Embracing INTO: Library Plans and Campus Collaboration to Serve an Increased International Student Population

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Abstract

Universities are using private recruitment agencies to fast-track internationalization initiatives and realize tuition-based revenue increases. Colorado State University (CSU), with this dual aim of increasing the proportion of international students on campus and generating income via out-of-state tuition, signed a contract with INTO, a British organization that works to recruit international students to attend partner institutions from countries across five continents. International students, although not a homogenous population, as a whole do bring unique challenges. Our study examined how both campus and the library could prepare for the expected large influx of international students. Seeking to understand the INTO model and the effect it would have on campus, particularly in terms of resource planning, we conducted a series of interviews with INTO staff, librarians at other U.S. INTO institutions, and CSU faculty and staff who would interact most substantially with the INTO population. Various campus departments have made significant preparations to prepare for the growing INTO population, and we identified several steps that the CSU Libraries could take to better serve these students, including enhancing existing services and fostering new campus collaborations.

Introduction

Large public universities, like most higher education institutions in the United States, are currently facing big economic challenges. An increasingly global marketplace is calling for a workforce that is more internationally and interculturally proficient, and therefore, universities are being intentional in developing curriculum and experiences for their students in these areas.[1] Additionally, declining public support for higher education is causing universities to develop new revenue streams. As international students typically pay full out-of-state tuition and fees without state or institutional subsidies, universities are looking to this population to help make up revenue shortfalls.[2]

In 2011, as a result of these two challenges, Colorado State University (CSU) decided to explore a relationship with INTO (also known as "INTO University Partnerships), a British organization that recruits international students interested in

studying in the United Kingdom, United States, and Asia.[3] In spring of 2012, a contract between CSU and INTO was signed to begin recruiting international students for fall 2012, making CSU the third U.S. university to partner with INTO, the other two institutions being Oregon State University (in 2009) and University of South Florida (in 2010).[4] After first hearing about this initiative on campus, we decided to assess our current library services for international students and to explore how the Libraries could collaborate with groups on campus to provide the right types of services for this growing population.

Many librarians throughout the last 30 years have examined the issue of international students and library services.[5, 6, 7, 8] Reference services have been a particular area of intense scrutiny, with multiple articles appearing on the topic in the last decade.[9, 10, 11] The topic of international students in academic libraries continues

to be an area of active research amongst librarians working in higher education, with new volumes emerging regularly that shed light on current approaches to working with this growing population on campuses around the country.[12, 13, 14]

The majority of articles recognize that this is a unique population with unique needs. For instance, Yi points out that international students are heavy users of the library and also experience great library anxiety.[15] The INTO recruits will be concentrated in a relatively small number of degree programs (namely, Business, Engineering and the hard sciences), creating strain on particular segments of the reference staff. In the 1980s at CSU, a library liaison was assigned to the international programs office as part of their workload.[16] However, over time, this was one of the relationships that had to be sacrificed as staff sizes shrunk. Currently, other than library instruction that is tailored to basic research needs, international students have not been a distinct population identified for services within the Libraries. Because the INTO initiative may shift the campus' priorities, we decided to undertake a study to examine CSU's current and projected international student population. To explore how to prepare the Libraries for the expected large influx of this diverse population, and to determine if there were collaborative opportunities on campus, we conducted a series of interviews as described below.

Methodology

After seeking and receiving Institutional Review Board approval at CSU for human subjects research, from April to October 2012 the research team conducted 19 interviews with a selected group of Colorado State University faculty and administrative professionals, INTO staff, and library staff from Oregon State University (OSU) and the University of South Florida (USF). Prior to the interview, each interviewee reviewed and signed an informed consent document alerting participants to the fact that they may be quoted or paraphrased in future publications or presentations. CSU faculty and staff were selected from the following offices or departments: Administration, Office of International Programs, Writing Center, Center for Advising and Student

Achievement (CASA), Intensive English Program, English Department, The Institute for Learning and Teaching (TILT), and the Libraries.

Questions (see Appendix A) were developed to explore the following:

1. What had been done to prepare for an increased international student population at Colorado State University?
2. What could be done by the CSU Libraries to support such a population?
3. What did the two other U.S. INTO institutions do in their local settings for INTO student integration?
4. What recommendations should be made to CSU Libraries' administration for changes in order to support this increased international student population?

Three sets of questions were developed for our local and external participants intended to elicit information about interviewees concerning:

- formal job title and the nature of their current position
- understanding of how the partnership between CSU or their university and INTO evolved
- perception of the effect of INTO recruitment on their job
- planning or preparation being done for INTO international students at their institution
- questions, concerns, or advice they have for us

Each interview was conducted, either in-person or by phone, by two or more members of the research team. The interviews were transcribed as they were taking place by one member of the research team, and an audio recording was made for back-up. When the interviews were complete, the notes were examined to look for themes and unique contributions by individuals.

Results

The information presented in the results was gathered from our interviews; however details

were fact-checked against available documentation whenever possible.

Background

Founded in 1870 as the Colorado Agricultural College, CSU, located in Fort Collins, is the second-largest public institution in the state of Colorado, with an enrollment of roughly 30,647 (22,412 undergraduates and 4,357 graduate and professional resident instruction students; and 3,878 non-resident instruction students). Eighty one percent of CSU's undergraduate student population are Colorado resident students.[17] Historically, CSU has had a low percentage of international students compared to its peers, with only 2.2% of its undergraduate population being international students.[18, 19] Beginning in August 2012, INTO intends to enroll approximately 1,000 additional international students within five years.[20]

Directly recruiting international students into U.S. institutions involves assessing those students' language proficiencies and GPA (or its equivalent) in order to meet regular admissions criteria. At CSU, only a small minority of international students to date are able to meet these admissions standards without additional preparation.[21] Additionally, cultural differences can create significant learning gaps for those students entering into a U.S. environment. For over thirty years prior to the INTO arrangement, CSU's Intensive English Program (IEP), offered under the Department of English, provided an academic English language program that prepared students for the academic, language and cultural challenges they would face when admitted to CSU or other U.S. institutions of higher learning. Under the CSU - INTO partnership, the IEP, now known as the Academic English Program (AEP), is offered as one of the academic programs at INTO CSU. A unique feature of INTO now available to international students is their Pathway program, which provides international students with a year-long residential learning experience that allows them to start taking academic courses at a U.S. institution while further developing their English language skills and American cultural competencies. While on the Pathway program, all earned credits count towards completion of a four-year de-

gree program. Students on the Pathway program can choose to transfer these credits to another institution, but most remain at their Pathway institution.

History of INTO at U.S. Institutions

There is a significant start-up cost borne by the academic institutions that partner with INTO. Only those universities with a strong institutional commitment to internationalization would have the incentive to partner with INTO. The initial pay-off, as we heard in most of our interviews, is that INTO instantly delivers access to their large and deeply established recruiting network, something that each university, without INTO, would have to further develop on their own over the course of many years. At OSU, we learned that ultimately they would like to have 10% of their student population be international, and the recruitment structure that INTO is able to offer makes this goal attainable sooner. INTO told us they were interested in working with OSU because it is a Tier 1 research institution with strong engineering and business programs. Further, it provides INTO with a west coast school that is located in a beautiful setting, and a safe and friendly community (Corvallis, Oregon) making it easily marketable to international students.

USF's goal is to become a member of the Association of American Universities (AAU), which would require an international student population of at least 4%. USF stated that without the infrastructure that INTO provides, it could take 10 years to reach this target on their own. INTO pursued the partnership with USF because they wanted to add another top tier university to their portfolio in a new region of the U.S. USF is in a metropolitan city, Tampa, Florida, and the campus is like its own small city, offering great weather and easy access to Miami and Disney World.

INTO pursued its relationship with CSU for very similar reasons. CSU is a major land grant university and a Tier 1 research institution located in an attractive and safe location near the beautiful and sunny Rocky Mountains.[22] INTO believes that potential international recruits are

rankings conscious, and currently CSU's rankings make it an attractive partner.

Why INTO?

According to our INTO sources, there are four major reasons why an institution should consider an INTO partnership: INTO's large recruitment network, the structure of the program, support services that they offer to students, and the rapid cycle of recruitment. At CSU, the Interim INTO Center Director spoke of the "soft landing," discussing the support structure INTO students enjoy during the Pathway year, which directly addresses the needs of students who may not have otherwise been admitted as a non-INTO recruit because of lower GPA or lower English proficiency. At USF, the Assistant INTO Center Director mentioned the "white glove" service that INTO students enjoy, saying "we want to treat them as if they are our own children."

Although CSU interviewees agreed with the benefits touted by INTO, they did not believe them to be the primary reasons why CSU signed the contract. Instead, the additional revenue generated for CSU and the increased internationalization of the campus were the two overarching themes echoed consistently by CSU staff. One person stated, "To be politically correct, [CSU is pursuing this relationship] to internationalize the campus. But, the primary reason is the financial benefit that the university will enjoy with students paying out-of-pocket tuition." This idea was echoed by another interviewee when they stated the INTO relationship is being spun to show CSU is out of step with its peer institutions and needs to increase its diversity, but the real reason is that it is a "money maker." Two additional people mentioned that a trend of decreasing state funding is the primary motivator for CSU to become entrepreneurial and find ways to become independently financially viable.[23] Because INTO students will all be paying out-of-state tuition and fees without receiving state funding or institutional financial aid, an increase of this population would help CSU prepare for this emerging budget scenario.[24]

However, some interviewees stated that perceiving the INTO partnership solely as a revenue generator is too simplistic and minimizes other advantages, such as: growing the international student population on campus, increasing diversity to address current campus homogeneity, and preparing domestic students for a globally focused future work life. Various people spoke to the longstanding campus goal to increase diversity, and that it would be financially unfeasible to replicate the recruiting network that INTO already offers. Although many believed that CSU could eventually develop similar programs and services, it was thought that there was no way they could have accomplished it as expediently without the INTO partnership. Our campus INTO representative told us that the INTO recruiting network consists of 80 to 90 people directly employed by INTO, who are based in 28 offices across 17 countries on five continents. They in turn work with 600-700 rigorously vetted educational agents (recruiters). Prior to INTO, by comparison, CSU worked with only 14 educational agents. Further, INTO pointed out that many of the services and resources needed by INTO students, and built through their revenue, offers core supports for all of CSU.

History and Current Conditions of International Student Support at CSU

We asked all of the CSU departments we spoke with about how they have interacted with international students prior to INTO and discovered that it varies widely depending on their role at the university. International students generate a large proportion of the traffic in the Writing Center, accounting for 20% to 25% of the students helped in any given semester. Similarly, a lot of international students find their way to The Institute for Learning and Teaching (TILT) which offers tutoring, workshops, and short courses. Additionally, TILT offers professional development for instructors and tutors on how to effectively work with international students. At the CSU Libraries, encounters with international students include: answering reference questions, helping them at service desks, and instructing them on research skills. Account access to library services for international students has been one of the main concerns each semester. In the past, if the student was not in "the

system," it involved corresponding with their supervisor/sponsor to get proper verification. This perennial problem is now being addressed with the increased enrollment of international students.

Benefits and Challenges of INTO Partnership

When we asked CSU employees about the major benefits they envisioned CSU might experience through its relationship with INTO, people stated that once the program starts recruiting a substantial number of students, the financial benefit will exceed the start-up costs, creating more tuition dollars in a time of budget austerity, and with the benefit of increased diversity. The Academic Director of the INTO CSU Center stated,

> "If we don't invite the world to campus, we wind up living in…what was it one of the international students told me the other day…he thought of Fort Collins as a remote village. I love that he said that, but he comes from a city of 26 million people. So we are a remote village. It gives an opportunity for us to understand first-hand some of the kinds of difference that the world contains… It is true for a lot of our students; the careers they will be entering will be careers that will have an international dimension or a multilingual dimension at least."

Further, it was pointed out that associating with INTO provides greater reach for CSU as a whole, leading to wider recognition of CSU's intellectual output, and potentially increased international collaborations. Finally, in order to reduce duplication of services, another potential benefit was the development collaborations between departments and entities that had heretofore had little history of working together. When we asked CSU employees about potential disadvantages or challenges of an INTO partnership, the responses were extensive and varied. They included: 1) resource implications, 2) racism and clashes between domestic and international students, 3) culture shock for recruits, 4) academic integrity issues, 5) language barriers, 6) problems with integration into U.S. academic systems, 7) lowered standards for admission, 8) training for staff in English as a Second Language, 9) making CSU more profit-oriented,

10) the ambiguity of impact on various offices on campus. Concerns about "growing pains" were a recurrent theme.

CSU had to make an investment in resources, both personnel and capital improvements (seed money), before the students arrived or revenue was seen. Residential and classroom buildings were remodeled and staff were hired to deal with the anticipated influx. Preparations were made for anticipated increased class sizes. Further, some people stated that the INTO program could potentially result in the duplication of already existing campus services. Some of the interviewees stressed that cultural awareness training would be really important for front-line staff, (cleaning, housing, and library) because cultural differences could cause offense to be taken when none is intended. Through a series of workshops offered in the summer and a short course in the fall of 2012, there was an attempt to do this. These trainings also addressed how to eliminate or control negative interactions between domestic students and international students.

CSU is a relatively homogenous campus, and several people expressed concerns that there may be issues with students, faculty, and staff encountering individuals different from themselves. Some people believed that good messaging has not reached the student body about the INTO program and its goals, and that many students might think that the institution is focused more on admitting international students and providing them with more support, rather than focusing their efforts on the domestic student population. It was noted that because INTO operates with a strong "customer service viewpoint" and has operational control, there might be tension between CSU's control over academic programs and admissions standards. For example, the highly regarded and popular MBA program right now requires four years of work experience prior to admission. Will INTO insist that these standards change to be able to recruit from a broader population? Will international students fill all the enrollment slots to desirable programs so that domestic students are not admitted?

The INTO/CSU partnership evolved very quickly, with campus conversations starting in September of 2011, with a contract signed six months later; moving from first awareness to actual reality of students on campus within a twelve-month timeframe. However, the process was reasonably transparent and offered many opportunities for campus input [see Appendix B]. As a result, many people reported that staff all across campus had to scramble to get ready, so the answers to a lot of questions had to wait until logistical issues were resolved. Additionally, it was noted that integrating a profit-driven business into an academic culture naturally created tension as decisions in universities typically evolve from more extensive discussion, collaboration, and cooperation than may be characteristic of traditional business environments. Because of the time frame, this sort of discussion took place at a pace many people were uncomfortable with, and created a lot of uncertainty. As things become more integrated and the partnership evolves, it is expected that the goals, missions and workflows will be communicated more deeply and broadly across campus to everyone's benefit. One interviewee stated, "It is a partnership, 50% CSU and 50% INTO. It's in everybody's best interest that this succeeds. We have to have a high tolerance for ambiguity. Everybody's reputation is at stake here."

Resource Planning

As stated, the impetus for this project was to determine what the CSU Libraries should do to prepare for the influx of international students, which would in turn inform and frame internal library discussions about resource implications. Prior to our investigation there was little information sharing on preparations taking place across campus. The library employees that we identified and spoke with reported that they would rely on us to get back to them with what we found out from this study in order to inform appropriate responses. In the interviews, the library staff made it clear they had knowledge of the INTO partnership and were already thinking about the implications, such as: academic integrity issues, length of reference transactions, encountering more non-native English speaking students at the Help Desk, and working to seamlessly integrate all students into the Library

Management System. With more international students as a potential clientele, the Business and Economics Librarian suggested that the library might explore measuring the impact of more student traffic. Her expectation is that there will be many Business majors in the Pathway program, and so her time investment in direct student services will increase. The Engineering and Government Documents Librarian questioned what the undergraduate/ graduate ratio of INTO students would be. If there were more graduate students, he expected more of an impact on his work and reference activity. He also said that an increased number of students may have resource implications, including increased database costs as determined by Full Time Equivalent (FTE) calculations. It was also pointed out by a different staff member that international students sometimes do not understand the download limits on electronic resources which may lead to conflicts with vendor licenses. Important issues like research processes (e.g. argument formulation and critical analysis) and academic integrity issues (e.g. plagiarism and U.S. copyright restrictions) may be unfamiliar to new international students, requiring more time and effort from affiliated staff.

Among the other campus departments interviewed, TILT's Learning Programs reported that although they were aware of implications, they were not enacting any changes to their services until they could anticipate how heavily they would be impacted. However, over time they foresaw more students needing writing help and additional instructional workshops.[25]

Other departments were more active in making changes due to their established relationship with already enrolled international students. In these departments, many conversations were taking place about collaborative efforts and new partnerships across campus. Workflow in the Office of International Programs increased with additional work and travel authorizations being issued, but this has and will continue to be a self-funded entity.

The Director of Academic Integrity discussed how she anticipated the need for campus to get up to speed with differing practices in relation to educational norms, learning styles, and peda-

gogy across cultures. INTO will be recruiting primarily from China and the Middle East, and students from these two areas may have a larger learning curve for our Western academic expectations concerning collaboration on homework, citation/attribution, and plagiarism. She was able to collaborate on redesigning an academic integrity module for the international student orientations for fall 2012. An example of de-duplicating services, and collaborating around strengths, these orientations, formerly run through the Office of International Programs, are now situated in the Center for Advising and Student Achievement (CASA), which manages orientations for the overall student body. CASA is also involved in the Global Village (a blended international/ domestic student living-learning community), student advising, and student engagement. One of the departments that could make the strongest case for hiring additional staff in advance of the increased international student population was CASA, which hired an assistant director for advising. CSU paid for this position, as well as contributed half of the salary to an assistant director who works in the Global Village. INTO funded a student engagement position that will be working with orientation and leadership opportunities. CASA said that other resource implications that have not been addressed are their additional support staff and technology needs. INTO has stated that they will be paying for the technology, and currently CASA has absorbed the support staff costs.

Another department that also grew in advance of the INTO start-up was the Intensive English Program (IEP), where they reported building more classrooms and getting more space, although they were anticipating outgrowing this space within the year. IEP perceived that another beneficial change was the ability to hire additional instructors as well as offer them full-time contracts. They used to be on 7-week contracts, but now many more instructors have 9-12 month contracts with benefits.

The Chair of the English Department recognized the resource implications for the Writing Center and Composition Program from the beginning. She encouraged program proposals to be created to address staffing issues. Because of previous enrollment growth, and now INTO growth,

CSU will fund 10-12 additional Writing Center tutors. This staff will also need professional development and funds have been requested for that. A new associate director with a specialty in English as a Second Language was hired, and has been given a second course release to help manage the additional work generated by INTO students. The Writing Center director had already been in contact with her peers at OSU and USF, and was told the number of INTO students using their Writing Centers was much higher than anticipated (as much as 50-60% greater than previous semesters).

We asked how the INTO program would directly affect the jobs of the individuals we interviewed, and for the most part, people believed there would be some impact attributed to more students, more time required for certain services, additional cross-training, and of course, increased stress. For some people, the INTO venture meant advancement within the CSU organization. CSU practiced "in-sourcing" by leveraging some of its own staff to help the joint venture get off the ground, meaning managers from many departments on campus had to re-purpose existing staff time.

When staff were asked if an increase of domestic students would have similarly impacted their jobs, the vast majority said no. They said domestic students would not have as big of an impact because there would be no differences in English proficiency, and they would understand Western educational expectations. The Writing Center Director, who is also an English faculty member, gave a very insightful answer from a teaching perspective as to why international students are different. With our current student population, she described that there are standard expectations in place regarding the type of writing they produce, their ability to understand written texts, and their aptitude in understanding oral directions. She went on to say:

"Somebody who hasn't taught a primarily international student population will have to realize that they will probably have to do more vocabulary explanation. They will have to speak slower and enunciate more. They are probably going to have to have more slides where they put the words up on

the screen. I think that you have to change the way that you deliver materials. In my experience, international students want more things written down, and spelled out in more detail, because they want to make sure that they understand it correctly. Instructors are going to have to get used to having even more specific detailed instructions for in-class activities and homework assignments. Everybody's going to need instruction in how to deliver instruction more effectively, but I think that could be the same if we massively increased the number of students who might be considered basic writers, or at-risk students that haven't had the same kind of college preparation. It's not so much that they are international students, it's just that they are a special population. Anytime you increase a special population that you don't already have in significant numbers, people are going to have questions, concerns, problems are going to arise, and people are going to need to be re-trained."

Similarly, we asked if an increased number of directly recruited international students would affect peoples' jobs in the same way as INTO students would. Almost all respondents noted that INTO added a level of support for their international students that would not be available for directly recruited international students. Staff believe that if you do not have "an answer" for an INTO student, you can refer them back to the INTO Center which is expected to provide all sorts of services for their students. From our interviews with INTO partnership staff, the resource implications for their partner institutions were varied. Campuses are typically expected to build a new building to house the INTO program, which includes student housing and classroom space. For example at OSU, the university built a new INTO center and INTO signed a 33 year lease. At CSU, a different route was taken, and two existing buildings on campus were remodeled. One is the primary INTO Center, and the other is a renovated dormitory which is now the Global Village. It was important at CSU to integrate the international students as much as possible.

INTO also noted that staff and services at all three institutions had to be bolstered to meet growing demands. They said that some of the biggest changes happened behind the scenes in the Registrar's and Comptroller's offices, where they had to merge different kinds of business models and types of billing. Some academic departments on each campus saw increases in their funding due to the increased enrollment; however, peripheral services did not necessarily have direct funding funneled their way. The implications on academic staff and faculty were also noted by INTO. There is a sense that faculty may not be ready to work with the students who have completed the Pathway program and matriculated into regular degree-seeking programs. INTO staff suggested that faculty get some intercultural training in order to prepare for these students and manage classroom interactions.

While revenue streams and funding allocations are still being worked out at CSU, we learned from the INTO representative at OSU,

"The real resource implication for the partner institution is the profit. My understanding is our income comes in through student tuition and fees. Resources are allocated to pay expenses on both sides. OSU would be paid back for instruction, student fees, and health insurance. Renting the building, leasing the building, operation costs, we [INTO] pay our own staff, the marketing team are paid out. Then the remaining profit is split 50/50. I believe there's been a profit every year. Once the students matriculate into OSU as fully-admitted students, then the university receives that international out-of-state tuition."

She further stated that,

"There definitely are transparency issues in terms of what is being paid out to whom, resource allocation. Some people feel that their office is being taxed by the increased number of international students while they themselves are not receiving additional resources. The places that get the most explicit resource allocations are the academic departments such as Business."

USF INTO staff told us that a call went out across campus to ask various units to estimate what they thought it would cost to accommodate the INTO program. Everyone put in their bids, with IT representing the most significant cost. They could not recall whether or not the library was included in that budgetary bidding process. At CSU the Libraries were not part of this kind of process.

We learned more about the OSU and USF libraries' involvement in these planning processes and potential resource implications by talking to librarians at those institutions. At OSU, we spoke with the Emerging Technologies and Instruction Librarian and at USF, the Academic Services Librarian. They were not directly affiliated with the INTO offices on their campuses, but their roles as the contact for INTO international students and programs developed out of previous relationships they had with directly admitted international students.

At OSU, because they were the first INTO campus in the U.S., no one in the library knew what to expect in terms of predicted student enrollment. The number of students recruited was very small in the first year, but then it exploded. Because they were not included in the initial campus-wide planning processes for INTO, the library was not able to anticipate or proactively plan for the increased international student population. However, the library did receive extra funding that was earmarked for collections and part of a full-time employee. At USF, the library did not receive any special funding, and was currently trying to collaborate with INTO to see if they could use some of INTO's money to develop library programs. The library did not set aside special funds to work with INTO, but the librarian we talked to incorporated INTO classes into her regular work flow.

Both librarians told us they took it upon themselves to initiate outreach in the form of classes to help mitigate the volume of individual research requests and to help guide students into the services offered by an academic library in the U.S. Students' experience with academic libraries varies from country to country, and there are often marked differences in language abilities and cultural practices that affect their library

usage. They reported that this, in turn, necessitates changes in the style and delivery of instructional sessions and research consultations, requiring more hands-on practice for the students, written materials with definitions for library jargon, and additional follow-up. Likewise, they recognized a different starting point compared to domestic students for answering reference questions. These comments echoed what we heard from other instructional staff.

Awareness of CSU Libraries Services and Opportunities for Collaboration

Due to all the changes that were happening on campus, we asked INTO staff and people on campus at CSU what role the library should play in working with international students. Most of the advice offered focused on how the library could adapt to increased numbers of international students, but less so about developing collaborations with other campus units. One INTO person had a raft of suggestions about how we could translate materials, change signage, and create a peer tutoring program that meets in the library. At CSU, the INTO Interim Center Director suggested that the library could: take advantage of cultural awareness training, help students who use English as a second language, and have highly interactive orientations that involve active learning exercises.

We asked people on campus if they knew how the library currently interacted with international students. The response was varied, from some saying they did not know and others mentioning a few activities such as answering questions at the Help Desk, giving instruction and orientations, and participating in Academic Integrity Week (a week of on-campus activities that address plagiarism and related academic integrity issues). We discovered that the Manager of Library Access Services, the Director of Learning Programs, the Director of the Center for Advising and Student Achievement, the Assistant Director of Intensive English, and the Writing Center Director all were unaware of how the Libraries currently serve international students. While most were aware that the library would have help in place, along the same lines as helping our incoming freshmen, they did not know any of the specific details such as if workshops, spe-

cific instruction sessions, or orientations were offered.

Similarly, then, when we asked them if they thought the library was effective in supporting international students, most people said they did not know and did not have any feedback from the current international students they work with. The manager of the Help Desk thought the library is "giving its best effort on the desk." Most of the international students that they encounter are currently from the Intensive English Program and the desk staff have done a good job either being able to directly assist them or refer them where they need to go for further help. At one point, a list of bilingual employees was created in case a need for communication assistance arose at the desk, but it has rarely needed to be used. The Business and Economics librarian expressed that she believed the library service was "okay." She sees a lot of international students as direct referrals from their academic departments, or from the Writing Center. These students are often sent to her not only because they need help with research, but more often because they need in-depth help with interpreting the general parameters of their assignments. She believes that these students end up in her office because the library does not put limits on consultation time librarians spend with students, and the students know they can get help at the library. There is a lot of repeat business once library services are discovered.

We asked them how we could more effectively collaborate across campus in the future. The Director of Learning Programs had several suggestions, including having the library host a Master Teacher Initiative (MTI) workshop about the programs available through their office, so that librarians and library staff can refer students to appropriate services.[26] She suggested this because she knows that librarians are often asked to assist as homework help, when tutoring would be a more appropriate avenue. The first step is awareness of what services are available on campus. Our interview was the first step in opening lines of communication with this office. The Vice Provost for Undergraduate Affairs also suggested having the library align itself more closely with the services provided through TILT's Learning Program, suggesting this alli-

ance would create a supportive environment on campus to help people understand about evaluating information, knowledge claims, culture and international backgrounds. The Vice Provost also suggested that the library more effectively market itself to tenure-track faculty who often do not have time to incorporate lessons related to the science of learning because their curriculum is so jam-packed with content that needs to be covered. The Libraries' focus on information literacy in their instruction program could perfectly fill the need to teach students about how to evaluate information and knowledge claims.

The Director of the Center for Advising and Student Achievement (CASA) suggested many things that we already do, illustrating that there is an awareness gap between the CSU Libraries and other departments on campus. However, she also had a few new ideas about how to serve all students. She suggested we participate in a relatively new program called U-Turn which gives early grade feedback, and steers students toward programs and services that will help them improve their grades while they still have time. She also suggested collaborating with the first-year faculty-staff and student mentoring groups. Student mentors often meet in the library, so if they were trained in how best to use library resources, they could pass this information along to their mentees. She said that similar programs could perhaps be set up with the CSU INTO living-learning communities.

Some other departments on campus who work with curriculum stated that they do not think that traditional one-shot library instruction is necessarily adequate to support this new population of students. They thought that we may want to either be involved in curriculum development or in creating self-paced tutorials. Due to how closely aligned the Writing Center is with the library, and the almost total lack of collaboration between the two, the Writing Center Director suggested that we co-host workshops focused both on how to do research and write a paper. The Director of International Student Services also noted that international students often have problems with how to do research, write citations, and write papers. Although information about these topics is often shared ear-

ly on during orientations, students suffer from information overload when they first arrive. If they do not have adequate support for these issues in the classroom, students often find themselves "learning the hard way" by getting a low grade, ending up in the academic integrity system, or simply never fulfilling their potential. He also suggested that workshops could be developed for international and domestic students who share similar issues and these workshops could be co-marketed through various offices on campus.

When we asked the library staff what they thought would be the most effective ways for the library to collaborate with campus departments who support or work with international students, many of their thoughts echoed what the rest of campus had suggested. The main points made were: to make sure international students are aware of our services through co-marketing, to provide basic research instruction through core lower-level classes in collaboration with faculty, and to work with departments on campus to host workshops addressing typical problem areas or knowledge gaps. The librarian who may potentially be most affected by this growing population pointed out that the library also needs to be aware of its limits when marketing itself. Although the library wants other departments on campus to know what we are capable of doing, we have to set limits and not over commit to service levels we cannot realistically maintain.

Recommendations and Advice

The final portion of our interview questions asked for advice about how to plan for and integrate ourselves with the INTO program. To give us context about new services we could offer, we asked the librarians at OSU and USF what they did or were doing. Currently, in the USF Library both undergraduate and graduate international students are seen in orientation sessions, instructional classes, or as drop-in patrons for traditional reference services. Instructional requests have increased since INTO arrived on campus. The collaboration with INTO is informal and based on previous programs for international students. They also collaborate with the

Writing Center, located in the library, to address international student needs.[27]

At OSU, the Emerging Technologies and Instruction Librarian has been actively seeking out new contacts with the INTO program and saw this as a need to be addressed. She is providing instruction for the basic introductory composition course offered by INTO, as well as other preparatory courses, and is offering one-on-one research help/office hours to students, both in person and via e-mail. At upcoming library in-services, international student issues will be addressed. Their library has had great success with graduate student workshops for the general student population, and these have been very popular with international students. Undergraduate workshops are also held, but are attended to a lesser degree. Quite a few international students use the library independently, taking advantage of the library's 24/7 schedule.

Knowing this context, the librarian from OSU suggested that we have a fully appointed librarian to the INTO program, someone who knows the INTO staff and has an office there. She knew of one of the INTO schools in the United Kingdom that has a librarian as the Learning Resources Coordinator. Getting in on the planning stages would be optimal in her opinion. This would open communication channels as it is hard to determine INTO's organizational hierarchy. She also suggested setting up office hours so that students can get the help they need. Every time she teaches a class for international students, she looks at it as an opportunity to learn more about how they learn and suggests that the more time we can dedicate to learning about international perspectives and learning styles, the better.

The same themes resonated with the USF librarian, who stated that staff who are trained and interested in working with international students is essential, as is getting in early in the process and being proactive. She recommended having a web presence for the program and tutorials specifically aimed at them. She thought it would also be nice to have staff that have some language background from the areas the students are from (like the Middle East and China). She also offered advice about working with the

Writing Center because students go to both places for help and do not see a distinction between the two.

The INTO staff member at OSU suggested moving toward subtitled videos and social media as a way to reach out to students, stressing that the library needs to be at the forefront of their minds. At USF, the INTO Assistant Center Director did not have specific advice to offer, except to say that we have to anticipate a rapid growth because INTO delivers on its recruitment promises.

People at CSU believed the library has to be aligned with greater campus goals such as making sure domestic and international students have opportunities to integrate, however it was unclear as to how the library would make that happen. Good customer service at all service points make an impression on all students, and CSU wants international students to think highly of the University and spread the word. This means anticipating student needs that we typically do not think about, for example being open during intercessions for students who would not be traveling home during the breaks. The Writing Center Director stressed that the library may be an important cultural integration space, where not only can students work on projects, study and meet in groups, but they can also socialize. As a campus hub, the library could also feature cultural awareness and diversity programming.

Discussion and Next Steps

While our library organization attempted to get more involved in the initial planning workgroups that explored various dimensions of the INTO prospect, as there was recognition from librarians that this would have resource implications for library services, we were unsuccessful. The Vice President for Information Technology/Dean of Libraries was a member of the Admissions/IT workgroup as a result of the technology half of his portfolio. The department coordinator for the College Liaisons unit contacted the Academic workgroup to see if the library could participate. He perceived that working with the Pathway courses and students would provide an opportunity to initiate early

engagement and build connections with the library. Although not successful in that effort, it served as an early indication to the broader campus of the Libraries' interest in supporting INTO students. In retrospect, although the CSU Libraries attempted to get involved with INTO preparations as early as they could for actual campus programming and preparation, it took the idea of this research project to provide an effective 'excuse' to make connections with appropriate CSU parties, as well as the incentive to reach out to the other INTO campuses to gather information from those earlier implementations.

Our research project should have gotten off the ground sooner, as we did not start conducting interviews until after the contract had already been signed, missing the first opportunity for requesting additional direct funding for library resources and making strategic connections. One positive aspect of starting the interview process later was there was more clarity about what the INTO CSU partnership was going to look like. It should be stressed that the contract was signed in April of 2012 and CSU was attempting to get its first cohort of INTO students by the fall 2012 semester. This compressed time-frame left people scrambling and relationships with the library were not on the forefront of their minds. Noting this, the research we conducted helped the CSU Libraries establish new connections both with the INTO organization and other campus groups. Keeping up with what is happening on campus is part of how public services librarians provide effective library services. As noted earlier in this article, when asking other campus groups how the library could partner with them, many of their suggestions indicated they were unaware of already existing services. Due to our previously established relationships with some of the campus groups we spoke with, we were surprised by the lack of understanding of what we offer. Perhaps this is a result of our question being framed in terms of international student services. Regardless, the INTO initiative gave us an opportunity to talk more broadly about what we do, and further develop existing services and resources more intentionally, with collaboration in mind. However, finding ways to develop services that can be realistically and sustainably supported in the future is one of the

dilemmas that the CSU Libraries will need to address.

As CSU and the CSU Libraries continue to develop and integrate the INTO model, next steps will include continued communication and collaboration with campus partners as well as internal CSU Libraries planning and development of services to support INTO students and the Pathway year.

Activities to build broader collaboration and reduce duplication of effort with INTO and other campus units supporting international student populations could include:

- Working intentionally with the TILT Learning Programs Unit to integrate more awareness of library services and resources into their tutoring, study skills and academic intervention programming so that international students can be guided to appropriate library resources, including subject librarians, information skills tutorials and documentation, and information technologies offered by the CSU Libraries.
- Identifying outreach and instruction opportunities within the Pathway year, such as the American Popular Culture course all undergraduate Pathways students are required to take.
- Working with the Writing Center to further explore connections between our two sets of services and resources to develop more effective cross-training, awareness, and student supports.
- Working with the TILT Office of Academic Integrity, the TILT Instructional Designers, and the Writing Center to further develop tutorials and resources on understanding existing practices for appropriate citation and use of information resources. In our investigations we were further reminded that all three areas (Libraries, Writing Center, and TILT) find themselves working with students on plagiarism and related topics. The literature suggests that international students benefit greatly from workshops on the research process, plagiarism, and citation practices.[28]

- Partnering with INTO, TILT, Office of International Programs, the Writing Center, and other campus service organizations to create and deliver cultural awareness and diversity programming, we can offer the library as the venue given the 'hub' nature of its location on campus. As a result of a recent renovation, the library now has a large 100 capacity event space that is a resource for the entire campus.

Given resource constraints and patron needs in the CSU Libraries, we tried to identify the 'low hanging fruit' to tackle first. One of the easiest goals to address was sharing information from many of the units we spoke with during our interviews with a wider library audience. The CSU Libraries Master Teacher Initiative (MTI) was a perfect forum for this. The MTI is coordinated out of TILT and recruits a faculty member from each of the eight CSU Academic Colleges and the Libraries. TILT supports each MTI coordinator in creating a set of activities and information to share with their faculty and staff colleagues about effective teaching and learning. Our MTI Coordinator, one of the researchers for this article, made INTO a focal point for MTI activities through the development of workshops during the 2012-13 academic year:

- The INTO CSU English Language Programs Director and the Director of Pathway Programs shared information about how INTO academic programs were being developed and how to help library staff assist international students.
- The Director of TILT Learning Programs talked about TILT's student services such as tutoring and study skills programming, academic intervention programs, and other services provided to support students. She also highlighted how these programs would be connected to INTO populations and how library staff could refer patrons and cross-promote our respective services.
- The Director and Assistant Director for the CSU Writing Center shared information about Writing Center services with an emphasis on how these would

connect to INTO populations. Again, the theme of referral and cross-promotion of services was discussed.

- The Center for Advising and Student Achievement, Residence Life, and INTO CSU representatives from the Global Village Learning Community shared information about the INTO CSU Undergraduate Pathway program, and their array of student supports that have been developed in the past twelve months.

In the fall of 2012, CSU Libraries had the opportunity to secure one year of funding from outside of the Libraries to hire a temporary librarian. Part of the assignment for this new position is to be the official liaison to INTO, other international student populations, as well as long-established multicultural centers on campus as part of their outreach duties. This faculty member started in January of 2013, and has already made connections with the INTO program, meeting with their core staff, and developing a relationship that will help facilitate all other goals mentioned in this paper. In the fall 2012 semester we started seeing some requests from the INTO Center for library tours and also made connections to provide initial library research skills instruction for the Global Village residential learning community. The new librarian has tackled this increased demand during the spring semester.

Activities that would require more planning, time, and effort, but that could potentially be addressed as resources become available are:

- Providing additional staff training and professional development for all library staff, in particular front-line services staff, on cultural awareness and how to work with English as a Second Language clientele following recommendations outlined by Pyati,[29] Amsberry,[30] and Baron and Strout-Dapaz.[31]
- Instructing appropriate library staff about resources with built-in translation services and highlight these for use. Other universities have found that this is useful for their international student populations.[32]

- Captioning applicable library tutorials and translating relevant handouts into the most prevalent non-English languages spoken on campus.[33]
- Identifying new opportunities for providing instruction and other services to INTO students.
- Utilizing the International Student Barometer™ data provided by our Office of International Programs to further develop information exchange about international students across campus.[34]

As CSU's president, Dr. Tony Frank, had intimated in an e-mail to the campus community on October 28, 2011, developments of the INTO initiative would naturally 'raise all boats' on campus, creating a more effective academic and research environment for all CSU students and faculty. Our experience proved this out. The INTO initiative provided the CSU Libraries an opportunity to reinitiate conversations with campus constituencies around the specific topic of supporting international students while further strengthening our own strategic aims and objectives for the entire student body.

One of the main institutional motivators for pursing the INTO arrangement was to increase revenue via student tuition and fees. Of course this is going to result in a significantly higher proportion of international students. As we learned in our research, many units on campus addressed this by hiring more staff and remodeling or building new space. Although the CSU Libraries did not participate in the initial planning process, we have been able to hire a temporary faculty member and make some small changes that fit in with our existing workflow. Despite the collaborations we have established, there is still going to be an impact on library services and resources due to this increase in student population. The funding for the new librarian position was only temporary, and did not come directly from the INTO revenue stream. Efforts to make this position permanent will be at the forefront of recommendations to our administration. At the time of this writing, the CSU Libraries will still have to build their own staff and infrastructure without INTO resources. The ideas and opportunities identified here are promising, but without commitment

from administration for the necessary resources (staff, etc.) to support the additional work involved, they may not be attainable. While we clearly recognize the opportunities we have in this situation, we also need to be realistic about the efforts we undertake so that we can provide consistent and sustainable support to all of our constituencies. If we were to identify one primary need, it would be to sustainably increase our public services professional staffing in order to meet the needs of an overall growing population, and in particular, a growing international student population.[35] Developing and presenting our research findings as a formal recommendation of actions to our library administration will be one of our highest priorities.

Conclusion

The purpose of our research was to determine how best to serve the increased numbers of international students who will be expected as a result of CSU's partnership with INTO. Through our conversations with CSU faculty and staff, INTO staff, and librarians at other INTO organizations, we expected that we would learn about the resource implications that arose and will arise both in the library and across campus. In the CSU Libraries, our research was the first step in discovering what we can do both immediately and long term to address these resource issues and adapt and enhance our services and staff to meet the needs of this new population of students. Campus collaborations are going to be imperative to eliminate duplication of efforts and most efficiently reach the greatest number of students and address their needs. Effectively adapting library and campus services to help INTO students will increase the level of service available to all CSU students, staff, and faculty and allow CSU to achieve broader organizational aims.

We know that there are more INTO partnerships being developed, and at the time of this writing the fourth U.S. INTO partner, Marshall University in West Virginia, has been announced.[36] We hope that this research will help the libraries of potential INTO partner campuses prepare to support increased international students and perhaps to allow them to be proactive. Here at CSU, future research opportunities may include:

follow-up discussions with the various campus offices and resources we approached for this project to analyze the developing INTO support model, ensuing collaborations, impact of these on the campus, and exploring a sustainable funding model for additional library staffing needed; and interviewing or surveying our INTO students to more fully understand the diversity of skills, needs, and expectations of individual students, their progression from the Pathway year into normal degree programs, and the effectiveness of the library in supporting those aims. Although individual international student surveys have been conducted by Wang and Frank,[37] Song,[38, 39] Yi,[40] and Puente,[41] we feel that conducting similar surveys will not only speak to the uniqueness of the INTO program, but will also help us learn about our unique population of countries and cultures and to identify our users as individuals. Understanding their unmet needs will help us more carefully tailor our programs and services to support not only this distinct user population, but as noted earlier, will benefit all campus constituencies of the CSU Libraries.

Endnotes

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Appendix A

INTO Library Interviews
Questions for CSU interviews
1. What is your job title and will you describe your position?
2. How do you currently interact with international students on campus?
3. What is your understanding of the aims and objectives of CSU pursuing this relationship with INTO?
4. What do you think are the major benefits or disadvantages CSU might experience through this relationship with INTO?
5. Does your department have plans in place or is it currently planning for the increased international student population expected as a result of CSU's partnership with INTO? Please describe.
a. (If they don't mention the Pathways year, follow-up with) Is your department going to be directly involved in the INTO Pathways year?
b. Are there resource implications as a result of this planning?
6. Do you anticipate that CSU's partnership with INTO will affect your job? If so, how?
a. If there were an increase of only domestic students, would your job be similarly affected?
b. If there were an increase of directly recruited CSU international students (not through an INTO channel), would your job be similarly affected?
7. How do you currently envision the Library has played a role in international student academic activities?
a. Do you think that the Library currently is effective in supporting international students? Please explain.
8. Library – Campus Interaction
a. [Non-library campus departments] How does your department currently interact with CSU Libraries and how could we more effectively collaborate in the future?
b. [Library faculty] What do you think would be the most effective ways for the library to collaborate with campus departments who support or work with international students?
9. From your vantage point, is there anything you'd like the see the CSU Libraries do to help support this growing population? Please explain.

INTO Staff
1. What is your job title and will you describe your position?
2. Why did INTO pursue its relationship with OSU, USF, or CSU?
3. What is your understanding of the aims and objectives of your host institution's pursuit of an INTO partnership?
a. If you've worked with more than one campus, have you seen differences among those aims and objectives from one institution to another?
4. What unique role does INTO offer institutions and students you recruit?
5. What are the unique features of CSU, OSU, and USF that will help to recruit students?
a. What do you perceive are the resource implications for your partner institutions?
b. Which resource implications have been obvious, and which have surprised you?
6. Have you worked to incorporate libraries into planning for INTO programming and services? If so, how?
7. What role do you think a library can play in these types of partnerships?
8. What advice do you have to offer our library in our planning efforts?

Questions for Oregon State University and the University of South Florida librarians
1. What is your job title and will you describe your position?
2. How do you interact currently with international students on campus?
3. What types of campus collaborations does your library have in place to help support international students?

4. What is your understanding of the aims and objectives of your campus pursuing the relationship with INTO?
5. What do you think are the major benefits or disadvantages your institution has experienced through the relationship with INTO?
6. What did your library provide for international students prior to its relationship with INTO, and how has that changed as a result of the INTO relationship?
7. Did your library have plans in place to prepare for the increased international student population expected as a result of your partnership with INTO? Please describe.
   a. Was your library involved in planning and/or delivering the Pathways year?
8. Did you anticipate that the partnership with INTO would affect your job? If so, how?
   a. Had there been an increase of only domestic students, would your job have been similarly affected?
   b. Had there been an increase of directly recruited international students (not through an INTO channel), would your job have been similarly affected?
9. Did your library receive additional resources to deal with the increased population of international students?
   a. If so, what types of resources, and how have they been put to use?
   b. What types of resources do you think would be necessary to better support international students?
10. If you could do anything differently, what would that be?
11. What advice do you have to offer our library in our planning efforts?

Appendix B

INTO CSU Partnership Timeline

- Fall 2010 – INTO initially approached CSU about a partnership (per an e-mail from Dr. Tony Frank, CSU President, to Colorado State University Community on October 28, 2011).
- September 6, 2011 – CSU Faculty Council Meeting: Discussion - "INTO University Partnerships" Program - http://facultycouncil.colostate.edu/files/agendas/1112/Sept06-11.pdf.
- October 28, 2011 – President Frank sent a 3-page email to faculty to address questions about INTO, organization that focuses on international student recruiting. He reported a "thorough discussion of the topic" with the Faculty Council Executive Committee the previous week.
- November 7, 2011 – Email from Provost Miranda to faculty about INTO discussion. Announces formation of 9 working groups: Academics, Admissions/IT, Facilities, Familiarization Trip, Finance/Legal, HR/Organization, Marketing/Communications, Recruitment, and Student Services.
- November 22, 2011 – President Frank and Provost Miranda held an open forum to answer questions about ongoing discussions with INTO.
- December 6, 2011 – Faculty Council discussion about the INTO contract with Provost Miranda.
- January 9, 2012 – "The CSU-INTO Partnership and Its Impact on the University" presented at the CSU Professional Development Institute (PDI) by Dr. James Cooney (Director of International Programs), Amy Parsons (Vice President for University Operations), Dr. Blanche Hughes (Vice President for Student Affairs), and Dr. Tom Gorell (Vice Provost for Faculty Affairs).
- February 10, 2012 – Email from President Frank to CSU Community announcing agreement on INTO contract. This email included a press release that went out the same day to the public at large.
- February 10, 2012 – Press release in Today@CSU - http://www.today.colostate.edu/story.aspx?id=6790.
- February 17, 2012 – Provost Miranda announces (via email) the interim director of INTO Colorado State University Center, and the INTO CSU Academic Director.
- May 16, 2012 – Announcement about the International Student Barometer™ that shows CSU ranks "1st in the nation in 10 categories among universities nationally and among the top 30 around the

world, in such areas as quality of expert lectures, course content and living experience" - http://www.today.colostate.edu/story.aspx?id=7281.

- Summer 2012 – As part of overall campus preparations, eighteen cultural competency workshops were delivered for the staff who would be the first people to encounter international students in housing, dining, police department, counseling center, etc. These workshops, coordinated through the Office of International Programs, will be repeated for other units in order to prepare for cultural differences.

- June 8, 2012 – Today@CSU profile. Interim CSU INTO center Director Liz Munro. "Not only does the university offer outstanding academics, Fort Collins is a beautiful, welcoming city that features great weather" http://www.today.colostate.edu/story.aspx?id=7339.

- Summer 2012 – Announcement of TILT-sponsored short-course for CSU faculty "Successfully Integrating Non-Native English Speakers into CSU Classes".

- August 10, 2012 – Announcement of new center director of INTO CSU, John Didier. [He and] "his staff are in the process of welcoming 350 new international students to campus. International students now comprise 3 percent (approximately 1,100) of CSU's student body. INTO officials plan to bring an additional 1,200 to campus within five years." - http://www.today.colostate.edu/story.aspx?id=7501.

- August 13, 2012 – First INTO students arrive on campus.

- August 14, 2012 – Today@CSU announcement about international students in residence halls. "The university's new partnership with INTO and other university partnerships make this year's on-campus living experience one of deep cultural richness and exposure, bringing students from countries such as China, Japan, Nigeria, Vietnam, Brazil, Pakistan, Kazakhstan and Indonesia to CSU." - http://www.today.colostate.edu/story.aspx?id=7527.