




Corresponding to Authors

Thiago de Sturdze
 E-mail: thiagosturdze@gmail.com
 Universidade Federal de Santa
 Catarina
 CV Lattes
<http://lattes.cnpq.br/7266331144373181>

Júlio Eduardo Ornelas Silva
 E-mail: julioornelas@yahoo.com.br
 Universidade Federal de Santa
 Catarina
 CV Lattes
<http://lattes.cnpq.br/4458887662542960>

Luciane Stallivieri
 E-mail: lustalliv@gmail.com
 Universidade Federal de Santa
 Catarina
 CV Lattes
<http://lattes.cnpq.br/4520815337729145>

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Academic libraries and internationalization: bibliographic survey and bibliometric analysis of scientific production

Thiago de Sturdze  <https://orcid.org/0009-0009-3858-3188>

Júlio Eduardo Ornelas Silva  <https://orcid.org/0000-0001-8239-9606>

Luciane Stallivieri  <https://orcid.org/0000-0002-2104-8607>

ABSTRACT

Objective: The objective of the study was to present an overview of the scientific production on the subject of academic libraries in the context of the internationalization of higher education institutions (HEIs) in the world. **Method:** The research was carried out through a bibliographic survey and a bibliometric analysis of scientific articles that relate academic libraries and the internationalization of HEIs. **Results:** It was verified, through a bibliometric analysis of the retrieved publications, the periodicals, events and websites in which they were published; the years of publications; the authors; the languages; the countries; the keywords; and the responsible organizations and publishers. **Conclusion:** Finally, a reflection is presented on the issues analysed and research perspectives on the topic of academic libraries related to internationalization as an organizational strategy for HEIs.

KEYWORDS

Internationalization. Academic libraries. University libraries. Internationalization of higher education. Internationalization of academic libraries.

Bibliotecas acadêmicas e internacionalização: levantamento bibliográfico e análise bibliométrica da produção científica

RESUMO

Objetivo: O objetivo do estudo foi apresentar um panorama da produção científica sobre o tema das bibliotecas acadêmicas no contexto da internacionalização das instituições de educação superior (IES) no mundo. **Método:** A pesquisa foi realizada por meio de um levantamento bibliográfico e uma análise bibliométrica de artigos científicos que relacionam bibliotecas acadêmicas e internacionalização das IES. **Resultados:** Verificou-se, por meio da análise bibliométrica das publicações recuperadas, os periódicos, os eventos e os sites em que foram publicados; os anos de publicação; os autores; as línguas; os países; as palavras-chave; e as organizações e editoras responsáveis. **Conclusão:** Por fim, apresenta-se uma reflexão sobre as questões analisadas e as perspectivas de pesquisa quanto ao tema das bibliotecas acadêmicas relacionadas à internacionalização como estratégia organizacional das IES.

PALAVRAS-CHAVE

Internacionalização. Bibliotecas acadêmicas. Bibliotecas universitárias. Internacionalização da educação superior. Internacionalização das bibliotecas acadêmicas.

Bibliotecas Académicas e Internacionalización: Revisión Bibliográfica y Análisis Bibliométrica de la Producción Científica

RESUMEN

Objetivo: El objetivo del estudio fue presentar un panorama de la producción científica en el tema de las bibliotecas académicas en el contexto de la internacionalización de las instituciones de educación superior (IES) en el mundo. **Método:** La investigación se realizó a través de un levantamiento bibliográfico y una análisis bibliométrica de artículos científicos que relacionan las bibliotecas académicas y la internacionalización de las IES. **Resultados:** Se verificó, a través de un análisis bibliométrico de las publicaciones recuperadas, los periódicos, eventos y sitios web en los que se publicaron; los años de publicación; los autores; los idiomas; los países; las palabras clave; y las organizaciones y editoriales responsables. **Conclusión:** Finalmente, se presenta una reflexión sobre los asuntos analizados y perspectivas de investigación en el tema de las bibliotecas académicas relacionadas con la internacionalización como estrategia organizacional de las IES.

PALABRAS CLAVE

Internacionalización. Bibliotecas académicas. Bibliotecas universitarias. Internacionalización de la educación superior. Internacionalización de las bibliotecas académicas.

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- **Translation:** Silvia Iacovacci – MEI.

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1 Introduction

In 1995, the book *Strategies for internationalization of higher education: a comparative study of Australia, Canada, Europe, and the United States of America* was published, the result of a project on "Institutional Strategies for Internationalization" by the Program of Institutional Management in Higher Education (IMHE) of the Organization for Economic Cooperation and Development (OECD). It brings together prominent authors on the internationalization of higher education, including Hans de Wit and Jane Knight, as well as Kenneth Back, Hilary Callan, Dorothy Davis, David Greenwood and Bukart Holzner.

The publication provides an overview of the conceptual and regional aspects of internationalization strategies in higher education, covering the United States, Europe, Canada, and Australia. This project was the first attempt at a global comparative analysis of internationalization strategies in higher education (de Wit, 1995).

Although it focused on the experiences of higher education institutions (HEIs) with different realities in developing countries, the study served as a basis for a more general understanding of internationalization strategies in higher education. However, the work does not objectively address common practices or strategies specifically related to academic libraries in the internationalization processes of HEIs.

Since the publication of this book in 1995, the field of study has constantly evolved and the topic of internationalization in HEIs has become more complex and comprehensive (de Wit, 2010), which has consequently involved a growing number of relevant researchers. Knight and de Wit (2018, p. 02), when referring to the 1995 publication, consider that:

Since then, while the meanings, rationales, and approaches to internationalization have evolved, as has the context in which it is taking place, the foundation for the study of internationalization has not substantively changed. Internationalization has become a very broad and varied concept, including many new rationales, approaches, and strategies in different and constantly changing contexts.

In general, Delgado-Márquez, Hurtado-Torres and Bondar (2011) present in a table what they consider to be perspectives on the study of the internationalization of higher education. The perspectives are related to authors who have contributed significantly to understanding and advancing the field and to the years of publications found in the specialized bibliography. The framework was drawn up based on the four generic perspectives established by Knight (1997): activity, competence, ethos and process, and a fifth perspective was added to it (Chart 1), that of 'comprehensive internationalization', by Hutzik (2011).

Chart 1. Perspectives on the study of the internationalization of higher education

1. Perspective on the activity	Authors
It focuses on higher education activities that foster an intercultural dimension, including the presence of international students, the curriculum, and the exchange of students and teachers.	Harari (1992); Klasek (1992); Arum e Van de Water (1992); Mestenhauser e Ellingboe (1998); Green e Olson (2003); Javalgi, Griffith e White (2003); Powell (2004); Green e Shoenberg (2006).
2. Competence perspective	Authors
It highlights the development of skills, knowledge, and values that are important for competing in the global market.	Soderqvist (2002); Van der Wende (2007); Ayoubi e Massoud (2007); McGowan e Potter (2008); Elkin, Farmsworth e Templer (2008); Lipsett (2009).
3. Ethos perspective	Authors
It highlights the creation of a culture or environment in which intercultural/international perspectives and initiatives are valued and supported.	Pickert e Turlington (1992); Hanson e Meyerson (1995).
4. Process perspective	Authors
It emphasizes the integration of an international and intercultural dimension in teaching, research, and services, through a combination of activities, policies, and procedures.	Knight (1994); Schoorinan (1999); de Wit (2002); Olson <i>et al.</i> (2001).
5. Scope perspective	Authors
A broader scope for the internationalization of HEIs as a whole and beyond the campus.	Hutzik (2011).

Source: adapted from Delgado-Márquez, Hurtado-Torres and Bondar (2011).

For this work, we are interested in focusing on the relationship between academic libraries and the growing process of internationalization of HEIs. In this regard, Lombard (2022) recently published the book *The Internationalization of the Academic Library*. Through a systematic review and based on interviews with academic library staff from around the world, an analysis of internationalization at the departmental level of academic libraries is presented.

Lombard (2022, p. 01) explains that his book "[...] describes academic library internationalization as it happens at colleges and universities around the world". Referring to academic libraries, based on Ahmad (2012), Jati (2010), Knight (2004), Kumar & Suresh (2000) and Rodenberg (2010), Lombard (2022) argues that:

Given that higher education institutions are considered international organizations due to the universal nature of knowledge they produce [...], it is important for their libraries to align resources and services within this international context. Colleges and universities "internationalize" themselves by creating climates favorable to worldviews beyond simply the local or national.

According to Lombard (2022, p. 01), "academic libraries traditionally serve their institutions by providing support to the functions [...] teaching, learning, and research. Arguably, [...] manifestations of this support are found in a library's resources".

As Lombard (2022) sees it, academic libraries are the set of libraries established in universities, colleges and higher education institutions (HEIs). Thus, following the author's understanding, academic libraries are considered for this work as the set of libraries that serve and work with universities, colleges, institutes, centers, foundations, among other

organizations related to science, research and higher education. In short, they refer to libraries integrated into Higher Education Institutions (HEIs) in general.

Lombard (2022) argues that the internationalization of the academic library cuts across the fields of information science and higher education administration, and indicates that his book is aimed at researchers and students working in these disciplines, as well as being of interest to library professionals around the world. For its primary research, a systematic literature review was carried out using three databases: LISA (Library and Information Science Abstracts), ERIC (Education Resources Information Center), and WorldCat. No time frame was established. For her work, Lombard sought, through semi-structured interviews with academic library staff from different regions of the world, to answer the following questions relating internationalization to academic libraries: Why internationalize? Where does internationalization take place? Who are the stakeholders? And how to accommodate stakeholders?

Lombard (2022) clarifies it that his book does not attempt to be a technical how-to guide. It describes what happens rather than prescribing what should happen. Furthermore, despite the systematic review, the research does not present a bibliometric analysis of the bibliographic material collected.

It is therefore intended to use the work of Lombard (2022) as a reference base for the research. To complement the studies on the subject, it is proposed to carry out searches in other databases and to present data and information that can contribute to knowledge and provide perspectives for studies related to the internationalization of academic libraries.

To this end, the aim is to review the scientific production scenario in academic libraries related to the internationalization of higher education institutions recently. Therefore, the aim is to present an overview of the scientific production through a bibliographic survey and bibliometric analysis of the publications collected on the subject of academic libraries related to the internationalization of HEIs around the world.

Academic libraries need to update themselves and keep up with the changes resulting from the growing process of internationalization. Therefore, a deeper understanding of the issues that academic library managers and HEIs themselves should consider regarding the internationalization of academic libraries as part of the strategic development process of HEIs is considered necessary.

2 Theoretical reference

The OECD's involvement in the field of internationalization of higher education in the early 1990s was based on the importance attached by OECD member countries to the challenges of an increasingly interdependent and competitive global scenario and the

consequent need to strengthen the international dimension of education and training policies. The IMHE program was coordinated within the framework of a general project entitled "Higher Education in a New International Context," initiated by the OECD in 1993. The aim of the study on the development of strategies within institutions for internationalization would be to examine the ways in which institutions, through their planning and development processes, are responding to the growing demand for a broader international outlook, encompassing both the range of international activities and the elaboration or reformulation of the core missions of teaching, research, and extension. This would entail clarifying the means necessary to ensure appropriate and coherent planning and the development of the overall orientation within institutions towards internationalization (Wit, 1995).

In other words, it was an initiative intended to provide a perspective for comparative analysis of the strategic processes for developing the international dimension in higher education institutions. However, in Wit's (1995) work, which resulted from this initiative, the role of academic libraries in the internationalization processes of higher education institutions was not yet highlighted or objectively addressed.

The idea of understanding HEIs' internationalization strategies did not mean searching for an ideal structure or set of agreements. It was recognized that approaches or strategies differ according to specific contexts and circumstances, as well as the profiles of individual institutions. However, it was considered possible to identify certain broad models or common approaches adopted by institutions and thus to construct an approximate typology of institutional strategies for internationalization. Drawing on previous IMHE work and several case studies, it sought to address the ways in which different types of institutions had dealt with the issue of internationalization and to identify the elements of a policy framework that could support effective and appropriate development within institutions (Wit, 1995).

As mentioned above, because the initiative is still in its infancy, issues specific to academic libraries in the context of university internationalization strategies have not been addressed. Therefore, it would also be appropriate to identify the elements of a framework of measures and actions that can also support the effective and appropriate development of the internationalization of these information units within HEIs.

Internationalization requires two complementary strategic approaches to enhance the global dimension of academic activities. Programmatic strategies, which consist of various initiatives related to the three pillars - teaching, research and university extension; and organizational strategies, which involve the implementation of measures through operational and management systems (Knight, 1997; Wit, 1995). In this sense, it is understood that academic libraries can be involved in both programmatic strategies, related to the 3 pillars, through services, care, and support for teaching, research and extension projects, and organizational strategies, through their operational, administrative and communication systems with other sectors, to contribute to the institutionalization of the international dimension in higher education institutions.

The international dimension and the position of higher education on the global stage are being emphasized more than ever in international and national documents, as well as in institutional mission statements (Wit, 2010). Therefore, in cases where internationalization must be aligned with the institutional mission, it can be understood as a strategic means of fulfilling the mission defined for the HEI, which in turn can be linked to the institution's strategic goals of meeting the evaluation criteria of academic rankings.

Leal, Stallivieri, and Moraes (2018) conducted a study that analyzed the main academic rankings, focusing on indicators related to the internationalization of higher education. There were three international rankings - Academic Rankings of World Universities (ARWU), Q&S World University Rankings (Q&S) and Times Higher Education World University Rankings (THE) - and three national rankings - Folha University Ranking (FUR), Student Guide Ranking (SGR) and Preliminary Course Concept (PCC). Of the six academic rankings analyzed in this study, five use aspects related to internationalization as analysis criteria. It was found that the ARWU evaluates indirectly, while the Q&S, THE, FUR and SGR rankings do so directly. The percentage weights that Q&S, THE and RUF explicitly refer to and assign to internationalization are 10%, 7.5%, and 4%, respectively.

However, Leal, Stallivieri and Moraes (2018, p. 67, our own translation) infer that:

[...] the way internationalization has been measured by academic rankings has significant limitations, resulting from the reductionism and simplification of something complex, dynamic and multifaceted. These tools seem to be limited to comparing a small percentage of dimensions resulting from institutional internationalization processes, being evaluated only quantitatively and reinforcing the economic instrumentalism that permeates the internationalization of global higher education.

It is clear, therefore, that the ranking processes have technical and methodological weaknesses and that none of them, to date, considers the totality of missions and objectives that permeate higher education institutions around the world. Therefore, universities should not reduce their internationalization policies and strategies to exclusively quantitative criteria, seeking only a better position in the rankings. Their commitment must be greater, focusing on the quality of education and its delivery to society (Leal; Stallivieri; Moraes, 2018).

In an attempt to answer why academic libraries should internationalize, Lombard (2022) argues that regardless of the reason for a library's internationalization, the process of doing so must be intentional. The internationalization of the academic library on a campus must consider departmental boundaries, the importance of leadership, and effective collaboration. In addition, trust is part of understanding the stakeholders, especially the library staff themselves.

According to Lombard (2022, p. 02), his book provides insights into understanding the internationalization of the academic library within and outside higher education:

Internal internationalization is exclusive to the library: examples include operational model, mission, and policies, along with actual resources and services. External internationalization is how it supports its college, and sometimes the surrounding community, in terms of their internationalizations: examples include curricular integration, enrollment initiatives, information literacy facilitation.

For Lombard (2022, p. 02), “viewing internationalization on these internal and external terms is key to understanding it as a deliberate, holistic process rather than as singular, unintentional activities [...]”. However, according to Lombard (2022), although university and library staff have positive intentions when it comes to internationalization, his research reveals little intentional and holistic commitment in the libraries studied. As such, they need to be more intentional in their internationalization efforts and collaborate with other university staff from departments and areas outside the library. In addition, internationalization can facilitate a more profound understanding of the transformative potential of the mission, vision, and policies of academic libraries.

At the end of his research, Lombard (2022) suggests future research to answer why academic libraries might benefit from internationalization. One strand that the author finds interesting would be for academic librarians from nations considered “underdeveloped” to analyze academic libraries in nations considered “developed.”. For example, what do they think academic libraries in so-called “developed” nations could do to improve their internationalization? Often, it is librarians from “developed” nations who write about what others should do to internationalize. Lombard includes himself in this group and suggests that perhaps reading more from those less represented in the literature, rather than writing for them, might broaden perspectives.

3 Methodology

The study is characterized as an exploratory research in which we have tried to find, through a bibliographic survey, sources that relate academic libraries and the internationalization of higher education institutions. A previous search in the Theses and Dissertations Database (TDDB) did not find any relevant material on academic monographs, nor did it find a consistent bibliography in terms of the number of books. Therefore, in the case of this study, the search was limited to scientific articles and papers in Internet databases. The selected material was then subjected to a bibliometric analysis.

From the perspective of its objectives, exploratory research aims to gain better knowledge of the subject, make it explicit, or build hypotheses (Gil, 2002). According to Merigó et al. (2018), bibliometrics is a field of study in the fields of information science and librarianship that uses a quantitative approach to study bibliographic data, such as the year of publication, the contributions of different countries, scientific journals, and authors, among others.

4 Bibliographic surveys

For the bibliographic survey, strategies were established for defining search terms and for Boolean limiters and operators in databases, to retrieve and select the most relevant material that formed the portfolio of relevant articles for the bibliometric analysis. The journal databases used are listed in **Chart 2**.

Chart 2. Databases used

1. <i>Base de Dados Referenciais de Artigos de Periódicos em Ciência da Informação (BRAPCI)</i>
2. Web of Science
3. Scopus
4. <i>Portal de periódicos CAPES</i>
5. Google scholar

Source: prepared by the authors.

4.1 Definition of Terms and Search Strategy

To carry out the searches, we defined a list of the most common terms in Portuguese, English, and Spanish, previously checked in articles related to the topic. Portuguese, because it is the native language of the country where the research was carried out, and English and Spanish, because these languages are widely used throughout the world. The use of quotation marks was considered when necessary to increase the precision of the search for material. The Boolean operator 'AND' was used to combine terms, and the operator 'OR' was used in some situations to expand the search.

As an example of verification, the term "university library" was initially used to search in English, and the frequent use of the term "academic library" or "academic libraries" was noted and confirmed. It was therefore decided to use both terms for the searches, which were also translated into Portuguese and Spanish. However, as mentioned above, the term "academic library" is considered to be broader and includes, in addition to university libraries, those of colleges, institutes, centers, and foundations, among other organizations related to science, education, teaching, and research at a higher level. While searching for "universities" in the Portuguese language, we noticed that the term "ensino superior" (higher learning) was repeatedly used as a reference to "educação superior" (higher education), which includes education as a whole in addition to teaching. We therefore chose "educação superior" as the most appropriate term for the scope of the work, translated into English as "higher education" and into Spanish as "educación superior". The word "internationalization" was translated into English and Spanish. Two forms of the word were used in the English articles: 'internationalization', which is used predominantly in US English, and 'internationalization', which is used frequently in British English. However, there was no need to use both forms, as the database search systems have remissive to retrieve both variations. The term 'international students' was also used. In this way, the descriptors identified as 'main, second, third, and

fourth' were defined, as shown in Figure 3. These descriptors were used as a reference for the search strategy adapted for each database. Finally, the snowball method was used to exclude repeated articles from the count of relevant material. All searches were conducted in April and May 2023.

Chart 3. Search terms

Descriptor	Portuguese	English	Spanish
Main	<i>“biblioteca acadêmica”</i>	“academic Library”	<i>“biblioteca academica”</i>
Second	<i>“biblioteca universitária”</i>	“university Library”	<i>“biblioteca universitaria”</i>
Third	<i>“educação superior”</i>	“higher education”	<i>“educación superior”</i>
Fourth	<i>Universidade</i>	University	<i>Universidad</i>
Op. Boleano	AND	AND	AND
Main	<i>Internacionalização</i>	Internationalization	<i>Internacionalización</i>
Second	<i>“estudantes internacionais”</i>	“international students”	<i>“estudiantes internacionales”</i>

Source: prepared by the authors.

4.2 Searching on the databases

In April 2023, the BRAPCI reference database had only one search box. If you chose to do an advanced search, the platform took you to a page with instructions on search strategies. For the purposes of this research, we followed the instructions and chose the "Compound Term Search", i.e., with words in quotation marks, and the “Compound Search”, including the Boolean element AND between compound terms and words. The time was 1993–2023, and the ranking was by relevance'.

For example, the first search (Chart 4 - Portuguese) used the phrase "academic library" in quotation marks, the Boolean operator AND, and the word "internationalization". This returned 0 results. Next, we searched for the phrase "university library", the AND operator and the word “internationalization”, which yielded one (1) result - one (1) article in Spanish that was considered relevant to the research. Next, the word 'university', the AND operator and the word 'internationalization' were used, yielding twenty-one (21) results. After reviewing the abstracts, only one (1) was considered relevant. Finally, we used the phrase “higher education”, the AND operator and the word "internationalization", which yielded six (6) results, two (2) of which were repetitions of those already selected, and none of which were considered relevant after reading the abstracts. The result was a total of two (2) relevant articles in the Portuguese search. The same was done for the searches in the other languages, as shown in Chart 4 (English and Spanish).

Chart 4. BRAPCI search

Terms, words and logical operator used in the search field (1993-2023)		Results	Relevant	Relevant Repeated	Relevant non-repeated
Portuguese	"biblioteca acadêmica" AND internacionalização	0	0	0	0
	"biblioteca universitária" AND internacionalização	1	1	0	1
	universidade AND internacionalização	21	1	0	1
	"educação superior" AND internacionalização	6	2	-2	0
Total - Search in Portuguese			4	-2	2
English	"academic library" AND internationalization	1	1	0	1
	"university library" AND internationalization	0	0	0	0
	university AND internationalization	11	1	-1	0
	"higher education" AND internationalization	7	2	-2	0
Total - Search in English			4	-3	1
Spanish	"biblioteca academica" AND internacionalización	0	0	0	0
	"biblioteca universitaria" AND internacionalización	3	3	-2	1
	"educación superior" AND internacionalización	5	3	-3	0
	universidad AND internacionalización	7	0	0	0
Total - Search in Spanish			6	-5	1
TOTAL OF RELEVANT NON-REPEATED ARTICLES					4

Source: research data.

For the search on the Web of Science platform, the 'all databases' option was selected. For the search fields, the 'all fields' option was selected, i.e., all the search system verification fields were considered, such as topic, title, and publication name, among others. For the 'stipulated period', the 'personalized time interval' from 1993 to 2023 was chosen. And we opted for 'advanced search', combining the search terms in fields 1 and 2, the Boolean operator, and quotation marks, as shown in Chart 5. This resulted in seven (7) relevant documents.

Chart 5. Web of Science search

	Field 1 (all fields)	Logical operator	Field 2 (all fields)	Results	Relevant	Relevant repeated	Relevant non-repeated
Portuguese	"biblioteca acadêmica"	AND	Internacionalização	0	0	0	0
	"biblioteca universitária"	AND	Internacionalização	0	0	0	0
English	"academic library"	AND	Internationalization	8	8	-2	6
	"university library"	AND	Internationalization	4	2	-1	1
Spanish	"biblioteca academica"	AND	Internacionalización	0	0	0	0
	"biblioteca universitaria"	AND	Internacionalización	0	0	0	0
TOTAL OF ARTICLES					10	-3	7

Source: Research data

For the SCOPUS platform, the search was limited to 'articles'. For both field 1 and field 2, we opted to search the 'title, abstract, and keywords' of the documents. The stipulated period was from 1993 to April 2023 (when the research was being carried out). The combination of terms in fields 1 and 2, the Boolean operator, and the quotation marks were applied as shown in Chart 6. This resulted in eleven (11) relevant articles.

Chart 6. SCOPUS search

	Field 1 (Title, abstract, keywords)	Logical operator	Field 2 (Title, abstract, keywords)	Results	Relevant	Relevant repeated	Relevant non- repeated
Portuguese	“biblioteca acadêmica”	AND	<i>Internacionalização</i>	0	0	0	0
	“biblioteca universitária”	AND	<i>Internacionalização</i>	1	1	-1	0
English	“academic library”	AND	Internationalization	18	14	-5	9
	“university library”	AND	Internationalization	7	5	-3	2
Spanish	“biblioteca académica”	AND	<i>Internacionalización</i>	0	0	0	0
	“biblioteca universitaria”	AND	<i>Internacionalización</i>	1	1	-1	0
TOTAL OF ARTICLES					21	-10	11

Source: Research data

The search in the CAPES Journals Portal was carried out in 'advanced search', using the filter 'any field contains', i.e., any field 'title, author/creator and subject' that could contain the search terms, applied to fields 1 and 2. The 'type of material' was limited to 'articles'. We opted for 'any language'. The period was defined as 1993–2023. The combination of search terms, the Boolean operator, and quotation marks was applied according to Chart 7. This resulted in four (4) relevant articles.

Chart 7. Portal de periódicos CAPES search

	Field 1 (Any field contains)	Op. Lógico	Field 2 (Any field contains)	Results	Relevant NON-repeated
Por	“biblioteca acadêmica”	AND	<i>Internacionalização</i>	0	0
	“biblioteca universitária”	AND	<i>Internacionalização</i>	2	0
Eng	“academic library”	AND	Internationalization	52	4
	“university library”	AND	Internationalization	291	0
Spa	“biblioteca académica”	AND	<i>Internacionalización</i>	0	0
	“biblioteca universitaria”	AND	<i>Internacionalización</i>	4	0
Total of relevant non-repeated articles					4

Source: Research data

For the search on Google Scholar, the first strategy consisted of using the following limiters: 'Specific period' from 1993 to 2023, ordered by 'relevance', in 'any language', and only for 'review articles'. Of the material retrieved, only the first one hundred (100) ranked in order of relevance were checked. The combination of terms, the Boolean operators AND OR quotation marks were applied according to Chart 8. This resulted in three (3) relevant articles.

Chart 8. Google Scholar search – Strategy 1

(Specific period: 1993-2023) (Ordered by relevance) (In any language) (Review Articles) (Analysis limited to the top 100 ranked)		
Terms and words of search	Results	Relevant non-repeated
“Academic library” OR “University library” AND internationalization	836	3
“Academic libraries” OR “University libraries” AND internationalization	480	0
“Bibliotecas acadêmicas” OR “Bibliotecas universitárias” AND internacionalização	26	0
“Bibliotecas academicas” OR “Bibliotecas universitárias” AND internacionalización	12	0
TOTAL Relevantes não repetidos		3

Source: Research data

The second search strategy on Google Scholar was a simpler and more straightforward check, but with more comprehensive retrieval of documents. As for the 'specific period', we opted for the search 'at any time', the order was by 'relevance', for languages we opted for 'in any language' and for documents we opted for 'any type'. Checking the documents was also limited to the first 100 ranked by relevance. The combination of terms was also simplified, without the use of Boolean operators or quotation marks, as shown in Chart 9. This resulted in 8 relevant documents.

Chart 9. Google Scholar search – Strategy 2

(Specific period: any moment) (Ordered by relevance) (In any language) (Any type) (Analysis limited to the top 100 ranked)		
Termos e palavras de busca	Resultados	Relevantes NÃO repetidos
University libraries internationalization	61.800	8
University library internationalization	221.000	0
Academic libraries internationalization	53.300	0
Academic library internationalization	162.000	0
TOTAL Relevantes não repetidos		8

Source: Research data

Finally, a total of 37 relevant documents (Chart 10) relating to academic libraries and internationalization were obtained, which was considered sufficient for the bibliometric analysis, making it possible to collect, organize, verify and present the data and information.

Chart 10. Total of relevant articles to the bibliometric survey

BRAPCI	4
Web of Science	7
Scopus	11
Portal de Periódicos CAPES	4
Google Scholar	11
TOTAL	37

Source: Research data

4.3 Considerations regarding the search

Only articles in Portuguese and Spanish were found in BRAPCI, and the four relevant articles were also found in other databases. In the other databases, all relevant articles and

papers found were published in English, except for the relevant ones also found in BRAPCI and another one in Spanish.

In the general search, articles written in Japanese, Chinese, Persian, Ukrainian, and German were initially found to be relevant based on their titles and translated abstracts, but were not included in the research due to language difficulties.

The term “international students” was initially considered for the search, but then discarded as it was understood that the focus of the publications would be more specific to serving international students. Bordonaro (2013) notes the same issue regarding the purpose of his work on internationalization and North American university libraries, in which he attempts to shift the focus from "international students" to "internationalization" to explore the topic of university libraries within a broader theoretical map. However, it is considered necessary to carry out a separate bibliographical survey for the analysis of material related to academic libraries and international students, as part of the scope of internationalization, considering in a more comprehensive way the scientific production related to the subject of research.

5 Bibliometric analysis

The number of publications recovered was considered satisfactory, reaching a total of thirty-seven (37) relevant publications. Among these, thirty-four (34) articles in journals, one (1) article in an event, one (1) article in an event and one (1) article on a website. It appears that thirty-four (34) articles were published in nineteen (19) journal titles: two (2) journals with four (4) publications each, four (4) journals with three (3) publications each, one (1) periodical with two (2) publications and twelve (12) periodicals with only one (1) publication.

5.1 Publications

- Total relevant publications: thirty-seven (37) (thirty-five (35) articles and two (2) papers);
- Thirty-four (34) articles in periodicals, one (1) article in an event, one (1) paper in an event and one (1) paper on a website;
- Total journal titles: nineteen (19) / Total events: two (2) / Total websites: one (1).

Chart 11. Journals, events and website

Journals		
<i>Australian Academic & Research Libraries</i> (AARL). ISSN: 0004-8623 (Print) 1839-471X (Online) (2006) (2006) (2006)	Australia	3
<i>Bibliotecas Anales de Investigación. Bib.An.Invest.</i> ISSN: 1683-8947 (2018)	Cuba	1
<i>College & Research Libraries News</i> (C&RL News). ISSN 0099-0086 (print) 2150-6698 (web) (2016)	USA	1
<i>College & Research Libraries.</i> ISSN: 0010-0870 (2015) (2017)	USA	2
<i>El profesional de la información.</i> eISSN: 1699-2407 (2015)	Spain	1
<i>IFLA Journal.</i> ISSN: 0340-0352 (print) 1745-2651 (web) (2015) (2015) (2022)	USA	3
<i>Informação & Sociedade: Estudos. Inf. & Soc.: Est.</i> ISSN: 1809-4783 (2016)	Brazil	1
<i>International Leads.</i> ISSN 0892-4546 (2014)	USA	1
<i>JLIS.it – Italian journal of Library Science, Archival Science and Information Science.</i> ISSN: 2038-1026 online (2022)	Italy	1
<i>Journal of Library Administration.</i> ISSN: 0193-0826 (print) 1540-3564 (web) (2016)(2019)(2020)	UK	3
<i>Leaa - Lenguas en Aprendizaje Autodirigido.</i> eISSN: 1870-5820 (2015)	Mexico	1
<i>Library Management.</i> ISSN: 0143-5124 (2008) (2009) (2010) (2023)	UK	4
<i>New Review of Academic Librarianship.</i> Print ISSN: 1361-4533 Online ISSN: 1740-7834 (2018)	USA	1
<i>Partnership: the Canadian Journal of Library and Information Practice and Research.</i> ISSN: 1911-9593 (2012)	Canada	1
<i>Perspectivas em Ciência da Informação.</i> eISSN: 1981-5344 / ISSN: 1413-9936 (2017)	Brazil	1
<i>Portal: Libraries and the Academy.</i> ISSN: 1531-2542 (print) 1530-7131 (web) (2002)(2015)(2015)	USA	3
<i>Revista Digital de Biblioteconomia e Ciência da Informação. RDBCI.</i> ISSN 1678-765X (2021)	Brazil	1
<i>The Journal of Academic Librarianship.</i> ISSN: (print) 0099-1333 (web) 1879-1999 (1994)(2002)(2012)(2018)	Netherlands	4
<i>The Southeastern Librarian</i> (SELn). ISSN: 0038-3686 (2019)	USA	1
Events		
(ARTICLE) <i>Anais / ACRL 2015 Conference</i> (2015) / <i>Association of College and Research Libraries Conference</i> (2015) / <i>Oregon Convention Center, Portland, Oregon, USA. March 25 to 28, 2015.</i> Oregon, EUA. https://www.ala.org/acrl/acrl/conferences/acrl2015/papers		
(PAPER) <i>CAPAL/ACBAP Annual Meeting</i> (2014) / <i>Congress of the Humanities and Social Sciences</i> (2014) / <i>Brock University, St. Catharines – Ontário, CANADÁ.</i> https://capalibrarians.org/capal-conference-2014/		
Website		
(PAPER) <i>Academic Futures / University of Colorado Boulder</i> (2018) – Colorado, EUA. https://www.colorado.edu/academicfutures/2018/01/17/libraries-substantive-role-internationalization-efforts-university-colorado-boulder-li		

Source: Research data

5.2 Year of publication

As for the years of publication, there was an increase in the frequency of publications from 1994 to 2023. About the number of publications in the period, 2015 stands out with eight (8) and 2018 with four (4) publications.

Chart 12. Publications by year

1994	2002	2006	2008	2009	2010	2012	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
1	2	3	1	1	1	2	2	8	3	2	4	2	1	1	2	1

Source: research data.

5.3 Authors

As for the authors, out of a total of fifty-eight (58) authors, one (1) published four (4) papers, four (4) published three (3) papers, and five (5) published two (2) papers on the topic. However, the authors with the most publications have joint productions. Of the ten (10) authors with the most publications, eight (8) have published in English and two (2) in Spanish. The other forty-eight (48) authors each published one (1) paper on the topic. Of the thirty-seven (37) papers, twenty-one (21) were published by more than one author and sixteen (16) were published by only one (1) author.

Chart 13. Authors with most publications

Liz Cooper	English	4
Karen Bordonaro	English	3
Leilah Santiago Bufrem	English	3
Linda K W Becker	Spanish	3
Nancy Sanchez-Tarragó	English	3
Bonnie Jean Smith	English	2
Laurie Kutner	English	2
Mary M. Somerville	English	2
Meggan Houlihan	English	2
Steven W. Witt	English	2

Source: research data.

5.4 Languages

In total, of the thirty-seven (37) papers retrieved, thirty-two (32) were published in English, four (4) in Spanish, and one (1) in Portuguese. The vast majority of the papers were published by journals from English-speaking countries - the United States, the United Kingdom, Australia, and Canada—amounting to twenty-six (26) papers. In addition, publications from the Netherlands, Mexico, and Italy were also presented in English, with a total of six (6) papers, making a total of thirty-two (32) in English. Of the publications in Spanish, Spain, and Cuba accounted for two (2) articles, and Brazil two (2) articles, making a total of four (4) publications in Spanish. And in Portuguese, Brazil has only one (1) article.

Chart 14. Languages of publications

English	32
Spanish	04
Portuguese	01

Source: research data.

Of the total of thirty-seven (37) papers, twenty (20) (eighteen (18) articles and two (2) papers) have no keywords, and nine (9) papers (seven (7) articles and two (2) papers) have no abstracts. Two (2) articles in Spanish have the title, abstract, and keywords in Spanish, English, and Portuguese. Another two (2) articles in Spanish have the title, abstract, and keywords in Spanish and English. One (1) article in Portuguese had its title, abstract, and

keywords in Portuguese and English. And only one (1) article in English has an abstract and keywords in English and Spanish.

The relatively small number of papers with titles, abstracts, and keywords in other languages was noteworthy - only five (5), with the only article in Portuguese having a title, abstract, and keywords in another language. Of the four (4) articles in Spanish, all have titles, abstracts, and keywords in other languages. And of the thirty-two (32) works in English (thirty (30) articles and two (2) papers), only one (1) has an abstract and keywords in another language.

Chart 15. Languages of titles, abstracts, and keywords

Format and language	Title	Abstract	Keywords	Qty
Paper in English	English	----	----	2
Article in English	English	----	----	7
Article in English	English	English	----	11
Article in English	English	English	English	11
Article in English	English	English/Spanish	English/Spanish	1
Article in Spanish	Spanish/English	Spanish/English	Spanish/English	2
Article in Spanish	Spanish/English/Port	Spanish/English/Port	Spanish/English/Port	2
Article in Portuguese	Portuguese/English	Portuguese/English	Portuguese/English	1

Source: research data.

5.5 Countries

As for the countries in which they were published, we have fourteen (14) in the United States of America, seven (7) in the United Kingdom, four (4) in the Netherlands, three (3) in Australia, three (3) in Brazil, two (2) in Canada, and one (1) in each of the other countries: Cuba, Spain, Italy, and Mexico.

Chart 16. Countries

Australia	Brazil	Canada	Cuba	Spain	United States	Netherlands	Italy	Mexico	United Kingdom
03	03	02	01	01	14	04	01	01	07

Source: research data.

5.6 Keywords

The main keywords found were the following: Internationalization (English, Spanish, and Portuguese) fourteen (14) times, Academic libraries (English) thirteen (13) times, University libraries (Spanish, English, and Portuguese) eight (8) times, Higher education (English, Spanish, and Portuguese) seven (7) times and International students seven (7) times. Twenty (20) works (eighteen (18) articles and two (2) papers) have no keywords.

Chart 17. Most used keywords

Internationalization (8)	<i>Internacionalización</i> (5)	<i>Internacionalização</i> (1)	14
Academic libraries (11)	Academic library (2)	---	13
<i>Bibliotecas universitarias</i> (5)	University Libraries (2)	<i>Bibliotecas universitárias</i> (1)	08
Higher education (4)	<i>Educación Superior</i> (2)	<i>Educação Superior</i> (1)	07
International Students (6)	<i>Estudiantes internacionales</i> (1)	---	07

Source: Research data

The expression 'academic library', in the plural and singular, is widely used in English in scientific papers to refer to libraries established in HEIs. In the case of this research, in relation to internationalization, it was used as a keyword in more papers than the expressions 'university libraries' in English, 'academic libraries' in Portuguese and 'bibliotecas académicas' in Spanish combined. This confirms the use of the expression in English to refer to libraries that serve and work with universities, colleges, institutes, centers, foundations, among other organizations related to science, research and higher education. In other words, libraries integrated into HEIs in general. The same is not true of Spanish and Portuguese-language works. However, one must consider the small number of papers on the subject in these languages and the possibility that the papers that used the expression 'university libraries' in the three languages were only referring to university libraries specifically.

Chart 18. Other keywords

(Librarian practices; <i>Prácticas Bibliotecarias; Práticas Bibliotecárias</i>); (<i>Prácticas profesionales; Professional practices</i>); library services; library training and development	04
cross-cultural; cultural competency; multicultural librarian; multiculturalism	04
diversity; human library; inclusion; (<i>Internacionalización solidaria; Solidarity internationalization</i>)	04
organizational culture; organizational development; Learning organizations	03
Multilingual catalogues; bilingual cataloguing; language of cataloguing	03
Globalization	02
international collaboration; International cooperation	02
bilingual publications; cross-linguistic subject searching;	02
Personnel; Staff Exchange	02
Study abroad programs; student journey	02
international faculty	01
(<i>Ciencia de la Información; Information Science</i>)	01
Global perspectives on libraries and information	01
(Information needs; <i>Necessidades de informação</i>)	01

Source: Research data

5.7 Organizations responsible for publications

As for the organizations related to publications, seven (7) associations, one (1) national library, eight (8) universities, and five (5) publishers were verified. Of the associations, three (3) are from the United States, totaling eight (8) related works, two (2) from Canada, with two (2) works, one (1) from Australia, with three (3) works, and one (1) from a multinational, with three (3) works. There was one (1) national library, from Cuba, with one (1) paper. Regarding universities, three (3) were from Brazil, with three (3) works, two (2) from the United States, with four (4) works, one (1) from Canada, one (1) from Italy, and one (1) from Mexico, with one (1) related work from each. Among the publishers, two

(2) are from the United Kingdom, with eleven (11) publications, one (1) from the Netherlands with four (4) publications, one (1) from the United States with three (3) publications, and one (1) from Spain with one (1) publication.

Chart 19. Organizations

Associations		
American Library Association (ALA)	USA	2
Association of College and Research Libraries (ACRL) (ALA)	USA	4
Australian Library and Information Association (ALIA)	Australia	3
Canadian Association of Professional Academic Librarians (CAPAL)	Canada	1
International Federation of Library Associations and Institutions (IFLA)	Multinational	3
International Relations Round Table (IRRT) of the American Library Association (ALA)	USA	1
Southeastern Library Association (SELA)	USA	1
The Partnership – The Provincial and Territorial Library Association of Canada	Canada	1
Libraries		
<i>Biblioteca Nacional de Cuba – José Martí</i>	Cuba	1
Universities		
Brock University	Canada	1
Firenze University Press	Italy	1
Johns Hopkins University Press	USA	3
<i>UFPB – Universidade Federal da Paraíba</i>	Brazil	1
<i>UFMG – Universidade Federal de Minas Gerais</i>	Brazil	1
<i>UNAM – Universidad Nacional Autónoma de México</i>	Mexico	1
<i>UNICAMP – Universidade Estadual de Campinas</i>	Brazil	1
University of Colorado Boulder	USA	1
Publishers		
<i>Ediciones Profesionales de la Información S.L. (EPI SL)</i>	Spain	1
Elsevier	Netherlands	4
Emerald Group Publishing Limited / Emerald Insight	UK	4
Routledge / Taylor & Francis Group	UK	7
SAGE Publications	USA	3

Source: research data.

6 Final considerations

Based on the material retrieved, it was possible to carry out a bibliometric analysis and verify quantitative data that show the panorama of scientific publications on the subject of academic libraries in relation to the internationalization of higher education institutions around the world.

First, regarding the bibliographic survey, it was difficult to define the search strategy due to the peculiarities of the search boundaries of the different database platforms used, and it was not possible to define a standard strategy for all, but rather to adapt it according to the tools of each search engine. Another difficulty was related to the snowball method, which consists in ignoring repeated material. This work is carried out because of checking the relevant materials one by one, checking what has already been selected.

Although BRAPCI is a database specific to the field of Information and Library Science, only four (4) articles were found, one (1) in Portuguese and three (3) in Spanish, which were also found in the other databases. As can be seen, most of the scientific publications related to the research topic that were retrieved were produced in English, but BRAPCI has material published mainly in Portuguese and Spanish.

BRAPCI is a research product of an inter-institutional and bi-national agreement between universities in Brazil and Spain. Planned in 1995, its initial objective was to provide a technological and operational environment for carrying out comparative studies between Brazilian and Spanish scientific periodical production in the field of information science. It was an initiative that involved professors from the Universidad Carlos III de Madrid (UC3M) and the Department of Information Science and Management of the Federal University of Paraná (UFPR). With the proposal conceived, the database has become a reference as a source of research in the field of Information Science (Bufrem et al., 2023).

Another issue was the decision not to search for the compound term "international students" for this research at this time. However, it is considered necessary for a more comprehensive perception of the scientific production related to the proposed topic to also carry out a bibliographic survey related to academic libraries and international students.

As for the bibliometric analysis, there was a satisfactory amount of scientific production on the internationalization of academic libraries, which allows the prospect of future studies on the subject and related to internationalization practices and strategies. In total, there were thirty-seven (37) works, of which thirty-four (34) were articles in periodicals, one (1) article in an event, one (1) paper in an event and one (1) paper on a website. There was an increase in the frequency of publications from 1994 to 2023. Fifty-eight (58) authors related to the topic of internationalization of academic libraries were identified. The vast majority of the articles were published in English and in English-speaking countries. Thirty-two (32) papers were retrieved in English, four (4) in Spanish and only one (1) in Portuguese, which highlights the need for further studies by Latin American countries, for example, to understand and explore their reality in relation to the topic. The relatively small number of articles with titles, abstracts, and keywords in other languages is striking - only five (5). The only article retrieved in Portuguese has a title, abstract, and keywords in another language; of the four (4) articles in Spanish, all four (4) have titles, abstracts, and keywords in other languages; and of the thirty-two (32) works in English (thirty (30) articles and two (2) papers), only one (1) has an abstract and keywords in another language (Spanish). Publications from ten (10) countries were retrieved, with the United States of America standing out as the country with the most academic output on the topic, with fourteen (14) publications.

This confirms the use of the term 'academic library' to refer to libraries integrated into higher education institutions in general. Therefore, to bring a broader meaning than "university libraries", we suggest using the expression '*biblioteca acadêmica*' in Portuguese and '*biblioteca académica*' in Spanish to refer to the set of libraries that serve and collaborate

with universities, colleges, institutes, centers, and foundations, among other organizations related to science, research, and higher education. In other words, libraries are integrated into higher education institutions in general.

Based on the material collected through the bibliographic survey, it is considered possible to prepare a systematic review, for example, to identify the main themes addressed and to highlight relevant information on the subject of the internationalization of academic libraries. It is also considered possible, because of the material collected, to carry out bibliographical research that will provide greater depth on internationalization strategies for academic libraries, on different approaches and practices that have been adopted in information units, on issues of communication with other departments and sectors in higher education institutions, on collection development, and on support for international students, among other research perspectives aimed at a better understanding and development of the international dimension of academic libraries.

By observing the internationalization of academic libraries in different libraries around the world, Lombard (2022) concludes that internationalization is not always a simple process or phenomenon, and that literature related to the topic can provide the means to better understand the specific issues of a given unit, helping it to become more relevant within its college or university, as well as helping to answer the reasons for its implementation and allowing others to make decisions in their own libraries.

Furthermore, according to Lombard (2022), there is no clear use of the expression 'internationalization of academic libraries' in the sources of his research, but rather approaches to singular aspects and an emphasis on serving international students.

Most of these sources do not explicitly use the phrase “academic library internationalization”, or even variants of it (e.g., “globalization”); this is likely due to the focus on singular aspects [...] (e.g., library instruction; reference; database sharing) and an emphasis on international students. (Lombard, 2022, p. 02)

Despite these findings, Lombard (2022, p. 02) states that “There are many literary themes related to academic library internationalization [...]”.

Finally, according to Lombard (2022), the topic of internationalization of academic libraries is a way to prepare people for an increasingly international reality influenced by technology, economics, and the information explosion.

To function in a global village requires global perspective, and a global perspective requires data, information, and knowledge from around the world. Therefore, if academic libraries are to best serve their purpose, then they themselves need to internationalize. (Lombard, 2022, p. 01)

Considering Lombard's (2022) assessments and the findings of the bibliometric analysis carried out in this research, it is considered opportune and necessary to continue studies on the subject of the internationalization of academic libraries. Particularly in relation

to the adoption of possible measures, practices, actions, and strategies for implementing internationalization in these information units. But also, due to the scarcity of scientific production on the subject in Portuguese and Spanish, and in Latin American countries, research aimed at a deeper understanding of its reality in Brazil and in countries in this region, to highlight and understand its particularities, develop knowledge, and contribute to scientific production and information on this subject. As well as the possibility of comparative studies on characteristics related to units of public or private institutions, between developed and developing countries and the identification of difficulties and specificities found in different contexts, among other issues. In short, studies that can contribute to a more profound understanding of academic libraries as part of the processes of developing the international dimension of HEIs, as a strategic means of achieving better results in the practice of academic library services and, consequently, for HEI management.

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