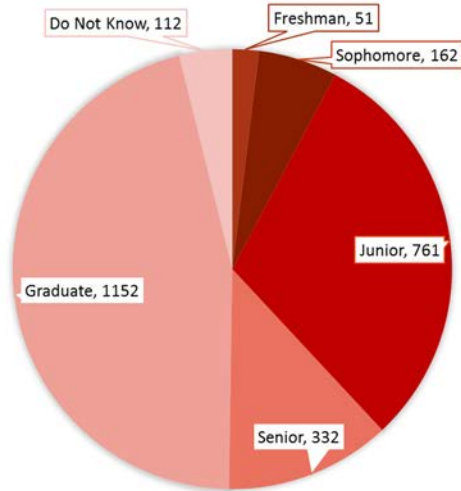
2,708 International Student Experiences

129 students had multiple experiences
120 students had 2 experiences
9 students had 3 experiences

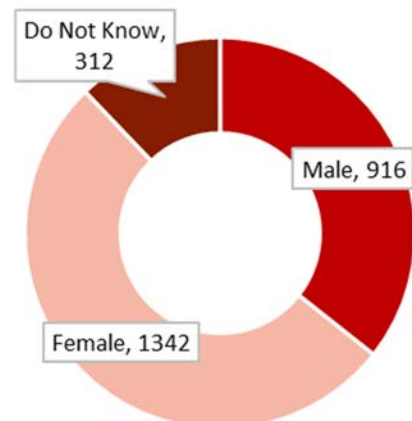
16% increase in both total students abroad and individual international student experiences over 2013-14

**Includes data on study abroad, exchanges, and faculty-led programs reported to Cornell Abroad by any unit, as well as individual student activities recorded in the Travel Registry.*

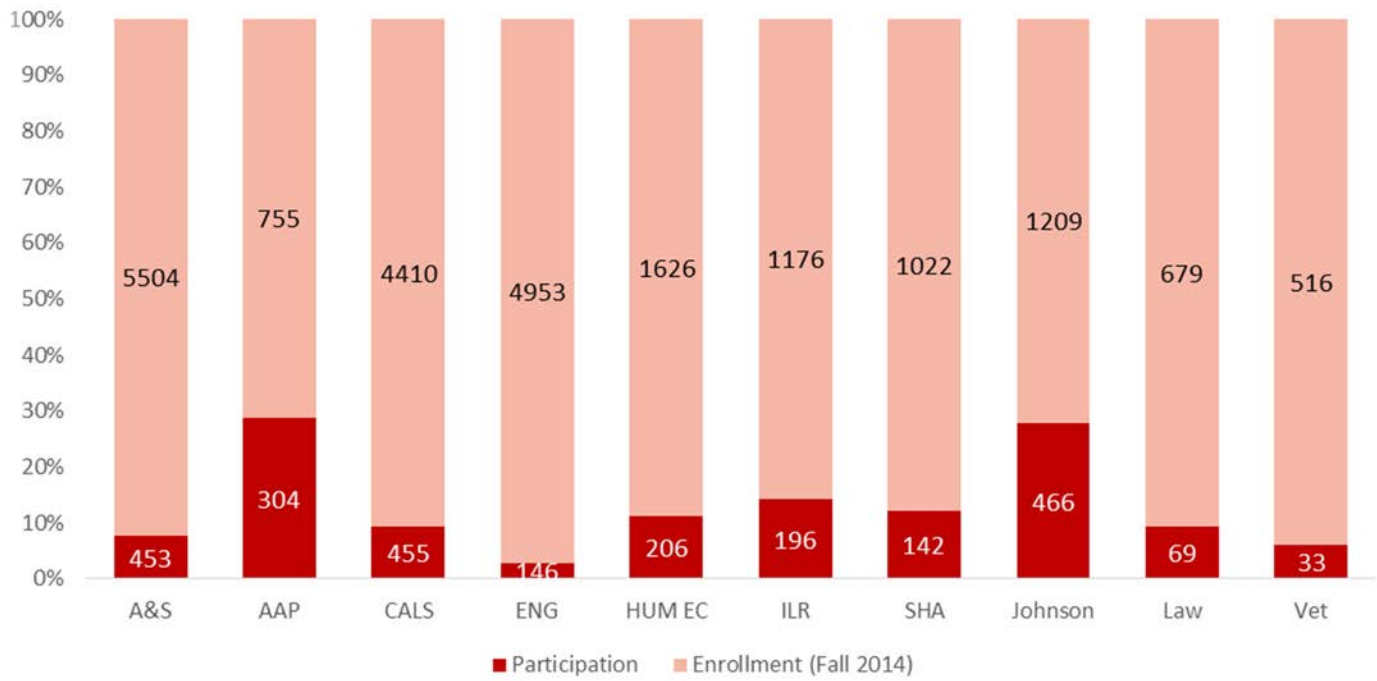
Participation by Class Status



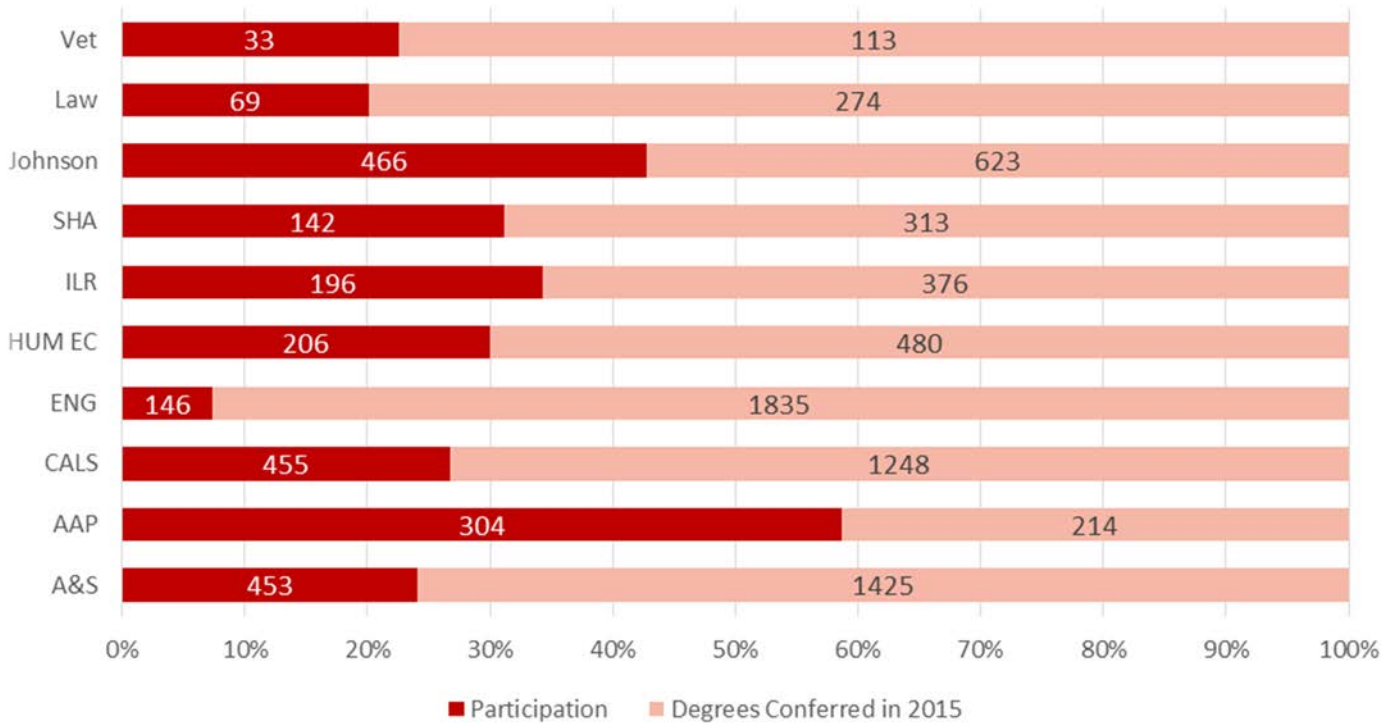
Gender



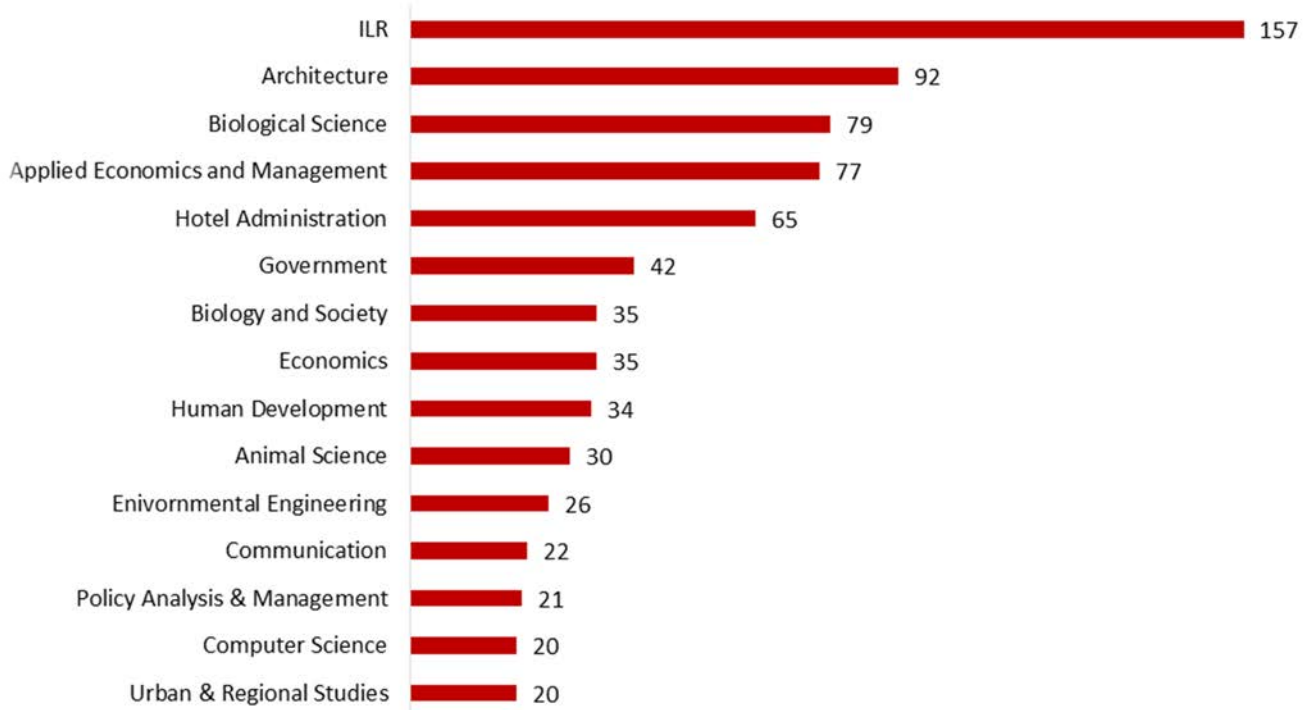
Percentage by Total Enrollment



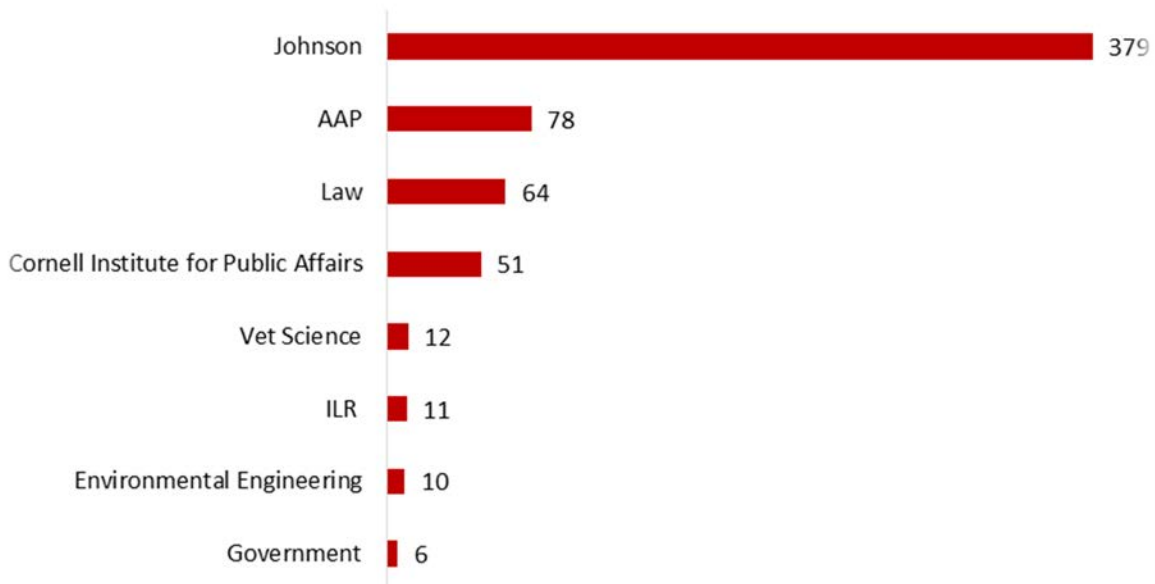
Percentage by Number of Degrees Conferred in 2015



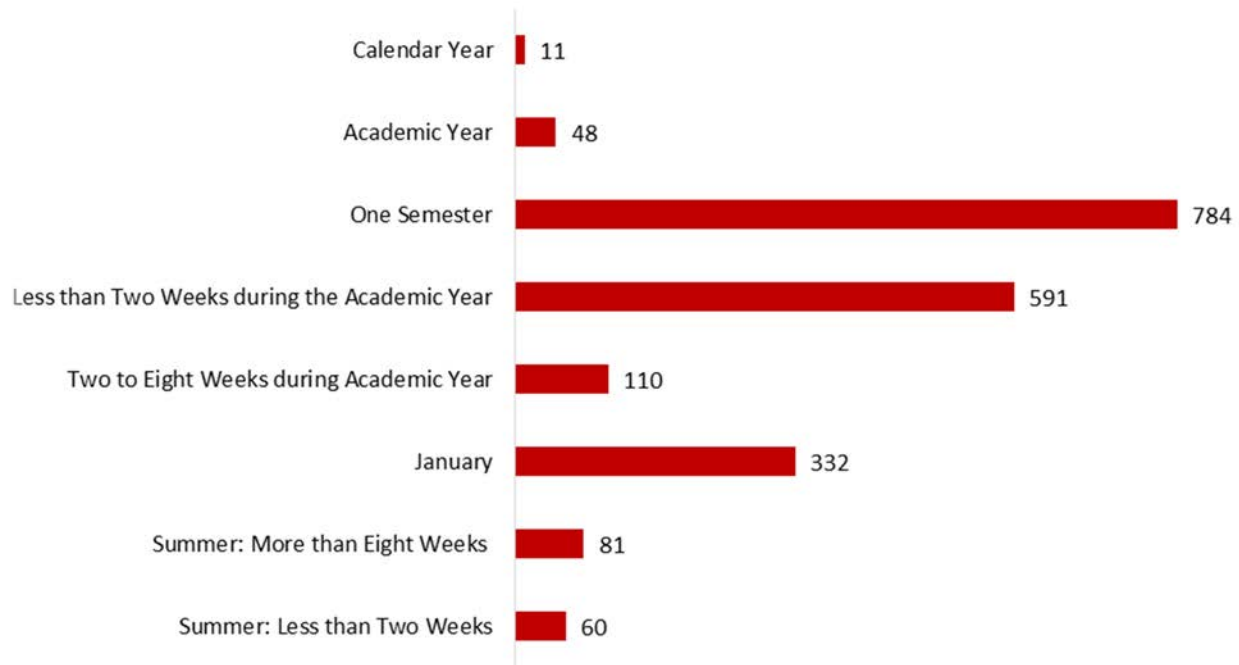
Top Undergraduate Majors of Participants



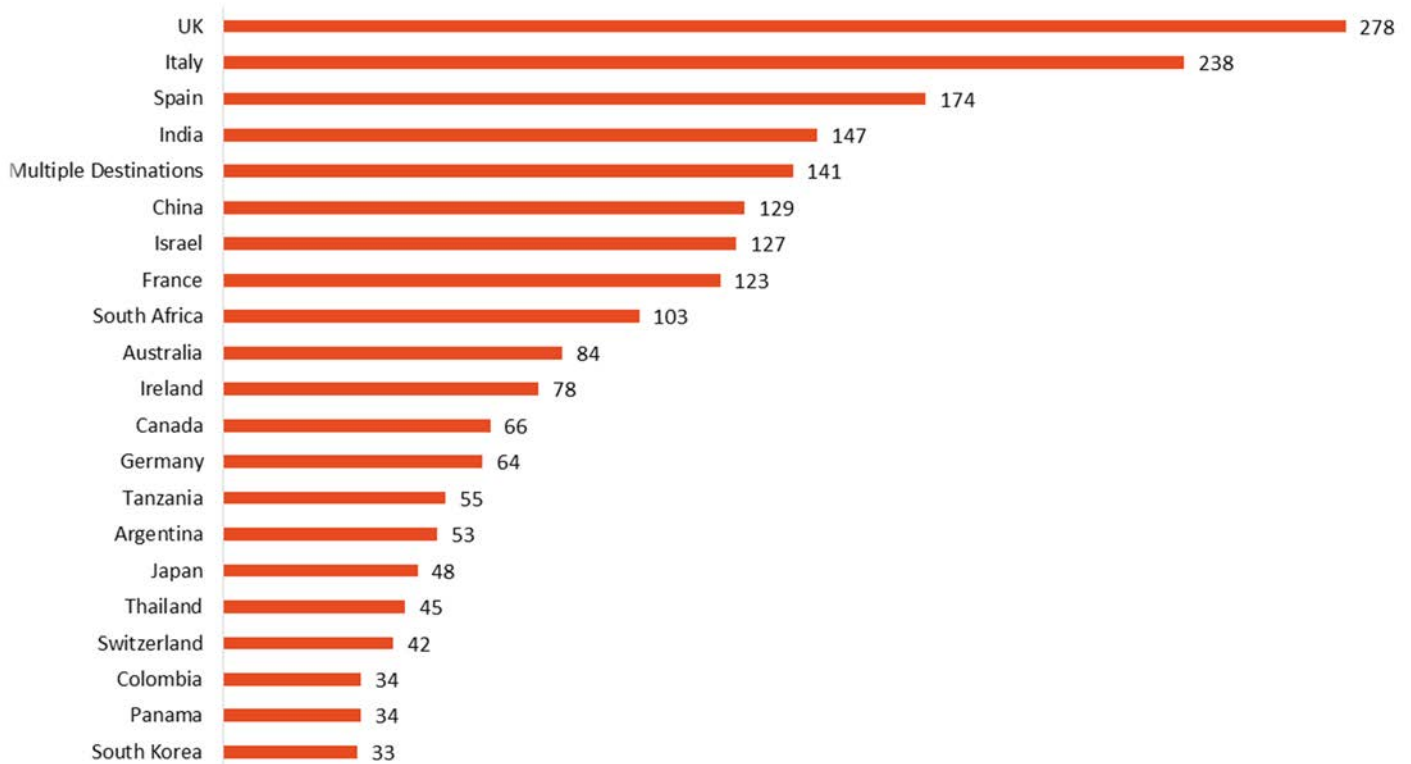
Top Graduate Majors of Participants



Duration of International Experiences



Top Destinations



Cornell Student Experiences Abroad

2013 - 2014

2,208 Students Abroad

1,344 undergraduate students
9.3% of undergraduate enrollment
38% of degrees conferred in 2014

832 graduate students

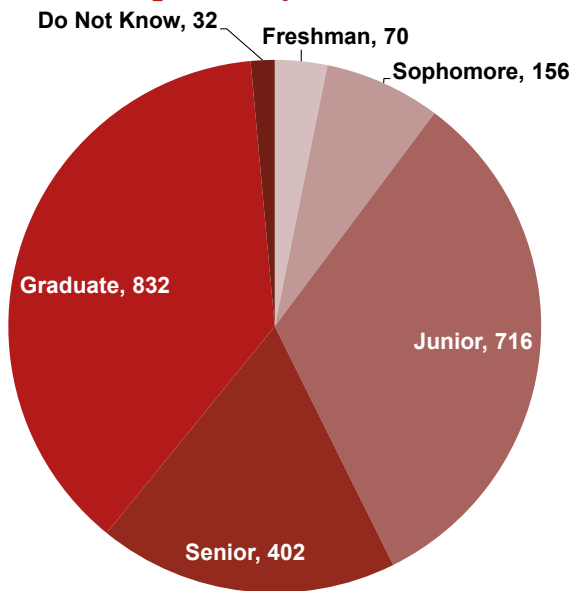
32 unknown

2,342 International Student Experiences

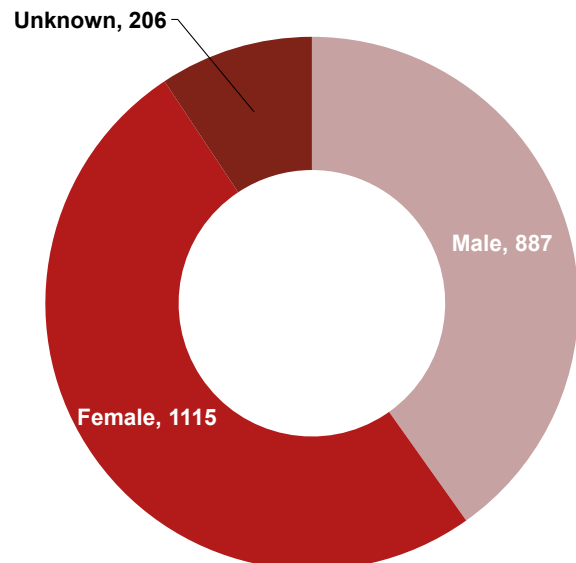
125 students had multiple experiences
116 students had 2 experiences
9 students had 3 experiences

**Includes data on study abroad, exchanges, and faculty-led programs reported to Cornell Abroad by any unit, as well as individual student activities recorded in the Travel Registry.*

Participation by Class Status



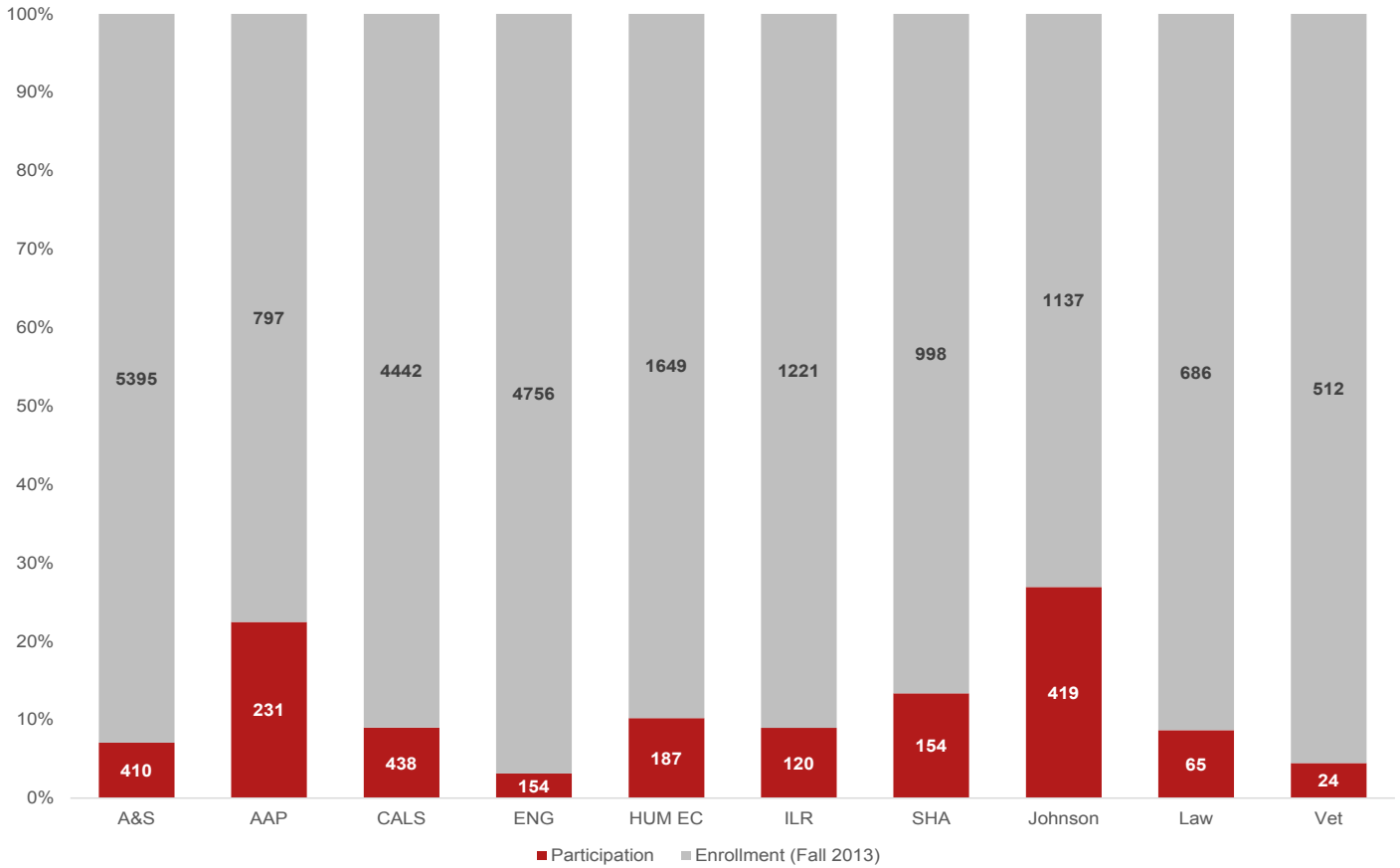
Gender



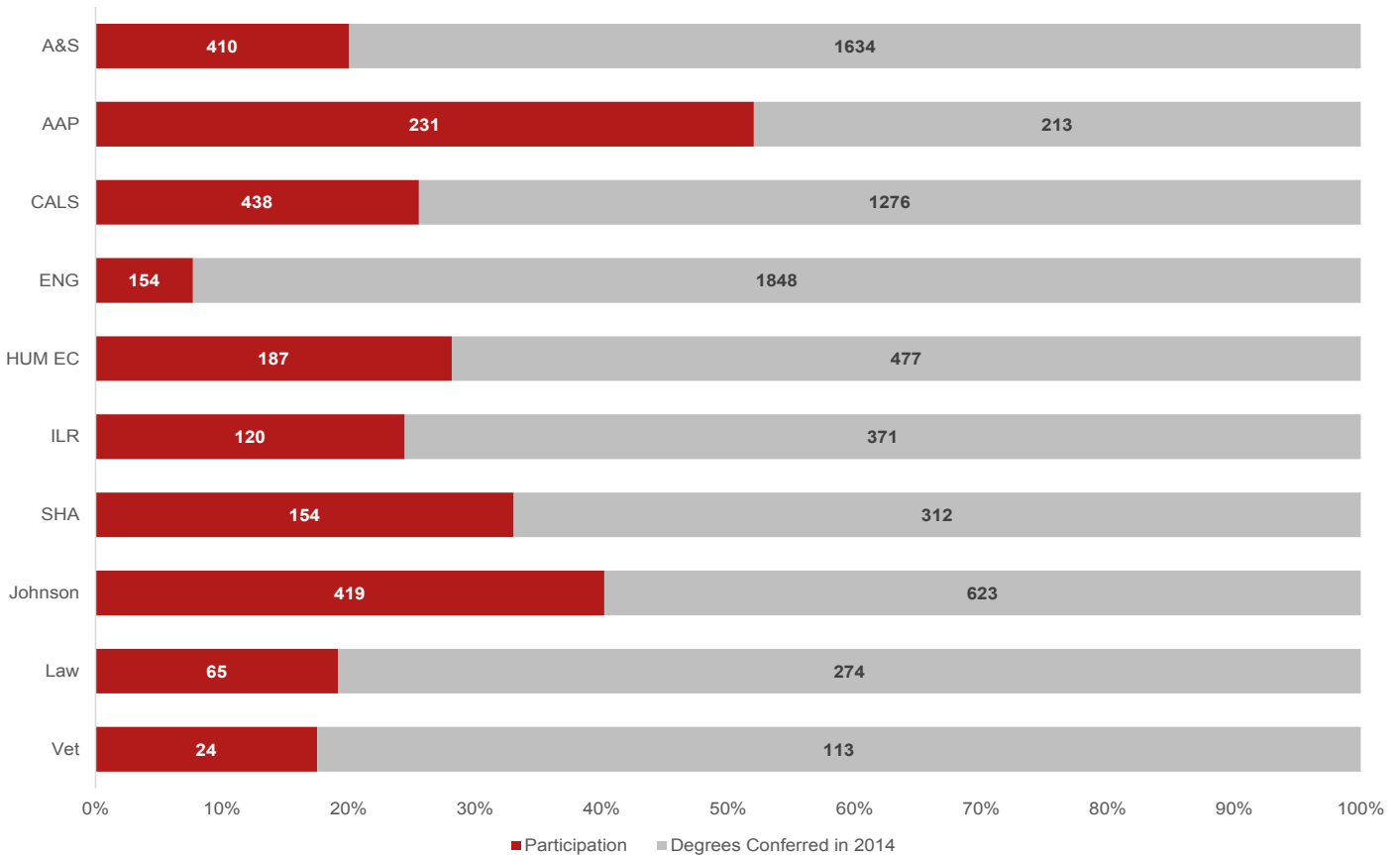
For more information, contact
Cornell Abroad.

t. 607.255.6224
cuabroad@cornell.edu

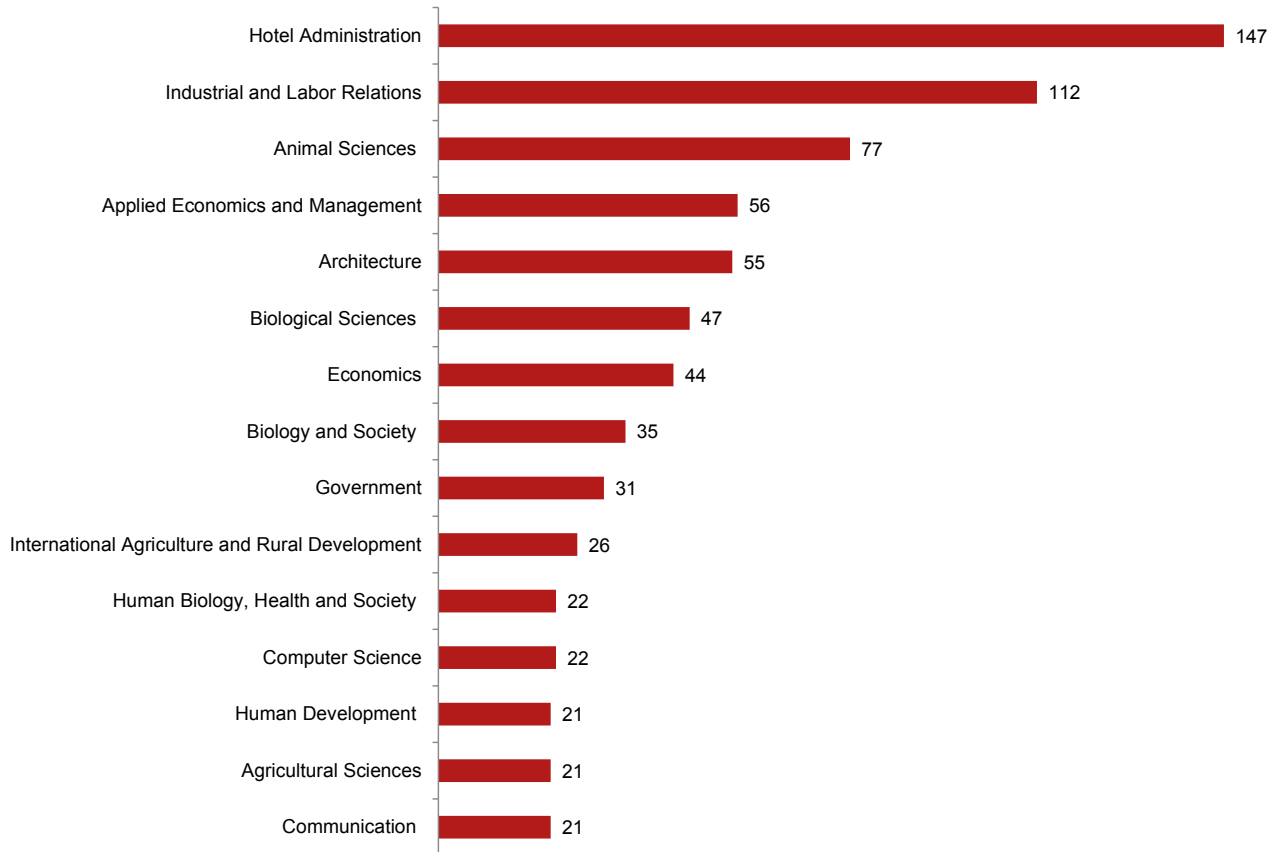
Percentage by Total Enrollment



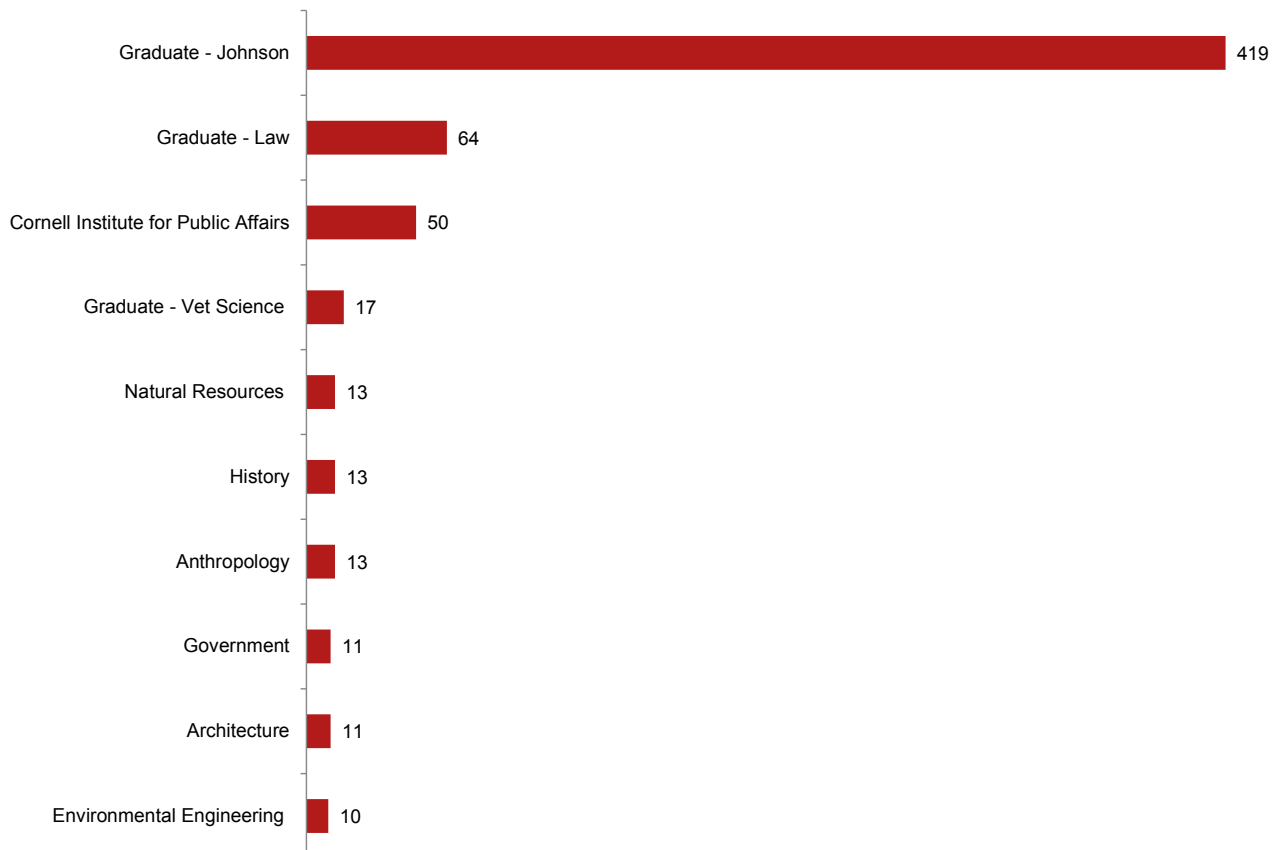
Percentage by Number of Degrees Conferred in 2014



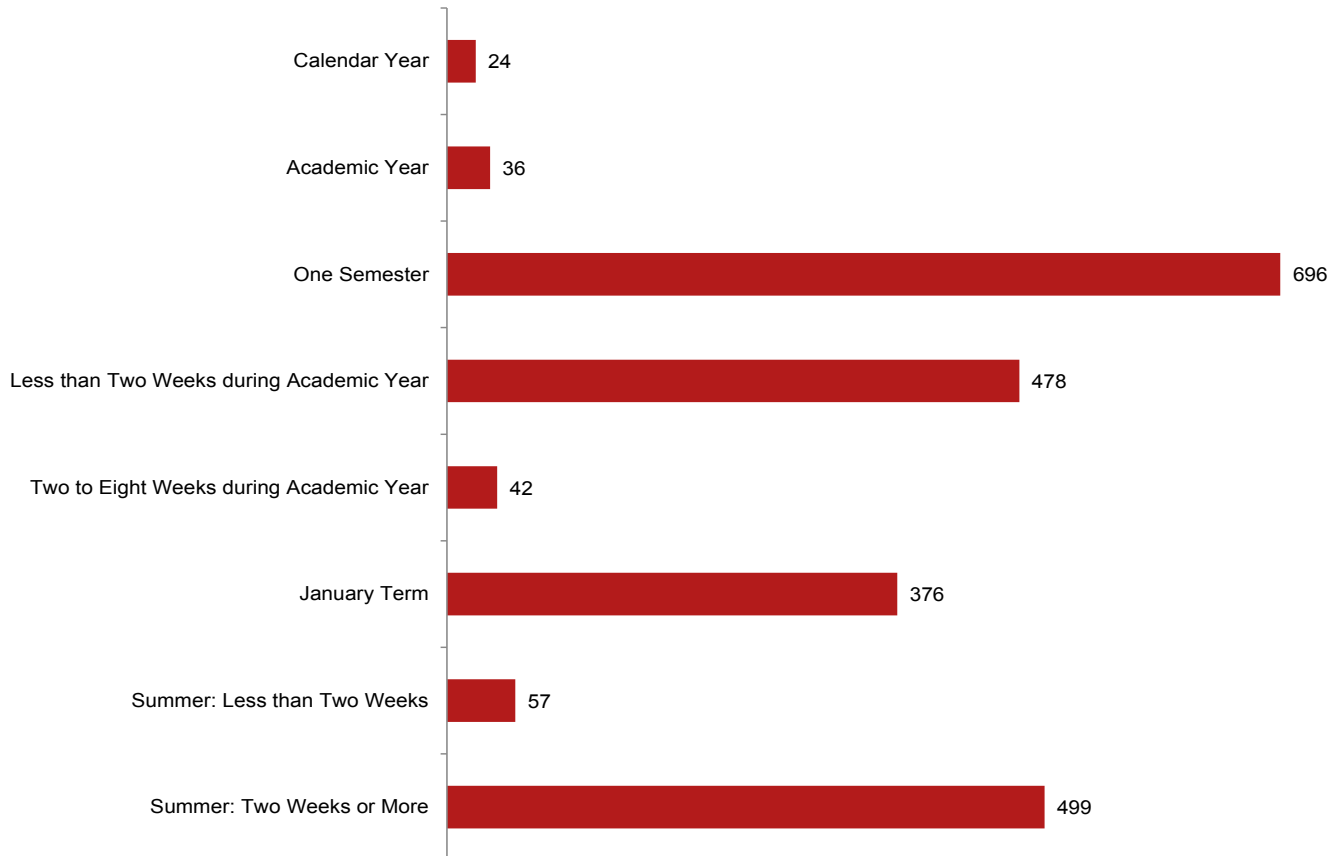
Top Undergraduate Majors of Participants



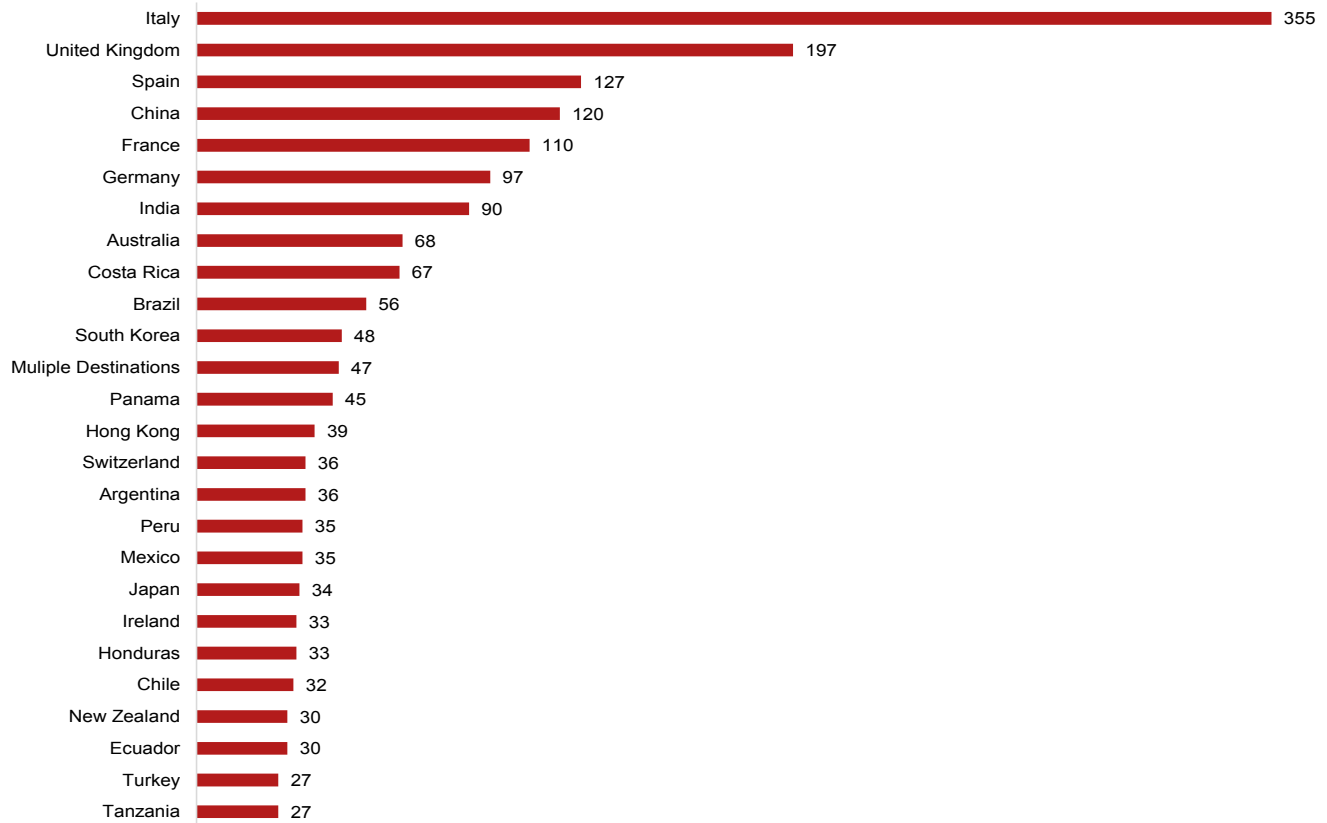
Top Graduate Majors of Participants



Duration of International Experiences



Top Destinations



***Follow-up to Library All Staff Meeting discussion on Internationalization. March 15, 2016
MANN LIBRARY 102, 2:30-3:30***

Study Abroad

1. Marketing library support for study abroad we already have and do. Collaborate with Study Abroad, programming. Unified promotional materials.
2. Library sharing study abroad info
3. Programming: workshop about library services we offer; grant funding for studying abroad
4. CUL student workers ambassadors
5. Reaching out to parents
6. CUL on Study Abroad website--currently exists, plus link to Libguide.
7. Problematic internet access abroad. Create offline resources. Or technology to enable computer access via cell phone network (e.g., Cornell Computer Reuse' "brick" to let students to take with them.)
8. Collection development--streaming video access
9. International students librarian--develop relationship with top 10 study abroad destination universities so CUL can partner with them to provide support.
10. Liaisons: attend college study abroad sessions

Support for International Students

- 1) They're all different--don't generalize. There is no 'one size fits all.' How do we identify international students anyway? Is it more important/easier to identify based on needs? What's the need and design service accordingly.
- 2) Send email welcome from CUL or liaison to every international students; outline student orientation
- 3) Meet with international student groups
- 4) Online student orientation (Facebook)
- 5) Buddy group with ISSO
- 6) Mentorship matching--app for that?
- 7) Feedback and assessment on what worked
- 8) EG--search by Korean: instruction opportunities. Video or in person workshop
- 9) Blackboard is online, e.g., (student looking for their course syllabus on an actual blackboard). Can we do more based on their experiences.
- 10) Ref questions--many from international students; 21% of CU students are international. But more than 21% of reference support go to international students. [
- 11) In person presence--more!

Orientation Internationalization Suggestions for PSEC

The Cornell University Library Internationalization Task Force

April 2017

At Cornell University, the international student body represents about 22% of all students on campus: 11% of all undergraduate students (approximately 1,600 students) and 40% of all graduate students (approximately 3,000 students). According to the most recent graduate survey distributed by the library, international graduate students feel the same academic pressures in mastering the subjects and scholarship requirements of their field and juggling multiple demands. Unlike national students, however, unique challenges faced by international students revolve primarily around language proficiency (writing, reading, speaking, and attending classes in English), adapting to life and culture in the United States and, in some cases, the uncertainty of finding sponsorship, funding, or job prospects in the United States. There are many opportunities for the library to support this growing population on campus.

Basis for Our Recommendations

The mission of the International Students and Scholars Office (ISSO) is to assist international students, academic staff, and their families by providing advice on the topics of U.S. federal immigration, tax and labor regulations; by providing counseling on personal, academic, and cultural matters; and by promoting cross-cultural awareness in the Cornell community. Brendan O'Brien, the Director of ISSO, is always saddened to hear when an international student, who has been here for years, has never set foot in an American home. Elisabeth Gareis' article, [Intercultural Friendship: Effects of Home and Host Region](#), noted that 40% of international students do not have any close American classmates. We believe that the library can be an American home on campus for these students, thereby creating a life-long bond with Cornell University Library. CUL is in a unique position to provide this sense of home. We have multiple locations across campus, and expertise both in language and subject areas within our system. Orientation is one of the ideal means to welcome these students and start building this relationship.

Where to Focus (Based in part on a recent [article](#) by Anne Kenney & Xin Li.)

The library should be systematic in its efforts by constantly evaluating the effectiveness of its programs, regularly utilizing concrete/key performance indicators that resonate with both university administration and international library users, keeping track of emerging needs and priorities and, ultimately, embedding the library in institutional planning for internationalization.

Nationalities upon which to focus:

In order to provide the best service, we suggest that PSEC focus this initial orientation on the top 4 countries from which international students and scholars come to Cornell. According to the [ISSO's 2016-17 stats](#), these countries are China (1,959 students), India (571 students), Canada (394 students), and South Korea (391 students). It is also of interest to note that there are an increasing number of undergraduates coming from China due to their rising economic status and the one-child policy.

Communication to international students:

Reaching our audience at the right time is essential. Outreach from PSEC should target specific groups, identified perhaps by country, language, or culture, and utilize native languages, to maximize impact and create genuine good will. Careful consideration should also be given to the timing of communications so that information reaches the target audience in their time of need when it will be most helpful to them and is most likely to be retained. PSEC should explore the preferred and established mediums for communication for the targeted communities, tapping into existing channels.

Collaborations:

The focus should be on acting in a participating role rather than a supporting role – actively seeking out international students, identifying needs specific to them, and addressing their pain points. To accomplish this, the library should think "outside-in" by considering the perceptions and experiences of incoming international students and how they can create bridges where there are differences. Close collaboration between library liaisons, curators/area studies librarians, and technical services staff will create a library-wide effort, inform the library's collections, and in some instances, will provide opportunities for those with foreign language skills to participate in library outreach, even when their jobs would previously have taken place behind the scenes.

Collaborations for Programming

The Library should take an active role, initiating and participating in collaborative activities and services for international students. The task force suggests that PSEC consider contacting **career services** and **alumni affairs and development (AA&D)** to host programs and/or services in our libraries to support international student needs based on the CUL International Graduate Student Survey results.

These students indicated the following would be helpful to their success in the future (post-graduation):

- Career-related support (skill building, resume writing, mock interviews, alternate career paths, etc.) is an opportunity to showcase the library's expertise in career research. We could easily partner with them to provide workshops on this topic.
- Mentoring or guidance in the form of networking opportunities with alumni and potential employers is an area where the library could collaborate with both career services and AA&D. We could design, in conjunction with career services, a workshop on networking and then host a networking practice session with AA&D.

PSEC should also consider contacting **ISSO** to host services focused on English language practice and programming on US culture and the US education system. We also suggest that the library partner with ISSO to create opportunities for social support, another area identified by international graduate students, through a program like cultural speed friending (as detailed below).

Specific Orientation Programming Focused on Internationalization

The following are three specific steps that PSEC can take to internationalize orientation.

1. Borrowing privileges for international scholar and student families: Brendan O'Brien, the Director of ISSO, commented that the international students and scholars speak English very well, however, many of the families that accompany the international student or scholar often feel isolated and do not speak English well. The library should consider communicating borrowing privilege policies for these families, highlighting our materials in foreign languages and English language learning.
2. Orientation tours in Mandarin and possibly other languages: The University of Michigan Library has successfully piloted orientation library tours in Mandarin, in addition to English-language tours. They tapped into the whole library community for Mandarin speakers, including technical services staff members.
3. Cultural speed friending: Oregon State's library has for several years run a program where international students and researchers meet in the library with domestic American students for rotating 5 minute conversations and pizza. The American students are given a script of questions such as "How many languages do you speak?" and "What do you like to do in your free time?"