Celebrating Diversity, Welcoming the World:

Developing Chinese Webpage at Rutgers University Libraries

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Abstract

Growing out of a recent project to create multilingual online Welcome pages at Rutgers University Libraries, this paper describes the project, from its origin to the public release of the first group of webpages, with a special emphasis on the development of the Chinese document. To provide a theoretical background, existing library science studies of international students are reviewed selectively. A number of relevant linguistic and technological issues encountered in the project are discussed in detail, which may be helpful to librarians undertaking similar projects. As the trend of multiculturalism and internationalization continues in the U.S. higher education institutions and academic libraries, this project can be considered as a new way to provide practical help to international students and scholars, as well as a significant step forward to engage local and global communities.

Introduction

It is commonplace to observe, but no less true for that reason, that globalization is making the world smaller and more interdependent. The local can no longer be presumed to exclude the global, and vice versa. Rutgers, The State University of New Jersey, has exemplified this by adopting the slogan "Jersey Roots, Global Reach" to epitomize its

efforts to bring world-class research to New Jersey, and to educate New Jersey citizens for roles in the global world.

One important aspect of a global, multicultural approach is the inclusion of languages other than English as a means of outreach to both local and global communities. This is particularly significant in New Jersey, a state with high levels of both historic and current immigration. In terms of speakers of languages other than English, New Jersey ranks sixth in the nation behind states such as California and New York, according the most recent census data[1]. Furthermore, since the diversity of New Jersey is not concentrated in a single location, such as New York City, or in a dominant ethnic group, such as Hispanics in Arizona, New Mexico, and Texas, it can be argued that New Jersey exceeds even these states in the extent to which multiple ethnic and linguistic groups are spread across the entire state. For these reasons, outreach to and inclusion of many language communities is very important for Rutgers, the flagship public university of the state of New Jersey.

The Internet has made all libraries across the globe more accessible and visible. The website of Rutgers University Libraries (RUL) is used not only by local patrons, but also by researchers around the world. As a leading research university in the U.S., Rutgers attracts many international students, who may face challenges in using its vast library resources, due to the language barrier and the lack of understanding of the American academic library system and library terminologies. For almost two decades, librarians and staff at RUL have been making efforts to assist library users who are not native speakers of English, such as conducting annual orientations for international

students (Liestman & Wu, 1990), producing special booklets like the Library Overview for International Students, and translating library terminology into Arabic, Chinese, and Korean. However, all these endeavors targeted only walk-in library patrons and could be effective only when patrons attended orientations or picked up booklets. In terms of printed materials, there are additional cost-effective concerns because the Libraries have to spend staff time and money to produce them and keep them up-to-date, while the unused outdated ones have to be discarded.

In light of its institutional environment and existing practices, in 2006 RUL started a new initiative to develop online Welcome pages in multiple languages, with the goal of reaching multicultural and international users. In 2008, Welcome pages in five languages were released, including English, Arabic, Chinese, French, and Spanish. In the following sections, we will first review the library science literature on international students, one of the major user groups targeted by the project, then describe the initiative's background and timeline, discuss the issues specific to the development of the Chinese page, and provide a final discussion at the end.

International Students in Academic Libraries: A Literature Review

A steady increase in international student enrollment has been widely observed in U.S. higher educational institutions. From the 2000/2001 to the 2007/2008 academic year, the total number of international students increased from 547,867 to 623,805, a 21% increase, in spite of several years' decline after the September 11th terrorist attack;

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[1] Bureau of the Census. American Factfinder. http://factfinder.census.gov/servlet/GRTTable?_bm=y&-geo_id=01000US&-_box_head_nbr=R1601&-ds_name=ACS_2007_1YR_G00_&-redoLog=false&-mt_name=ACS_2006_EST_G00_R1601_US30&-format=US-30. Retrieved March 13, 2009.

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international students now consist of 3.5% of U.S. higher education enrollment[2]. As of 2008, international students from the top six "leading places of origin"—India, China, South Korea, Japan, Canada, and Taiwan, make up over 50% of the total international student population; Chinese is arguably the top native language of international students, when Chinese speakers from Mainland China (81,127), Taiwan (29,001), and Hong Kong (8,286) are combined[3].

For decades, academic librarians in the U.S. have been studying issues concerning international students and, as a result, have produced a large amount of publications, mostly journal articles (for a comprehensive and annotated bibliography, see Davis, 2007). Obviously we can only review a few of them here.

Librarians have observed that newly arrived international students tend to bring their own images of libraries and librarians in their home countries to the new environment, and it typically takes a long time for them to get used to the U.S. system. Among many other U.S. library services, "open stacks", "self-service", "virtual reference", or "reference by appointment", might be totally new concepts to most international students (Jackson, 2005; Liu, 1993). Many Asian students view the library as only a study place, and librarians as keepers of books rather than information providers; they are usually hesitant to seek assistance from librarians because they are afraid of disrupting the regular work of librarians (Mu, 2007).

In using library services, international students have to overcome several obstacles – cultural, linguistic, and technological (Brown, 2000). Cultural obstacles entail

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[2] Institute of International Education, *Open Doors 2008: Report on International Education* (International Student and Total U.S. Enrollment), http://opendoors.iienetwork.org/?p=131533. Retrieved April 7, 2009.

[3] Institute of International Education, *Open Doors 2008: Report on International Education* (Leading Places of Origin), http://opendoors.iienetwork.org/?p=131534. Retrieved April 7, 2009.

visible differences in behaviors, beliefs, values, and symbols across national and ethnic

boundaries. In particular, students of East Asian origin may be perceived to act in ways

that are different from American norms, such as saying "yes" to express disagreement

and valuing collectivism over individualism, among other differences in respect to

thinking patterns and use of nonverbal communication (Zhang, 2006). In addition,

Natowitz (1995) and Liu (1993) reported that many international students demonstrated

shyness in communication with people in public places, particularly with librarians at the

reference desk, so these students would rather seek consultation from their compatriots,

even for the use of library services.

The technological barrier for international students consists of difficulties in Web

use and classification recognition. In the past, international students of certain origins had

to learn basic Web search skills because of their lack of prior exposure to computers in

their home countries; today this is less of an issue due to the advances in information

technologies worldwide, although some international students may still experience a

learning process (Jackson, 2005). However, confusion over classification schemes might

be still visible. Both Dewey and LC classifications are either absent or modified in the

library practices outside of the U.S., so they could confuse newly arrived international

students, who might have to give up using library catalogs if necessary help is not readily

available (Liu, 1993)**.**

The language barrier is found to be the main reason for international students to

underutilize libraries, especially for those new to this country. A survey of 123 libraries

by Baron and Strout-Dapaz (2001) confirmed that the language challenge is a top issue

for international students and librarians to interact with each other. Studies have found

that international students usually have technical, vocabulary, grammar, and idiom difficulties which will inevitably stop them from talking to librarians for help (e.g., Amsberry, 2008). Interestingly enough, researchers have found that even college students who are native speakers of English may have difficulties communicating with librarians using unfamiliar library jargon (Hutcherson, 2004)! A survey by Howze and Moore (2003) showed that international students preferred to use a multilingual glossary to help them understand library terms. To further solve the problem, researchers provide some suggestions for international students to follow in order to utilize library services, e.g., using short and simple sentences, simplified vocabulary, and avoiding idioms (Amsberry, 2008).

In general, it is a widespread phenomenon that "international students are not yet making full use of academic library" (Yi, 2007) and librarians have explored ways to increase the usability of library services by these students. An important method is to widely market academic libraries to international students in order to enhance their understanding of library functions and operations (Mu, 2007; Mundava & Gray, 2008). Creating bilingual library instruction or multilingual tutorials has also been suggested or reported (Zhuo, Emanuel, & Jiao, 2007; McClure & Krishnamurthy, 2005). It is found that such instruction and tutorials could be better utilized if they are available on the Web because online learning is a popular method for international students to absorb information and acquire knowledge (Sackers, Secomb, & Hulett, 2008).

Background of the Project

The actual project to create a library Welcome page[4] in many other languages was initiated by Ryan Womack, Data and Economics Librarian at Rutgers. Observing similar efforts such as the Multilingual Tour of Baruch College's Newman Library[5] and Yale University Library's series of multilingual Welcomes[6], it seemed natural to bring this approach to Rutgers, which serves more students of diverse backgrounds than either of these schools. Also, major library databases such as EBSCO, Factiva, JSTOR, and ProQuest have already been providing easy-to-access multilingual interfaces.

While students entering the University are presumed to know English, and will certainly complete their coursework in English, there are several advantages to providing introductory material to the Libraries in other languages. From the beginning, the Welcome pages were designed to serve many purposes that are not mutually exclusive. For international scholars, visitors, and students, pages in Chinese and other languages provide visibility for the University and Library services to a much wider audience. They can serve to promote awareness of the collections and services available at Rutgers. At the local level, parents of students, who may be less comfortable with English, especially as used in an academic setting, can use these pages to understand services available for their children if they attend Rutgers, aiding their decisions. For local students from other language communities, the pages are an important welcoming symbol. And for any non-native speaker of English, a page in their national language can help overcome unfamiliarity with library jargon and make the multitude of library services at a major

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[4] The Welcome pages in English, Chinese, and other languages, can be accessed directly from the Rutgers University Libraries home page at http://www.libraries.rutgers.edu.

[5] Newman Library. http://newman.baruch.cuny.edu/help/v_tour/. Retrieved November 14, 2008.

[6] Yale University Library. http://library.yale.edu. Retrieved November 14, 2008.

research library more user-friendly.   All of these factors can help promote the Rutgers University Libraries to a new array of important constituents.

After developing the initial concept, the project was approved by the Libraries' Public Services Council in November 2006, and the RUL World Languages Task Force was created (see Figure 1: Project Timeline). The Task Force first worked on the creation of a master English text for translation. The text had to be concise, yet cover all major aspects of the library. It had to be informative, yet sufficiently general in its descriptions that the translations derived from it would not have to be frequently updated. Incorporating material from an existing Visitor's Guide and a Guide for International Students, the Task Force agreed on a text that was then approved by the Libraries' Public Services Council in June 2007.

Following the establishment of the English text, the Task Force issued a call for volunteer translators and editors to the Libraries' faculty and staff. Since this was a project of the Libraries, it was important to give library members the opportunity to participate first. When local language expertise was not found in the Libraries, the Task Force recruited translators from Rutgers' academic departments and the community. Befitting our diversity, we had enough experts in house to provide the translations for most of the initial languages.

The Task Force studied three major sources of information: the population of non-English speakers in New Jersey according to Census data, the K-12 school enrollment data on speakers of other languages, and the number of students enrolled in foreign language courses at Rutgers. The Task Force identified sixteen languages of significance to New Jersey that the project will eventually encompass. Due to additional volunteers

for translation, the final number of Welcome pages may be closer to twenty. Chinese, along with Spanish, Arabic, and French, was among the top priority languages based on New Jersey population. So Chinese was clearly a language that would need to be included in the initial public release of the Welcome pages.

Figure 1: Rutgers Libraries World Languages Project Timeline	
November 2006	Libraries' Public Services Council approved the concept of the project; World Languages Task Force was formed.
June 2007	The master text (in English) of the Welcome page was approved.
Fall 2007	The Chinese Team was established, consisting of four librarians.
Spring 2008	The Chinese Team completed the translation project and rendered two versions of the Chinese page.
September 2008	Libraries launched online the first group of Welcome pages, including English, Arabic, Chinese, French, and Spanish.

Creating Welcome Page in Chinese

Chinese is a significant language to Rutgers' student population. As one of the nation's leading research universities with an international reputation for excellence, Rutgers has a student population of 52,471 in 2008. Twenty-three percent of the undergraduate student population and ten percent of the graduate student population at Rutgers are of Asian heritage, among which Chinese-American students are one of the largest groups. In addition, among a total of 3,156 international students enrolled in fall 2008, 868 students are Chinese speakers from China, Hong Kong, Macau and Taiwan (Rutgers OIRAP, 2009).

Courses on Chinese language and culture are well established in the University's academic curriculum. As one of the largest language instruction program at Rutgers, Chinese language courses are mainly taught through the Department of Asian Languages

and Cultures in New Brunswick. Courses on Chinese literature, history, religion, and art are offered by multiple departments on all three campuses—New Brunswick, Newark, and Camden. The Chinese studies program gained new momentum when in 2007 the Confucius Institute at Rutgers University, the first and only one in New Jersey, was established to promote quality Chinese language and culture education and to serve as a resource center for Chinese studies in the state.

Beyond the campus, New Jersey has one of the largest Chinese communities in the U.S., with 126,855 residents of Chinese descent[7]. Since Rutgers University is the largest public university in New Jersey, RUL adheres to an open door policy allowing local residents to access freely all the library buildings on campus. Therefore, many local Chinese-speaking residents have made the Rutgers East Asian Library in New Brunswick a place of leisure reading as well as a resource center for their own culture.

Considering the information about student population, academic programs, and local community, it seems that the creation of a Welcome page in Chinese will be helpful to many library users. The translation and editing of the Chinese document was conducted by a team of professional librarians, including Mei Ling Lo, Li Sun, Connie Wu, and Tao Yang. In the process of translation, we sought input from several international students who happened to be working in the libraries. Unlike the librarians on the Chinese Team, these student workers were not exposed to the original English text, so they were able to examine our translation with a fresh eye, and, more importantly from the perspective of end users. The students' input undoubtedly made a difference in

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[7] Bureau of the Census, American Fact Finder, http://factfinder.census.gov/servlet/ADPTable?_bm=y&-geo_id=04000US34&-qr_name=ACS_2007_3YR_G00_DP3YR5&-ds_name=ACS_2007_3YR_G00_&-_lang=en&-_sse=on

the final appearance of the document and helped us improve the expressions and grammar of the final version, which we deeply appreciate.

Dealing with linguistic issues

As translators, all members of the Chinese Team have the advantage of being bilingual: all of them are native speakers of Chinese and have been working with library terminology in English on a daily basis after receiving advanced degrees in the U.S. Yet translating a library document into Chinese is definitely different from communicating in Chinese in daily life. The Chinese Team encountered a number of linguistic issues during the process of translation and, to deal with these issues, the Team followed the initial guidelines set up by the World Languages Task Force, which placed more emphasis on conveying the meaning than translating in verbatim. The linguistic issues the Team encountered can be roughly divided into three categories: names in English, library terminology, and regional differences among Chinese speakers.

First, the Team had to decide whether or not to translate various personal or geographical names in the original English text into Chinese. We decided not to transliterate the namesakes of the major Rutgers libraries and the names of the cities where Rutgers campuses are located. For example, the main library on the Rutgers' New Brunswick campus bears the name "Alexander", which was kept in English in the translated document, and so was New Brunswick. Because the Chinese versions of these names are not particularly well known to the Chinese audience, we expect very little to be gained if they were translated into Chinese. Moreover, a library user who wishes to visit a Rutgers library (e.g. Alexander Library in New Brunswick) does need to know the

name of the library and the name of the city *in English* in order to get to the library, so keeping these names in English actually is more helpful than translating them into Chinese. In contrast to the library names or city names, we did translate Rutgers, the name of the University, into Chinese. To our knowledge, Rutgers actually has two Chinese names, both familiar to the international students on campus as well as local Chinese residents. We chose to use "羅格斯" (*luogesi*), which has been adopted by the academic programs at Rutgers. In doing so, we hope that people who search "羅格斯" (*luogesi*) on Google or other search engines will be able to retrieve the Welcome page we translated into Chinese (we will discuss the modest success achieved in this respect later).

The translation of library terminology was the second type of linguistic issue that the Chinese Team had to wrestle with; in this regard we paid close attention to the context and semantics in order to find culturally appropriate words. For instance, when we tried to explain the library users' privileges, we used the Chinese word "權益" (*quanyi*), even though privilege is normally translated into "特權" (*tequan*) or "權利" *(quanli)* in bilingual dictionaries. "特權" (*tequan*) has a negative connotation associated with it and "權利" *(quanli)* seems to have a political overtone in the Chinese context, so "權益" (*quanyi*) appears to us to be more appropriate when referring to library users' privileges. Another example was the phrase 24/7, which was used in the heading "Online Access to Research, 24/7" in the original English text, meaning that library resources and services are available online 24 hours a day, seven days a week. After gingerly reviewing various options, we picked the phrase "在線的全天候服務" (*zaixian de*

quantianhou fuwu), instead of "全日二十四小時,不停為你服務" (*quanri ershisi xiaoshi, buting weini fuwu*), which would be a verbatim translation. In the Chinese context, telling patrons that a service is available 24 hours a day sounds more like a commercial jingle and is not an expression normally found in academic settings. Our final wording manages to convey to the readers that the library services are available to them around the clock, but without the commercial overtone associated with the verbatim translation.

Finally, the Chinese Team attended to the regional differences among Chinese speakers from the Mainland China, Taiwan, and Hong Kong. In terms of the writing system, Chinese speakers can be divided into two groups: those from Mainland China where Simplified Chinese is the standard and those from Taiwan and Hong Kong who mainly use Traditional Chinese. Traditional Chinese and Simplified Chinese are recognizably different from each other even though they share many similar strokes and characters. We decided that we would offer the Chinese Welcome page in both Traditional and Simplified Chinese in order to serve both groups of Chinese speakers, but the text in both versions should remain identical. This decision presented both technological issues (which will be addressed in the next section) and linguistic challenges.

On the linguistic front, we had to make a few nuanced adjustments in order to accommodate all potential audiences. One example is that the Chinese in Hong Kong use the word "閣下" (*gexia*) in formal business correspondences instead of a simple character "你" (*ni*) to refer to "you". "閣下" *(gexia)* is less frequently used in the Mainland China today and may be even considered archaic there; therefore, we chose to use "你" *(ni)* when we referred to the word "you" in both Simplified and Traditional versions. Another

example has to do with the divergent meanings developed in different regional contexts. The first draft of the Chinese translation included a word "熱情" (*reqing*), which was used to describe that the library staff will be *eager* to help patrons. However, the word "熱情" (*reqing*) has additional connotations to people from Hong Kong; in Hong Kong sometimes it is used to describe the behavior of people who are perceived to be flirting with others. Being aware of this particular usage, we decided to use the word "熱心" *(rexin)* instead, which is essentially a synonym of "熱情" *(reqing)* but not as prone to such misunderstanding.

Dealing with technological issues

From the start, we decided to offer identical contents in both Traditional Chinese and Simplified Chinese, so we composed our translation in simplified characters and then convert the text into traditional characters. In this process, we used one of the many simplified /traditional Chinese converters that are freely available on the web. This online tool was able to do much of the conversion. However, all the formatting (including all the font styles and hyperlinks) was lost during the conversion and a few characters might have remained un-converted. Despite these nuisances, we were satisfied with the outcome as it saved us time from re-typing all the text.

Another unexpected technical issue came up at the end. When we were ready to launch the Welcome pages on the Rutgers University Libraries website, we discovered that some of the newest public workstations in the Libraries could not display Chinese web pages correctly because the Asian font pack had not yet been installed (the older public PCs and staff workstations did not have this problem). This issue was brought to

the Web Advisory Committee that the Task Force worked closely with. The Web Advisory Committee decided to create PDF files for the two versions of the Chinese page to get around the font problem, rather than deferring the public release of the Welcome pages. Consequently all the Welcome pages were launched in September 2008, just in time for the start of the new school year and the orientations of incoming students. Shortly after that, the Asian fonts were installed on the new public PCs and the Chinese document was reverted back to regular web page (in HTML format) from the PDF file. This experience has undoubtedly raised our awareness of computing issues relating to Asian languages.

Choosing a motto

While the master text in English was the standard to be followed for all translations, the Chinese Team (as well as the other language teams) was given the opportunity to customize its page with a quotation from Chinese sources that would in some way reflect on the importance of knowledge, learning, and books. This quotation would be placed at the beginning of the Welcome page, like a motto. Out of the numerous enlightening Chinese commentaries on books and libraries, we selected a quote by Ba Jin (巴金), a recent Chinese author. Ba Jin (1904-2005) was one of the most influential and productive literary figures in the 20th century China. His literary career began in the early 1920s and spanned more than half a century; he produced major works both before and after the establishment of People's Republic of China in 1949. During the Cultural Revolution (1966-1976), Ba Jin was persecuted, along with most other

Chinese intellectuals, but survived. After the Cultural Revolution, Ba Jin emerged as the most prominent voice of critical reflection on that historic tragedy.

Throughout his life, Ba Jin had close relationships with libraries, both as a user and as a supporter. In 1996, he wrote for Shanghai Library "散佈知識，散佈生命" (*sanbu zhishi, sanbu shengming*: disseminating knowledge, disseminating life) (Ba, 1996). The apparent paradox between knowledge and life is an important issue in both Chinese and Western civilizations. Zhuangzi, a Chinese philosopher from 4th century B.C. warned that "(t)here is a limit to our life, but to knowledge there is no limit. With what is limited to pursue after what is unlimited is a perilous thing (吾生也有涯，而知也无涯，以有涯随无涯，殆已)" (English translation from Legge, 1891:198). In the Judeo-Christian tradition, the tension between knowledge and life is demonstrated in the well-known Bible story of the Garden of Eden, where Eve and Adam were tempted to eat the forbidden fruits from the Tree of Knowledge, which led them to be banished from the garden and lose access to the Tree of Life (and therefore immortality). As a Chinese literary giant who studied in Europe in his youth, Ba Jin was very likely familiar with both Zhuangzi's warning and the story of Eden, but was he thinking about this perplexing issue of knowledge versus life when he was writing down his remark for Shanghai Library? We probably will never be able to know for sure. But what we do know is that Ba Jin always advocated a greater role for libraries to play in the life of the people the libraries serve, and that was certainly manifested in his remark. Today, in this new century when libraries around the world strive for greater relevance to their host communities, we are excited to find Ba Jin's remark resonate with the spirit of our time.

Therefore, we chose this quote to honor Ba Jin's insight about libraries, as well as his creativity as an author and integrity as a public intellectual.

Outreach and outcome

After the Welcome pages were launched, our task force made efforts to reach out to relevant international student groups on the Rutgers campus. A short announcement about the pages was posted on the listserv for students and scholars from Mainland China; several people on that listserv wrote us to praise this development. We also contacted the President of the Rutgers Taiwanese Graduate Student Association and asked him to announce this to his fellow students from Taiwan. This student later wrote back to thank us for the effort.

An unexpected outcome is that our Chinese Welcome page has become one of the top pages (occasionally ranked number one) when people search Ba Jin's aforementioned quote on Google. This is probably due to the fact that the remark Ba Jin made in 1996 has not yet been widely quoted, so we recognize the ranking may change in the future. Nevertheless, this instant fame on the Internet has the potential to help improve the visibility of Rutgers University Libraries to the Chinese audience, which is part of this endeavor's goal. In addition, we also discover that the Chinese Welcome page ranks around 20th when people search "羅格斯" (*luogesi*）, the University's Chinese name, on Google, which is a modest success, but we expect this ranking will actually improve over time as more users visit the Welcome page.

Finally, after their public releases, the multilingual Welcome pages (Chinese included) have received some spotlights from both within Rutgers and without. At a

national conference on diversity and higher education sponsored by Rutgers University in December 2008, Marianne Gaunt, the Vice president for Information Services and University Librarian of Rutgers, remarked on these multilingual webpages in her talk on library as a tool for diversity advancement (see also Appendix 1 and 2 for Rutgers University and Libraries statements on diversity). At various venues, librarians working in other U.S. institutions have also expressed interest in the whole project as well as the Chinese Welcome page.

Discussion

After the release of the first group of Welcome pages, there were discussions about what to do next by both the World Languages Task Force as well as the Chinese Team. The Task Force will certainly pursue the translations into other languages as planned. In addition, we may also look into the web statistics to analyze usage patterns, which may help us identify new areas of development or improvement. Creating multimedia content (such as the virtual tours developed by the Newman Library of Baruch College) in selected languages is another possibility. One of our colleagues also suggested adding automatic language translation capability into the library web pages by installing "inline language translation" feature, which has the drawback of machine translation but will make essentially the whole library website accessible to the world.

Working and living in a multicultural and internationalized setting, the librarians at Rutgers University recognize the importance of reaching out to various language communities, both locally and globally. By creating Welcome pages in Chinese and other non-English languages and placing them prominently on the Libraries website, we have

taken a significant step forward in that direction. We expect some of our user groups (e.g. international students and scholars) to find these Welcome pages beneficial in their transition into a different academic and research environment. We also hope these Welcome pages to become a bridge to local communities as well as researchers around the globe, with a message that the Rutgers University Libraries are a welcoming place where diversity is embraced and celebrated.

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Appendix 1 : Rutgers University Mission Statement on Diversity

Rutgers, The State University of New Jersey is committed to the ideals of excellence in fostering an enriching learning community of students, faculty and staff from a broad spectrum of nations, cultures, and historical perspectives.

Diversity is an integral component of human experience, and encompasses but is not limited to issues of race, ethnicity, culture, social class, national origin, gender, age, religious beliefs, sexual orientation, mental ability, and physical ability.

Our collective goal is to create an institutional consciousness of diversity reinforced with equity and excellence through our policies, practices, and programs of inclusion, non-discrimination, and pluralism for all members of the University Community.

Appendix 2: Rutgers University Libraries Statement on Diversity

Rutgers University Libraries recognizes its exceptional role in promoting diversity within the university and its surrounding local and global community. It aggressively cultivates and encourages diversity and multiculturalism through its collections, programs, services and human resources. The libraries understand the value of diverse co-existence and interdependence and actively pursue strategies to achieve an environment of respect and a spirit of fairness and tolerance for human differences.

The libraries ensure all its users equitable access to its collections and services. Its work environment and ethic reflects inclusive and participatory practices as well as an acknowledgement of responsibility for preventing bias, insensitivity and ensuring all its employees equal access to opportunities, without regard to race, color, ethnicity, sex, religion, class, disability, national origin, sexual orientation, ancestry, marital status, culture, ideology, politics, income, geography and regional differences.

The libraries are proud to be a multicultural community and recognize that a strong commitment to diversity is essential to creating a fair and open-minded work environment which will facilitate unique and sustained intellectual and academic excellence.