Developing Sustainable International Library Exchange Programs: The CUNY-Shanghai Library Faculty Exchange Model

Sheau-yueh J. Chao, Beth Evans, Ryan Phillips, Mark Aaron Polger, Beth Posner, and Ellen Sexton

Abstract

This paper describes the City University of New York (CUNY)-Shanghai Librarian Faculty Exchange Program. By observing and working in academic library services at CUNY, Shanghai University (SU), and Shanghai Normal University (SNU), participants were able to teach and learn from their colleagues, bringing their experiences back to further share with their home library patrons, colleagues, and colleges.

Information is a global commodity in an increasingly interconnected world. There is a long positive tradition of student study abroad and faculty fellowships around the world. The role of librarians in connecting people and information—no matter its provenance or location—is also one that naturally complements international exchanges. Just as students and faculty can benefit from exposure to life, culture, language, etc., through residencies at educational institutions in other countries, so too can librarians.

A nationwide trend of diversity and inclusion in teaching over the past fifteen years, combined with technological advancements in academia, has changed the role of librarians in academic libraries. There is increased pressure on library administrators and academic librarians to promote successful outreach and exchange programs that engage librarians in teaching and learning in the global environment (Dennis 2012). Many colleges and universities across the nation have emerged to emphasize at least one primary function within the library and reach the users in broad and diverse ways.

The valuable experiences of participants in terms of professional development and personal confidence are not inconsequential. However, there must also be real value to the participating libraries and librarians—and most importantly to library patrons—in order to make the costs and challenges of developing and maintaining such programs worthwhile. The potential value of developing, administering, and participating in international librarian exchanges includes the following:

- Increased cultural sensitivity through exposure to different cultures, which enhances empathy for international students at U.S. institutions (McMurtrie 2012)

- Benchmarking with other similar institutions, which enables comparisons and evaluations of how to best serve library users and manage services and resources

- Professional and personal development for participants

- Consideration of different, new, or better ways of providing library services (Johnson, Shi, and Shao 2010)

- Cultivation of an open mind and enthusiasm for new ideas

- Reinforced understanding and perspective of why things are done as they are at home institutions

- Connections with partners around the world, which facilitates information access and retrieval from other regions

- Strengthening of commitment to libraries and the development of professional librarians around the world

- Rethinking of cultural or national stereotypes on both sides

The first CUNY-Shanghai librarian exchange began in spring 2010. Two CUNY librarians traveled to Shanghai, one to Shanghai University (SU), and the other to Shanghai Normal University (SNU), for four weeks. Soon after, two Chinese librarians came to the United States to view library practices in CUNY for six to eight weeks. During the two years that the program existed, a total of sixteen librarians—eight from Shanghai and eight from New York—participated. However, barriers to such programs—cost foremost among them—are high. In fact, economic pressures on public funding forced the coordinators of this exchange to conclude the program at the end of its second year.

Still, during its brief existence, the participants learned about the strengths and weaknesses in the service models of both the CUNY and Chinese university librarians, and they were able to experience all the benefits of participating listed previously. It is hoped that documentation about programs like this will assist American university administrators in planning similar programs and charting best practices in the future.

How It All Began: Establishment of the CUNY-Shanghai Library Faculty Exchange Program

For the past thirty years, Shanghai University (SU) has coordinated academic exchange programs with the CUNY. This includes a faculty and administrative exchange program between CUNY and Shanghai University, which was established in 1984. There has also been a semester-long study abroad program for students at Nanjing University, which was initiated in 1993.

A library faculty member at one of the CUNY colleges visited SU in 2003 as part of a Chinese-American exchange program. Keeping in touch over the years, his conversations discussed the benefits of interlibrary loan among nations. Because SU did not participate in an international interlibrary lending program, they were interested in learning more. The SU libraries director requested that an exchange program with CUNY libraries be considered. In January 2009, both CUNY and SU library directors expressed strong interest (CUNY Library News 2009). Funding was secured from the CUNY Center for International Service to launch a two-year program with SU (Turvey 2012).

At the same time, two other CUNY library faculty members traveled to a conference in Guangzhou, China. They wished to discuss a similar exchange program with the library director at Shanghai Normal University (SNU). The library director at SNU agreed that they should develop relationships across national borders. CUNY, SU, and SNU chiefs jointly agreed to begin a formal exchange program between the CUNY libraries in New York City and the two university libraries in Shanghai.

The directors from the libraries in China and the CUNY libraries met, and the Chinese librarians arrived with a Chinese language contract in hand. CUNY attorneys joined the conversation, and after several months of negotiations, a letter of agreement was written and ready for signing in early 2010. The agreement enabled the SU and SNU libraries and CUNY to exchange a total of eight library faculty (sixteen people in all), provide them with a stipend, health insurance and the chance to examine and evaluate best practices at the host institution as well as at other facilities within the circular cities and metropolitan areas of New York and Shanghai (CUNY Library News 2010). The CUNY Council of Chief Librarians agreed to provide support with the assistance of the CUNY Center for International Service, to cover airfare, and to grant leave to participating faculty. The CUNY librarians, meanwhile, had established the International Relations Round Table (IRRT) in 2009 to facilitate dialogues and discussions among CUNY librarians and administrators with CUNY-wide interest in the library faculty exchange and other international initiatives.

In order to facilitate the program, the CUNY libraries sought out the support of the Center for International Service at CUNY. This center offers two programs in China, including a faculty and administrative exchange program between CUNY and Shanghai University (established in 1984 and administered by the College of Staten Island since 1987), and a semester study abroad program for students at Nanjing University (established in 1993 with shorter summer and intersession programs being offered since 2001) (College of Staten Island 2012). The CUNY-Shanghai University Faculty Exchange Program was established "to enrich course offerings at both universities, to assist in the building of new institutions, and to provide the opportunity for faculty and administrators to learn from each other through teaching and observation of counterparts at the partner university" (College of Staten Island 2012).

Academic International Exchange with China: The Background

Numerous examples of international educational exchanges mark the early decades of the twentieth century in the United States (Blanck and Börjresson 2008; Melldahl 2008; Walton 2005; Ferguson 2007), but it is the Fulbright Act in 1946, that made exchanges between the United States and foreign scholars and students become a part of the national agenda. The Fulbright Act "called for the use of proceeds from the sales of surplus war property to fund the 'promotion of international good will through the exchange of students in the fields of education, culture and science'" (United States Department of State Bureau of Educational and Cultural Affairs 2012).

Notably, China was the first nation to enter an agreement with the United States under the Fulbright Act. Nonetheless, despite the early commitment of his country to participation in the international exchange in education, Jiang-Bin Lu, of the International Office of Wuhan University, writes of the Chinese in recent years as being "still relatively new in the engagement, short of faculties and students with international capability, deficient in world-class scholars, and low in the percentage of the international faculty and students among the overall faculty and students, lacking in international visibility and influence. In a nutshell, they are far behind the internationalization of the first-rate universities in the world, and positioning disadvantageously in the international cooperation and exchanges" (Lu, 2009). As Barbara B. Burn, who served as executive director of the President's Commission on Foreign Language and International Studies from 1978 to 1979 under Jimmy Carter, has said, "[t]he future of educational exchanges generally must lie in more reciprocity and mutuality on a basis of greater equality between scholars and higher education institutions in the U.S. and other countries" (Burn 1980), then there is a welcome opportunity to rebalance the international exchange of scholarship between the United States and China.

International cooperation is now one of the objective indicators affecting funding of university researchers in China by the central government (Li et al. 2011). Before 2001, government funding paid for most tertiary education expenses, but since 2001, tuition and other fees have provided over half the funding (Li et al. 2011). Faculty publications are another important indicator: "It is not uncommon for an annual target of three international publications to be set for faculty members, with termination of employment to occur on non-fulfillment of this" (Li et al. 2011, 523, 542). Some academics who returned to work in China were dismayed by the emphasis on quantification of publications, and they felt unable to have truly open discussions with their colleagues particularly in policy related topics (Yi 2011).

International exchanges of faculty and students are becoming more common today. Many Western colleges send students on short study abroad or semester/year-long programs at Chinese universities. Alternatively, many thousands of Chinese students

travel abroad for education each year. Six hundred and sixty-eight transnational partnerships, where students study in one country but receive their degrees from another, were approved by the Chinese government in 2004, however unapproved programs also exist (Yang 2008). Western universities have also set up entire campuses in China (Hewitt 2008). At the same time, librarian exchanges involving Western public and academic libraries have been happening for quite some time (see, for example, Scherlen, Shao, and Cramer 2009; Johnson, Shi, and Shao 2010; Stueart 1987; and Williams 2000).

Background of Shanghai University (SU) and Shanghai Normal University (SNU)

The original SU was founded in 1922, closed during the civil war, and reopened in 1983. In 1994, it merged with three science and technology educational institutions and grew rapidly to become the largest university in the Shanghai metropolitan region. It moved to its present location in Baoshan north of Shanghai in 1994 when the area was still farmland. The 20,000 student residential campus is now surrounded by urban sprawl. Smaller satellite campuses with about 4,000 students each are located at Jiading and Yenchang. It is included within the Project 211 financing scheme, which was launched by the Chinese government in 1995 to support the top 100 universities in China in the twenty-first century, but outside the more elite Project 985 scheme (Zha 2011; China Education Center 2012).

SNU was founded in 1954 under the name Shanghai Teachers Training College. The term "normal" is vestigial of SNU's origins as a college for training teachers and educating students in the standards or "norms" of teaching. The *China Daily* describes it as "a comprehensive local university with salient features of teacher training and particular strength in liberal arts." Since 1954, it has consolidated with other educational organizations, while maintaining its emphasis on undergraduate education. Consolidation has been common to China's educational institutions. During the past two decades, hundreds of institutions of higher learning have been joined together with the aim of refocusing educational resources and improving education quality (Wu and Huang 2003). SNU has two main campuses. The older, smaller, more central Xuhui campus is located southwest of Shanghai city center and caters mostly to graduate students. The newer, much larger, Fengxian Campus is located beyond the city's sprawl to the south and serves undergraduates. SNU has eighty-four undergraduate majors and some graduate and doctoral programs. Enrollment for fall 2011 was about 24,000 undergraduates; 4,000 graduate students; 14,000 night-school students; and 1,000 international students supported by 3,000 faculty.

The Libraries of SNU and SU

Since China has launched economic reform and opened itself to the world in 1979, Chinese academic libraries have made great strides towards modernization (Liao 2004). There are three major areas that have attained impressive changes: space,

collection, and technology. The main library of Shanghai University Library at Baoshan was renovated and expanded in 2000 with a strategic collection building of print and electronic resources. It is a visually arresting multi-story building of 38,000 square meters at the center of the campus, built in the shape of a standing opened book. About 140 staff members work at the SU libraries. The Shanghai Normal University Libraries are housed in four buildings—three smaller buildings at the older Xuhui campus and one large building in Fengxian. Shanghai Normal University Libraries have 178 faculty and staff across both campuses (Ministry of Education 2010), while Shanghai University Library has approximately 138 staff members including librarians, administrators, and classified service workers across all campuses.

The leaders of the libraries are the chief librarian and the secretary of the Communist Party—two quite distinct posts. Both leaders and their deputies have the power to assign people to certain projects. The chief librarian and deputies often do not have a library science background. SNU's current chief librarian is a recognized scholar in the Philosophy of Aesthetics, and SU's chief Librarian is an eminent chemical engineer who maintains a strong presence in the chemical engineering department where he continues his studies. At SNU, the chief librarian position rotates. This position can be held for two to three years with a maximum of two terms or six years. The Shanghai Chief Librarians report to the top university administrators rather than to the top academic officers (provosts), suggesting that the library is not valued as an academic arm of the institution.

Collections and Technology

SU's libraries have a collection of 3.5 million books in print and electronic formats, and a wide selection of digital databases. SNU's libraries have over 3 million books and over ninety databases. English language databases include many of the major products provided at U.S. academic libraries. Currently, Chinese libraries generally pay a substantially lower access fees to database vendors than U.S. libraries, but librarians said they thought this would inevitably change as China's economy grows. Most full-texts appeared to be to Chinese language journals. English language electronic indexes and materials emphasize technology and education. Both universities have rare book collections, housed separately from the other collections. SU's library uses the HORIZON system as the online catalog, while SNU uses an OPAC (Online Public Access Catalogue) developed by Nanjing University called CHAOXING. Both are members of the Chinese Academic Library and Information System (CALIS) consortia.

SNU's library budget for both electronic and printed materials tends to be stable at 10 million ¥ per year (approximately $1.5 million). We were told that SU spends about $40 per student each year on resources, computers, etc., to a total of 6 million. They also spend 6 million ¥ on e-resources, 3 million ¥ on serials, and 15 million ¥on books per year. Notable among the English-language holdings in the SNU library are books by non-Chinese publishers, published and sold at prices lower than found in the United

States. For example, Fawcett, Ellram, and Ogden's *Supply Chain Management* was purchased for 68¥ (approximately $9) and sells for $153.33 in the United States.

The libraries have computers available for student use and wireless access. Currently SNU students pay 1¥ ($0.15) for an hour of Internet access through a lab computer, but wireless use is free. Off-campus access to licensed electronic resources is limited at SNU to faculty. SU's library does not offer proxy access for offsite access to licensed electronic resources at all.

An important difference is that the physical facility of the public areas in the Chinese library is laid out differently from most libraries in North America. The libraries of SU and SNU are divided into discrete physically separated reading rooms, each with service desks and staffs. In North America, libraries are typically "open concept" with few service desks. Both Xuhui and Fengxian campuses of SNU and the Baoshan campus of SU have multiple reading rooms serving different disciplines. Typically students are not allowed to bring their backpacks and bags into the reading rooms on either campus, however, laptops are allowed. The entry way to each reading room usually provides lockers for books and bags. The Fengxian campus of SNU is unique in that it also offers popular student-managed reading rooms notable for the piles of books, drink bottles, and personal belongings often left unattended on the tables. The SNU Fengxian Library opened an Information Commons for students in 2007. The commons is marked by its open floor plan with stacks, in addition to reading, computing, and relaxing areas all combined. This open atmosphere is expected to promote problem solving. (We also saw a particularly beautiful and new information commons when visiting the Fudan Shanghai University of Visual Arts library). At SNU, the library offers reading rooms exclusively for faculty on the Fengxian campus. Office space for faculty is in short supply, so these spacious, quiet, well-appointed rooms with individual carrels offering computer access are welcomed.

Administrative functions and services in large U.S. libraries tend to be distributed amongst discrete specialized departments. We found the Shanghai libraries to be somewhat similarly arranged, with some differences. The names of departments varied from one university to another and from one translator to another, but familiar functions were grouped together. At SU, library functions such as cataloging, acquisitions, collection management, and budget allocations are managed entirely by the central library. Branch libraries provide Readers' Services only, with reading rooms, study spaces, and circulation services (Chao 2010).

The Department of Information and Research Development (also translated as the Information Processing Department) at SNU is responsible for reference consultations, document delivery, reader training, instruction on information retrieval, lectures on library use for both undergraduates and graduate students, the information commons, and science and technology "novelty search." Novelty Search and Citation Analysis (provided by the Information Services Division at SU) are notable services provided for faculty. In China, the Novelty Search service is coordinated by the Ministry of

Education and is similar to a patent search for the purpose of authentication and certification. Science and technology novelty research, not a feature of American academic library services, provides literature reviews to discover if prior research has been done on a topic. It prevents Chinese science researchers from unnecessarily duplicating the efforts of others (Li 2007). The Citation Analysis service assists a faculty member's academic research in analyzing and creating an impact citation analysis report for use in the promotion process and requests for salary increases.

Library instruction is provided to classes in the "one-shot" single session model. At SU, there is also a formal (and "quite traditional") for-credit information literacy course required of all undergraduates, using textbooks written by Professor Jiang Yong Xiu, one of the librarians. At SNU, the library partnered with film students to make a movie now used in library instruction classes.

At SU, one task of the Information Resources department is constructing databases. These include one for SU dissertations, one for works by the university president, a style guide for authors submitting work to various journals, and up until 2001, a database identifying class texts. Integrating all these various databases into one resource has been identified as a goal for the department, using either a solution developed on campus or bought from a vendor.

Fostering good relations with academic departments and faculty is seen as extremely important. For example, at SNU the marketing department is among the top five of its kind in China, and thus an important department to have as an ally. A member of the department and a library staff member liaise with each other to assure that the collection and library instruction meet the department's unique needs. In another example, in direct response to faculty demand, SNU is augmenting its audiovisual capabilities, including a streaming video provision. Faculty and visiting scholar lectures are being recorded and added to the library's collection. A four-story extension has been very recently added to the Xuhui campus building to house the library audio-visual offices and collection. A popular outreach activity at SNU is the Library's Readers' Association. This association invites scholars to speak, invites students to write reviews of books and movies (where the best of which are posted on the library walls and the online forum), and organizes other similar activities.

Differences in Library Services at SU, SNU, and CUNY as Observed by Participants

CUNY participants had a variety of experiences and engaged in a multitude of tasks during their residencies. At both SU and SNU, CUNY librarians shadowed the Shanghai librarians, visited library departments, and spoke with staff at various levels and departments from the library administration to technical services. CUNY librarians also presented lectures to Chinese library students as well as the library staff and administration at their host libraries. In addition to SNU and SU, CUNY librarians

visited other several other academic libraries in Shanghai, Nanjing, and Hangzhou, as well as the Shanghai Public Library and the Chinese Academy of Sciences.

In contrast with the remarkable recent upgrades in library infrastructure, user services in the Chinese libraries visited did not appear as fully realized. Although library school students at SU and individual librarians did show interest in user services, personnel training in accordance with the modern user-oriented philosophy of librarianship appeared less developed to participants of this exchange. As noted by Liao, "Although they have a sophisticated knowledge of information technologies, many library professionals continue to think in the mode of traditional librarianship and regard themselves more as custodians of books than as the servants of readers" (Liao 2004). Modern information technology will certainly enhance Chinese user experiences with greater speed, which in turn will significantly motivate the library administrators in China to chart new formats and resolution for faster information retrieval and delivery of client-based user services.

The service desks at both SU and SNU assist in directional questions and are not specifically used for research support. Students are asked to make an appointment with a librarian if they need more in-depth assistance. SU's reference desk, situated on the main floor near the entrance, is a welcome desk where directional questions are provided. Librarians do not want to staff the reference desk so newly hired librarians are charged with staffing this desk. It was observed that there were many service desks at SU and SNU. Staff who worked these service desks conducted a variety of clerical activities that most librarians in North America would not participate in.

At SU, students receive reference assistance with questions either in person, remotely through an online chat service, by way of a bulletin board on the library homepage, or via e-mail or phone. If the desk's librarian cannot answer the question at that time, he or she takes the contact information and replies with a more detailed answer later by e-mail or phone. With the exception of the bulletin board, CUNY libraries provide these types of references, as well as additional referrals to library workshops geared toward specific subjects, databases, or skills.

Some other library services provided at some or all CUNY libraries that are not currently available at SU include a twenty-four–hour library open for seven days during the midterm and final exams in the fall and spring semesters; computers with assisted technology for students with disabilities; equipment checkout including business calculators, laptops, and e-Book loading and reading devices; group study rooms; textbooks on electronic reserves; open workshops on how to search the CUNY-wide online catalog; credit courses on information literacy, business, and science (including an Information Studies minor at Baruch College); and course-related lectures.

In CUNY, librarians have faculty rank and status. There are generally clear distinctions in qualifications and responsibilities between faculty librarians and library staff. In

Shanghai, many people working as librarians do not have a master's degree in library and information science and are responsible for work that would be considered within the area of a professional librarian in the United States. Only some librarians at SU have faculty ranks, notably those who teach library courses. One library administrator at SU expressed her concern to us about the lack of formal professional education amongst the staff. New hires are encouraged to attend library school classes. SU offers programs in library and information science both at the undergraduate and master level. At SNU, the majority of staff holds a four-year degree in library science; however, the more recent hires often do not. Thus, librarians at SNU have a variety of educational backgrounds. Another distinction between CUNY and SU and SNU is the average age of employees. Generally, the Chinese retirement age is fifty-five for women and sixty for men, and the employees tend to be younger than at CUNY (Johnson, Shi, and Shao 2010).

CUNY, SU, and SNU serve students in large metropolitan areas. However, CUNY libraries serve a majority of the commuter student population with very few in dormitories. Both SU and SNU have sizable dormitory populations and attract students from other regions of China. The one-child policy, we were told, encourages or even necessitates recruitment of students from beyond Shanghai. SNU's libraries open 8:00 a.m. to 10:00 p.m. every day, except during summer/winter vacations and national holidays, which has put pressure on the university and library to accommodate students who can't make it home during breaks. Chinese students have the right to speak out but have very little control and/or influence on administration. Therefore, they could voice their concerns but have very little power to "demand" the library extending the opening hours. The library itself also has very little power in the decision-making process. The levels of internal power control make each move or change extremely difficult.

Challenges and Recommendations

Whether specific outcomes or projects are (or are not) the goal of international librarian exchange programs, the reason(s) for participating in such programs must be considered and kept in mind at all times. However, time for reflection and serendipitous discovery should also be allowed for, too. It is impossible to predict what insights, opportunities, possibilities, connections, understanding, empathy, outlooks, and worldviews can come from such experiences.

Still, in order to maximize the value of—and justify the time, energy and expense involved in—arranging and participating in international librarian exchange programs, potential challenges should be identified and planning undertaken to minimize these challenges. Of course, particular aspects of an exchange will always remain challenging, regardless of how well-versed administrators are in the lessons learned from other similar programs. For instance, costs will always be a factor. If the exchange is not made a line item in the annual budget of an institution, coming up with money will require fundraising each time a contingent is sent overseas. Money

will be needed to cover airfare, visas, health insurance, lodgings, food, and incidentals. Both the sending and the hosting institutions must decide who will cover what and how much of the expense will fall to the exchange participant.

Providing housing for traveling participants is an inescapable necessity of any exchange program and may be a stumbling block, especially in an urban setting where costs are high and on commuter campuses where there is no residence housing. Hosting with families may not be considered a first option, particularly in communities where few people have room to spare in their homes. Arranging for the logistics of hosting can become an occasion to call upon pre-existing relationships on campus who will serve as valuable resources. For example, the registrar at Lehman College, a hosting CUNY institution, provided information for the library on short-term student housing.

Other details to work out before travel begins will include deciding if there are specific goals or projects to be realized, and how much open-ended time should be allowed for discovery. How long can the exchange last? How much time could the host institution devout to hosting? How long can the sending institution spare its employee? A campus that is willing to send its employee on an exchange must be equally willing to reapportion that employee's job responsibilities during his or her absence. Those left behind will have to shoulder an added burden. What will their inducement be? Can the college offer them the promise of a similar experience in the future? What will make staying behind and working harder seem more attractive? Additionally, designed into the structure of the program should be ways of building on the experiences of previous participants. Each time an employee of a sending institution prepares to travel, he/she will benefit richly from time spent speaking to his predecessors and learning what made for successful prior travel.

When living on an extended stay in another country, students as well as adults must be prepared to be ambassadors. When selecting participants, some prior international experience may be desirable, but most importantly the sending institution should choose individuals who are open-minded, tolerant, and are looking to experience a different culture. Additionally, the sending institution should consider candidates who offer a specialty that would be of value to the host, who plan for collaborative research, who are interested in the sharing of data and working collaboratively on publications (Evans 2012). It is also important to provide training and/or orientation for exchange program participants planning to visit China.

The inability to access information made the residency a challenge. When asked to provide guest lectures on a variety of topics in librarianship, it became increasingly difficult to develop lesson plans due to some information being inaccessible. Especially in librarianship, it is clearly euro-centric to assume that information is universally accessible.

Communicating with students was also challenging. Students at SU and SNU have learned English in their studies, but many were not practiced speakers and were wary of communicating. Oftentimes, it was unclear whether certain topics were allowed to be discussed. For example, engaging in a discussion on Taiwan or Tibet may not be socially appropriate in a public setting or in the presence of a Communist party leader. At times, self-censoring became a normal part of delivering lectures. It also became uncomfortable and awkward at times to avoid discussing timely topics in librarianship, as lecturers felt feel unaware and unsure if it was deemed appropriate to address. If participants had more preparation time before their residencies, it may be worthwhile to have training on living in China as well as basic language training.

Communications remain a challenge within the day-to-day functioning of any institution, but they become amplified when there are language barriers. There is a clear imbalance of language proficiency across countries and across generations. Overcoming language obstacles may be the greatest challenge. In the CUNY exchange, all of the Shanghai librarians had studied English for years and spoke English with varying degrees of comfort. Proficiency in English among Chinese appears to be in inverse proportion to age. Remarkably, the younger staff at the Chinese libraries did not mind that the Americans did not speak Chinese. One of the American exchange librarians from CUNY is a native Chinese speaker and some of the others had taken an introductory class in the months before leaving for Shanghai. Being unable to speak, understand, or read Chinese limited communication and comprehension on or off campus. Communication, furthermore, does not just include the one-to-one conversations between peers from different countries. Clear communication must take place at the institutional level. It is very important that the sending institution clearly communicates its expectations of the experiences it envisions as being valuable for its employee sent to another country. And yet at the same time, it may be wise to let the hosting institution drive the agenda in order to preserve good relations.

In summary, participants on both sides of the exchange should expect and provide the following:

- Comfortable living conditions, but not luxury

- Patience in finding ways to communicate adequately, but not fluency in a preferred language

- Flexibility, tolerance, and good humor

- A clear delineation of what work is to be done

- A reasonable workload

- Adequate preparation time—at least a couple of months advance notice

- Internet access and a computer configured in the preferred language

- Assistance upon arrival in navigating the campus

The Road Forward: Future Possible Collaboration

The international expansion of library exchange programs between China and the United States provides a number of useful starting points for further discussion (Scherlen, Shao, and Cramer 2009). Issues of staffing, library education, staff training, user service, library space, reference, instruction, course-related lectures, and challenges associated with the growing interest in library collaboration and resource-sharing are all provocative areas to pursue further. Libraries in China and the United States share similar service-directed problems and concerns. It is encouraging to find out that the librarians of both the Shanghai and CUNY counterparts are enthusiastic not only about developing personnel exchanges, but also about working together to do specific collaborations in areas such as chat reference, information literacy course development, new technologies in library services, information commons, and faculty academic publications. It is hoped that librarians on both sides of the continent can begin collaborative projects to bridge the gaps, learn best practices, exchange library materials, share mutual concern on resource-related issues, and develop a concrete strategic plan to chart the future direction for the libraries in the twenty-first century.

One specific possibility for continued liaison activity between CUNY and Shanghai libraries could be the creation of a common reading program with CUNY students and students in the SNU Library Reader's Associations. Students can use an online forum to exchange thoughts on the common reading across the continents. Some SNU students belong to Reader Associations that encourage a dialog about the books read. Chinese students might be eager to improve their English and have a chance to discuss something they have read in English. Students at Brooklyn College, as well as other colleges in the United States with First-Year Experience programs, participate in common reading programs as a unifying experience immediately prior to entering college. The common reading is referred to as they progress through the year and a number of activities associated with the common reading take place during the following semester (Ferguson 2006). Adding the voices of the Chinese students to the discussion about the common reading at a CUNY college could enrich the dialog. In fact, books about China or written by Chinese-American authors are frequently found in the common reading assignments of American Colleges. A book such as Rob Gifford's *China Road: A Journey into the Future of a Rising Power* (Gifford 2000) was chosen last year as Elon University's common reading and could provoke an interesting back-and-forth conversation on a range of disciplines including history, politics, economics, and social customs.

Another interesting opportunity for future exchange might involve the film production students of CUNY colleges comparing notes with Chinese college students about producing films for their respective campuses. Producing a cross-campus cross-cultural film comparing libraries and their users could make an interesting documentary. As noted, film students at SNU produced an information literacy movie for the library.

CUNY campuses with strong business departments might also consider partnerships with SNU. In addition, because of SNU's history in teacher training, any CUNY college with a School of Education might consider SNU a natural partner. Brooklyn College has long been strong in teacher training and has just launched its new School of Business. A proposal that involves both business and education students in an exchange with SNU would be particularly well-suited for Brooklyn College. One area for exploration might be to establish a partnership through the organization called Students in Free Enterprise (SIFE). SNU is a participant in SIFE, as are Brooklyn College and the Borough of Manhattan Community College. SIFE projects involve reaching out to and educating members of the surrounding community to bring about economic improvement. A similar measure of collaboration would work out well with Baruch College (with subject strengths in business, public affairs, and the arts and sciences), as well as other CUNY schools. Education students from CUNY schools and from SNU, with their strengths and interest in teaching, can study and plan side-by-side with business school students. By tapping into the acumen of the business students in entrepreneurship, students sharing the exchange can develop ways to reach their respective communities and tune a proposal to address both the similarities and distinct differences of people living in two separate countries.

Lastly, CUNY and Shanghai libraries should continue to foster close connections. One of the authors and a Chinese librarian will be pursuing joint research on professional development among Chinese and American librarians to see if there is a correlation between career choice, pre-professional education, and the desire and practice to continue one's education in the library field after job placement. Simultaneously with their study, the researchers will investigate possibilities for shared continuing education, professional development, and conference attendance and presentations. As was suggested at the wrap-up presentation and reception held at SNU for both CUNY librarians participating in the fall 2011 exchange, chat rooms might be established to facilitate discussions prior to and following joint activities. Nonetheless, it was acknowledged that the time zone differences and limited language skills might inhibit the possibilities for discussion. One author has volunteered to investigate obtaining translation rights for webinars, which are especially useful for libraries on both sides of the equation. CUNY and SU both have library schools as well, and the encouragement of professional exchanges between library school students is of great interest and potential benefit. Perhaps virtual projects can be undertaken as well as travel and study abroad opportunities.

Conclusion

International librarian exchange programs must demonstrate their value in order to be supported, just as libraries in general are being called upon to do. The exchange participants' task of learning how each other's library operations work is essentially about learning how each library is creating value within the educational process and contributing to the overall goals of the educational institution. Although directly influencing the individual outcomes at the student- and faculty-level by contributing to knowledge obtained, grades achieved, and research published, it can be challenging to quantitatively measure and prove the value that libraries contribute to an educational institution. It was clear from the exchange experience that the libraries at CUNY and Shanghai go about this task differently.

The Association of College and Research Libraries (ACRL) has played a leadership role and has facilitated the collection of metrics used to benchmark library operations. A recent article in *Information Outlook* looked at ACRL and the history of its metrics and statistics collected and used to inform the academic library world in North America (Hiller 2012). As Hiller points out in his article, "determining value is difficult. It is much easier to count things. . . ." Over time, North American library metrics have shifted from counting things, such as collection size, staff, budget, etc., to collecting more impact-based metrics. The direction ACRL is leading academic libraries is to measure library value in terms of the overall goals and mission of the institution they serve. ACRL commissioned a report in 2010 that lists many of the areas libraries will have impact, including student enrollment, student learning, faculty research productivity, and teaching (Oakleaf 2010).

Chinese library counterparts, like many large U.S. libraries, still maintain a traditional focus on "counting things," or measuring inputs. China's Ministry of Education, Steering Committee for Academic Libraries of China collects basic data on library operations. Chinese libraries' statistics focus on ranking the aggregate numbers for these institutions: size of library premises by square meters, number of library employees with Master degrees, and the budgets for print and electronic resources. Based on observations by CUNY exchange participants, the way these numbers translate to actual library operations is to boast the number of books, reading rooms, the size of the library buildings, or new construction of library buildings. Ostensibly this seems to be a reflection of how things operate in the broader Chinese society. The grandness and scale of projects are meant to convey value in and of themselves. A statistic mentioned by representatives of every library CUNY librarians visited was the number of books that the library held, regardless that the books went unread or that multiple copies were purchased due to the large acquisitions budget and that the money needed to be spent.

By viewing the Chinese academic libraries as a part of the larger society values, exchange participants could also view our own library metrics as response to the values of the free market system in which North America participates. Though North American academic libraries have more sophisticated benchmarking metrics, some

frameworks born out of corporate America—such as Balanced Scorecards and Return on Investment—seem inadequate to measure the actual impact on students and faculty. True value and impact, in fact, occur every time a librarian anywhere around the world interacts with a patron or works to improve a library's collections and services.

Academic administrators should consider the support of librarian exchange programs along with faculty and student exchanges. Since higher education institutions are increasingly interested in educational internationalization efforts (*Inside Higher Ed* 2012), libraries and librarians can support students and faculty through such opportunities to participate and contribute. By institutionalizing such programs, individual time and effort can be minimized and even more people can benefit from all that can be learned through these experiences. Facilitating access to information and all the other services that librarians provide remains essential for the education of individuals all around the world, as well as for jointly finding innovative and sustainable solutions to problems affecting our global society as a whole. Librarians who experience international exchanges firsthand are in an excellent position to further champion library and information services, both around the world and at home.

References

Blanck, Dag, and Mikael Börjesson. 2008. "Transnational Strategies in Higher Education and Cultural Fields: The Case of the United States and Sweden in the 20th Century." *American Studies In Scandinavia* 40 (1/2): 80–89.

Burn, Barbara B. 1980. "New Directions in International Education: Study Abroad and International Exchanges." *Annals of the American Academy of Political and Social Science* 449: 129–140.

Chao, Sheau-yueh J. November 2010. "CUNY-Shanghai Librarians Exchange Program at Shanghai University." Residency Program Report. Baruch College, CUNY.

China Education Center Ltd. 2012. "Project 211 and 985." Accessed December 7. http://www.chinaeducenter.com/en/cedu/ceduproject211.php.

College of Staten Island. 2012. "The Center for International Service: The CUNY China Program." Accessed December 14, 2012. http://www.csi.cuny.edu/international/china_programs.html.

CUNY Library News. November 9, 2009. "CUNY Initiates Exchange Programs with Chinese University Libraries." Accessed December 14, 2012. http://www1.cuny.edu/mu/library-news/2009/11/09/cuny-initiates-exchange-program-with-chinese-university-libraries/.

CUNY Library News. June 2, 2010. "At CUNY, A Library Faculty Exchange with Shanghai." Accessed December 14, 2012. http://www1.cuny.edu/mu/library-news/2010/06/02/at-cuny-a-library-faculty-exchange-with-shanghai/.

Dennis, Melissa. 2012. "Outreach Initiatives in Academic Libraries, 2009–2011." *Reference Services Review* 3 (40): 368–383.

Evans, Beth. 2012. Interview with Kenneth Schlesinger on July 9, 2012.

Ferguson, Mark. 2006. "Creating Common Ground: Common Reading and the First Year of College." *Peer Review* 8 (3): 8–10.

Ferguson, Mark. 2007. "75 Years of the Junior Year in Munich." *Unterrichtspraxis/Teaching German*, 40 (2): 124–132.

Gifford, Rob. 2000. *China Road: A Journey into the Future of a Rising Power.* New York: Random House.

Han, Sun Sheng. 2000. "Shanghai between State and Market in Urban Transformation." *Urban Studies*, 37: 2,091–2,112.

Hewitt, Duncan. 2008. Getting Rich First: Life in a Changing China. London: Vintage Books.

Hiller, Steve. 2012. "What Are We Measuring, and Does It Matter?" *Information Outlook* 16 (5): 10–41.

Inside Higher Ed. 2012. "Globalization: Words and Actions." Accessed December 14, 2012. http://www.insidehighered.com/news/2012/06/28/colleges-perceive-progress-internationalization-data-show-less-it.

Johnson, Megan, Shi Weihua, and Xiaorong Shao. 2010. "Exploring Library Service Models at Fudan University and Appalachian State University: Experiences From an International Librarian Exchange Program." *International Information AND Library Review* 42 (3): 186–194.

Li, Aiguo. 2007. "A Kind of Transformation of Information Service-Science and Technology Novelty Search in Chinese University Libraries." *Journal of Academic Librarianship* 33 (1): 144–148.

Li, Yao, John Whalley, Shunming Zhang, and Xiliang Zhao. 2011. "The Higher Educational Transformation of China and its Global Implications." *The World Economy*, 34: 516–545.

Liao, Jing. March 2004. "A Historical Perspective: The Root Cause for the Underdevelopment of User Services in Chinese Academic Libraries." *Journal of Academic Librarianship* 30 (2): 109–115.

Lu, Jiang-bin 2009. "Thoughts on the International Cooperation and Exchanges of Chinese Research Universities." *US-China Education Review* 6 (10): 16–21.

McMurtrie, Beth. November 12, 2012. "China Continues to Drive Foreign-Student Growth in the United States." *The Chronicle of Higher Education.* Accessed December 14, 2012. http://chronicle.com/article/China-Continues-To-Drive/135700/.

Melldahl, A. 2008. "Study Travels in Theory and Practice: The Sweden-America Foundation and its Fellows to the U.S., 1919–1939." *American Studies in Scandinavia* 40 (1/2): 126–139.

Ministry of Education, People's Republic China. December 2010. "University Library of Basic Statistical Data List, 2009." Accessed December 12, 2012. http://www.tgw.cn/kindeditor/attachment/20110511110617.pdf.

Oakleaf, Megan J. 2010. "The Value of Academic Libraries : A Comprehensive Research Review and Report." Chicago: Association of College and Research Libraries, American Library Association.

Scherlen, Allan, Xiaorong Shao, and Elizabeth Cramer. 2009. "Bridges to China: Developing Partnerships between Serials Librarians in the United States and China." *Serials Review*, 35: 75–79.

Stueart, R. D. 1987. "US-China Library Exchange Growing Rapidly." *International Leads*, 1: 1, 3.

Turvey, Jennifer. 2012. "The CUNY-Shanghai Library Faculty Exchange Program." *Chinese American Librarians Association (CALA) Occasional Paper Series*, 11: 1–5.

United States Department of State, Bureau of Educational and Cultural Affairs. 2012.

"The Early Years: An Informal History of the Fulbright Program." Accessed December 14. http://eca.state.gov/fulbright/about-fulbright/history/early-years.

Walton, Whitney. 2005. "Internationalism and the Junior Year Abroad: American Students in France in the 1920s and 1930s." *Diplomatic History* 29 (2): 255–278.

Williams, B. K. Winter 2000. "Fujian Adventure: Final Report, Multnomah County Library Participates in Exchange Program with Fujian Provincial Library in China." *OLA Quarterly* 6 (4): 11–13.

Wu, Jianzhong, and Ruhua Huang. 2003. "The Academic Library Development in China." *Journal of Academic Librarianship* 29 (4): 249–253.

Yang, Rui. 2008. "Transnational Higher Education in China: Contexts, Characteristics and Concerns. *Australian Journal of Education* 52 (3): 272–286.

Yi, Lin. 2011. "Auditing Chinese Higher Education? The Perspectives of Returnee Scholars in an Elite University." *International Journal of Educational Development*, 31: 505–514.

Zha, Qiang. 2011. "China's Move to Mass Higher Education in a Comparative Perspective. *Compare* 41 (6): 751–768.

Author Information

Sheau-yueh Janey Chao, professor and head of cataloging at the William and Anita Newman Library at Baruch College, CUNY, is a scholar and frequently invited speaker in family history conferences on topics of Chinese family history and genealogical studies. Chao has published extensively, including books and articles in the areas of Asian studies, Chinese genealogy, library services to the multilingual and multicultural populations, Chinese immigration and migration, and documentation and resource-sharing on overseas Chinese studies.

Beth Evans, named in 2007 as a Library Journal Mover and Shaker for her work with social networking, is an associate professor in the library of Brooklyn College, CUNY and holds an MLS from Queens College, CUNY, an MA in English literature from Brown University, and a BA from Brooklyn College. Her job includes implementing and promoting electronic resources and services; overseeing virtual reference services; coordinating the library internship program; and other duties in reference, instruction and collection development.

Ryan Phillips is an assistant professor at the William and Anita Newman Library at Baruch College, CUNY, where he acts as an instructional and business reference librarian, and received his MLS from the University at Buffalo, SUNY, and an MBA from the University of Minnesota, Duluth. His research and publishing efforts focus on business information and information seeking in entrepreneurship.

Mark Aaron Polger is an assistant professor in the library at the College of Staten Island, CUNY, and an Information Literacy instructor at ASA College, and holds a BA from Concordia University, an MA from University of Waterloo, an MLIS from Western University, and a BEd from Brock University. His research interests include library marketing, library jargon, and professional identity of librarians, and he has published on topics such as library marketing strategies, student perceptions of librarians as teachers, library jargon, and library signage.

Beth Posner is an associate professor and the head of Library Resource Sharing at the CUNY Graduate Center and received her library science degree from Columbia University and holds a MA in Anthropology from Hunter College, CUNY. Her writing, research, and presentation interests include interlibrary loan services and the image of librarians.

Ellen Sexton is a reference librarian and associate professor in the Lloyd Sealy Library of John Jay College of Criminal Justice, CUNY, and holds an MA in environmental and occupational health from Hunter College, CUNY; a BA in physiology from Trinity College Dublin; and graduated from library schools at both University College Dublin and Queen's College, CUNY. Her interests include information literacy and digitization.

Sheau-Yueh.Chao
William and Anita Newman Library
Bernard M. Baruch College
City University of New York
151 E. 25th Street, H-520
New York, NY 10010
E-mail: Sheau-Yueh.Chao@baruch.cuny.edu
Telephone: 646-312-1698
Fax: 646-312-1691

Beth Evans
Brooklyn College Library
City University of New York
2900 Bedford Avenue
Brooklyn, New York 11210
E-mail: bevans@brooklyn.cuny.edu
Telephone: 718-758-8206
Fax: 718-951-4432

Ryan Phillips
William and Anita Newman Library
Bernard M. Baruch College
City University of New York
151 East 25th Street
New York, NY 10010
E-mail: ryan.phillips@baruch.cuny.edu
Telephone: 646-312-1621

Mark Aaron Polger
College of Staten Island Library
City University of New York
2800 Victory Boulevard, Building 1L
Staten Island, NY 10314
E-mail: MarkAaron.Polger@csi.cuny.edu
Telephone: 718-982-4065

Beth Posner
Mina Rees Library
The CUNY Graduate Center
City University of New York
365 Fifth Avenue
New York, NY 10016
E-mail: bposner@gc.cuny.edu
Telephone: 212-817-7051

Ellen Sexton
Lloyd Sealy Library
John Jay College of Criminal Justice
City University of New York
524 West 59th Street
New York, NY 10019
E-mail: esexton@jjay.cuny.edu
Telephone: 212-237-8258
Fax: 212-237-8221