World-Class Library Services at a World-Grant University

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Globalization of higher education has increased the number of international students in the United States. Besides college-age students, midcareer professionals also come to this country for short-term programs to enhance their knowledge. Globalization also creates a diversity of academic staff and faculty in higher education institutions. Although international students and faculty bring diversity to the campus population and enrich the educational experience of all students, their diverse backgrounds and experiences pose many challenges to library services in academic libraries.

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significant increase in the international population at MSU and in the university's global outreach. In 2007-2008, MSU enrolled nearly 4,000 international students. In the fall of 2008, MSU enrolled more than 4,500 international students, the highest number in history according to the statistical report of the Office of International Students and Scholars (OISS). Furthermore, enrollment of freshman international students increased by 45%, placing MSU as one of only four public universities in the nation that ranks in the top ten for study abroad participation and international student enrollment (Sipperley, 2008).

Semester/Year	International Students (number of students)
Fall 2003	3,277
Spring 2004	3,111
Fall 2004	3,315
Spring 2005	3,126
Fall 2005	3,295
Spring 2006	3,080
Fall 2006	3,527
Spring 2007	3,298
Fall 2007	3,869
Spring 2008	3,540
Fall 2008	4,509
Spring 2009	4,215

 Table 1: International Student Enrollment at MSU (2003-2009)

Source: Michigan State University - Office of the Registrar

The surge in the international population at MSU brings several challenges that are not unique to academic libraries. Library literature suggests that the international population on campus experiences culture shock, "a common psychological response to an unfamiliar culture [which] is characterized by disorientation, heightened anxiety, and more rarely by depressed or paranoid behavior" (Hunter & Whitten, 1976, p.112), as well as difficulties in adapting to new life away from their home courser and the adapting to the away from their home courser and the adapting to the away from the courser and the adapting to the away from the sector and the adapting to the away from the courser and the adapting to the away from the courser adapting to the aw

began in 2006, the MSU Libraries became an active participant in events hosted by OISS and has experienced great success in introducing the library and its services to hundreds of new international students in an informal, fun, and friendly environment. By hosting the first OISS International Student Coffee Hour held each year, and by participating in the annual OISS International Student Resource Fair, the MSU Libraries reaches out to more than 1,000 international students in just a matter of hours.

Besides a surge in international student enrollment, MSU's overseas recruitment effort also results in the expansion of the Visiting International Professionals Program (VIPP). Traditionally, VIPP participants have been limited to mid-career international professionals who want to enhance their knowledge through enrolling in short programs at MSU. However, the program has broadened its coverage recently to include overseas university students as well. As in the past, MSU Libraries support the VIPP program by providing library instruction sessions to those participants. Each semester, two sessions of library instruction are offered to an average of 48 visiting international professionals, including Humphrey Scholars.

In 2008, the MSU Libraries held several library instruction sessions for mid-career professionals from China, as well as university students from Korea and China. While planning for the session for university students from China, the Library Instruction Coordinator suggested using Mandarin, instead of English, as the medium of instruction. This was a completely innovative approach for the MSU Libraries since English is the University's official medium of instruction. Due to the uncertainty of the level of English proficiency of the visiting Chinese students, the Library Instruction Coordinator felt using the students' native language as the instruction medium was the best way to increase the comfort levels of the students. Thus, the Library Instruction Coordinator invited three Mandarin-speaking librarians to lead the session. The session was structured similarly to the library instruction sessions for the first-year undergraduate writing class students and included a library tour and a demonstration of the library catalog and databases. The library tour was customized to provide a tour of Special Collections and the internationally renowned Turfgrass Information Center. The students were quite excited to see the rare books in Special Collections and asked many questions of the Special Collections Librarian, who does not speak Mandarin. The Mandarin-speaking "tour guides" served as translators between the Special Collections Librarian and the curious visitors. Overall, the session was full of excitement and well received by the visitors from China.

It is not unusual to have international students and scholars, especially afa(Coversato, lthads@s@coversato, lthads@coversato, lthads@cove members of international students will negatively affect the retention of international students and faculty who are important contributors to a diverse campus environment. Therefore, library's outreach to the extended campus community is indeed in line with the mission of its parent institution. However, this extended campus community seems to be forgotten in library research since very little literature on providing services to spouses and children of international students and faculty exists.

While students and faculty members need help in overcoming difficulties in their academic pursuits, their family members need assistance in adapting to daily life away from their home country. Since immigrants also face similar challenges in adapting to life in a different country, literature on services to immigrant population by public libraries provides some valuable guidelines. For example, Schaumburg Township District Library (STDL) in Illinois partnered with local school districts to provide a Read to Learn program and English as a Second Language (ESL) classes (Arist, 2007). Libraries in Quebec also provided workshops and courses that help immigrants learn French and French literature, find information on neighborhood services, and facilitate job searching (Paola Picco, 2008). St. Paul Public Library System in Minnesota partnered with a Catholic liberal arts college to promote family literacy as well as awareness of community services available to a predominantly Somali and Hmong immigrant population (Johnson, Brodeen, Humeson, and McGee, 2001).

Helping immigrants assimilate does not preclude libraries from facilitating the retention of cultural identities. It is well documented that public libraries have been building multilingual collections to meet the growing demand from immigrant population (Arist, 2007; Eitner, 2006; Hammond-Todd, 2008; Winkel, 2007). Besides applying to collection development, multilingualism also has taken root in other aspects in public library services. For example, Queens (N.Y.) Borough Public Library has translated its library web pages into five non-English languages and created WorldLinQ, a website which provides links to scholarly and popular web resources in fifteen different languages. Some libraries also provide reference service, bibliographic instructions, classes and workshops, and even computer keyboards in immigrants' native languages (Hammond-Todd, 2008; Miranda-Murillo, 2006; Nedlina, 2007).

In the past few years, the number of visiting international scholars at MSU has increased significantly (see Table 2). Some of these scholars bring their families to reside with them as they study and the presence of these family members is significant to the MSU Libraries. Not only should the library reach out and connect to the visiting international scholar to support individual academic and research needs, but also should include the surrounding international community in its library services. In the spring of 2008, the MSU Libraries held a session titled, "Reading Around the World": Family Literacy for 50 participants, mostly family members of the visiting international scholars.

Year	Number of Visiting Scholars
2003	766
2004	1,435
2005	1,221
2006	1,052
2007	957
2008	1,019

Table 2: Visiting International Scholars at Michigan State University

Source: Michigan State University - Office of International Students and Scholars

To promote inclusiveness and connectivity to international families on campus, the MSU Libraries has successfully collaborated with the East Lansing Public Library (ELPL), a local public library located approximately 2 miles north of the MSU campus. ELPL offers "Coffee and Conversation" sessions to provide opportunities for non-English speakers to practice their conversational skills. ELPL also collects popular fiction and bestsellers in various languages in their "Community Languages Collection." Furthermore, the ELPL librarians will refer members of the international community to the MSU Libraries for in-depth research assistance. Since international students, scholars, and their family members are considered residents of the city, these resources are freely available to this segment of the population.

Besides reaching out through collaboration with academic departments and relevant campus and community agencies, some libraries have translated library materials into languages spoken by international students. Chau (2002/2003) suggests that the provision of multilingual library service guides displays a sense of inclusiveness. University of Alabama at Tuscaloosa has created library web pages that provide information on basic library services and services targeted to its international community. The library subsequently hired student translators and partnered with faculty members to translate the English version into Chinese and Spanish (McClure & Krishnamurthy, 2007). Library of Baruch College, City University of New York, offered self-paced virtual tours in nine different languages (Downing & Klein, 2001). Bluegrass Community & Technical College also invited international students to translate library brochure into their own native languages (Buckner & French, 2007). Although providing translated information on library resources reaffirms library's commitment to international students, availability of language expertise within the library, time and funds spent on translation, as well as maintenance and updates down the road remain concerns of many (Buckner & French, 2007; Chau, 2002/2003; McClure & Krishnamurthy, 2007; Valentine, 2008).

To enhance quality, inclusiveness, and connectivity, the MSU Libraries also utilize the multilingual skills of library staff, customizing library instruction and tangataribert Senat the ional (commus oy not bs aaUniv)]TJ-0.0004 Tc 0.0026 w -.065 0 r fiar (ed what orgd Szforma

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