International students are an expanding population at universities in the United States. It is important that academic librarians understand the information needs and unique challenges of this patron group and address their needs accordingly. This study explores international students’ use of Davis Library at UNC-CH from the perspective of both academic librarians and international students. The study employed semi-structured interviews with three academic librarians at Davis Library and ten international students who have used Davis Library. The responses demonstrated areas in which the library is serving international students effectively and ineffectively, and it illustrated some of the challenges these patrons face in locating resources within the library.

Headings:

International students

Academic libraries

Reference services (Libraries)
PERSPECTIVES ON INTERNATIONAL STUDENTS’ USE OF DAVIS LIBRARY
AT THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

by
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Introduction

As academic institutions in the United States become increasingly diverse in the 21st century, libraries and librarians at these universities must adapt to the changes in the student body. With the rise of globalization in American universities, the ranks of international students have increased substantially in recent years. There are approximately 890,000 international students currently attending universities in the United States, which represents slightly less than five percent of the students in these institutions.¹ This number constitutes a seventy-two percent increase in the number of international students at American universities since the year 2000, which is an enormous level of growth for academic libraries to address.² While five percent may seem to be a negligible portion of the student body, this constitutes a substantial population that encounters tremendous challenges in all aspects of its library use and university experience.

International students attending American universities are primarily drawn from the countries of China, South Korea, and India, and arrive from large, metropolitan

² Ibid.
areas, such as Riyadh, Beijing, and Shanghai. These locales are vastly different from American universities, and the different cultural backgrounds of international students can pose challenging barriers to librarians’ interactions with these patrons. A greater understanding of these students’ experiences in American universities and libraries would enhance this population’s interactions with the academic library.

Entering a new life at a university in America is a difficult transition for every student, but this adjustment is particularly stressful for international students. This population must become acclimated not only to the culture and customs of the United States, but also to the culture of academia, and often even the English language. This has emerged as a critical issue in which academic librarians must strive to improve. American universities and the libraries at these institutions must proactively seek to address the information and library-related needs of international students to alleviate this patron population’s difficult transition to life in America. The international student’s experience with the academic library is one that is frequently hampered by confusion and information overload as a result of this population’s common lack of prior experience with a large academic library. American academic libraries’ expansive scope

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can be daunting to the international student, and they often experience a level of
library-related anxiety that inhibits their use of the facility’s resources and helpful
librarians. These students face enough difficulties in their transition to academia in
America, and academic libraries and librarians must do what they can to alleviate these
challenges.\textsuperscript{5}

In the 21\textsuperscript{st} century, academic libraries have been confronted with the need to
actively demonstrate their continued relevance on the college campus. International
students have developed as one of the primary new populations on the college campus,
due to the increase in their numbers in the last ten years. In tailoring services to meet
this group’s needs, libraries have the potential to reach new populations and establish
themselves as increasingly important to their respective institutions.

Addressing the needs of this patron population would prove mutually beneficial;
the international student’s academic experience could be enhanced, and bringing new
populations into the library would serve as a quantifiable means of expanding its market
and demonstrating the value of the academic library to the international student and
the campus as a whole. Current scholarship on international students indicates that this
population relies even more heavily on the university library than students native to the

\begin{itemize}
  \item \textsuperscript{5} David Koenigstein, "Alleviating International Students' Culture Shock and Anxiety in American Academic Libraries: Welcome, Ahlan Wa Sahlan, Anyeong Hae Sae Yo, Bienvenidos, Huan ying, Sanu Da Zuwa, Shalom, Swaagat hai," \textit{Library Philosophy & Practice} (2013):78-83,
  \end{itemize}

United States, but that the international student population is not utilizing the library’s resources and services to the fullest extent. It is therefore vital that the library make a concerted effort to reach the needs of this group that is so dependent on the library for its educational success.

International students’ information and resource needs are varied and unique, and therefore provide a substantial challenge for academic librarians and researchers. Scholarship on the topic of international students has increased in the last ten years, to account for the increase in this population’s size, but the scholarship is still trailing the rapid expansion of international student ranks. There is a need for continuous and specific research on the various demographic segments of international students and the information needs of these populations. The information and resource needs of these students are evolving at a similar rate to that of traditional American students, and research in the LIS field must reflect the nature of this changing landscape.

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A qualitative study examining potential discrepancies between the information and library needs of international students at the University of North Carolina at Chapel Hill constitutes a very localized effort to analyzing international student needs at UNC in comparison to the current resources and services offered by the libraries on campus. There are nearly 1,700 international students attending UNC, at both the undergraduate and graduate level.¹⁰

This is a substantial population, and it is important that the university library system have a closer understanding of the international students’ perception of the libraries in relation to the libraries’ actual resources and services. Illuminating current and potential gaps between existing library services and resources and the actual needs of international students at American universities can improve the performance of both parties. This improvement would manifest itself by librarians providing more effective resources and services to international students, and in this patron group’s enhanced use of the academic library. This study exploring the experiences of these students, of a variety of cultural backgrounds, serves to fill some of these research gaps.

**Literature Review**

There has been somewhat of an increase in the amount of scholarship in recent years performed on the topic of international students’ interactions with academic libraries in the LIS within the last ten years. The rise in this area of research reflects the

¹⁰ http://global.unc.edu/about/global-facts-figures/.
expansion of this patron population during this same time period; there has been a seventy-two percent increase in the number of international students at American universities since the year 2000. While there has been a recent rise in this area of research, the scholarship has not sufficiently kept pace of the increase in international student populations. More research is needed in this matter to improve academic libraries’ service to this patron group which often experiences tremendous challenges in their transition to life at an American university.

The research on this topic covers a range of facets, from international students’ information seeking behaviors to the librarian’s own perceptions of interacting with the international patron. The scholarship utilizes a variety of methods in analyzing the topic of international students, such as interviews, surveys and usability studies. The initial efforts in the LIS study of this group began primarily in the 1980s and 1990s, as international students became more common at American institutions. These early studies primarily provided an overview of the library’s responsibilities in regards to the international student and made the academic librarian aware of this emerging issue.

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Sally G. Wayman’s “The International Student in the Academic Library,” conducted at Penn State, served as one of the first articles in the LIS field devoted entirely to the topic. Her study reflected the growing population of international students in the United States in the 1980s. This article provided a basic overview of the international student’s experience in the academic library. Wayman’s work addresses key concerns in librarians’ interaction with international students, such as cultural differences, language issues, and differences in learning behaviors. This article provided a solid foundation for later work in LIS research on international students in academic libraries through its broad coverage of the topic. Her study also established the trend of articles on international students incorporating pragmatic solutions to the issues in this population’s interactions with the academic library. This topic is one of practical concern, so almost all of the research on international students includes applicable suggestions in regards to the treatment of this patron group.

Mary Beth Allen’s “International Students in Academic Libraries: A User Survey” served as another foundational work in this area of LIS research. This article has

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proven influential in this developing topic and is one of the most cited articles on international students and academic libraries according to Web of Science. The study, conducted at the University of Illinois, employs a survey to explore international students’ patterns of library use. Some aspects of the study’s results are dated in regards to technological formats, such as audiocassette use, but many of the results provide important information on this patron population’s use of the academic library, such as experience with library instruction and use of library resources of various formats. Wayman’s study and Allen’s study provided important groundwork for the scholarship that has followed in regards to international students in academic libraries. Wayman and Allen’s articles represent the important scholarship in the early years of the development of this subfield. The two studies provide some recommendations in regards to addressing this patron population, but much of their conclusions are overly basic to be of substantial use to current academic librarians. While these two articles are primarily broad introductions to the subject, they established the topic of international students in the academic library as a burgeoning issue in the field of library and information science. These articles provided context for this topic, which would be explored in greater depth and specificity by a number of researchers in the following years.

Later LIS research on international students addressed this patron population’s overall experience in the academic library setting. These studies, which rely on qualitative methods, sought to determine the reality of the international student’s interactions with the academic library, which would enable researchers and practitioners to better serve this group. The literature on international students has consistently emphasized that they are a marginalized group in academic libraries, as evidenced by their difficulties in utilizing the libraries’ resources and services, such as in the brief articles of Ishimura, Mensah, and Moeckel. Other research on the nature of international students’ use of academic libraries analyzed the complications that these patrons faced in the transition to these institutions. Ziming Liu’s “Difficulties and Characteristics of Students from Developing Countries in Using American Libraries” addressed this facet of the topic, and focused specifically on students from underprivileged backgrounds. Liu noted that Western Europeans are the international student group that typically integrates most easily into the American university.


22 Ibid, 26-29.
Hillary Hughes’ "International Students' Experiences of University Libraries and Librarians," although conducted at two Australian universities, constitutes an important contribution to this aspect of the international student at the university library.\(^{23}\) She provided an in-depth understanding of the challenges that the participants faced in their use of the academic library. The study found that international students face a steep learning curve in the academic library, largely due to their previous inexperience with a library of such an expansive scope.\(^{24}\) Later research delved deeper into the specific aspects of international students’ usage of the academic library, such as Christopher Shaffer’s “Library Usage Trends and Needs of International Students,” which revealed international students’ preference for longer library hours.\(^{25}\)

A number of studies on international students in academic libraries have focused on this population’s information seeking behaviors. Some of the scholarship has found that international students often face a level of library anxiety that is greater than that of American students. Liu and Redfern’s exploratory survey, “Information-seeking Behavior of Multicultural Students,” supports this conclusion.\(^{26}\) The study produced

\(^{24}\) Ibid, 79-81.
findings that indicated that this fear, which was primarily the result of language
difficulties, had a negative impact on the efficacy of these students’ information-seeking
process in the library. The article, however, provides little in the form of action points
for librarians, other than maintaining awareness and flexibility in their interactions with
international students.27

Other research has noted the prevalence of international students’ use of web-
based resources in Yan Liao’s user study “Information-Seeking Behavior of International
Graduate Students vs. American Graduate Students,” conducted in 2005, found that
web-based search engines were already international students’ most commonly used
information-seeking method.28 Liao’s work also produced valuable statistics on the
aspects of library use and resources that were new to international students at
American universities.29 This article provided important insight into a specific portion of
international students; many international students are at the graduate level, so it is
important that practitioners have a greater understanding of their library-related
needs.30

Sei-Ching Joanna Sin’s “Demographic Differences in International Students’
Information Source Uses and Everyday Information Seeking Challenges” provides even

27 Ibid, 352-353.
28 Yan Liao, "Information-Seeking Behavior of International Graduate Students vs.
American Graduate Students: A User Study at Virginia Tech 2005," College & Research
29 Ibid, 11.
30 Neil G. Ruiz, “The Geography of Foreign Students in U.S. Higher Education: Origins and
Destinations,” Brookings (Accessed at http://www.brookings.edu/research/interactives/2014/geography-of-foreign-
students#/M10420).
more specificity in regards to international students’ information seeking behaviors and
distinguishes the various groups within this population.\textsuperscript{31} The study analyzes the gender
differences in international students process of reaching and utilizing information, and
her findings suggest that female students experienced particular difficulties in
approaching library staff. The study found that international students do rely heavily on
online search engines, but that they also frequently use print sources. The results also
indicated that international students face significant difficulty in determining the
credibility of the information sources that they explore.\textsuperscript{32}

The articles of Liu, Liao, and Sin produced important findings on the information-
seeking practices of international students at American universities. These three studies
represent the prominent scholarship on this portion of the study of international
students in the academic library. These three articles can serve as helpful guides to
academic librarians in discerning how to address this patron group. The studies do not,
however, incorporate much analysis in regards to the libraries’ actual resources and
services, and rather focus on the international student experience specifically. A study
that analyzed the international student’s needs against the academic library’s actual
resources and services would address this research gap. While the studies included
insufficient practical suggestions for librarians in more effectively meeting international

\textsuperscript{31} Sei-Ching Joanna Sin, “Demographic Differences in International Students’
Information Source Uses and Everyday Information Seeking Challenges,” Journal of
November 5, 2015).
\textsuperscript{32} Ibid, 469-473.
students’ information needs, the articles can help academic librarians better understand the challenges that this patron group faces in their search process.

A substantial portion of the scholarship on international students is devoted towards the academic librarians’ interactions with the international student population. Research on this facet of the topic of international students is primarily aimed at exploring improved reference techniques and other communicative skills for academic librarians, and are typically qualitative in design. These studies provide important insight into the current and potential practices of academic librarians on this topic in regards to services offered to international students.

Much of the research on this topic, such as Louise Greenfield’s article "Educating the World: Training Library Staff to Communicate Effectively with International Students," emphasizes the importance of precise and clear language in interactions between librarians and this patron group. The scholarship demonstrates that the language difficulties that international students face in communicating with librarians can frequently be exacerbated by librarians’ affinity for technical jargon. Nancy Macomber’s brief “Academic library services to international students: a selected

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34 Ibid, 228.
bibliography” reinforces these conclusions. Other research provides more specificity with regards to the librarians’ use of language with this population. Dawn Amsberry’s “Talking the Talk: Library Classroom Communication and International Students,” recommends linguistic scaffolding and utilizing standard sentence structure to improve the students’ understanding of the instruction materials. This provides a very specific facet of communication with this patron group, as the other scholarship on the topic indicates these students’ need for library instruction.

These recommendations are an important contribution to the scholarship on the topic of international students in the academic library, because they address the previous research gap in regards to potential methods for library instruction for this specific patron group. These studies demonstrate that librarians need as much instruction on addressing international students as the students need on utilizing the libraries’ resources and staff, as well as the importance of assessing the most effective language of communication with this group.

David Koenigstein’s, "Alleviating International Students' Culture Shock and Anxiety in American Academic Libraries," serves as more recent scholarship on the

37 Sin, “Demographic Differences,” 469-473
38 “Amsberry, “Talking the Talk.”
interactions between library staff and international students.\textsuperscript{39} As with Amsberry's article, Koenigstein's work consists mostly of recommendations in regards to the librarians' interactions with international students, but it does not incorporate its own research.\textsuperscript{40} This reflects something of a trend in regards to LIS research on the topic of international students: some of the scholarship seems to place a greater amount on practical advice based on the author's experience, rather than on formal research conclusions based on data.

The Greenfield, Amsberry, and Koenigstein articles represent a concerted effort to focus directly on improving the academic outcome of international students by enhancing the library's services for their use. While these articles are lacking in their own production of data and results, they serve as pragmatic scholarship for practitioners in the field.

A smaller proportion of the scholarship on this topic is devoted specifically towards improving reference services to international students. Reference services are critical to effective use of the library's resources and services, and navigating these facets of the library can be especially confusing for international students. As the previously mentioned research indicated, effective reference services are critical to the


\textsuperscript{40} Ibid, 80-83.
academic outcomes of international students, so more scholarship is needed on this topic. Curry and Copeman’s “Reference Service to International Students: A Field Stimulation Research Study” study produced findings that indicated that the librarian’s approachability before the interaction and patience during the interaction were critical to the success of the reference interview.\(^{41}\) This field study analyzed interactions between reference librarians and international student patrons in an effort to determine the effectiveness of the library’s service to this population. The article utilized an effective research design to produce findings that are valuable in regards to specific reference interactions with international students in the academic library setting, and it therefore stands as a particularly valuable example of an effective methodology in analyzing this patron group.

Many international students hail from Asia, so much of the LIS research on this topic has focused on this particular demographic. Cuiying Mu’s "Marketing Academic Library Resources and Information Services to International Students from Asia" identified plagiarism as a key issue in addressing international students’ information needs, and it recommended the implementation of library websites devoted specifically to this patron population.\(^{42}\) The article also includes a number of invaluable recommendations on improving the international student’s experience in the academic library, such as information literacy instruction sessions, search strategies, and proper

\(^{41}\) Ibid, 415-418.
citations techniques. Munda and Gray’s “Meeting Them Where They Are: Marketing to International Student Populations in U.S. Academic Libraries” provides important context and guidance in regards to providing outreach to international students, and it incorporates collection development into its recommendations, which the other articles surveyed did not include. Mundava and Gray’s article, while not as structured as Mu’s article, therefore provides a different perspective on this aspect of international students and the academic library.

Mu’s article reflects that geographically specific articles on this topic heavily favor Asian international students. No articles focusing specifically on European students were retrieved in this search process, although this is likely due to the fact that European students typically have the smoothest transition to the academic library of the international student population, as Koenigstein stated. While it is not unreasonable that so many of the articles on international students emphasize Asian students, an increase in scholarship in regards to other portions of the international student population would be profitable. There seems to be a particular need for an increase in research on students from the Middle East and Africa.

The articles of Curry, Mu, and Mundava are targeted at reference practitioners in the field who have frequent interactions with this patron population. Reference

43 Ibid, 574-576.
45 Koenigstein, “Alleviating International Students’,” 78-83.
interviews are one of the primary interactions that international students have with the academic library, so it is critical that the reference librarians be equipped to effectively communicate with this group. While there are other articles that incorporate reference services as aspects of their research questions, these three articles are the primary literature focused solely on reference services to international students. However, there is currently insufficient scholarship from the international students’ perspective on potential rifts between their library-related needs and the academic library’s actual current service of their needs. Further research into this specific aspect would prove beneficial this field and ultimately to the practice of librarianship.

The topic of international students and intellectual property is one that has been thoroughly addressed in LIS research, particularly in recent years. The scholarship has not reached a consensus in regards to the extent of international students’ understanding of standards of intellectual property and citation. Much of the literature has indicated that international students have a different understanding of plagiarism and proper citation methods.\(^{46}\) Some recent scholarship, however, has found that international students have a greater comprehension of the rights of intellectual

property than was previously believed.\textsuperscript{47} This topic needs little further research at the moment other than to potentially explore whether international students truly have a more complete grasp of plagiarism and citation than has been presumed.

The specific research question of this study is: \textit{What do international students’ experiences with Davis Library at UNC reveal about possible discrepancies between the needs of this patron group and the services and resources provided by Davis Library?}

As this literature review has demonstrated there are studies that assess the international students’ information needs and information seeking behaviors. There are also articles that address academic libraries’ policies and efforts in addressing international students’ information and library-related needs. There is, however, insufficient scholarship that attempts to connect these two factors. The expanding numbers of international student from various geographic and cultural backgrounds necessitates further analysis and research into this topic. My master’s paper serves as an effort in this regard.

\textbf{Methods}

The study utilized qualitative methods to address the international students’ use of Davis Library at UNC, and it analyzed this topic from both the students’ perspective as

well as the librarians’ perspective. The study employed in-depth interviews from both sides of this issue to create a stronger link between the two groups to understand the ways in which the international students’ library uses from the perspective of both parties. In-depth interviews with international students provided a qualitative perspective on the experience of international students in Davis Library, with regards to the use of the facility, its staff, and its online resources. The use of interviews to explore the international students’ experience was chosen to address and draw out complexities of this topic that would be less evident with the use of surveys or other related methods.

Interviews with Davis librarians provided a greater understanding of the services offered to international students. These interviews were necessary due to the lack of information on this issue on Davis Library’s website, or on the UNC Library website as a whole. Interviewing both the international students and the librarians in a specific institution served as a new endeavor in the topic of international students and the academic library, and it represented an attempt to improve the service of this often marginalized patron group in a genuinely impactful way.

The use of interviews is a method that has been frequently employed in the study of international students and the academic library, because it is particularly appropriate in describing the intellectual and emotional confusion that this patron population can face in the use of the library. Studies such as Ziming Liu’s Liu’s “Difficulties and Characteristics of Students from Developing Countries in Using American Libraries” have utilized an in-depth interview approach to addressing this
topic. The author received IRB approval (IRB Study #16-1959) to complete the study using human participants.

Sampling

In regards to the sampling of the librarian population, the author employed purposive and snowball sampling. For the purpose of this study, several staff members of Research and Instructional Services department at Davis Library agreed to participate in this interview process. These librarians are ideal participants for the library perspective of the study due to their role in the reference services performed at Davis Library, which is the specific focus area of the study. Davis Library was specifically chosen due to its role as the central and most expansive library on UNC’s campus. The author’s previous interactions with one of the librarians in the sample indicated this participant’s knowledge of the department and understanding its overarching goals and services. The two other librarian participants were recruited through snowball sampling methods, and these librarians serve in the Research and Instructional Services department and are thereby qualified to speak on the topic of international students.

The first participant is an administrator in Research and Instructional Services, the second is an area studies librarian, and the third is a librarian who regularly provides reference services at the Service Desk in Davis Library. All three librarians in the sample are very experienced in reference services; one librarian has been at Davis for over ten years, and the other two participants have been at Davis for over twenty years. Further
identifying information is not included in the paper to ensure the confidentiality of the participants.

The sampling of international students at UNC for the purpose of conducting in-depth interviews involved a concerted effort to sample students from a variety of disciplines and cultural backgrounds, and at both the undergraduate and graduate levels. The study included the goal of recruiting students from Asia, the Middle East, and Africa. The Middle East and Africa were chosen because these two areas have largely gone unexplored in the research on this topic. Asia was chosen because such a substantial portion of the international population originates from this continent. Gender and age were not considered as factors in the sampling process. The selection of international student participants will also constitute purposive sampling, as it entails seeking a particular group of the student body.

The researcher attempted to recruit these participants through representative organizations on campus, such as International Friends, Asian Students Association, and the Arab Student Organization. The researcher contacted leaders of these organizations in the hopes that they would relay the purpose and potential value of my study, but the researcher stressed the importance of avoiding compulsion in this process. Because much of my research focus is on the interaction with Davis Library in its physical sense, online learners will not be the focus of this study. Ultimately, the researcher had to employ snowball sampling, due to the ineffectiveness of contacting of these student organizations. The researcher supplied $10 gift card incentives to the international
student participants to encourage participation in the study, but these incentives were not provided to the librarian participants in the study.

The study utilized these numbers of participants due to the time constraints of the research process. Ultimately, this study involved interviewing nine students from China and one student from Colombia. There were six female international student participants, and four male participants. While the sampling lacked diversity with regards to nationality, there were diverse disciplines represented. There were four participants in the School of Education, three participants in the Statistics, one student in Nursing, one student in Computer Science, and one student in the School of Information and Library Science. Nine of the international students interviewed for the purpose of this study were at the graduate level, and only one student was at the undergraduate level.

Interviews

The interviews followed the basic format of introduction, warmup, main body, cool-off, and closure. The interviews with two or three Davis librarians were constructed in semi-structured format in order to address the research question as well produce valuable findings that were not expected. This format was chosen to explore depth of the librarians’ experiences with and expertise in interacting with international librarians.

students.\footnote{Anne Galletta, \textit{Mastering the Semi-structured Interview and Beyond: From Research Design to Analysis and Publication} (New York: New York University Press, 2012), 15-20, 70-77.} The questions concerned what resources and services Davis Library, particularly Research and Instructional Services, provide international students. They included questions on what needs these students commonly express, and of what resources they are typically unaware. The questions addressed what difficulties the librarians commonly face in their interactions with international students and if there are potential means of reaching the international students’ needs that are not currently being utilized in Davis Library. The interviews also included questions on which marketing tools the library has employed with regards to international students, and which of these approaches has been effective or ineffective.

The international student interviews were also conducted in a semi-structured format to obtain appropriately structure responses but also to produce valuable responses that were unplanned.\footnote{Wildemuth, \textit{Applications}, 232-241.} This format was chosen to determine the “lived experience” of international student with regard to their use of the library and for its potential to produce findings that are not expected or anticipated.\footnote{Galletta, \textit{Mastering}, 9-15.} The interview format provided opportunities for topically relevant free discussion. Through this means, the interview revealed a portion of this patron group’s experiences with Davis Library. The interviews included questions on the students’ most frequently used
sources at Davis Library and in the Research and Instructional Services department. The interviews addressed which sources are most helpful for the students, and which resources they found the most difficulty in using. The interview process also incorporated questions on which of the outreach methods targeted towards international students were most effective. The interviews lasted an average of approximately 45 minutes from opening to conclusion.

Results

Three reference librarians in Davis Library and ten international students at UNC were interviewed for the purpose of this study. After the completion of the interviews, the responses were transcribed and were analyzed for comparison between the two groups. The interview results were checked for common experiences between librarians and international students as well as potential discrepancies between what the library strives to provide the international students with regards to resources and services, and the actual nature of international students’ experiences with the library, from the students’ perspective. This analysis explored both the positive aspects of the students’ experiences as well as potentially negative or non-ideal experiences of this group with regard to Davis Library. The examination of the international students’ perspective on positive facets of the library is equally valuable, because it can provide insight into the current strategies that are having the most positive impact on this patron group’s use of Davis Library.
The interview process yielded response that were a mix of expected and unexpected experiences and perspectives of both academic librarians and international students with regards to this patron group’s experience in Davis Library. The interviews produced common themes within each sample group, and there were common themes crossing the two sample groups as well. There were, however, some discrepancies between the librarians’ perception of international students’ experience of Davis Library and the experiences of the members of the international student sample group.

**Academic Librarians**

The three reference librarians interviewed in this study had similar experiences with international students in the course of their extensive careers, despite their substantially different roles in Davis Library. The interview process involved standard questions regarding the librarians’ level of experience specifically in Davis Library, their experiences with international students, their goals for serving international students, and advice for academic librarians in addressing this patron group’s needs. The interviews were semi-structured to enable the interview to yield responses that were not expected and to provide participants with the opportunity to express issues that were not addressed in the standard questions.

Through the course of the interviews with the Davis librarians, several common themes emerged in regards to interactions with international students in Davis Library. The area studies librarian had more extensive experience with international students and therefore possessed a more intricate understanding of
interactions with this patron group. The administrative reference librarian had a more overarching understanding of the reference department and was thereby more authoritative on the trajectory of the department. The other reference librarian had substantial experience in working at the reference desk in Davis Library, which provided a perspective on the initial contact with international students and of librarians who facilitate this interaction.

One important theme that emerged from the interviews with reference librarians at Davis was their overall comfort in interacting with international students in reference interactions. All three librarians stated that their experiences with international students were positive, and that they had never felt any awkwardness or discomfort in these exchanges. One librarian noted that the only true awkwardness she experienced with international students was the feeling of being incapable of fully conveying the resources and services that the library can offer to international students. While not a case of awkwardness, the administrative librarian stated that she was surprised when she first began working at UNC by the difficulty in connecting with international students on campus. She attributed this difficulty to the layout of campus, with specific disciplines, such as health sciences, being more secluded from the central part of campus. The only specific negative experience with an international student involved the area studies librarian. One particular student had become so enthusiastic in his use of the global studies area of the library, that he had begun to use this area as a regular area for casual relaxation. In this way, he had become overly familiar, and the
area studies librarian was forced to explain that the global studies area of the library was for research purposes.

That this was the only situation of discomfort for the three librarians serves as a positive indicator for the reference librarians of Davis with regards to willingness to serve international students. It is also interesting that the only specific instance of awkwardness occurred with the librarian who was of the same nationality and who spoke the language of the international student in the situation. The librarians indicated that international students are often extremely grateful for the librarians’ help, which stems from their previous inexperience with reference services, or with appreciation for the unique resources provided by the UNC library system.

Two of the three librarians interviewed indicated that the language barrier has not had a significant impact on their ability to convey the resources and services that the library can offer them, except with regards to hindering being able to fully describe the resources and services that Davis Library can provide to students. The more nuanced aspects of library services were the most difficult to convey to this patron group. The administrative librarian cited interlibrary loan as a specific resource that can be difficult to explain to an international student who is not accustomed to the Western academic library environment and services. The area studies librarian and the administrative librarian stated that complex library jargon can often be a barrier to effectively articulating the library’s resources to international students.

Another significant theme that emerged from the interviews with the reference librarians was the lack of measurement of outcomes in international students’ use of
the reference services provided at Davis Library. This included lack of current measures and no plans to implement measurements in the future. The administrative reference librarian explained that these measurements are not feasible with regards to this patron group. The readings consulted for this study also made no mention of this issue in the context of this patron group. Despite the means of measuring academic outcomes of the research interactions with international students, the area studies librarian stated emphatically that there would be no outcomes without the help of the academic librarians.

In regards to establishing lasting relationships with international students, the area studies librarian has experienced the most success. She has established a number of relationships with individual students and also with specific international student organizations on campus at UNC. The reference desk librarian indicated that he had not established any significant or lasting research relationships with international students. The administrative librarian stated that most international students were directed towards the area studies librarians to provide reference services that can often be conveyed in the international student’s native language.

The administrative librarian also suggested that the majority of international students on campus were in the Health Sciences portion of the UNC-CH campus, and she cited this fact as an obstacle to establishing lasting research relationships with this patron group in Davis Library specifically. She further stated that UNC-CH is a somewhat divided campus, and that it has a low number of international students, which serves as a hindrance in reaching this group in Davis Library specifically.
The interviews produced responses describing a number of resources and services that Davis Library targets towards international students. The administrative librarian explained that the library had previously participated in coffee hours and info-fairs for international students in the interest of reaching greater numbers of this patron group. This librarian, however, observed that these efforts had been poorly attended and she believed that they were ineffective in achieving their goals. She asserted that the most effective resources and marketing efforts are those which closely relate the library to the students’ coursework.

The administrative librarian stated that Davis Library has partnered with the Writing Center and its ESL specialists with regards to instructing international students on writing techniques, writing in a second language, and similar issues. She noted that the issue with international students with regards to plagiarism is more complex than mere cultural differences on the concept of intellectual property. This librarian explained that, in practice, these students often lack the English language skills to incorporate other writers’ ideas in a manner that does not constitute plagiarism. She also observed that it could be potentially more convenient for international students if the Writing Center was housed within Davis Library, which would ease access for this patron group. In regards to Davis Library’s partnership with the Writing Center, the administrative librarian emphasized the importance of tapping into the existing structures on campus to reach this patron group.

The interviews demonstrated that the Global Resources and Area Studies department of the library, located on the first floor of Davis Library, serves as an
essential resource for international students. The area studies librarian, however, made it clear that the area studies collections and services were not specifically geared towards international students. This department incorporates collections and librarians in a variety of areas, including East Asia, the Middle East, Africa, and more. These collections consist of fiction and nonfiction in a number of languages in these diverse geographic areas. The area studies librarian explained that these collections can provide value to international students beyond the academic realm, as in the case of pleasure reading. The Global Resource and Area Studies department has also launched social media accounts specifically for East Asian users.

In regards to the most important resource for international students in Davis Library, the area studies librarian asserted that the librarians were the most important resource. She explained that the reference librarians are critical to helping these students, who are often novice users of academic libraries in America, to become acclimated to the vast resources in the large university library environment. The administrative librarian supported this with her statement that one of the most valuable resource that the Davis Library can provide is the librarians meeting the international students where they are, with regards to campus organizations and integrating the library’s resources and staff into these students’ coursework.

When asked if they had any advice for academic librarians in serving this population, the reference desk librarian and area studies librarian emphasized the importance of being open and welcoming. The area studies librarian noted that approaching the reference desk can be daunting for international students, especially in
cases that the reference librarian is of a different nationality or ethnicity than the student. She explained that it is therefore vital that these librarians present a readiness to help these patrons with their research needs. She stated that initiating eye-contact can be important to demonstrate that the reference librarian is not too busy to address the needs of the patron, as international students are especially reluctant to interrupt the librarian in this scenario. This librarian also suggested that including reference librarians of diverse ethnicities at the service desk would enhance the international students’ comfort in approaching the reference desk.

The administrative librarian, taking an overarching view of the question on advice, reemphasized the need for reference librarians to utilize the existing structures on campus to meet the international students and to demonstrate the value of the library to these patrons’ coursework.

With regards to future goals for serving international students at Davis Library, the three librarians primarily expressed the goals of continuing the library’s current services. The administrative librarian stated that she wanted to continue to determine which classes international students at UNC-CH are taking and to construct instruction sessions and consultation around those classes. This librarian stated that the removal of coursework from efforts to reach international students will often make the library seem irrelevant to these students. She explained that the Health Sciences Library is effective in those endeavors. The reference desk librarian merely stated that he wanted to be open and welcoming to international students who use the service desk. The area studies librarian stated that she wished to continue to reach international students and
increase these connections through the campus organizations. She also expressed a
desire to improve international students' sense of welcome in their use of the library, its
staff, and its resources.

These three librarians of diverse responsibilities within Davis Library yielded
responses that revealed certain similarities and differences with regards to their
perspectives on serving international students in the library. All three librarians felt
comfortable in their interactions with international students, and any discomfort was
minor or related to inability to fully express the library’s value. The librarians concurred
on the importance of the academic librarian to the success of the international student
on campus and in the library.

The administrative librarian and the area studies librarian emphasized the
importance of meeting international students where they are, the administrative
librarian focusing on addressing coursework and the area studies librarian on reaching
international students through campus organizations. In this way, these two librarians
agreed on the utilization of existing structures on campus to encounter these students.
The three librarians primarily wished to continue to be effective in their current efforts
with regards to international students, and did not express any specific goals for new
means of reaching this patron population.

The three librarians did not have any substantially differing perspectives on
serving international students in Davis Library. The differences in their views on serving
these patrons were manifested on the aspects of services or outreach that they
emphasized. The administrative librarian placed a greater focus on constructing
instruction sessions and consultation around coursework, reflecting her overarching view of the department and its services to international students. The area studies librarian provided a greater emphasis on the value of the collections to international students, as well as fostering individual relationships with these students, which demonstrates her more personal role in interacting with international students in the Global Resources and Area Studies department.

**International Students**

The process of interviewing ten international students for the purpose of this study yielded some expected and unexpected results. The interviews were performed over the course of four weeks, and all of the interviews were performed in the private study rooms of Davis Library. The study rooms were reserved under the researcher’s name to preserve the anonymity of the participants. The interviews were initiated by recording basic information regarding gender, the participants’ discipline, and level of study. The participants were questioned with regards to their use of Davis Library’s facility, resources, and services.

The interviews produced a diverse range of responses with regards to international students’ frequency of visits to Davis Library as well as their preferred time of study during the day. A plurality of the international students interviewed stated that they typically studied in Davis Library in the morning or early afternoon, but this did not reflect an overall trend in the sample. Some students stated that they chose earlier hours to study, because these times were less crowded in the library, but the students
primarily chose to study during certain hours based upon their class schedule. A student said that he preferred to study later at night, because the library is less crowded during this time and it is therefore better for his study purposes. One student stated that she typically studied in Davis Library at night, because this was the only time that could fit in her schedule. There was no common thread regarding the specific days that students preferred to study in Davis Library, but each student tended to use the library on specific days during the week. For example, one student typically studied on Monday, while another tended to use the library on Monday, Tuesday, and Thursday.

Several of the students interviewed reported that they used Davis Library twice per week. Four students stated that they use the library every weekday, and three of these students reported that they visit the library on many weekends. The other student who uses the library every weekday noted that she did not typically visit the library on weekends due to difficulty finding parking nearby during these days. One of the student who visits Davis Library on the weekend suggested that the library should be open for longer during the weekend. A plurality of the students preferred to study on the higher floors of the library, from the 6th to 8th floor. Several of the participants stated that they preferred the higher floors because they are less crowded and therefore less noisy than the lower floors.

One student did say that she prefers to study in the first floor reading room by herself. She explained that she likes to study by herself but be surrounded by people while doing so. Another student stated that she typically used the 4th floor for her study purposes. One student explained that he uses the bottom floors for simple tasks, such
as reading a book or checking his email, but he uses the higher floors for more serious study and for group work. One student preferred the enclosed study rooms because these rooms are quieter and eliminate distractions from movement outside of the room. He stated that these rooms can be helpful for relaxation and entertainment as well as studying. The students interviewed tend to study in the library for approximately four hours at a time, and they typically visit the library by themselves. The students’ instances of visiting Davis Library with other students were typically in cases of working on group projects, and these instances tended to involve visiting the library with a mixture of international students and American students.

When asked about their overall experience using Davis Library, all ten of the international students interviewed responded that their experience has been positive. Several students also had experience with NC State’s libraries, especially the Hunt Library. One student stated that Davis Library provides excellent services. Another student was particularly enthusiastic about the library, and described it as “fun.” She said that she agreed with a saying that she heard, which states: “If there is a heaven, it must look like the library.” Two of the students mentioned that the Hunt Library was superior in its technological capabilities, but one student stated that he preferred the open stacks browsing at Davis Library. Another student stated that he appreciates the atmosphere of Davis Library, because the students in the library are very private, which he prefers.

Despite the overall positive experience in Davis Library, the international students did suggest that the library was insufficient in technology used by students.
One student stated that the inclusion of more multimedia resources, such as those found in the Hunt Library, would be useful. He specifically suggested the incorporation of audio room and a movie room within Davis Library. Three students mentioned that the computers available for use on the first floor were poor and outdated. One student said that the slow computer that he used on the first floor hindered his ability to complete a project. A student stated that it would be helpful for there to be a computer on each floor to search for materials, but it should be noted that each floor of the library already has such searchable computers. Despite the concerns about the quality of technology in Davis Library, one student stated that he prefers studying there, rather than at home, because the internet speed in Davis Library is superior to that in his home.

One student who also had experience at the House Undergraduate Library at UNC stated that she has no difference in feeling between the Undergraduate Library and Davis Library. Another student explained that a fellow international student informed him that Davis Library was a better environment for studying than the Undergraduate Library. Approximately half of the international students learned about Davis through naturally seeing it on campus, through friends or merely seeing the library while traveling on campus.

Several other students heard about the library through friends, another student learned about it through her departmental orientation, and a third participant learned about it through the library website. Several of the students mentioned that an orientation program at Davis Library targeted at international students would be
helpful. One student suggested that this should be mandatory due to international students’ inexperience with a large research library, and another student stated that these orientations should be employed by the library contacting the various departments on campus.

The students interviewed had a primarily positive view of Davis Library as a facility. Several of the students specifically mentioned the climate and temperature of the library, and they expressed satisfaction with the temperature. One student stated that, in her home country’s library, there is no heat in the winter, so she felt much more comfortable in Davis Library. The students had positive responses regarding the study rooms, although they felt that there were too few of these rooms, and they also expressed desire for a greater number of enclosed study spaces.

One student mentioned that the study rooms are insufficiently soundproof and that students nearby can easily hear the noise from the study rooms. One student stated that the process of reserving a study room is overly complicated, in that it necessitates that all members of the study group be present to receive the keys. The international students’ primary issue with Davis Library as a facility was regarding the quality of the bathrooms within the library. The students felt that the bathrooms were too dirty and that the trash bags in the garbage cans are not replaced frequently enough, and one student suggested that this was due to insufficient janitorial staff in the library.

The students had little experience with librarians in Davis beyond the basic exchange of checking out and checking in books. Most of the students were not aware
of reference services, and did not know that librarians could help them in locating resources for their research. Two students have had interactions with librarians in Davis, one in person, and another through online chat. The students who had interactions with librarians in Davis, reference or otherwise, stated that the librarians were courteous and helpful. The international students overall, however, have not established meaningful relationships with librarians in Davis Library.

In regards to their use of the resources at Davis Library, the students primarily utilize textbooks, e-books, and databases. Several students expressed appreciation for the extensive foreign language resources housed in Davis Library. Many of the students utilized the Chinese language resources in their study, and they stated that their home country libraries did not include many foreign language resources. When asked if the library has provided them with resources that improved their lives in nonacademic aspects, two students stated that they use Davis Library’s materials for non-academic purposes such as pleasure reading. These students used both English and Chinese language books for pleasure reading.

The international students using Davis Library found that the library typically has the resources that they need, although one student did note that, in some cases, she was only able to see the abstract of an article. Two student stated that they appreciated all of the resources that the library provides because it eases their financial strain, especially regarding the availability of textbooks. One student did suggest that the library possess newer versions of textbooks as well as additional copies of popular materials.
Three of the international students interviewed responded that they have had instruction in intellectual property and citation practices at UNC. One of them received instruction through the UNC Library website, and another student stated that he was given citation instruction by a professor at UNC. The student who has a background in information science stated that RefWorks provided all of the instruction that she needed on citation. The student from Colombia stated that the citation style in his home country is different than the style he has had to use in America. Many of the students explained that citation practices are either not common in their home country or merely not strictly enforced. One of the international students interviewed suggested that the library should include a schedule of instruction sessions on intellectual property and citation on the homepage of the library website.

The international students interviewed gave a variety of responses regarding the most difficult aspect of adjusting to the academic library in the United States. The students primarily expressed confusion regarding resources or aspects of the library with which they have no previous experience. One student stated that he did not even know how to check out a book in Davis Library. Two students stated that they do not understand the function of the Odum Institute or the Research Hub, both located on the second floor of Davis Library. One student stated that there were no resources of this nature in her home country university, and she also stated that her home country library did not provide the ITS services found at UNC.

A student stated that the nature of special collections at UNC are different than that of her home country, although she did not explain in what manner they are
different. Another student stated that he did not understand the services that librarians could provide to students with regards to study and research, and he expressed a desire for the library to provide information targeted specifically towards international students regarding the resources that are available to them in Davis Library.

The international students interviewed primarily found the library website easy to use. None of the students felt that the language barrier was a hindrance with regard to their use of the library website. Two students felt that the interface for the student account is unwieldy and outdated, another student found the book request system confusing, and two more students noted that the interface for renewing books is not user-friendly. Two students stated that their primary difficulty in using the library website is in knowing where to begin to look for certain resources or how to locate certain resources on the website.

Regarding aspects of Davis Library that are better than their home country library, the students primarily responded that the library is better in almost every way than that of their home country. Two students noted that the furniture in Davis Library is more comfortable than the library in her home country, but another student felt that the furniture in Davis Library is out of date. Several students noted that there are many more private and group study rooms in Davis than in their undergraduate university library. One student stated that Davis Library is better than her undergraduate library because she can eat and drink in Davis Library, but another student specifically noted that Davis Library is superior, because people in her home country library would often eat food that had a strong odor.
The students overall stated that Davis Library has much more room for their study purposes, and one student stated that her home country library was overcrowded. One student stated that the library in her home country included unwanted distractions, such as people confronting her and asking her to take surveys. Two students stated that the speed and quality of the interlibrary loan service at Davis Library is superior to that of their undergraduate library. Several students reiterated that the temperature of Davis Library is much better than their undergraduate library, and three students reiterated that the inclusion of foreign language books was much more extensive than in their home country library.

The students expressed that the library contains more of essentially every type of resource than their undergraduate library, except with regards to technology. Despite the issues with technology, one student did state that the printing service in Davis Library is better than her undergraduate institution, and she felt that the inclusion of printing money was especially helpful.

Regarding aspects of Davis Library that are inferior to their undergraduate library, the students had little complaint. Some students even responded that no aspects of Davis Library are worse than their undergraduate library. One student stated that the inclusion of a self-checkout station in her undergraduate library was better than Davis Library, although it should be noted that Davis Library had incorporated a self-checkout station near the service desk prior to the process of interviewing this participant. Several students noted that the LC classification system presented a difficult adjustment to them in their transition to Davis Library, and one student suggested that
the library should incorporate an instruction session for international students on the classification system used in Davis Library.

When asked if they had any further suggestions for Davis Library’s service to international students, the participants responded with an interesting variety of answers. One student suggested that the library include more foreign language versions of textbooks. Several students stated that a library orientation session targeted specifically at international students would be helpful. One student proposed that Davis Library should hold more academic events, such as TED talks. Another student suggested that Davis Library could include a gallery for student work, such as art and photography.

Two students recommended the inclusion of a monitor near the entrance describing library news, new resources at the library, and campus news, and one of these students explained that this represents communication between the company and the customer. A student noted that more bilingual librarians would be helpful, and that instruction sessions for international students on search strategies would improve her research. Several students proposed that the library should be open longer hours. Another student stated that she would like for the library to be open on holidays, and she explained that many of her international student friends share this opinion with regards to Davis Library.

The process of interviewing ten international students demonstrated common themes as well as the diversity of experiences in Davis Library within the international
student community. The responses yielded no consistency with regards to frequency or specific times of using Davis Library within the sample population. The participants had little experience with regards to interactions with librarians in Davis, beyond the basic actions of checking in and checking out books, and they had little understanding of the manner in which librarians could help them. They did, however, agree that their interactions with the librarians in Davis had not included any level of awkwardness.

The international students were overall dissatisfied with the level of technology in Davis Library, but they were primarily pleased with the library as a facility, especially with regards to the amount of study rooms and study areas. Some students did disagree about the quality of the furniture within the facility, but the students were commonly disappointed with the quality of the bathrooms within the library. The students became aware of Davis Library through a variety of means, from the library website to recommendations by other international students.

The students expressed an overwhelming opinion that Davis Library was superior to the library in their home countries, particularly in the quality and atmosphere of the facility and level of resources housed therein. The students interviewed proposed the addition of a number of resources, although some of the resources are actually already in place in Davis Library. The students had a positive view of the library website, but some students expressed dissatisfaction with the interface of user accounts. The students had difficulty in adjusting to the LC classification system used in the library, and many of the students experienced confusion as to where to begin to look for resources within the library or on the website.
Analysis

The librarians and international students interviewed for this study had common experiences and differing experiences regarding this patron group’s use of Davis Library. Both the international students and the academic librarians interviewed believed that international students are well-served within Davis Library as a whole. Both international students and the academic librarians agreed that they had experienced no substantial awkwardness in dealing with the other group. The international students had some difficulty in knowing where to begin to look for certain resources in Davis Library and on the library website, and the academic librarians experienced some complication in being able to communicate the full extent of the resources and services available to international students through the library.

The students and the librarians both expressed the value of utilizing the existing structures on campus to reach this patron population. The international students felt that orientation programs conducted through their various departments would be the most effective method of demonstrating Davis Library’s resources and services, while the academic librarians stressed the importance of utilizing the Writing Center and the international student organizations on campus in this effort.

The academic librarians interviewed expressed confidence that the human resources within the library are the most valuable component of the library services to international students. These human resources include Davis Library’s efforts with the Writing Center regarding international students, as well as the librarians in the Global
Resources and Area Studies department and the Research and Instructional Services department. These librarians emphasized these resources, and placed less weight on the facility itself and the collections, although they did state the importance of the foreign language materials housed in Davis Library.

The international students, however, tended to view the facility and the collections of Davis Library as most important to their academic success. The students interviewed for this study had little interaction with the librarians in Davis Library, and they typically felt that the study areas and rooms and the textbooks and online databases were the most important aspect of their use of Davis Library. These international students were not aware enough of the function of academic libraries with respect to students’ research and information needs to express substantive opinions on the quality of the librarians’ service to international students in Davis Library.

The librarians interviewed did not address the technological needs of international students, beyond the area studies librarian’s explanation of the implementation of social media accounts aimed at international students. Many of the international students interviewed expressed technological improvements as an area of potential growth for Davis Library with regards to serving this patron group.

**Discussion**

There are a number of limitations that accompany this study. The study focused on one specific library within the large library system at the University of North Carolina at
Chapel Hill. The study is limited in that it drew upon a small sample size of both international students and academic librarians, due to the time constraints of the study. The study was limited in that it was unable to incorporate students of the regions that were hoped to be reached, such as Africa, the Middle East, and India. The students were drawn from only two countries, and nine of the students were from one country. The study is also limited in that it merely addresses the needs and uses of international students who already use Davis Library, and it does not explore the needs or inhibiting factors of international students who do not use the library.

Despite the lack of diversity with regards to the nationalities of the students interviewed, the students did represent intellectual diversity in the variety of their academic disciplines. The inability to recruit more than one undergraduate international student may indicate that there is somewhat of a division between international students at the undergraduate and graduate levels. The snowball sampling process used in this study to recruit international students demonstrated the interconnectedness of the international student community at the graduate level, especially in community of Chinese students at this level.

The most surprising result of the interview process was the disparity between the academic librarians’ perspectives and the international students’ perspectives regarding the most vital resource to this patron group’s success within Davis Library. It may be true, as the administrative librarian and area studies librarian suggested, that the human resources available to international students in Davis Library are the most important resource to this patron group. The international students interviewed,
however, were not aware of the function and value that academic librarians can provide to the students’ academic endeavors. Some of the resources that the international students suggested should be incorporated into Davis Library are actually already in place, such as the self-checkout station and the searchable computers on each floor of the library. This suggests that there needs to be more effective measures to convey these resources to international students.

The interviews with international students also demonstrated the diversity of experience and perspective within the international student community. Some students viewed Davis Library as a fun place that has value to their lives beyond the academic functions, and other students possessed a more utilitarian view of the library. The students utilize the library extensively, typically spending hours at each visit to Davis, and this presents ample opportunity for the students to employ the full resources and services offered within the library. It is encouraging that both the academic librarians and the international students interviewed for the study were both comfortable in their interactions with the other party. It is possible that, if the international students interviewed had more substantial experience with reference librarians, that they may have experienced some awkwardness in these interactions.

Conclusion

While Davis Library and its librarians provide many resources and services to the library’s international student patrons, there is potential for a greater level of service to
this student population. The library is reaching international students through its current methods and means, but more students can be reached. The diversity of experience and needs within the international student community complicates efforts to make overarching conclusions about the group, and this increases the difficulty of reaching this group. More research is needed on this topic regarding international students from different nationalities and of different disciplines. A study on the reasons that international students do not visit the library would be helpful in delving deeper into this topic and addressing unreached portions of the international student population on campus.
Bibliography


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Appendix A: Questions for librarians

1. How long have you been a librarian in Davis Library?

2. What resources and services at the library, if any, are geared specifically towards international students?

3. To what extent have these resources and services been successful in improving academic outcomes for international students?

4. What have been the most successful resources for international students, and how have you measured their effectiveness?

5. Have you adjusted your approach to serving international students due to any previous experiences? If so, which adjustments have proven most successful?

6. Have you experienced any personal awkwardness in dealing with international students? If so, please explain.

7. Have you had success in establishing research relationships with international students? If so, can you describe these experiences?
8. To what extent has the language barrier impeded your ability to convey the library’s resources/services?

9. What advice, if any, would you give other academic librarians for serving international students?

10. Do you have any goals for the library’s future in regards to serving international students? If so, please describe these goals.
Appendix B: Questions for International Students

1. What area(s) of the library is best for your study purposes? What is it about this area(s) that make it best for your study purposes?

2. How often do you visit the library? During which days of the week do you typically visit the library?

3. How long do you typically spend at the library during each visit? Do you visit by yourself typically or with others? Do you typically visit the library with other international students or native students?

4. During what times of the day do you typically visit the library? Why these times? Have you found a particular time better for your work or research?

5. How would you describe your overall experience at the library? Have you been aware of any of any library marketing efforts?

6. Have you had any interactions with librarians? How would you describe these experiences? Have you experienced any awkwardness in your interactions with librarians? Have you noticed any differences between librarians at your home country and librarians here? Has the library website been easy for you to use? Are there any aspects of the library website that are confusing?
7. What resources/librarians have been most helpful for your study or research? Has the library helped you with your coursework? Has the library helped you in other aspects of your life?

8. Have you had any instruction on intellectual property/citation? If so, how helpful was this instruction? Did you have any instruction on intellectual property/citation in your home country?

9. What has been the most difficult part of getting used to the university library in America? Are there any resources or services at this library that were not at the library in your home country? Are there any resources that were in your home country library that are not available here?

10. What aspects, if any, of the university library in America are better than the library in your home country? What aspects, if any, are worse?

11. What aspect, if any, of the university library in America do you find most confusing? What suggestions do you have for the library improving in this aspect?

12. Do you have any experience with interlibrary loan or reference services?
13. Are there any specific resources or services that you would like for the library to create? If so, what are they?
Appendix C: Recruitment Tool

Hello,

My name is Luke Brown and I am a master's student in the School of Information and Library Science (SILS) doing research on international students' use of Davis Library. I am trying to recruit participants for my research, and I am writing again to ask you if you would forward this invitation to your members? The participants' commitment will be one interview lasting 30 minutes to 1 hour, and participants will receive a $10 gift card on completion of the interview. Participants must be international students studying at UNC and must have used Davis Library.

This study has UNC-IRB approval - #16-1959. Please let me know if you have any questions.

Thanks,

Luke Brown