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ABSTRACT

Internationalization is a critical issue in LIS/IS education and the LIS/IS profession. This panel assembles educators from various continents to discover their experiences and to address the following issues:
International students should comprise what percentage of a student body in order to adequately represent the spectrum of disciplines that are critical to contemporary LIS/IS schools?
International faculty members should comprise what percentage of a faculty in order to adequately represent the spectrum of disciplines that are critical to contemporary LIS/IS schools?
How international must a curriculum be in order to adequately prepare graduates for the challenges of the rapidly changing information environment of the future?
How do our panelists build beneficial partnerships with international professional stakeholders?
How do our panelists ensure the quality of LIS education from an international perspective?

INTRODUCTION

Higher education institutions worldwide have embraced the globalization movement because of such factors as the rapid transformation of population growth, social changes, advanced technology, national economic growth and the shifting of regional politics (Altbach & Knight, 2007; Gibb, Haskins & Robertson, 2012; Knight, 2011; de Wit, 2011). For example, 29 European countries signed the Bologna Accord in 1999 to ensure their comparability on academic standards and the quality of higher education (Keeling, 2006). A recent report noted 48 members of the Bologna Process (EHEA, 2017). Other examples of this trend are international university associations such as the Association of Pacific Rim Universities, the Association of African Universities and Universitas 21. Generally, the primary purposes of these associations are to promote research collaboration and to advance

student-exchange programs among member universities. These efforts were highlighted by Gibb, Haskins and Robertson (2012), who advocated using an entrepreneurial mode for shaping change in organizational and governance structures of higher education institutions.

In the library and information science (LIS) field, scholars and educators have been examining the development of LIS programs from an international perspective (Abdullahi and Kajberg, 2004; Mehra and Bishoh, 2007; Subramaniam and Jaeger, 2010, Johnson, 2013). Regarding the development of LIS professionals, Eisenberg and Fullerton (2012) emphasized the importance of cross-cultural experiences in forming the incoming generation of information professionals. Moran and Marchionini (2012) led the *Information Professionals 2050* forum to develop strategies for educating the next generation of information professionals. At the *International Quality Assessment of LIS Education Programs event*, a satellite meeting held in 2016 by the International Federation of Library Associations (IFLA), scholars and educators addressed academic quality issues from an international perspective.

Internationalization is a critical issue in LIS/IS education and the LIS/IS profession. This panel assembles educators from various continents to discover their experiences and to address the following issues:

- International students should comprise what percentage of a student body in order to adequately represent the spectrum of disciplines that are critical to contemporary LIS/IS schools?

- International faculty members should comprise what percentage of a faculty in order to adequately represent the spectrum of disciplines that are critical to contemporary LIS/IS schools?

- How international must a curriculum be in order to adequately prepare graduates for the challenges of the rapidly changing information environment of the future?

- How do our panelists build beneficial partnerships with international professional stakeholders?

- How do our panelists ensure the quality of LIS education from an international perspective?

INTEGRATION OF INTERNATIONAL PERSPECTIVES IN SOUTH AFRICAN LIS/IS PROGRAMS – INA FOURIE

South African LIS/IS programs differ in whether they emphasize library science, information science, information management, knowledge management, records management, archival science or combinations of these. Although not guided by formal institutional requirements of accountability of internationalization or an equivalent of the Bologna Agreement, all strive for international recognition and competitive programs. International conference attendance and publication, serving on program committees and on journal editorial advisory boards, as well as engaging in international research collaboration and memorandums of agreement (UK, USA, Germany, Finland, etc.), are essential. These apply to requirements for national and international institutional rating and individual national/international research rating. The latter is managed by the National Research Foundation.

All are required to ensure that content, didactic practices, the use of technology and the online/virtual delivery of programs are internationally competitive. All programs are available in English, and all draw students from African countries and to various extents from other continents – especially on master's and doctoral levels. Hybrid and blended learning practices are widely promoted. Inter-disciplinary collaboration (Scheepers, De Boer, Bothma & Du Toit, 2011), sporadic assessment of curriculum content (Ocholla, 2001; Ocholla & Ocholla, 2014) and comparative studies (Raju & Arsenault, 2007) contribute to reflection on the quality of programs.

LIS/IS programs in South Africa also face considerable pressure for the Africanization of programmes, local relevance, addressing indigenous knowledge and knowledge systems (Botha, 2007; Dube, 2012; Ngulube, Dube & Mhlongo, 2015; Raju, 2015). The cultural diversity to be accommodated is reflected in the 11 South African official languages.

The Department of Information Science (University of Pretoria) is the largest department in the country and serves as example for discussion. It falls under the Faculty of Engineering, the Building Environment and Information Technology and is part of the School of Information Technology including the departments of Informatics and Computer Science. The initiative for internationalization is reflected in the following:

Programs: The department offers three-degree programmes ranging from undergraduate through to doctoral studies: information science (including content related to library science, knowledge management and competitive intelligence), publishing studies and multimedia. It offers a master's degree in information technology specializing in library and information science and participates in a general master's degree in information technology and one in big data science. Theses and dissertations are examined internationally.

International collaboration on funded post-graduate programs: Since 2011 the department offers a master's degree in information technology which was fully funded by a Carnegie Corporation of New York grant until 2016. This was specifically aimed at students from Africa and was offered with input from universities in Africa and the United States. It included extended site visits to Uganda, South Africa and the United States, visits to academic libraries and teaching input from partner institutions. From 2017 it is offered as a fully self-funded, technologically enabled distance program.

INTEGRATION OF INTERNATIONAL PERSPECTIVES IN AN AMERICAN LIS/IS PROGRAM – SANDRA HIRSH

The SJSU School of Information (iSchool) provides online graduate education to more than 1800 students across 47 states in the United States and 18 countries; faculty members hail from across the United States as well as Canada, the United Kingdom and New Zealand. SJSU iSchool is committed to incorporating a global perspective throughout every level of its education process – through its curriculum, programs, learning outcomes, partnerships, research and outreach (Hirsh, et. al., 2015).

Curriculum: Some SJSU iSchool courses are fully focused on international perspectives, such as international and comparative librarianship, intercultural communication, Virtually Abroad: Global Projects, and globalization and information. SJSU iSchool also partners with SJSU World Languages Department to create custom language and culture courses for iSchool online students in Spanish, French and Mandarin (Ford et al., 2017). As of Fall 2016, more than 40 iSchool courses have at least one international assignment.

Programs: One unique international program at SJSU iSchool is the San José Gateway PhD Program, which launched in 2008 as a collaboration between the SJSU iSchool and Queensland University of Technology (QUT) in Australia. This program provides the opportunity for doctoral students, who currently live in the United States, Canada, Suadi Arabia, Jamaica and Qatar to undertake a primarily online PhD program with research experts from around the world (Partridge et al., 2016).

Learning outcomes: One of the required core competencies that graduate students must demonstrate in their culminating experience through an ePortfolio is how "…information professionals can contribute to the cultural, economic, educational and social well-being of our global communities."

Partnerships: SJSU iSchool has established many global relationships in Asia, Africa and Europe. For example, SJSU iSchool partners with global organizations like Librarians Without Borders. SJSU iSchool has also participated in collaborative initiatives with partners in countries such as Vietnam, Asia and Pakistan (Hirsh, et. al., 2015).

Research: SJSU iSchool created a virtual Center for Information Research and Innovation (CIRI), which showcases

the school's faculty and student research and innovative projects aimed at generating exemplary new practices to benefit a global audience. CIRI is governed by an International Advisory Board.

Outreach: SJSU iSchool co-founded a fully online free global conference in 2011 called the Library 2.0 virtual conference series. Library 2.0 virtual conferences help build a global community among information professionals and global conversations around the future of libraries.

For the long term, SJSU iSchool is committed to growing its globalization efforts by continually identifying new course offerings, internships, programs and collaborations that offer both faculty and students continued exposure to global learning experiences.

INTEGRATION OF INTERNATIONAL PERSPECTIVES IN EUROPEAN LIS/IS PROGRAMS – TATJANA APARAC-JELUŠIĆ

There are three departments of information sciences in Croatia, the oldest one at the University of Zagreb (from 1976) and two others established at the University of Osijek (in 2003) and University of Zadar (in 2008). All three departments have cooperated with LIS/IS schools mainly from Europe and the United States. European cooperation is based on European Union (EU) funded mobility and research projects (Erasmus plus, Horizon 2020, for instance) and cooperation with U.S. partners was assured through Fulbright programs.

International students and visiting scholars: From the perspective of a small country, it is hard to attract international students. Albeit the percentage of international students is low, there is an upward tendency: more students have been showing interest, mainly for graduate and postgraduate programs. It is healthy to have international faculty members involved in teaching and research. Our experience shows that students enjoy visiting professors (some of them include N. Belkin, C. Borgman, M. Dahlstrom, A. Gilliland, C. Kulthau, T. Saracevic, R. Todd and T. Weech). It is hard to estimate what percentage they should comprise, but certainly one course per semester should be welcomed. In Croatian experience, students benefit from visiting professors and students from abroad (mostly through LIDA conference and ASIST/European chapter cooperation). Students also expose themselves to different cultural and language circumstances by establishing their own networks, collaborating on research proposals and projects for conferences and journals, traveling abroad and acting as hosts to colleagues.

International collaboration: EINFOSE (*European Information Science Education: encouraging mobility and learning outcomes harmonization*) is funded through European program Erasmus plus. Partners from universities in eight European countries (based in Barcelona, Boras, Graz, Hildesheim, Ljubljana, Osijek, Pisa and Ankara) have worked to investigate differences in entry requirements and learning outcomes with a goal to propose some new approaches. There are a number of differences that cause barriers between

higher education institutions (HEIs) that offer MA programs in LIS/IS. It is expected that the agreement upon a basic core content that will prepare students for enrolment at graduate level should make the recognition process easier. Furthermore, it will also enable students to specialize in certain topics (such as digital humanities, scholarly communication and big data, economy of information, sociology of media, etc.) at a particular HEI that has experts on these or other relevant topics. The partners envision that some of the existing barriers can be eliminated through several modes of teaching and learning in the digital environment, such as summer schools, tutorials for teachers from partner institutions, intellectual outputs that sufficiently prepare students to start a particular MA program in IS, etc. EINFOSe project seeks to reach agreement between partners upon the basic principles, entry requirements and recognition of certain number of credits to be transferable between partners' institutions.

INTEGRATION OF INTERNATIONAL PERSPECTIVES IN A CHINESE LIS/IS PROGRAM – RUHUA HUANG

The School of Information Management (SIM) at Wuhan University in China is the earliest, largest and strongest teaching and research institution in the field of library and information management in China. China was the first developing country to become a member of the iSchools and iCaucus in 2009. The International Collaborative Academy of Library and Information Science, Wuhan University was established in 2008 and has three foreign teachers (two American, one Canadian). Each year, more than 30 overseas scholars are invited to SIM; through these interactions, both university-level faculty exchanges and grass root level exchanges and cooperation have continued to grow and flourish. The following are among examples of how an international focus is addressed in the SIM:

Programs/ Curriculum: SIM has set up exchange programs for faculty members and students with international first-class LIS schools. Every year, about 30 experts from Hong Kong, Macau, Taiwan and other countries around the world are invited to SIM to offer courses and deliver academic lectures.

Learning outcomes: As an institution supported by the Ministry of Education of China, SIM has an important responsibility to serve all students and guarantee fair and equal access to higher education. SIM has established cultural diversity goals to increase the quantity of international students.

Partnerships: In the last five years, SIM has invited approximately 30 famous foreign experts each year to visit the school to give academic reports or to teach. iConference 2017 was co-hosted by SIM and Sungkyunkwan University Library & Information Science and Data Science Department. The event was held in Wuhan, China and was the first time the iConference was held in the Asia-Pacific region.

Research: As a member of the International Federation of Library Associations and Institutions (IFLA), SIM faculty members are actively involved in a variety of international

organizations. Each year, it has approximately 30 faculty members acting as directors, vice-chairman, vice-editor and members. Approximately 35 faculty members act as associate senior editor and reviewer, including for the top 10 journals in the LIS field.

Outreach: To implement the university's strategy of globalized student education, our school continues to develop cooperative relationships with prestigious universities, research institutions and enterprises around the world, cooperate with scholarship programs and send students overseas for degree programs, student exchanges, short-term exchanges, summer internships and international conferences. SIM has signed 3+2 cooperation agreements with several international universities.

CONCLUSION

The four LIS/IS schools from four different continents present unique strategies to support their educational missions in the globalization era. Various actions have been taken to create innovative curriculum, to enhance student learning experience, to support faculty research, to strengthen international partnership and to ensure the quality of LIS/IS education in a global environment. However, LIS/IS programs are still facing several key challenges: local relevance addressing indigenous knowledge and knowledge systems; continuing assessment on new learning and research demands; international LIS/IS program accreditation. Currently, IFLA is conducting an international survey regarding LIS program accreditation standards and process. More interaction and discussion are needed for LIS/IS programs worldwide to address those important issues collaboratively.

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