Pathways: Outreach to International Students

By Laurie Bridges

If you are a librarian inquiring about my work with international students, I would begin by asking, “Have you heard of pathways programs?” Most likely, you’d say “No.” So I’ll start my story at the very beginning.

As a librarian at Oregon State University (OSU) I work with international students enrolled in INTO OSU, our pathways program. Established in 2008, this program offers a year of instruction to international students to help them transition to American culture and the English language. INTO OSU also has a General English program for students and professionals who want to improve their English skills without necessarily transitioning into an American university.

Oregon State was the first university in the US to establish a public/private partnership with INTO University Partnerships, a corporation based out of the UK that matches students from around the world with international education opportunities. OSU’s international student numbers have swelled since the partnership was established. As of 2013 our international numbers have more than tripled to over 3,000. According to a case study on the INTO corporation website, OSU’s international student enrollment is growing at more than five times the US average.

As a librarian, I liaise with the students and staff at INTO OSU. Many of the INTO OSU students reside in the International Living Learning Center on campus which includes suite-style residence hall rooms, classrooms, offices, café, a small grocery store, a language lab, and computer labs. Over sixty employees work for INTO OSU.

The first time I taught a one-shot instruction session for INTO OSU (continued on page 5)
Message from the Editors

With this issue we say “thank you” to Carol Ritzen Kem for a fantastic year as Chair and to Loriene Roy as she completes her service to the IRRT Executive Board as Past-chair. We welcome a new IRRT Executive Board and include messages from our new Chair, Robin Kear, and Chair-elect, John Hickok.

Our feature article in this issue describes Laurie Bridges’ participation in Oregon State’s INTO OSA Pathways Program. As a librarian, Laurie provides instruction and outreach to international students working to enhance their English language skills and knowledge of American culture.

Loida Garcia-Febo provides information about IFLA’s Lyons Declaration. The Declaration seeks to positively influence the content of the United Nations’ development agenda relative to information access and information literacy.

Jennifer Nardine and Muzhgan Nazarova provide a description of the IRRT Connections Program, which they Co-chair. This program promises to be the first of an ongoing series of sessions featuring American librarians working abroad.

Jamie Luedtke, Chair of the IRRT Endowment Committee, provides an update on the IRRT Global Futures Endowment Campaign. Working with the IRRT Executive Board, they have set a goal of increasing the endowment to at least $50,000.

Our second feature article is written by Rebecca Stephens, a recent MLS graduate. The article describes a group effort to establish a library in the South Pacific island nation of Tonga.

Enjoy! And see below for how you can submit your news, events, and programs to International Leads.

~Kevin Murphy and Beth Cramer

Call for Submission

Do you have news about…

- International library activities?
- People in international librarianship?
- Upcoming international conferences?

Then why not submit to International Leads? Send your news and stories to the co-editors:
Elizabeth Cramer, crameree@appstate.edu
Kevin Murphy, kevin.murphy@kctcs.edu

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International Leads (ISSN 0892-4546) is published quarterly by the International Relations Round Table of the American Library Association in March, June, September, and December. The first issue was published in 1957. IL contains news about international library activities, the international work of ALA and other organizations, and people and publications in the field. IL is indexed by Library Literature and Library and Information Science Abstracts (LISA) and is available online: http://www.ala.org/irrt/intlleads/internationalleads. The IRRT mailing address is: International Relations Office, American Library Association, 50 E. Huron Street, Chicago, IL 60611. Materials for IL should be sent to Co-editor, Kevin Murphy, Southeast Kentucky Community and Technical College, Middlesboro, KY. 40965 USA email: kevin.murphy@kctcs.edu
Welcome to another busy year of IRRT Activities in 2014-15! I am excited and honored to serve as your chair for the coming year. To align with the new ALA Strategic Plan coming out in 2015, I would like to focus the next year on how IRRT contributes to our members' professional and leadership development. The chair's program at Annual in San Francisco will focus on aspects of international leadership development. I have asked the standing committee chairs to consider this focus as they plan their programs and activities throughout the next year. I am also happy to report that IRRT will be sponsoring an Emerging Leader for 2015.

The IRRT executive board has been meeting monthly and welcomes our new Chair-elect John Hickok (2014-15), Member-at-large Loida Garcia-Febo (2014-16) and our interim Round Table Councilor Haipeng Li (2014-2015). In the next spring election cycle, we will be electing a Chair-elect (2015-18), Member-at-large (2015-17), Secretary/Treasurer (2015-17), and Round Table Councilor (2015-18). If you are interested in serving in any of these positions, please contact the chair of the Nominating Committee, Ven Basco.

An ad hoc Bylaws Committee has been formed to revise and update the IRRT Bylaws. The Bylaws are section 5 of the Officers Manual, which was revised last in 2009. The committee will make suggestions for Bylaws changes that will be included on the spring ballot and voted on by IRRT membership. The committee will examine how the Bylaws still apply and if they need to be changed to reflect current practice.

Chair-elect John Hickok is our appointing officer for the year. You will find his message and call for volunteers for appointment to one of our twelve standing committees in this newsletter. Please consider applying for appointment for the 2015-2017 cycle and joining other IRRT members as part of the round table leadership core.

IRRT has a new logo! You will be seeing this new logo incorporated into the website and publications, such as our new brochure. Thanks to the ALA production services for the brochure and John Hickok for enhancing the logo.

Thank you for your commitment to international librarianship and I am glad you are a part of the largest round table in ALA. Let’s get our membership number over 2,000! Tell your colleagues about the wonderful connections you have made through ALA and IRRT. I look forward to making connections with more of you during the next year.

Robin Kear
IRRT Chair 2014-15
Message from the New IRRT Chair-Elect, John Hickok

I am delighted to begin working with Robin and the rest of the IRRT Executive Board as your new Chair-elect.

About me. I first joined IRRT in 2007 and knew I had found a great fit within ALA. International library matters have always been my interest. I am the International/Outreach Librarian at California State University Fullerton (CSUF)—near Anaheim/Disneyland. Here for over 15 years, my job is to outreach to our international and multicultural student populations. I also regularly visit the libraries of CSUF’s overseas partner universities—particularly in Asia, where most of our international students are from.

My research. With 15+ years of serving international students and visiting libraries abroad, this has become a focus area of my research. Whether it is information literacy instruction to international students, or cross-cultural library comparisons between Asian and U.S. libraries, it’s of interest to me! I have had the opportunity to visit hundreds of libraries all over Asia (from Indonesia to Mongolia) and see exciting innovations occurring. A summary of my research projects, publications, and presentations is at my homepage.

Serving in IRRT. I have thoroughly enjoyed chairing two IRRT committees (Orientation and Reception) and serving as an At-large member on IRRT’s Executive Board. It is wonderful to build professional friendships with both US and international colleagues through IRRT activities. This picture, from 2008’s ALA-Anaheim conference captures this perfectly.

Call for Volunteers. One of my duties as IRRT Chair-elect is to call for volunteers and appoint committee members. IRRT has a variety of excellent committees that do terrific things! Please consider volunteering for a committee. To do so, simply go to IRRT Volunteer Form (box below). Even if you are already currently serving on a committee, please go to the form and indicate your interest for next year, so I can get you reserved for a seat before they fill up.

John Hickok
IRRT Chair-Elect 2014-15

John delivering and reading books in a rural school in Cambodia, 2013.

IRRT Volunteer Form

http://www.ala.org/CFApps/Committee/volunteerform/volunteerform.cfm

How to access it: your ALA login & password are required to sign in
How to get started: at the welcome screen, use the dropdown box to choose: IRRT
What to enter: enter your interests & experience on the 1st page, your committee preferences on the 2nd page
Pathways (cont.)

students was approximately four years ago for an introductory composition course, Writing 121 (WR121). Although WR121 is a “regular” university class, pathways students attend class in the International Living Learning Center with other international students and spend approximately one additional hour in class each week to provide scheduled time for additional assistance from tutors. After teaching my first pathways’ WR121 session I volunteered to teach all the pathways’ WR121 classes, which totaled between four and six classes per term. However, because of increasing enrollment in the program, one librarian wasn’t enough to teach all of the WR121 classes. Now two of us split the WR121 load each term.

After approximately one year of teaching WR121, and building relationships with the staff in the Learning Center, it became apparent that there were additional opportunities for librarian-led instruction and outreach with the students. Another librarian, Uta Hussong-Christian, and I have worked over the last three years to develop instruction and outreach targeting international students and scholars. I act as the main point-person and I take the lead for undergraduate activities. Uta takes the lead for graduate student activities. Here is a synopsis of our activities over the last three years:

LibGuide: As word spread among the instructors about the one-shot information literacy sessions, demand grew quickly. Soon we were getting numerous requests every term to teach research methods to students who had not yet met the language requirements to take WR121. After talking with the lead instructors, it was decided we would offer face-to-face information literacy instruction to WR121 classes, all other classes would be referred to a LibGuide that Uta created.

Office Hours: In 2012-2013 we trialed two terms of office hours in the Learning Center language lab. Uta and I each staffed two hours a week in the lab and advertised office hours in print and electronic signage and the instructors promoted the service to their students. Two instructors required their students to come to our office hours and indicated that their students’ papers were considerably better after tutoring with us. But we decided the demand was not high enough since students did not seek our help unless required by their instructors, and we discontinued this service.

Speed Friending: One of OSU Libraries’ strategic goals is to create community in the library. While large numbers of international students study in the library, they usually study with international friends. Speed friending works much like speed dating—people come together, sit across from one another, and talk for about five minutes before moving on to the next person. Our goal in speed friending is to bring together international and domestic students, break down barriers, and build community in the library. A full description of the event can be found at http://bit.ly/spfriend.

Censorship Instruction: This past Fall and Winter term I provided instruction about the topic of censorship in the United States to students in the General English
Program. Each term I taught a two-part lesson. The first session discussed censorship in the US, the first amendment, the constitution, and banned books. The second session recapped the first session and then further explored banned books in the US, discussing one selected title read by the students. A full description of the sessions can be found in Oregon Library Quarterly.

American Survival: INTO OSU has a General English class titled “American Survival,” in which students learn about US academic culture. I teach a one-shot session about library services using the Cephalonian Method. In this session I talk with the students about various topics including tutoring in the library, how to print from a laptop, and what materials can be checked out from circulation. The Cephalonian Method is especially useful for low-level English students because they are given pre-written questions and prompted to ask their questions. Once they have read their question aloud, they are given a small takeaway, such as a library pen or pencil.

Over the next few years our university plans to continue growing the international student population. Indications are that the demand for related library services will increase. Public and private partnerships like INTO OSU are proliferating around the US and you may soon find yourself in a similar situation. In the past two months I have received emails and calls from at least three other university libraries about our relationship with INTO OSU, as their universities consider working with INTO University Partnerships.

If you’re looking for more information about serving international students, I have found membership in the newly formed ACRL community “Academic Library Services to International Students” to be useful in connecting with other US librarians engaging in this type of work.

IFLA’s Lyon Declaration on Access to Information and Development

The Lyon Declaration is an advocacy document that will be used to positively influence the content of the U.N. post-2015 development agenda. It was launched in August in Lyon, France, and more than 200 organizations have signed it. I would like to encourage you to join us and sign it too!

It calls on Member States to acknowledge that access to information, and the skills to use it effectively, are required for sustainable development, and ensure that this is recognized in the post-2015 development agenda by:

- Acknowledging the public’s right to access information and data, while respecting the right to individual privacy.
- Recognising the important role of local authorities, information intermediaries and infrastructure such as ICTs and an open Internet as a means of implementation.
- Adopting policy, standards and legislation to ensure the continued funding, integrity, preservation and provision of information by governments, and access by people.
- Developing targets and indicators that enable measurement of the impact of access to information and data and reporting on progress during each year of the goals in a Development and Access to Information report.

Over the next year, IFLA will work hard to get increased access to information included in the framework as a development target. When December 2015 comes and the final framework is revealed, we want to make sure that our advocacy work has resulted in a strong opportunity for libraries around the world to play their role in supporting development for the future.

Loida Garcia-Febo
IFLA Governing Board Member
IRRT Connections Program at ALA Annual, Las Vegas

IRRT Connections hosted what promises to be the first of an ongoing series of sessions featuring American librarians working abroad. The session, entitled “Leaning International: Recipes from the Field” was well attended, and featured three speakers representing very different perspectives.

Sam Boss, a public librarian in Guangzhou, China, shared practical information about navigating from the decision to work abroad, through language acquisition, networking, service projects, to professional employment, and to his current perspective where he is considering returning to the United States.

Sara Rizzo spoke enthusiastically about her experience as a subject librarian at Nazarbayev University Library in Kazakhstan. She made the astute point, among many, that when working abroad we need to adapt to our new culture, rather than expecting them to adapt to us. And Naomi House, editor of the online site INALJ, brought her expertise on finding employment to the table.

The ensuing discussion was lively, including rapid-fire Q&A and several audience members volunteering to serve as panelists in 2015. All in all, IRRT Connections connected vigorously at ALA Annual 2014.

Coming Soon: The IRRT Global Futures Endowment Campaign

For over 65 years, the International Relations Round Table (IRRT) has worked to provide opportunities for countless librarians to participate in the global advancement of the profession through programs and activities at conferences and beyond, for colleagues to share their expertise, support libraries in times of crisis or need, and to provide opportunities for colleagues to develop relationships and share expertise with international colleagues. In 2009, IRRT leadership carried out a successful campaign to raise $25,000 and establish an IRRT endowment.

The IRRT Executive Board, with support from the IRRT Endowment Committee, has set a goal to increase the existing endowment to $50,000. Funds from the endowment will continue to support the IRRT mission and initiatives, and provide a stable resource fund to develop these important programs and activities.

We are in the beginning stages of launching the IRRT Global Futures Endowment Campaign, and look forward to sharing more news and progress about this exciting campaign in the very near future. We thank all donors, current and future. To learn more about supporting the IRRT Endowment please visit the web site.

Jamie Luedtke
Chair, IRRT Endowment Committee
Tonga’s First Public Library: The Princess Kaimana Northern Lights Library

By Rebecca Stephens

When Tonga and Samoa were devastated by a tsunami in September 2009, Kato Havea, a native Tongan, was living in Alaska. After five anxious days unable to contact relatives, she finally connected with a young cousin in Ha’apai, Tonga. He assured her that the entire family was safe despite losing their home and all of their possessions. Then that eleven-year-old boy, whose connection to Kato was the books that she sent to him, asked, “Our books are gone. Can you send more books?” That afternoon after picking out four children’s books, Kato decided she would not just replace her cousin’s library, she would build a library for all the children of Tonga. Books had opened the world to her and she wanted to “Provide the children of Tonga an opportunity to explore the world through books” (Northern Lights Library Vision Statement.)

Kato is not a librarian. She created the Northern Lights Library to fulfill her vision to collect books and build the first public libraries in Tonga. She reached out to friends, coworkers, and various boards and organizations for which she volunteers in Alaska. The media and Alaskan politicians learned of her work and books started pouring in from throughout Alaska. In spring, 2013, she shipped approximately 50,000 books and serials, from Alaska to Tonga. The US Navy Project Handclasp, through their Pacific Partnership 13, allowed Kato to send the books for free on a U.S. Navy vessel. Yet Northern Lights Library still did not have an identified librarian or other individuals knowledgeable about the creation of a library.

Fortunately, other volunteer organizations and non-governmental organizations [NGOs] were part of Project Handclasp, including Project HOPE, a medical NGO. Upon arrival in Tonga, Project HOPE’s Dr. Lynn Bemiller volunteered to assist with the Northern Lights Library project in her spare time. When she saw that no one had a plan for organizing the books nor was there a trained librarian to direct the project, she asked her son Eric, a recent University of Denver library school graduate, for direction and encouraged him to travel to assist on site. The community would host Eric who would travel as a Project HOPE volunteer.

Eric knew he would need help, so he invited along the one other recent library school graduate able to volunteer internationally for a month—me. Eric and I were classmates at the University of Denver Library and Information Science Program. Our preparation for the trip...
included research and conversations with Kato to understand her and the community’s visions. He also had conversations with Janet Lee, Dean of Dayton Memorial Library at Regis University in Denver, Colorado, and Chair of the International Library Cultural Exchange Interest Group of the Colorado Association of Libraries, who helped set realistic goals and expectations.

Three weeks after I agreed to work on this project, we arrived at the Princess Kaimana Northern Lights Library in Havelu, Tonga with three goals for our month: 1) weed, organize, and classify the donated books; 2) define day-to-day library operations; and 3) organize a library committee. Two weeks after walking into the library we had touched every item and assessed its value for the community, weeded 10-15 percent of the collection, and organized every book by type—children’s, adult fiction, adult nonfiction, reference, and textbooks. Three days before we flew home we had classified every book using a borrowed print Dewey Decimal Classification schedule from 1972.

Our work in Tonga was supervised by two community leaders, Lady Tuna and Vika. Lady Tuna is the Noblewoman of Havelu. In Tonga, there are thirty-three traditional noble titles passed down from father to son. The nobles are estate holders and respected in their communities. Lady Tuna’s grandson is the current nobleman and she holds the office while he is at university. Additionally, Lady Tuna is involved in several Polynesian women’s organizations and speaks internationally on behalf of women. Vika’s husband is the Havelu town councilman while she served as a community leader. Due to a lack of communication connection outside of Tonga, we had limited ability to research best practices or solicit advice from mentors. Instead we had to make decisions about the library, then discuss and justify those decisions with Lady Tuna and Vika.

We wanted to leave the library with a sustainable framework. Interviews with community leaders and Talilotu (the chosen librarian) guided the creation of collection development and library management policies. We designed library shelving and the layout for the library which included discussions about window and lighting locations, the librarian’s line of sight, and shelf height and floor covering for the children’s section. With our limited time we trained Talilotu in basic librarianship and encouraged her success. Our final goal of organizing a library committee was modified when we realized that the concept of committees was too Western. We changed our focus to ensuring that the library had stakeholders by reaching out to the community and finding interested parties: community leaders Lady Tuna and Vika, mothers, members of the community, and a school librarian. In 19 working days we accomplished our goals and laid the
One of our biggest concerns is whether the library will prove sustainable. Kato, Lady Tuna, Vika, and several members of the community want it to succeed, but for a library to prove sustainable it needs trained personnel, municipal partners, and financial support. Talilotu, the librarian, still has very little training since we were only able to work with her for a few days near the end and, without a completed library, our discussions were mostly theoretical. When Kato was in Tonga in June 2013 she met with members of the department of education and presented her vision to one of Tonga’s princesses. The Department of Education was willing to take the books and distribute among schools throughout the kingdom but unwilling to provide funding or support for a public library. The royal family was intrigued by the idea and grateful to Kato, but again could not commit to supporting a public library. Though the local governing officials, Lady Tuna, Vika, and Vika’s husband, support the library, they do not have the ability to create a municipal library or raise financial support. The Tongan government does not see the need for a public library and does not have the economic resources to support a project that will not bring in revenue.

We cannot say that the library is a success at this point as it is still unopened and unsustainable. Kato remains cautiously optimistic in light of these challenges. When we were in Tonga several mothers visited the library asking when their children would have access to the books. We also met an older gentleman who came to read while we worked. Finau offered to be on a committee or to advocate for public libraries. He believes a public library outside of the government and church schools will be able to offer more uncensored materials to the people of Tonga. After Cyclone Ian in January 2014, damaged the second library building, the Education Department offered a small sum to assist in repairs. Kato’s hope is that over time the federal government will see the value of investing in public libraries.

Upon returning to the U.S. we reconnected with Kato and Project HOPE to plan next steps. Kato is currently working to attain official non-profit status for the Northern Lights Library in order to qualify for grants, to be able to accept tax-deductible donations, and to provide an official organization to manage future libraries. Project HOPE would like to stay involved and eventually send volunteers. Eric and I are humbled to have been a part of this project and we both look forward to returning to help Kato realize her vision.