

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:

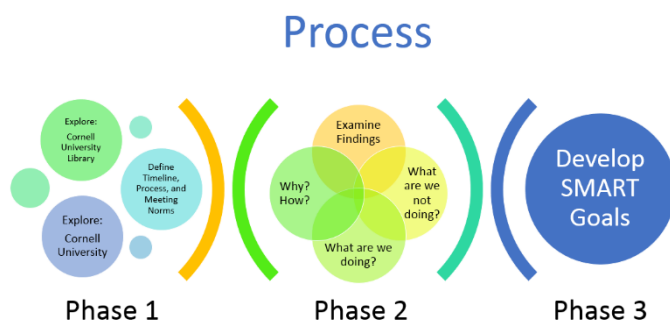
1. Gather information and report on services CUL currently provides to support Study Abroad or international projects, and to support international faculty, students, and visiting scholars at Cornell.
2. Gather information about services and support that are being offered by non-CUL units to the same 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