

*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, mid-career 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.

Since its establishment as the nation'

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).

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

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

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 countries. Terms such as “cultural shock” and “culture shock” are used to describe the psychological effects of the experience. The 2008-2009 academic year saw a significant increase in international student enrollment at MSU, with over 4,000 students enrolled in the fall semester and over 4,200 in the spring semester. This increase is reflected in the data presented in Table 1.





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.









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