

# INCREASING COLLECTION DIVERSITY FOR INTERNATIONAL STUDENTS

**Michigan Library Scholars**

Paige Bost, Mai Tran, & Craig Smith (mentor)

Friday, July 26th, 2024

Follow along on  
your own device!





# A BIT ABOUT ME

## PAIGE BOST (ANY/ALL)

**Project:** How Do International Students Experience the U-M Library? An Exploration Using the Library's 2023 Survey Data

**Mentor:** Craig Smith

- Rising senior majoring in Psychology and minoring in Spanish and Crime & Justice
- Applying to doctoral programs in Social and Developmental Psychology this Fall!
- Interested in learning more about data analysis and data-driven decision making
- Want to help inform the U-M Library about how to more effectively serve its diverse constituents, especially international folks







# AGENDA

1. Project overview
2. Project and personal goals
3. My roadmap
4. Literature review
5. Developing my research question
6. Results
7. Takeaways
8. Lessons learned
9. Where are we going next?
10. Acknowledgements and questions





# PROJECT OVERVIEW

- Data from a 2023 campus-wide survey from the U-M Library with over 15,000 respondents (12.5% international)
- Want to explore how international students experience the library, and what needs international students share and don't share with U.S.-born students
- Designed to produce recommendations for the library about how to better serve students from countries other than the U.S.
- Mai and I pursued our own research questions using subsets of the data







# PROJECT AND PERSONAL GOALS

## PROJECT GOAL 1

Yield concrete findings to specific research questions

## PROJECT GOAL 2

Produce recommendations for the U-M Library about how the library can better serve students from countries other than the U.S.

## PERSONAL GOAL 1

Learn how to conduct basic quantitative statistical analyses and work with large amounts of qualitative data

## PERSONAL GOAL 2

Create a deliverable to disseminate key findings broadly or to important stakeholders



## May

- Get to know the team!
- Project and dataset overview
- Create annotated bibliography of relevant literature
- Begin exploring the data files
- Start drafting research questions

## July

- Finish analyzing data
- Finish creating deliverables
- Create plans for future presenting and publishing

## June

- Solidify research questions
- Make analysis plan and start analyzing data
- Decide and start on deliverables

## August and Beyond

- Continue working on future deliverables informally
- Present and publish!





# LITERATURE REVIEW

- Collaborated on annotated bibliography with Mai, focusing on international students and their academic library experiences in the U.S.
- Gave us a background on academic library research so we knew what kinds of questions scholars were already asking
- Very useful for theoretically grounding our research questions later

## Paige's Annotated Bibliography

1. Albarillo, F. (2018). *Information Code-Switching: A Study of Language Preferences in Academic Libraries*. <https://doi-org.proxy.lib.umich.edu/10.5860/crl.79.5.624>

**Keywords:** international students; academic libraries

**Location:** Brooklyn College, City University of New York

**Methods:**

- Survey on fliers to recruit participants for focus group interviews
  - Semi-structured, 45-60 mins
  - Qs: "What languages do you use in your daily life? What does research mean to you? How do you do research?"
  - 2-4 students per group
- Online survey
  - Distributed via flyers and informational tables around campus, Facebook, and mailing lists
  - 30-40 min survey, qualify if foreign-born and either an undergraduate or grad student
  - Asks about demographics, educational background, language use, library use, and cultural questions

**Population:** international undergraduate and graduate students at Brooklyn College (3,004)

**Sample:**

- Interviews: 29 qualified respondents w/ 45% response rate; 13 students participated
- Survey: 274 students screened (responded to prescreening survey), 123 eligible, 103 responded and participants, 92 analyzed

**Notes:**

- Purpose: explore language use, language choice, and language preferences in academic libraries
- Defined code-switching as: changing languages or dialects for particular information tasks
- Students who report a second language are more likely to use it for a variety of information tasks like searching the Internet, consuming media, and communicating through texting mediums. They also use it for academic purposes like reading, esp for news and current events.
- Important to know which cultural and linguistic groups use the academic libraries (valuing not only language diversity, but linguistic diversity) in order to represent the linguistic needs of international students
  - Suggestions: making library guides that show students how to access





# THE ITERATIVE PROCESS OF CREATING AN RQ

- Research questions inform the plan for using data
  1. Explore dataset
  2. Note interesting variables
  3. Cluster interesting variables into categories
  4. Write research questions for each category
  5. Decide which category I like best





**DO THE U-M LIBRARIES MEET  
INTERNATIONAL COMMUNITY  
MEMBERS' NEEDS IN  
REGARDS TO CONTENT AND  
ACCESSIBILITY OF LIBRARY  
COLLECTIONS?**





# ANSWERING THE QUESTIONS:

1. How much do people use the collections?
2. How much do people use each of the collection areas? Do people use some more than others?
3. Do people prefer to access materials physically or electronically?
4. Are physical and electronic materials accessible?
5. Do the collections meet peoples' needs?
6. Do people perceive the collections as diverse?





# DATA ANALYSIS TOOLS

The SPSS logo is displayed in white text on a red square background.

**SPSS**

For statistics



**U-M GPT**

For open  
responses

- Relearning how to use SPSS
- Integrating new AI tools into qualitative research
- Ease and challenges



# PRINT COLLECTION USAGE

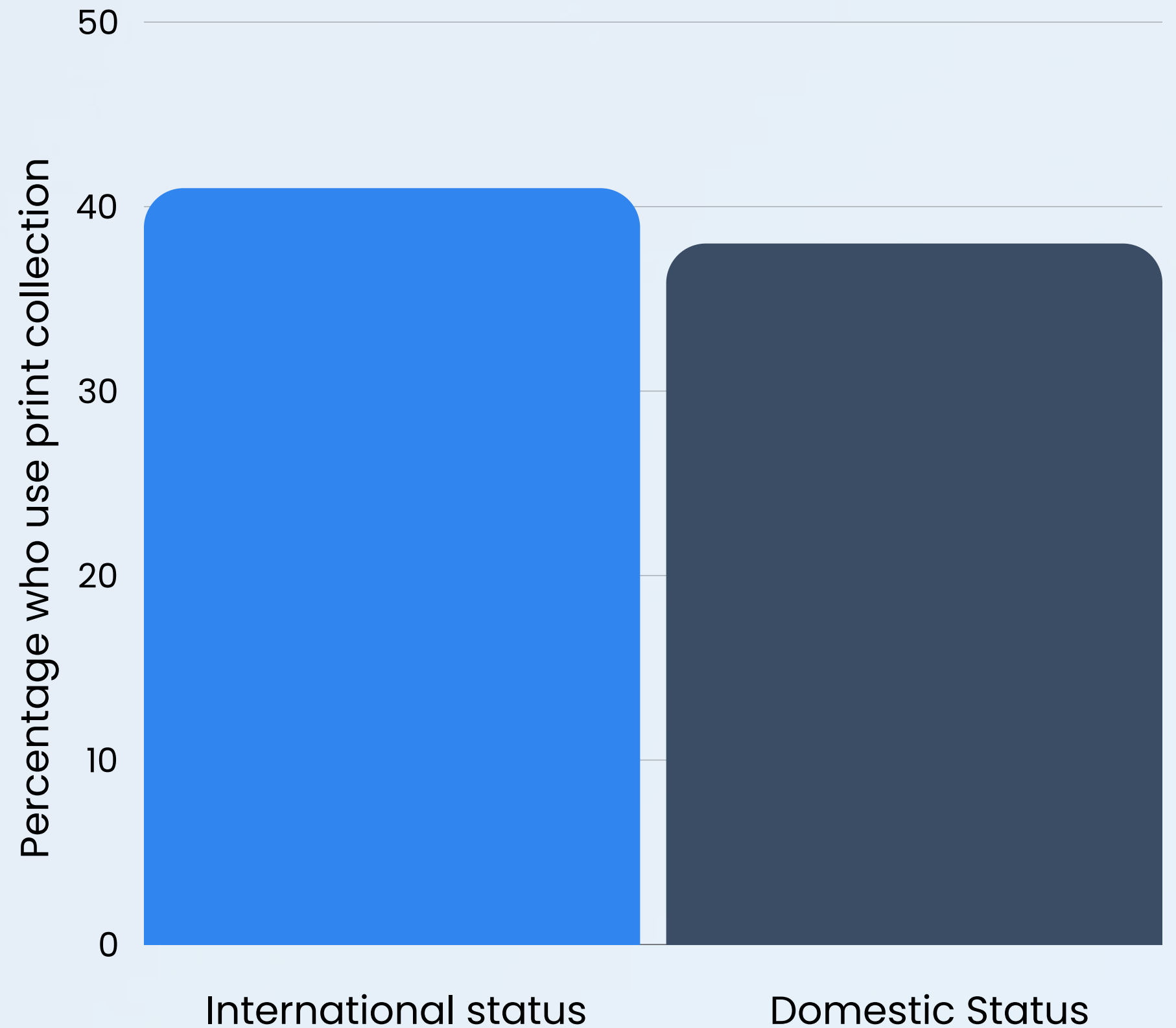
More international community members use the print collections than domestic community members, but the 3% difference is not very consequential.

International  
status

**41%**

Domestic status

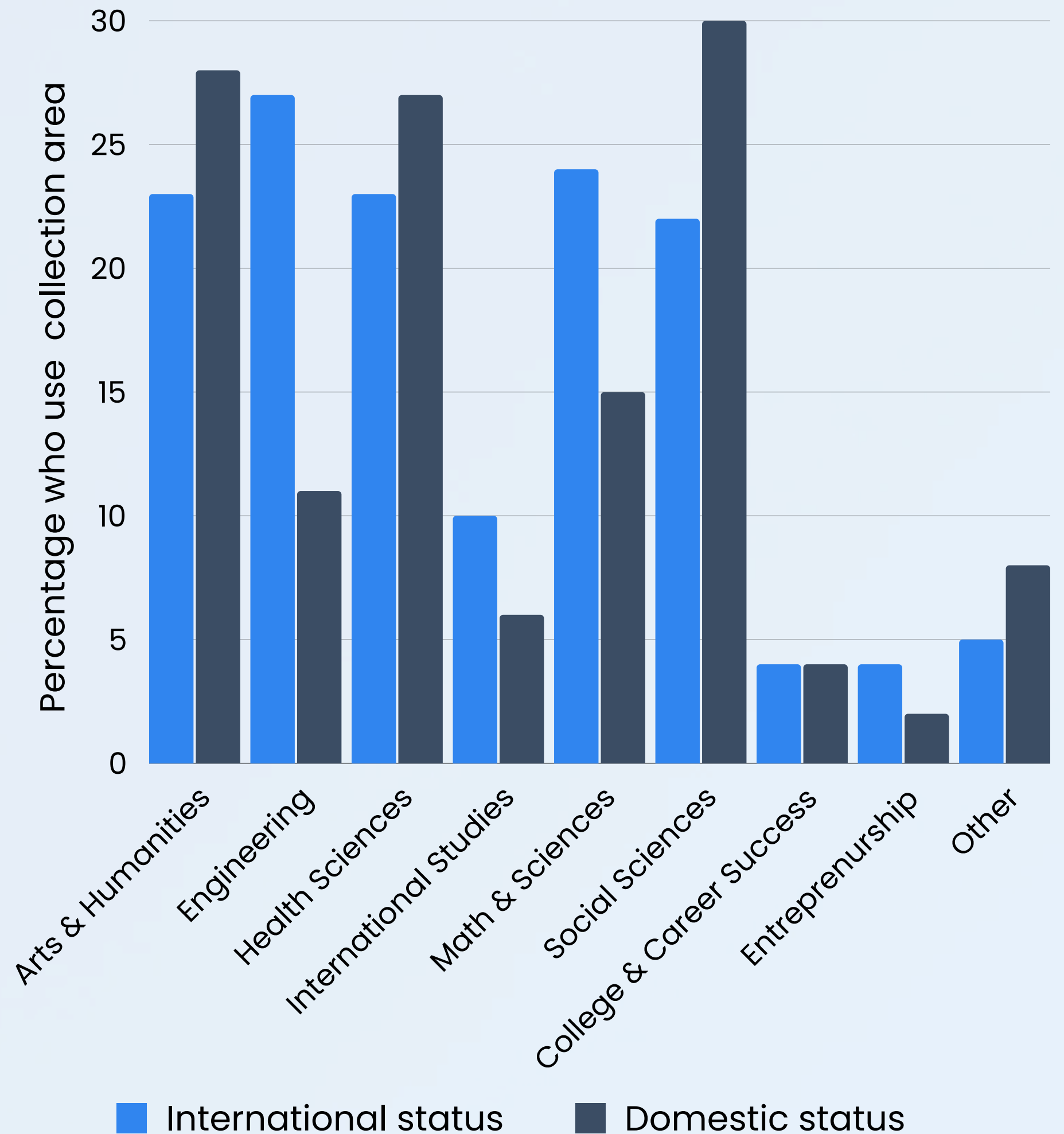
**38%**





# DISTRIBUTION OF COLLECTION AREAS

There are some differences between international and domestic community members' utilization of specific collection areas.





# ENGINEERING

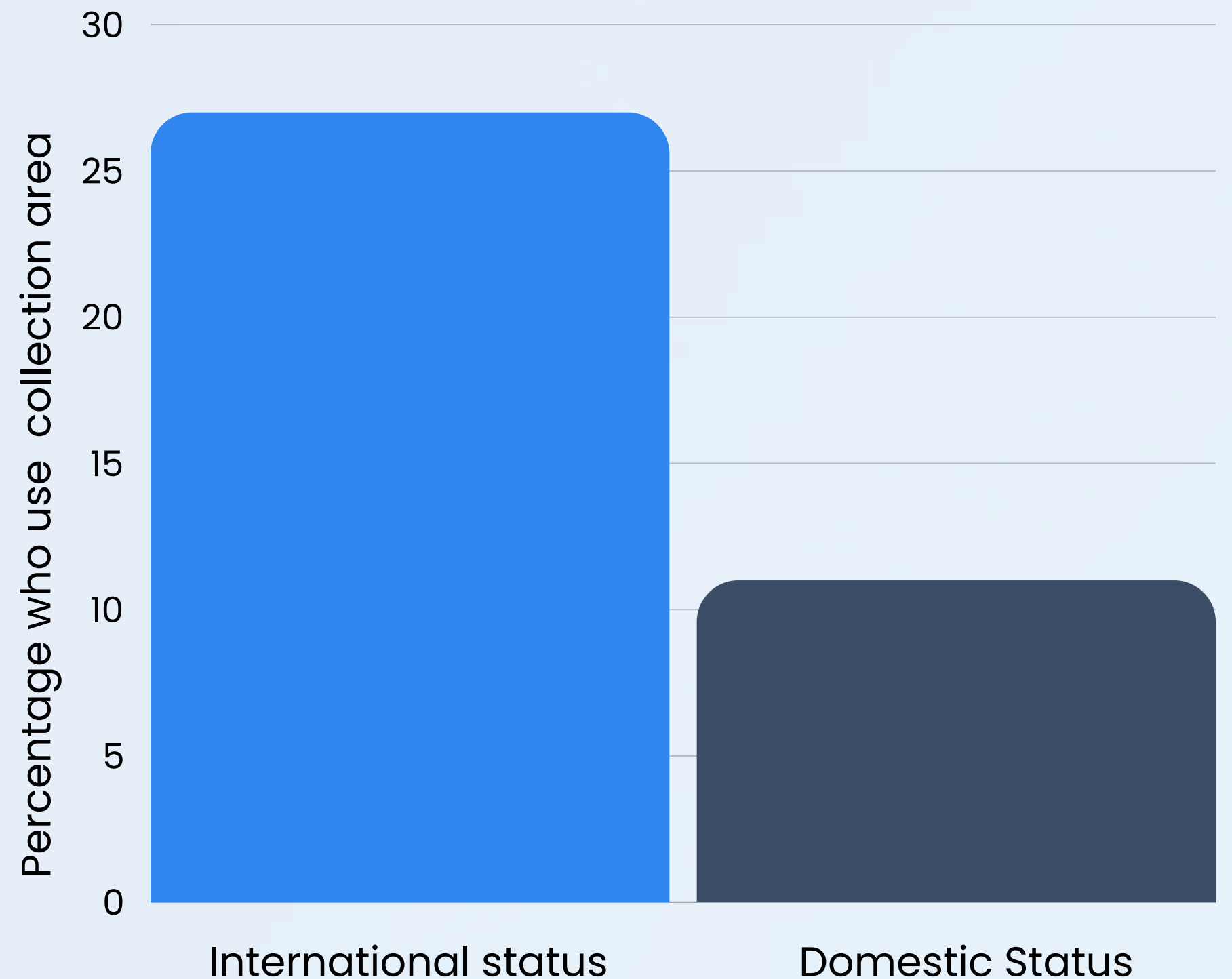
16% more international folks use the engineering collection area than domestic folks. International graduate students are primarily using the collection, while domestic undergraduates are primarily using the collection.

International status

**27%**

Domestic status

**11%**



# MATH AND SCIENCES

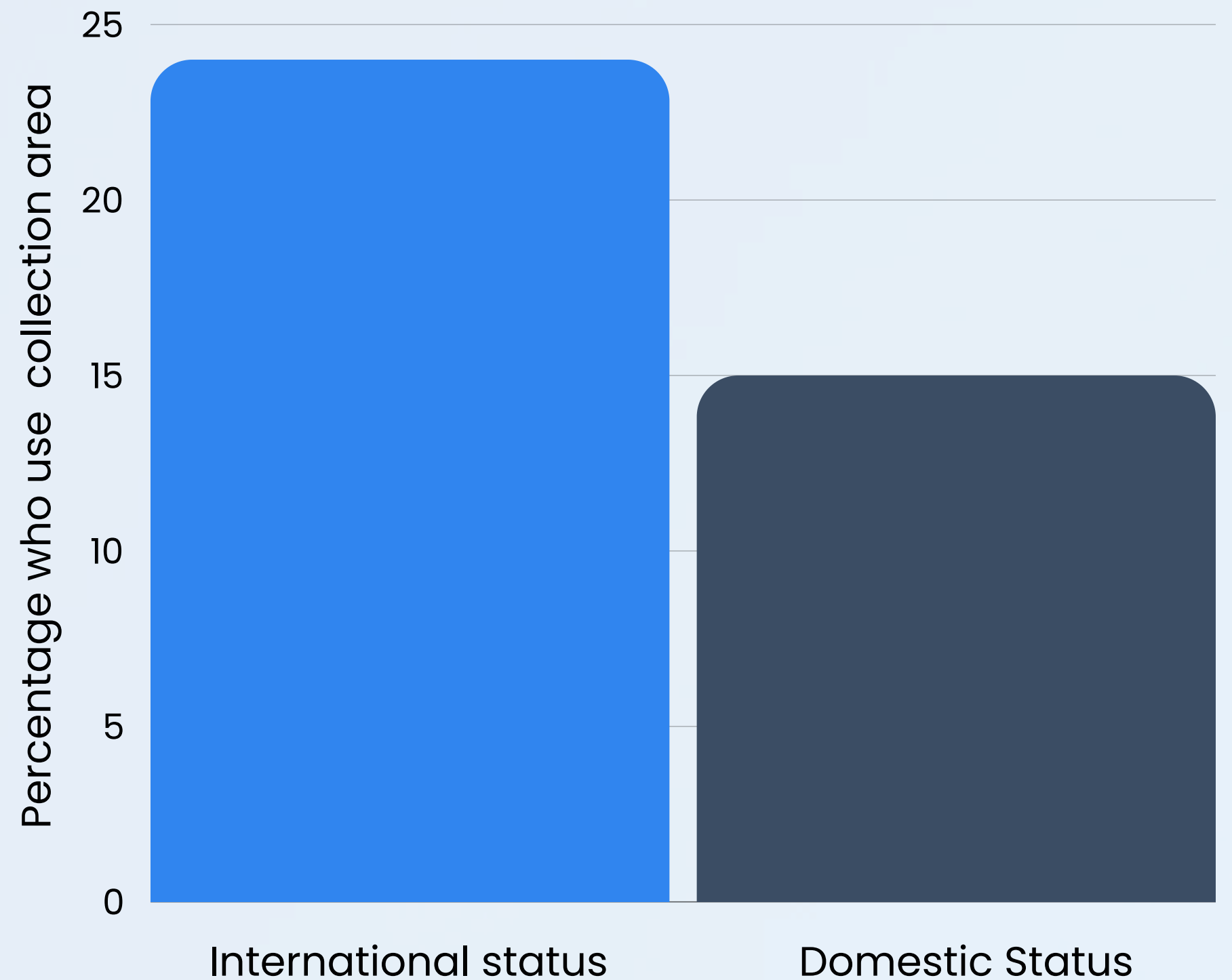
9% more international folks use the mathematics and sciences collection area than domestic folks.

International status

**24%**

Domestic status

**15%**





# SOCIAL SCIENCES

8% more domestic folks use the social sciences collection than international folks.

International status

**22%**

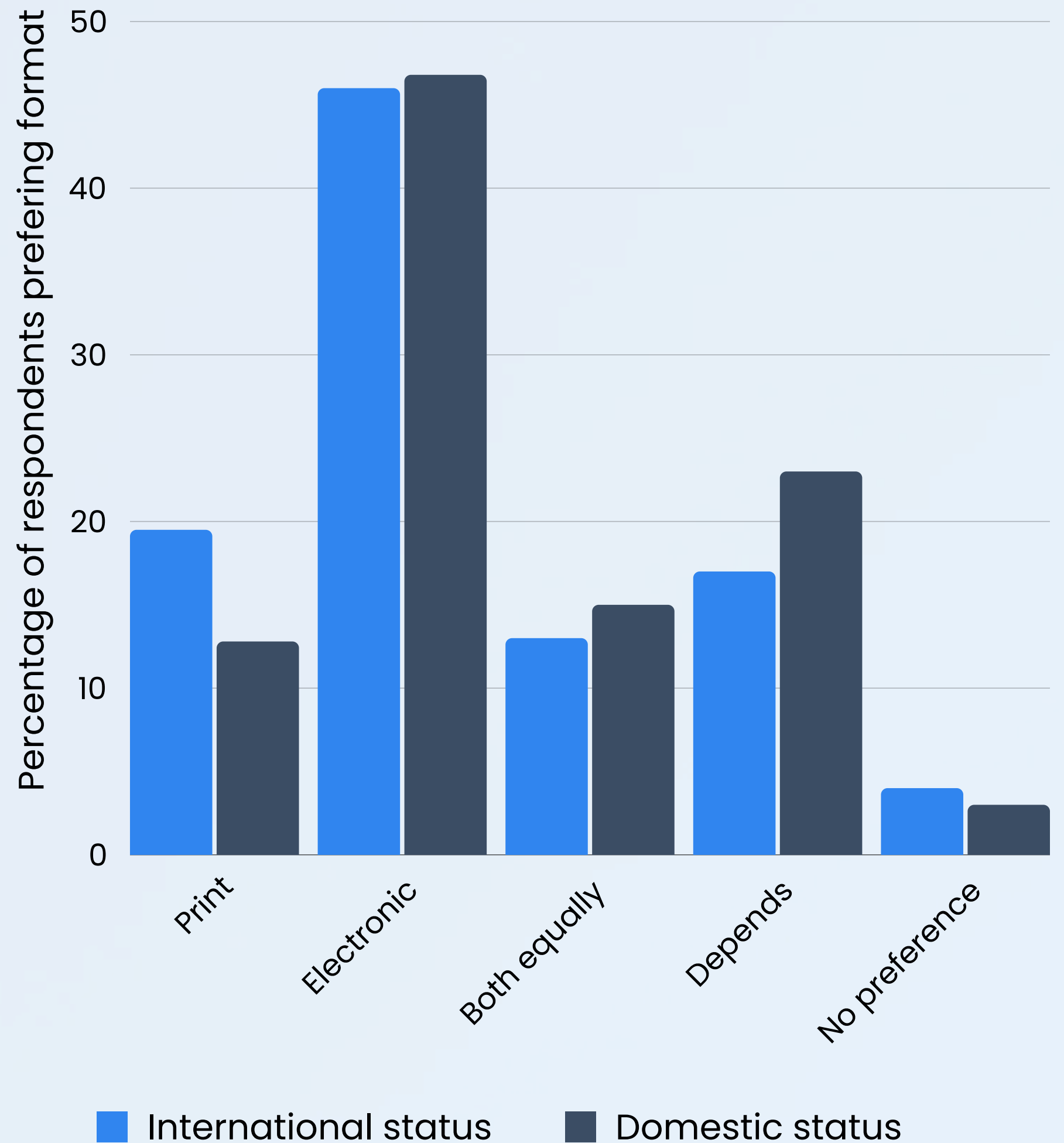
Domestic status

**30%**



# FORMAT PREFERENCE

There are no practical differences in material format preferences between international and domestic community members. Everybody uses a variety of different formats (e.g., print, electronic, etc.), with nearly half of both groups preferring electronic sources.





# PHYSICAL MATERIAL ACCESSIBILITY

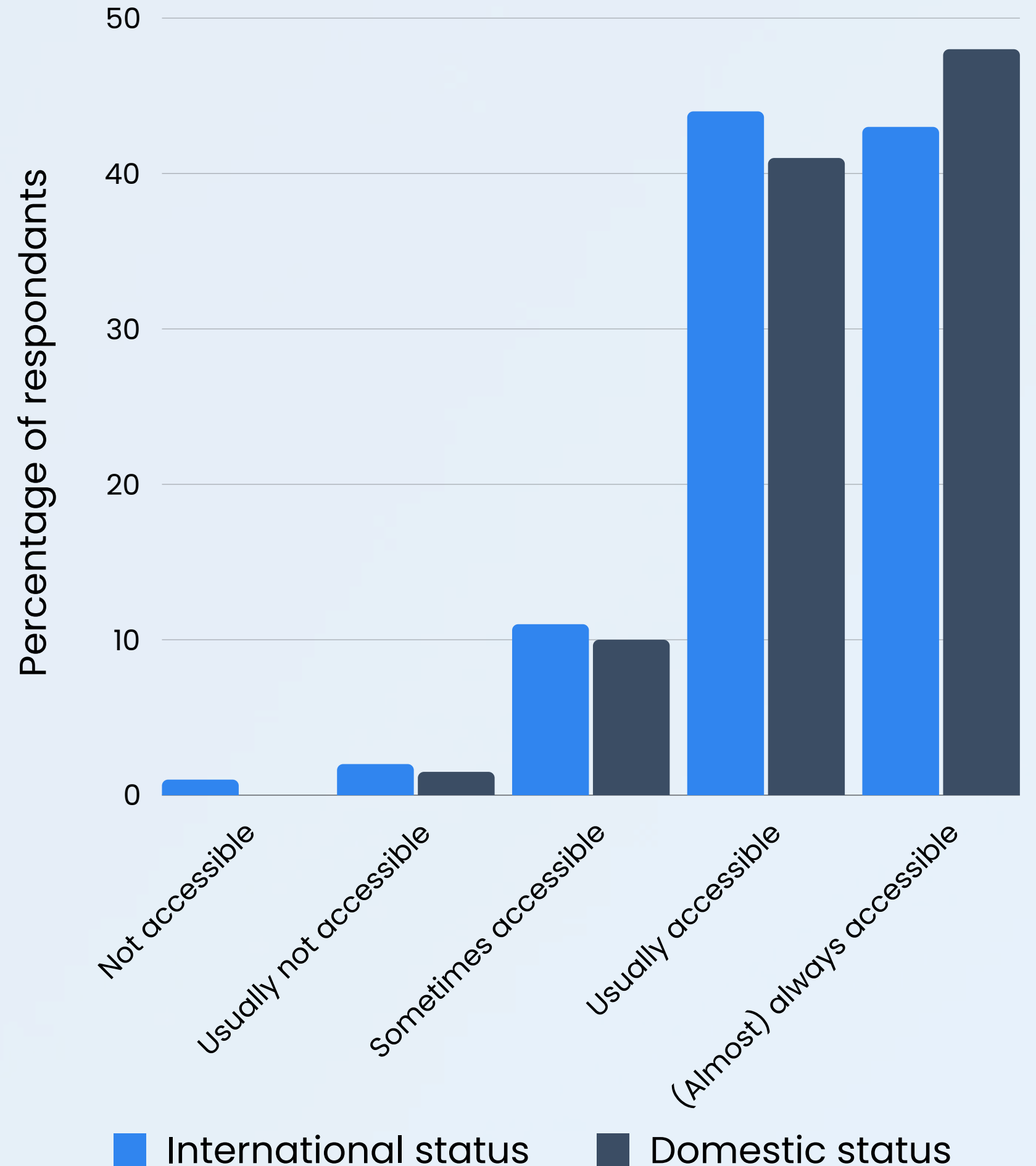
There is very little disparity in how accessible physical materials are between international and domestic community members. Physical materials are generally accessible to all.

International status

**87%**

Domestic status

**89%**



# ONLINE MATERIAL ACCESSIBILITY

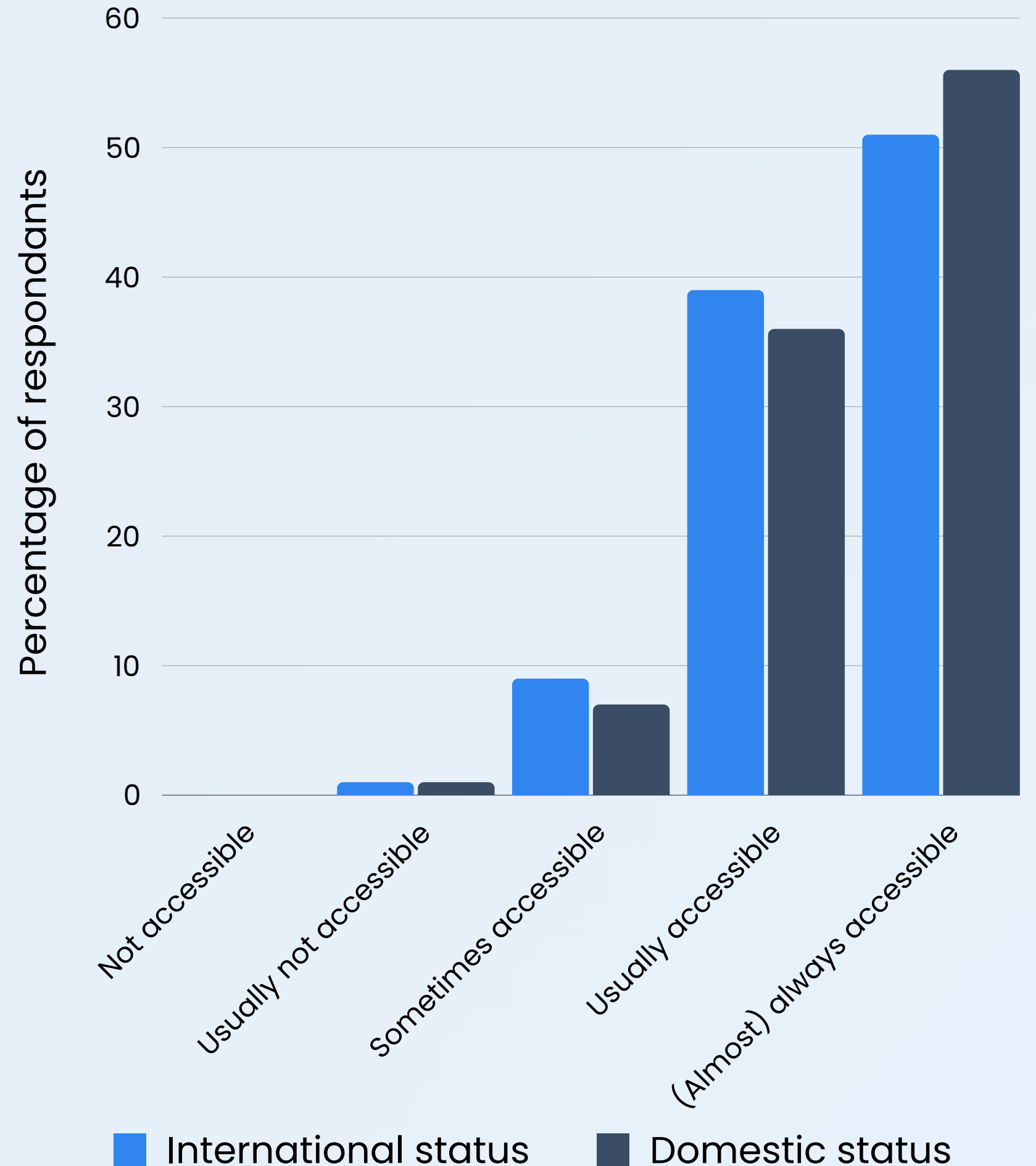
There is very little disparity in how accessible online journals and eBooks are between international and domestic community members. Online materials are generally accessible to all.

International status

**90%**

Domestic status

**92%**





# COLLECTIONS MEETING NEEDS

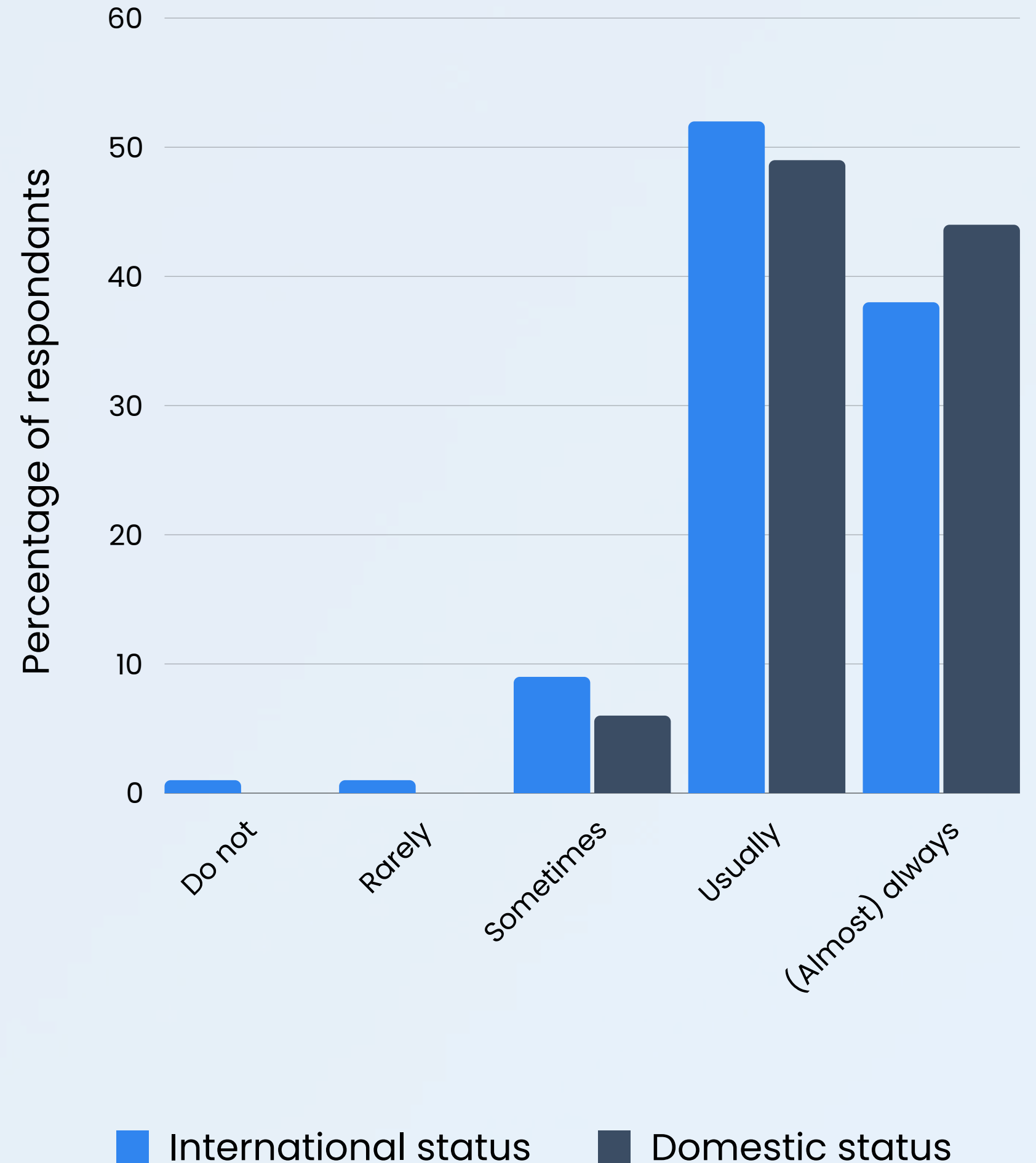
The U-M Library's collections reportedly meet the needs of a vast majority of international and domestic community members, and there are not any remarkable disparities between the two groups.

International  
status

**90%**

Domestic status

**93%**



# OPEN-ENDED RESPONSES

*Both international and domestic community members desire more diversity in materials, open-ended responses from each group had similar themes.*

## UNDERREPRESENTATION IN MATERIALS

Respondents desire more recent materials, materials in other languages, and those from international authors.

## REQUEST SYSTEM

Respondents want a more straightforward way to suggest book acquisitions, and want the library to get more materials.

## DIFFICULTY FINDING AND ACCESSING MATERIALS

Respondents want a less confusing search interface and more promotion of available resources.

## AWARENESS OF DIVERSITY OBJECTIVES

Respondents believe the U-M Library should better communicate their diversity objectives to library-goers.



# UNDERREPRESENTATION IN MATERIALS

Respondents desire more recent materials, materials in other languages, and those from international authors.

## INTERNATIONAL RESPONSES:

"It would be great to have books in other languages other than English." (faculty member)

"It might be hard, but I would love to see more Arabic books in the library." (undergraduate student)

"I enjoy reading Isabel Allende in Spanish." (faculty member)

## DOMESTIC RESPONSES:

"The library's collections are overall very good, but sometimes lack works by minorities and smaller publishers..." (faculty member)

"I'd like to see better representation of books... from the (so-called) third world." (faculty member)

"There are times I look for books on traditional Chinese medicine (acupuncture) and I had trouble finding them." (faculty member)

# REQUEST SYSTEM

Respondents want a more straightforward way to suggest book acquisitions, and want the library to get more materials.

## INTERNATIONAL RESPONSES:

"... I think the university should update and buy more books from the last few years or decades. In my field they are not very up to date." (faculty member)

## DOMESTIC RESPONSES:

"Yes, I have found materials by a diverse array of authors and creators, BUT when I am unable to find something I know of it almost always falls into this category... So, I'd ask... for... better discovery tools. I'd also like a quick push to the book recommendation form when I'm not thrilled with the results of a search, since I never remember where it is and have to search each time." (faculty member)



# DIFFICULTY FINDING AND ACCESSING MATERIALS

Respondents want a less confusing search interface and more promotion of available resources.

## INTERNATIONAL RESPONSES:

"I generally find materials that I am looking for online. However, the online interface is not great. I think there might be a lot that I am missing out on..." (faculty member)

"I can't answer how much variety you has because what is promoted to me isn't of a wide enough variety, but perhaps it's there behind the scenes." (staff member)

## DOMESTIC RESPONSES:

"I have had a hard time managing the search engine for the library collections - the logic doesn't always make sense to me and I end up with results that don't fit at all what I want while the things I am looking for are buried. I would have no way of knowing how to find this diverse array of authors and creators." (faculty member)

"... it's not uncommon for me to search for materials I know exist and not have them come up in search results." (faculty member)

# AWARENESS OF DIVERSITY OBJECTIVES

Respondents believe the U-M Library should better communicate their diversity objectives to library-goers.

## INTERNATIONAL RESPONSES:

"I just say 'needs to do better by making materials more accessible' because I was not aware of this goal of the library." (visiting researcher/scholar)

## DOMESTIC RESPONSES:

"Of the materials that the Library has, collections with diverse authors and creators are present, but are not highlighted nor described as well as they could be..." (faculty member)

"If there was a way to find [diverse] materials (like if they were highlighted or tagged), that might be nice." (faculty member)



# COLLECTION DIVERSITY PERCEPTIONS

International community members believe, moreso than domestic folks, that the U-M Library has room for improvement in collecting diverse materials. They are less likely to report having found materials by diverse authors and want the library to add more materials.

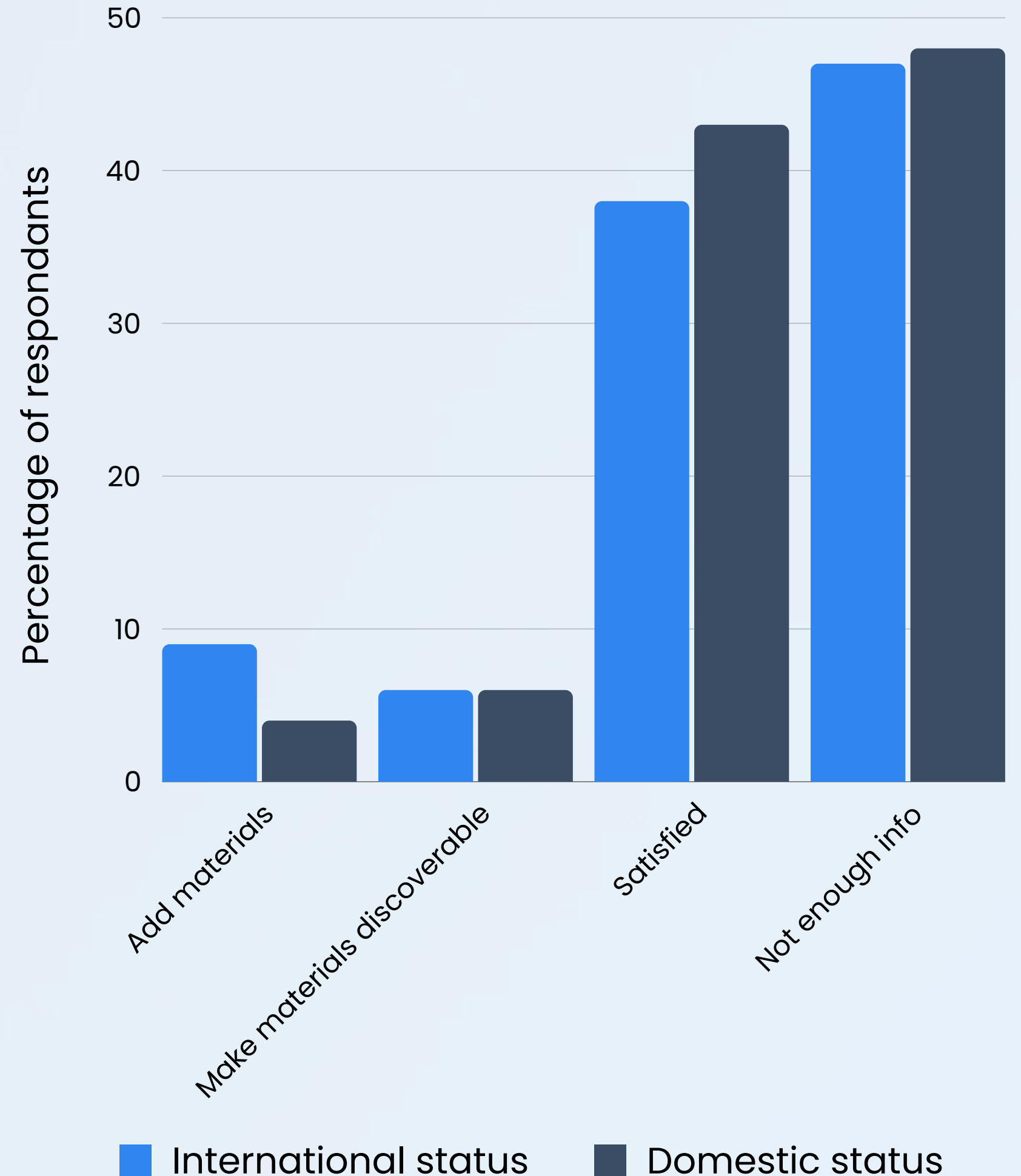
Many respondents also felt they did not have enough information to answer this question.

International status

**15%**

Domestic status

**10%**



# OPEN-ENDED RESPONSES

## **BROWSING AND ACCESSING**

Respondents note that the physical collection should be better catalogued and more accessible, and sometimes have trouble searching for materials online.

## **DIVERSIFY COLLECTIONS**

Patrons want a more diverse collection of resources from the U-M Library, including more up-to-date and popular materials and resources in a variety of forms.

Both international and domestic community members desire a more diversified collection, and more access to a variety of materials and resources. However, there were some unique themes for each group.

# BROWSING AND ACCESSING

Respondents note that the physical collection should be better catalogued and more accessible, and sometimes have trouble searching for materials online.

## INTERNATIONAL RESPONSES:

"Some books I would like to get physically are only available electronically." (faculty member)

"It is my first semester here, but already encountered a couple of mathematics books only available on the shelf. While searching for a reference and checking many books on what they specifically cover, what assumptions they have etc., it is not practical to obtain the books physically." (faculty member)

## DOMESTIC RESPONSES:

"Since physical browsing of engineering books has been removed, could you please have an online browsing option where the book offerings are sorted by topic with titles listed? The search tools are really really bad." (faculty member)

"The online search is terrible... the database will not find it." (faculty member)

"Many volumes in series are not properly catalogued, many journals are held incompletely and are not completely digitized..." (faculty member)



# DIVERSIFY COLLECTIONS

Patrons want a more diverse collection of resources from the U-M Library, including more up-to-date and popular materials and resources in a variety of forms.

## INTERNATIONAL RESPONSES:

"There are some areas for expansion I would like to see, including digitized magazine collections." (faculty member)

"Perhaps subject matter collections could include the most up-to-date publications from a variety of locations." (faculty member)

## DOMESTIC RESPONSES:

"More books! Purchase books from all over the world." (faculty member)

# UNIQUE THEMES



## MORE ACCESSIBLE FORMATS

International respondents are interested in more accessible formats, like more audio versions of books and journals, and improved text-to-speech options.

## UNAVAILABLE RESOURCES

International respondents sometimes experience difficulties with materials being unavailable or missing from the U-M Library.

## LIBRARY INFRASTRUCTURE\*

Domestic respondents are interested in improved infrastructure conducive to individual scholarly work.

\*Not necessarily specific to the collections



# TAKEAWAYS



## COLLECTION USAGE

International and domestic folks use the collections overall at similar rates, but use some collection areas at different rates.

## ACCESSIBILITY AND SATISFACTION

The collections are primarily accessible to all across multiple formats, and people generally feel that the collections meet their needs.

## DIVERSIFYING COLLECTIONS

Both international and domestic folks feel that the U-M Library has room for improvement in collection diversity, and have provided specific recommendations to help shape the collection to fit their needs.



# RECOMMENDATIONS

## INVOLVE STUDENTS

Students and other frequent users of the library can provide the most relevant insight into what diversity and accessibility-related improvements would benefit them.

**Examples:** create a U-M Library student advisory board, create specific follow-up surveys and/or conduct cognitive interviews.

## PUBLICIZE LIBRARY GUIDES

U-M Library guides already exist, but users might have trouble getting access to the diverse materials they are looking for because they may not be finding the guides. These guides could be promoted more, especially at integral times like the beginning of a semester.

**Examples:** advertise browsing and search guides in study spaces (e.g., on tables as a QR code), put them on the front page of the website.

## HAVE TRANSPARENT DIVERSITY GOALS

Half of survey respondents felt they did not have enough information to judge collection diversity and felt the library has room for improvement relating to diversity. The library should be more proactive about communicating diversity goals.

**Examples:** having public meeting minutes from diversity-related meetings, centering diversity in collections

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### Undergraduate Student Libraries Advisory Council, 2017-2018

Name	Major
Bechtold, Bryant	Technology
Clements, Destiny	Law & Society
Heidecker, Jacob	Finance & Supply Chain
Hellon, Jonathan	Pre-pharmacy
Huemann, Ben	Computer Science
Miller, Charles	Undergraduate Studies
Moravej, Daniel	Mechanical Engineering Technology
Moravej, Michael	OLS
Nel, Carissa	Exploratory Studies
Salazar, Michala	Anthropology
Taylor, Arthur	Sociology

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# RECOMMENDATIONS

The screenshot displays the UNL Libraries Catalog homepage. At the top left, there is a 'Quick Search' section with tabs for 'All', 'UNL Libraries Catalog', 'Journals', 'Databases', and 'Catalog How-Tos'. Below these is a search bar with the placeholder text 'Search for books, journals, articles, media and more' and a red 'Search' button. To the right of the search bar, there is a banner with a colorful fingerprint icon and the text 'Libraries supports the journey towards anti-racism and racial equity.' Below this banner is a red button labeled 'Our Commitment to Action'. At the bottom of the page, there are four icons with corresponding text: a padlock icon for 'Library & Interlibrary Loan (ILL) Logins', a speech bubble icon for 'ASKus & FAQs', a house icon for 'Community User Information', and a building icon for 'Connect From Off-Campus'.

## HAVE TRANSPARENT DIVERSITY GOALS

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# RECOMMENDATIONS

## Featured



**Diamondback**  
PHOTO COLLECTION

COLLECTIONS

### Diamondback Photo Collection

The Diamondback photos collection contains digitized copies of over 18,000 photos taken for The Diamondback student newspaper, documenting campus life from the 1960s to the current day.




**The 1856**  
Project

INITIATIVES

### The 1856 Project

As a part of the Universities Studying Slavery consortium, The 1856 Project investigates and documents UMD's historical connections to slavery and aims to build an inclusive university community by enhancing the collective understanding of the Black experience at UMD.



Taking Pride in  
**QUEER**  
**LIT**  
AT THE UMD LIBRARIES

COLLECTIONS

### Take Pride in Queer Lit

In the face of rising book bans that disproportionately target LGBTQIA+ literature, we are committed to protecting and increasing the representation of Queer literature in our collections to ensure a diversity of backgrounds, experiences, and voices are reflected.

## HAVE TRANSPARENT DIVERSITY GOALS

Half of survey respondents felt they did not have enough information to judge collection diversity and felt the library has room for improvement relating to diversity. The library should be more proactive about communicating diversity goals.

**Examples:** having public meeting minutes from diversity-related meetings, centering diversity in collections

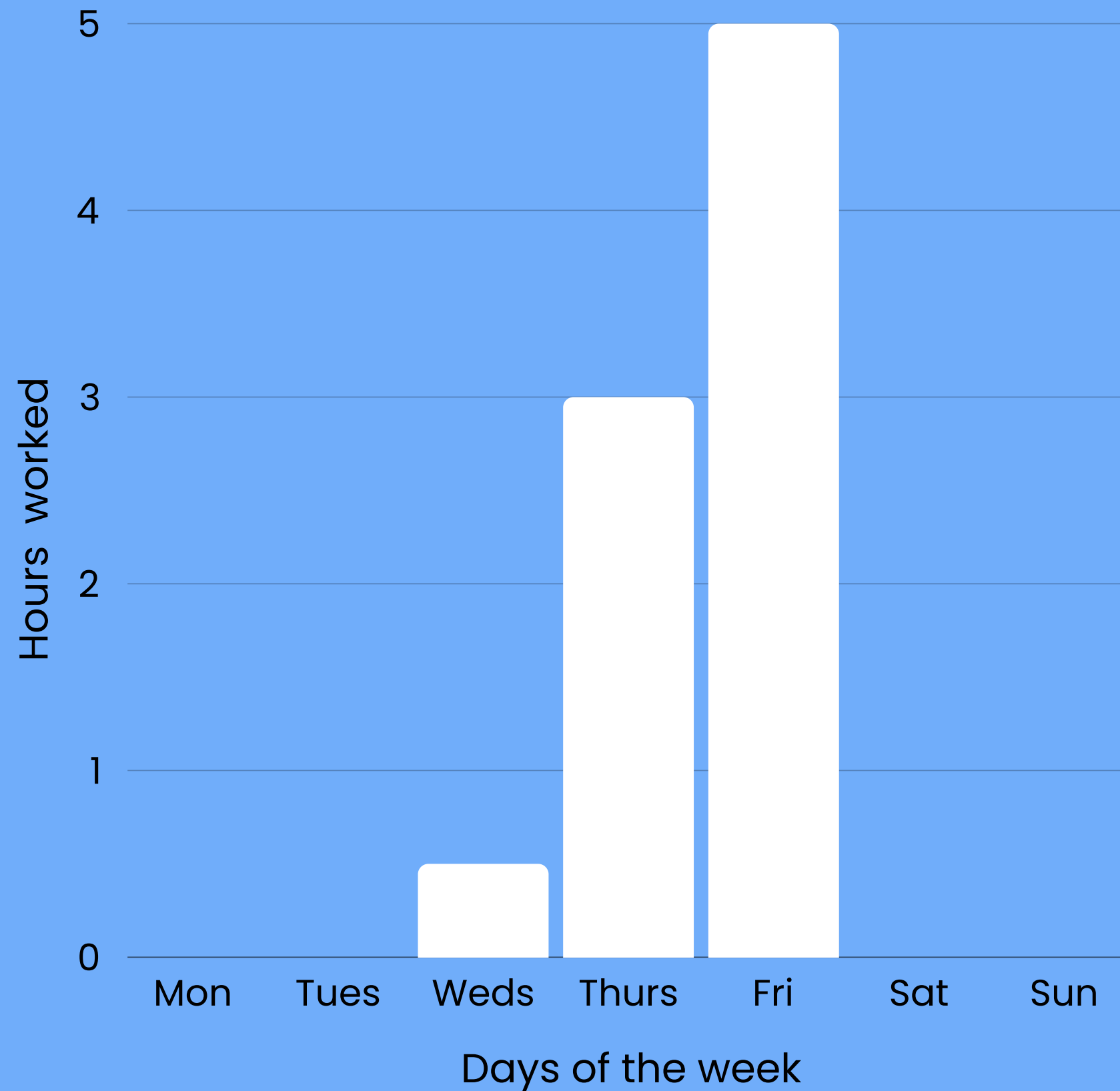


# SKILLS AND EXPERIENCES GAINED

- SPSS (basic statistics)
- UM-GPT for qualitative coding
- Project management
- Collaboration
- Writing and presenting



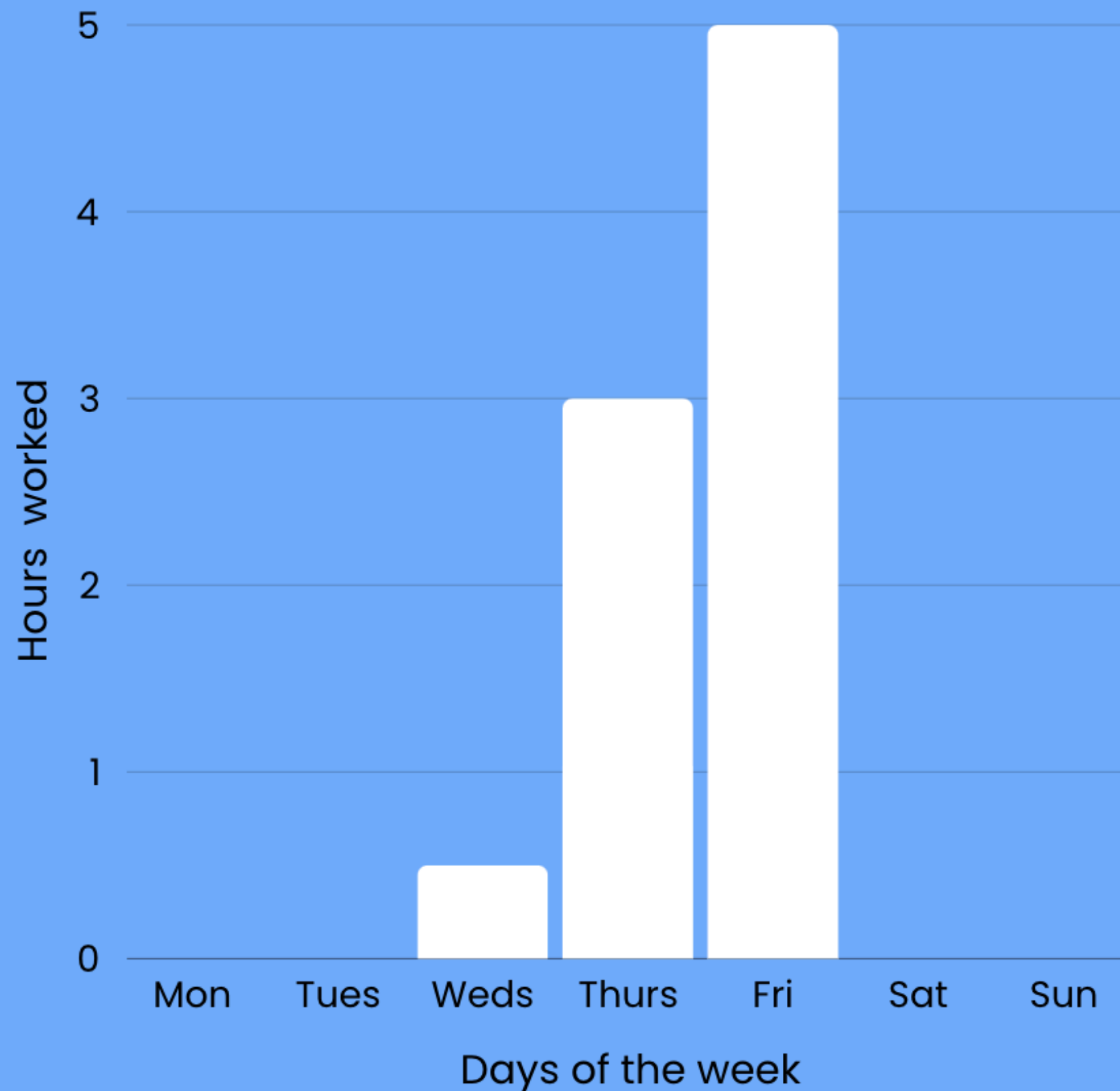
## My typical work week



## PRIMARY CHALLENGE: DON'T FEAR THE WORK

- Since the program is primarily online and asynchronous, I learned a lot about my work style!

My typical work week



## PRIMARY CHALLENGE: DON'T FEAR THE WORK

- Since the program is primarily online and asynchronous, I learned a lot about my work style!
- Most of the time, I was very dissatisfied with it.
- I learned to work *with* rather than *against* my habits to be more successful.





# OTHER LESSONS LEARNED

## STATISTICS

Statistics don't have to be overly complicated to be interesting and useful.

## PROJECT PLANNING

Intentional project planning at the start can make the rest of the project go so much easier and more smoothly.

## TEAMWORK

We all have something to learn from each other, and our ideas and feedback can help others.

## LIFE HAPPENS!

My work habits and busy summer schedule led to me sometimes becoming behind on work and that's normal and acceptable.

# WHERE ARE WE GOING FROM HERE?

- Mai and I continue working with Craig into the Fall, writing manuscript to submit to a journal
- We want to submit to related conferences (e.g., ALA, ACRL)



# THANK YOU FOR LISTENING!

Special thanks to Craig Smith, Gabriel Duque,  
and Mai Tran





**THANK YOU  
FOR LISTENING!**

Any questions?

