The Western Libraries are dedicated to supporting the University’s mission of Engaged Excellence by providing services and resources that sustain teaching, learning and scholarship. Wilson Library serves as an intellectual and social hub on campus, with nearly 6,000 students a day entering its doors. Connecting the Wilson and Haggard wings, the sky bridge has become both a well-known student meeting place and a home for collaborative learning. At any time, study groups gather together there, often utilizing laptops checked out from the circulation desks.

The Libraries contain 1.4 million volumes and currently offer access electronically and/or in print to more than 12,000 journals. Additions to the collection are highlighted in the Current Interest, Diversity, and New Book displays. In addition, a substantial video collection supports both curricular and individual needs. The branch Music Library also contains a wealth of scores and recordings. Special Collections include such distinctive collections as Campus History, Fly Fishing, Reading Figurines, and the Western Collection.

To ensure access to holdings necessary for research and learning, Western is also an active member of the Orbis Cascade Alliance, a consortium of thirty-five academic institutions in Washington and Oregon. This alliance provides a union catalog, manages a patron-initiated borrowing system, organizes joint purchases of databases, and undertakes a variety of new initiatives ranging from a regional library services center to cooperative collection development. If the materials Western’s faculty and students need cannot be provided locally or through this consortium, an efficient interlibrary loan service will obtain them at no charge.
WWU LIBRARIES ORGANIZATIONAL CHART

Rick Ossen
Head of Administrative Services

Belle Follin, Jr.
Dean of Libraries

Elsie Fortin
Admin. Assistant
Cynthia Matheson
Admin. Assistant

Troy Kelly
University Records Center & Archives

Ken Survick
Circulation Services Manager

Jenifer Blake
Lib & Archives Para 1
Barbara Masternik
Lib & Archives Para 1
Kendall Sanders
Lib & Archives Para 3
Gail Stendahl
Lib & Archives Para 4

Jackie Morris
Librarian

Heads of Library Services

Judy Fitzgerald
Head of Library Systems

Chad Alba
ITB 3
Amy Olson
ITB 3
Tara McManus
ITB 3

Thea Levesque
Librarian

John Kline
Acting Head of Reference & Test Services

Cata Soto
Librarian

Helen Adams
Head of Special Collections & Digital Initiatives

Linda Nutter
Music Librarian

Karen Kantola
Librarian

DeAnn Anderson
Library Paraprofessional

Susan Ackley
Librarian

Mary Mysko
Head Librarian

Mary Betancourt
Librarian

Evan Pickett
Library Paraprofessional

Michele Nater
Librarian

Lindsey Word
Librarian

Gwen McManus
Librarian

Zoe Estes
Librarian

Michelle Wilson
Librarian

Sara Sorensen
Librarian

Molly Bell
Librarian

Cody Fitch
Librarian

Renee Matthews
Librarian

Sally Eggon
Librarian

Leslie Niell
Librarian

Katherine Ives
Librarian

Wayne Richert
Librarian

Copy Cataloging
Catalog Maintenance
Pez Zderaniec
Librarian

Darin Kato
Librarian

Barb Wilt
Librarian

Karen Simms
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Jenifer Blake
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Many faculty members also take advantage of Library services such as electronic reserves and materials bookings for their classes, a service that also benefits students and allows for greater efficiency and sustainable practices in the use of resources.

Mission and Goals

Western’s Libraries are currently developing a new mission statement, a corollary to Western’s revised and updated Mission and Strategic Action Plan. As the Libraries are currently searching for a new Dean, this process occurs at an optimal time to make changes in focus and in practices that will better serve staff, faculty, students, and Western’s programs.

The Libraries are utilizing information from a variety of sources—including the 2006 LibQUAL+ study (See Exhibit 5.1)—as the foundation for the new mission. The Libraries’ strategic actions will be guided by Western’s Strategic Action Plan, the ACRL guidelines for College and University libraries (2004), and the recommendations of consultants who recently examined Western’s Library organization (see Exhibit 5.2). Phase one has been a grass-roots initiative within the Libraries that involves drafting strategic directions and actions—synchronized, whenever possible, with the University’s mission statement. The Libraries also promote the Intellectual Freedom Principles for Academic Libraries.

Phase two will involve embedding the principles of best practices and assessment promulgated in the ACRL Standards. During phase three, the Libraries will solicit input from the University community, via focus groups or public hearings. The primary themes emerging in this process are to define the Libraries’ role in the changing landscape of academia, to involve users in the development of its services, and to formalize the assessment of services to the University community.

The draft goals for Western Libraries include:

- Create library collections and services that inspire students to become life-long learners.
- Create and develop collections and services that support the University’s curriculum.
- Educate students to be critical consumers of information.
- Provide a physical and virtual library environment that supports learning communities and varied learning styles.
- Be flexible and responsive in meeting evolving user needs and practices.
- Build collaborative relationships with departments and other institutions to provide information for research and study.
- Develop systems and communities of practice to make digital content available to scholars and students where they do their work.
- Promote effective management of programs and resources.
TABLE 1

WWU LIBRARY COLLECTIONS

<table>
<thead>
<tr>
<th></th>
<th>2000/01</th>
<th>2001/02</th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bound Volumes*</td>
<td>1,322,050</td>
<td>1,341,300</td>
<td>1,360,707</td>
<td>1,377,949</td>
<td>1,402,135</td>
<td>1,428,380</td>
</tr>
<tr>
<td>Microforms</td>
<td>1,896,673</td>
<td>1,921,317</td>
<td>1,948,227</td>
<td>1,964,997</td>
<td>1,965,507</td>
<td>1,965,588</td>
</tr>
<tr>
<td>Current Serials</td>
<td>4,834</td>
<td>5,236</td>
<td>5,332</td>
<td>4,516</td>
<td>6,556</td>
<td>9,010</td>
</tr>
<tr>
<td>Audios</td>
<td>20,392</td>
<td>21,936</td>
<td>22,755</td>
<td>23,944</td>
<td>28,200</td>
<td>33,237</td>
</tr>
<tr>
<td>Videos</td>
<td>5,703</td>
<td>6,353</td>
<td>7,907</td>
<td>8,873</td>
<td>9,145</td>
<td>9,686</td>
</tr>
</tbody>
</table>

*Bound Volumes include monographs, bound periodicals, and government documents. [ACRL definitions]

Collections

As noted in Table 1, the Libraries’ collections have steadily increased in the past several years. Still, the Libraries’ materials budget struggles to meet the needs of its users. Additions to the budget over the past decade have failed to keep pace with the ongoing inflation costs of information resources, thus eroding the Libraries’ purchasing power. Proposals to provide a steadier stream of revenue (for example, an inflation factor in the University budget or the establishment of a library fee) have thus far been unsuccessful.

During the past ten years, Western’s Libraries also created a new collection of electronic information parallel to, and interacting with, the physical collection. In addition to the financial challenges of creating this “dual library,” the Library organization itself needed to be transformed in order to become more responsive to a rapidly changing, scholarly communications environment (see Personnel and Management later in this chapter).

Special Collections

The fastest growing area of the Libraries, proportionately, in recent years has been Special Collections. Active solicitation of materials and the ability to make them more readily available to the public have attracted the interest of many donors. Other donors are awaiting the construction of the Libraries’ new Special Collections area to ensure that their materials will be appropriately preserved and accessible.

The major collections include: Campus History, Campus School, Fly Fishing, Mathes Reading Figurines, Northwest, Rare Book, Western, and the Western Masters Thesis Archive.

Digitization Projects

The Library is in the early stages of moving more of its efforts into digitization projects that will provide broader access to many unique materials. Early efforts have concentrated on some of the Libraries’ Special Collections, but digitization initiatives of other campus resources are now
in the beginning stages of production or being planned. Examples include a digital collection of Huxley College papers, a concerted effort to digitize newly published Western Master's theses, and a preservation project of government documents related to Whatcom, Skagit, and Island counties.

**Reference and Instruction Services**

The Libraries Reference and Instruction Department provides a wide variety of services to help students, faculty, and staff use the Libraries' resources. There are reference services in Wilson Library and in the Music Library, and they are staffed most hours the libraries are open. The Reference Desk in Wilson is staffed eighty-three hours per week, with double coverage and on-call staff during core hours. The Music Library is open seventy-three hours per week.

During an average week in the last academic year, the Reference Desk received 338 directional questions (e.g. where are the art books?), 290 ready reference questions (e.g. what is the capital of Uzbekistan?), and 151 instructional questions (e.g. how do I find scholarly articles on steroid use in sports?). The number of questions answered at the reference desk is trending down, which is true of academic libraries throughout the country. In response, the department is working on revising staffing to make better use of personnel. For instance, the Library’s website now allows people to submit “e-ref” questions, normally answered within one day. Last year, the Library received and answered 198 of these questions. A committee is currently looking at possibilities for virtual reference, also known as reference chat, which would allow “real time” reference via the Internet.

Each reference librarian works with several academic departments, serving as the main contact for questions from faculty and students in those departments. These responsibilities include long one-on-one sessions with individual students or small groups.

The Libraries have also created hundreds of websites and handouts to assist students in doing research. For example, the Subjects Research Guides page (www.library.wwu.edu/ref/guideindexalpha.htm) lists approximately 400 guides on subjects from Archaeology to Marine Biology to Terrorism. The Research Tips page (www.library.wwu.edu/ref/howtoguides/locating resources.html) includes seventy more pages on topics from Grant Writing to Primary Sources.

**Library Instruction**

Western Libraries have an active instruction program intertwined with reference, because the Library sees each encounter with a researcher to be an instructional opportunity. The instruction program includes credit courses, bibliographic sessions, electronic tutorials, workshops, and tours.

Western Libraries have also been teaching courses for credit for more than a decade. Courses include: Introduction to Information Literacy, Library Research Strategies, and Research for Creative Writers, as well
as Research Paper Tutorials and independent studies. One of the most creative strategies has been an annual course on research in Communication Sciences and Disorders. This course is required for all students majoring in the department.

Librarians are frequently asked by professors in the departments they support to provide bibliographic instruction in a course. This typically consists of one or two hour-long sessions on relevant databases, books, and methods. During the last academic year, librarians conducted 191 of these classes, as well as eighty-four tours and group orientations.

Two years ago, the Libraries adapted the Library Information Tutorial (LIT) from the University of Texas for use at Western, and, in the next year, personnel created three new units specific to Western. These tutorials allow any student to learn about library topics at their own pace. Some professors can also assign classes to take the tutorials and are automatically informed as to who passed and failed. Currently, LIT is being integrated into Blackboard in order to achieve more widespread use of its educational capacities.

Other less formal instruction methods include workshops (inviting any students to attend a tutorial on proper citation methods, for example) and tours offered at the beginning of the school year and other times when newcomers are likely to be on campus. Many students and community members also take advantage of the self-guided tour, and some campus programs require students to take the “Library Passport Tour,” which invites students to visit important parts of the Library to collect “Visas” explaining the services available there.

In 1994, the Libraries created Information Literacy Learning Outcomes, identifying what every sophomore and senior should know about library research. While individual librarians use the objectives in designing courses and class sessions, the Libraries have not yet approached their long-term goal of making sure that every student receives library instruction. In 2006, the Learning Outcomes were completely reviewed by a committee that included two students in order to receive user feedback. The revised version has been approved by the faculty (see Exhibit 5.3).

**Usability**

Despite improvements and continued efforts to improve usability and provide services that can be used independently and effectively, Western Libraries recognizes that the library research environment is extremely complex, requiring the researcher to locate and search multiple databases with multiple interfaces. The Libraries strive to keep up with advancements in technology that have the potential to simplify this environment.

The Libraries recognized the potential of open-url linking in the information universe and sought funding through the campus student technology fee process to acquire and implement an open-url service in 2003 (see Exhibit 5.4). In hopes of further simplifying the searching environment, the Libraries also included a request for a single search utility. The request
was funded in the summer of 2003, and Western Libraries put SFX, the open-url resolver from ExLibris, into production by the beginning of fall quarter, 2003. Since implementation, SFX, locally called “Find it!,” has greatly simplified the process of locating or requesting an article. The success of this technology is apparent from statistics, which show an average of nearly 30,000 uses per month over the last year (see Exhibit 5.5).

Western Libraries have been less satisfied with the implementation of the MetaLib, the single search interface from ExLibris. The current technology is not quite at the level expected or useful to users, as searching is too slow, and the ranking algorithms, deduping methods, and interface development is poor. Current trends—such as the development of Primo from ExLibris, Encore from III, University of Rochester’s eXtensible Catalog, and NCSU’s implementation of Endeca—should provide better alternatives in the future.

Western Libraries also recognizes that the majority of users will use a web search engine at some point in their research. Western was an early participant in the Open WorldCat project, which inserts a “find in a library” link in general search engines. In 2006, the Libraries began promoting the use of LibX, a Firefox extension, which provides direct access to Western Libraries resources in many ways across the general web. The Libraries installed the extension on all Library computers and successfully worked with ATUS to have LibX installed in labs on campus.

**LibData**

Western Libraries has also made strong efforts to simplify the process of creating and maintaining web pages in the Library. A study in early 2005 indicated that the majority of these web pages were simply lists of links of resources, duplicated many times across many pages, and the number of bad links was greater than acceptable. The Libraries installed LibData in late 2005 as a solution to this problem. LibData contains a central database of resources that can quickly generate bibliographies and research guides. Any member of the Library staff who needs to create a bibliography or web page is provided training and encouraged to use LibData. Links to databases and electronic journals are consistent across the database and need to be updated in only one place. The implementation of LibData has both improved efficiency in the creation and maintenance of web bibliographies and has improved the viability of these web pages.

**STANDARD 5.C**

**FACILITIES AND ACCESS**

Upon completion of the Haggard Hall renovation in late 1998, Wilson Library expanded into the upper two floors of the building, increasing the Library’s footprint by approximately 50%. The design allowed a layout that centralizes Library public services on the entry-level floor. The most popular feature of the combined buildings is the sky bridge, a magnet for students
to engage each other and a popular site for scheduled intellectual and social events. In an era of collaborative learning, the sky bridge acts as a laboratory for observing group study behavior and interaction, one that inspires Western to design other such spaces within the Library and around campus.

The renovation of Wilson Library was intended to follow that of Haggard Hall in order to meet the growth needs of the Library’s 1995–2015 space plan. However, due to the urgent need for additional academic space to meet a growing enrollment, the Wilson renovation has been delayed. In light of this delay, the strategy in the past few years has been to utilize minor capital projects to address programmatic needs. The major infrastructure issues in Wilson, however, can only be addressed through a major renovation. (See also Standard Eight.)

**Special Collections**

Special Collections is currently located in one room in the oldest part of the Library’s facility. All Special Collections operations and use take place in the room, including processing. Because of a shortage of space in the Special Collections room, other materials are also housed in rooms located around the Library.

In 2004, Special Collections received a grant from the Conservation Center for Arts and Historic Artifacts (CCAHA) funding a Preservation Overview Survey, which was conducted in 2005. The Survey recommended that “priority should be given to relocating the Special Collections to an area with sufficient storage capacity, research room and a processing area” and that “any storage area should meet the preservation, access, and storage needs of the collection, including ... environmental control...; security; and fire protection.”

The Libraries are currently seeking capital projects funding to relocate Special Collections from its current space to Wilson’s 6th floor. This will address the space needs for Special Collections, and the renovation of the 6th floor will meet the collections' needs for climate controls, fire suppression, and security. Once Special Collections is relocated, its current space can be converted to more collaborative learning space for students, with the option of making it available twenty-four hours per day, a project enthusiastically supported by student government.

**Future Considerations**

There are also facility needs within the branch Music Library. The plans include a revamping of the HVAC system and upgrades to the shelving to meet seismic codes. Adequate space for music collections must also be addressed.

Wilson Library is open 96.5 hours per week and tallies more than 900,000 visits per year. The Libraries have stressed maintaining the physical centrality of the Library, even as more facilities grow on the south end of campus. To this end, the Libraries envision the establishment of a “learning commons” area within prime Library space. Early discussions between
the Libraries, ATUS, and other interested campus parties have generated enthusiasm for studying this concept and developing a proposal.

**Access to Electronic Resources**

In 2006, the Libraries were successful in receiving a grant from the Student Technology Fee (STF) to upgrade student computers, and they purchased ninety new PCs, in combination with funding provided by the Library. The new PCs now provide access to Microsoft Office along with high-speed Internet access. They also serve to construct a more integrated research environment for students and faculty, who are now able to use Library resources, work on a paper, tabulate data in a spreadsheet, and receive research assistance in the same location. Staff members have observed a substantial increase in use of these machines throughout Wilson Library and in the Music Library.

Recognizing the growing need for spaces with technology that allow students to work and learn collaboratively, the Libraries installed five of the new machines as part of an open collaborative workspace in the north lounge area of Wilson 2-east. This arrangement includes one or two PCs at each seating area, which allows groups to gather around a computer and work together, thus providing a unique workspace not currently available elsewhere on campus. Through canvassing student opinions of these options, Western can gather information for planning future collaborative learning spaces.

In addition to expanding the functionality of student systems, the Library utilized the older machines to provide a catalog-only station on each floor wing. These stations can be used to quickly check a call number or location of an item. The Library also set up a separate community resource area for members of the community to access government documents and Internet resources near the reference desk, so students no longer compete with community members for access to work stations within the Library.

**Laptops for Loan**

Western's wireless laptop program has grown into an established service that remains exceedingly popular with Western students. In the first year, 2001, a total of 1,570 students checked out laptops 11,114 times. By 2005-06 the number of students using the program grew to 5,200, and the laptop checkout total burgeoned to 61,118 (see Table 2).

A 2006 proposal added the Student Technology Center as an additional loan site to the pool and also expanded the number of laptops at the Circulation Services desk in the Haggard Wing, which began checking out laptops that spring. In addition, the Libraries recognized that the original laptops purchased for this program were beginning to fail after five years of heavy use. The proposal asked for thirty-six new laptops to distribute among the various loan sites, and, as part of the grant, the Student Technology Fee Committee (STFC) asked the Libraries to purchase even more. The committee's award special considerations stated:
### TABLE 2

**LAPTOP UTILIZATION**

<table>
<thead>
<tr>
<th>Laptop Deployment</th>
<th>2001/02</th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
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<tbody>
<tr>
<td>Library</td>
<td>21</td>
<td>41</td>
<td>41</td>
<td>45</td>
<td>50</td>
<td>58</td>
</tr>
<tr>
<td>Viking Union</td>
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<td>10</td>
<td>10</td>
<td>20</td>
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</tr>
<tr>
<td>SMATE</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
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<tr>
<td>Fairhaven</td>
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<td>5</td>
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<td>0</td>
</tr>
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<td>Recreation Center</td>
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<td>10</td>
<td>10</td>
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<tr>
<td>Dis. Student Serv.</td>
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<td>0</td>
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<td>0</td>
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<tr>
<td>Student Tech. Center</td>
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<td>0</td>
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<td>0</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Laptops</strong></td>
<td>21</td>
<td>57</td>
<td>57</td>
<td>76</td>
<td>96</td>
<td>108</td>
</tr>
<tr>
<td><strong>Total Checkouts</strong></td>
<td>11,114</td>
<td>37,854</td>
<td>51,788</td>
<td>58,545</td>
<td>61,118</td>
<td>N/A</td>
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<tr>
<td><strong>Total Users</strong></td>
<td>1,570</td>
<td>3,700</td>
<td>4,268</td>
<td>4,797</td>
<td>5,200</td>
<td>N/A</td>
</tr>
</tbody>
</table>

- The STFC requests that the Library, as the overall coordinator of this project, establish an on-going 3-year replacement cycle for the student wireless laptops.
- The STFC recommends that the VU & the Library assess the number of laptops that are inoperable or unreliable and replace those as part of this project.

(See Exhibit 5.6: STF Grant for Laptops.)

As a result of the STFC’s requests and recommendations, Western ordered a total of fifty-eight laptops and replaced all of the inoperable and unreliable older laptops in the Viking Union and the Libraries. Most of the laptops were ready for use at the start of fall quarter, and those in the Student Technology Center came online during that quarter. There are now 108 laptops available through the program.

The project continues to meet its various objectives of expanding access to academic computing resources, allowing students to bring technology to the places they need to work and aiding students in working on both their individual and their collaborative learning projects.

This year, Western also streamlined the registration process for students. Previously, students needed to re-register each academic year in order to check out a laptop; now, an online registration form allows the student to register just once during his/her academic career at Western. The registration allows checkout of not only laptops, but also other equipment available through Classroom Services and the Student Technology Center.

**Cooperative Ventures: Orbis Cascade Alliance**

After three years of operating their own joint catalog and patron-initiated borrowing system (Cascade), the six public baccalaureate institutions in Washington joined forces with another existing consortium, Orbis—consisting of public institutions in Oregon and private institutions in both...
TABLE 3

WESTERN LIBRARIES’ ACTIVITY WITHIN SUMMIT

<table>
<thead>
<tr>
<th></th>
<th>Lending</th>
<th>Borrowing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003/04</td>
<td>15,104</td>
<td>11,284</td>
</tr>
<tr>
<td>2004/05</td>
<td>16,703</td>
<td>14,111</td>
</tr>
<tr>
<td>2005/06</td>
<td>19,611</td>
<td>16,040</td>
</tr>
<tr>
<td>2006/07</td>
<td>13,269</td>
<td>15,496</td>
</tr>
</tbody>
</table>

Oregon and Washington—to form the Orbis Cascade Alliance in 2002.

The union catalog became live in the summer of 2003, and the Alliance’s borrowing system, Summit, was activated. Within 3½ years, over one million items had already circulated through the system. The Western Libraries are an active participant. (See Table 3.)

In addition to the borrowing system, consortium negotiations for the purchase of electronic databases and journals provide far greater access to resources than the Libraries could afford on its own. For example, in this most recent year, the Western Libraries spent $252,780 for access to databases and journals that would retail for $1,236,263.

Other Cooperative Initiatives

Many cooperative arrangements are generated with other campus departments and the local community. Among them:

- The Libraries participate in reciprocal borrowing with all the local community and technical Colleges.
- Recently, the Libraries have become a member of the Northwest Digital Archives, representing the University’s Center for Pacific Northwest Studies as well as the Western Libraries.
- The Libraries provide borrowing privileges for Western alumni, and the Libraries’ Special Collections department participates in the “Golden Vikings” event sponsored every summer by the Alumni Association to honor the 50th anniversary of a graduating class.
- Tours and reference assistance are provided for area K-12 schools.
- Special Collections joined with Woodring College of Education and the Whatcom Museum of History & Art to create an exhibit, “Teaching Learning—Learning Teaching: The Campus School, 1899-1967,” focused on a public school that was located at Western for sixty-eight years.
- The Libraries are currently discussing a partnership with the Whatcom Museum of History & Art concerning The Fly Fishing Collection, a component of Special Collections.
- Collections of various campus constituencies—Associated Students, Center for Educational Pluralism, the Writing Center, Modern & Classical Languages Lab, Extended Educations sites, etc.—are cataloged and represented in the Library’s system.
- ATUS equipment is checked out through the Library’s circulation system.
- The Libraries and ATUS are working with campus constituents to define and develop procedures and infrastructure for digital assets management at Western.

(See Exhibit 5.7: Agreements with Consortiums and Other Libraries.)
Library personnel include eighteen faculty, forty-four paraprofessional and support staff, and several part-time student employees. Also—in order to serve the specific needs of students, faculty, and programs—each of the University's academic departments has a Library faculty member assigned to it as a liaison.

Several significant organizational changes have been effected since 1998 in order to keep pace with the changing nature of resources and demand for services:

- Course reserves became self-service and were combined as a service point with Circulation.
- The staffing of a separate Government Information service desk was suspended and its function combined with the Reference & Information desk.
- The separated departments of Cataloging and Acquisitions/Serials were joined together as Technical Services.
- A nascent Library Systems area was enhanced to become its own department.
- Library service for off-campus programs was incorporated into the Library organization.
- Some staff positions have been reassigned in order to meet emerging needs.

While expanding its space into Haggard Hall, the Western Libraries simultaneously consolidated its physical service areas. This has also led to greater clarity and improved assistance to Library users.

**Services for Off-Campus Students**

In 1998, the Accreditation Committee recommended that Western's Libraries address more fully the needs of users who are not physically located on the Western campus. To this end, the Libraries implemented staffing changes, and Extended Education and Summer Programs (EESP) supplied funding, as will Woodring College of Education under the new model of off-campus delivery of courses. (See also Standard 2.G.) A full-time Library faculty member is now funded for the purpose of providing research assistance and instruction to off-campus students and faculty, and this librarian travels directly to the sites for in-person instruction sessions. A half-time classified staff position is also funded to assist with document delivery to off-campus participants, and materials such as books and videos can be shipped directly to the student’s home. Most requested articles can also be transmitted electronically to the requester.

The Western Libraries have progressed toward meeting the goals of ACRL's *Guidelines for Distance Learning Library Services*, which state that
library resources and services in institutions of higher education must meet the needs of all their faculty, students, and academic support personnel, regardless of where they are located.

Organizational Review: External Consultants’ Report

In early 2007, the University contracted with two consultants to review the management and organization of the Western Libraries and to provide a written report of their findings and recommendations. The current Dean of Libraries had announced his upcoming retirement, and Western asked the consultants to frame their report around the fact that there would soon be a search for a new Dean. The report was shared with all Libraries personnel (see Exhibit 5.2).

With guidance from the Provost’s Office, the Libraries organized into task groups to consider the consultants’ report and to discuss and prioritize initiatives that could be successfully undertaken in the short term. The task groups formed around the general issues of internal communications and training; Library relations and services; and assessment. The Libraries then chose initiatives that put forth specific proposals for marketing the Library and its services, developing a concerted training program for Library personnel, revamping the Library’s intranet, and implementing a more comprehensive assessment effort (see Exhibit 5.8).

The consultants recommended many changes to the Library’s organizational structure, but emphasized that the new Dean should be in place before any major restructuring is undertaken. The consultants state that, “Overall, the Library is adequately staffed in terms of numbers. In some cases, however, the numbers within departments are inappropriate.” Western expects that this report will serve as a primary tool for the future of the Libraries’ organization, as well as strong guidance for the new Dean of Libraries.

Standard 5.E
Planning and Evaluation

LibQUAL+ 2006 Survey

The Western Libraries participated in the 2006 LibQUAL+ survey (see Exhibit 5.1). While the Libraries’ users view the services they receive favorably, their responses regarding the adequacy of the Libraries’ collections and information resources showed the difficulties of keeping up with user demands with a limited materials-acquisitions budget.

Figure 1 plots survey respondents' ratings to twenty-two questions split between three general categories: effect of service, Library as place, and information control. Each question asks the respondent to give the desired level of service or resource, the minimum level that would be accepted, and perceived level of the current situation in Western’s Libraries.

Whereas undergraduate students were generally satisfied with the level of information resources the Libraries provide, graduate students and
faculty found the Libraries lacking. In response to the question “Print and/or electronic journal collections I require for my work” (question IC-8), graduate students and faculty rated their perceptions of Western’s collections to be less than what they would minimally accept. (See also Standard Two College Overviews, for more information on individual departments and their assessment of Library resources.)

Figure 2 shows perceived levels highly placed within the scale from minimum to desired in the category of “affect of service.” While not quite as high, the perceived levels within “library as place” are adequate. The area of “information control,” however, which includes the information resources provided and access to them, did not show as favorably.
**Peer Comparisons**

Four of the universities on Western's posted list of peer institutions also took part in the 2006 LibQUAL+ survey, and Western's comparative results were quite similar at the undergraduate level (see Figure 3).

![Figure 3: Comparison with Peer Institutions - Undergrad](image)

However, Western's graduate students showed a significantly higher level of expectations than did graduate students at peer institutions (see Figure 4).

![Figure 4: Comparison with Peer Institutions - Grad](image)

In order to more effectively and comprehensively use the data from the LibQUAL+ survey and other assessment tools, the Libraries have recently formed an Assessment Committee. Initially, the committee will gather and coordinate information and data, develop a list of other metrics that may be needed but are currently lacking, and then formulate an assessment plan to support the University's Strategic Action Plan and attainment of specific University goals and objectives. The Libraries will use the Association of College and Research Libraries' *Standards for Libraries in Higher Education* as a key guideline for assessment (see Exhibit 5.9).

**Other Surveys**

Data from Western's 2006 Alumni Survey showed that 69% of the respondents were mostly or very satisfied with library resources in their field,
whereas 31% were not at all or somewhat satisfied. The 69% satisfaction rate compares with a combined 67% satisfaction rate for all other resources listed in the survey.

As a means to aid ongoing discussions about the library materials budget, a survey of academic departments is currently under way. The purpose of the survey is to gather information regarding the relationship between course assignments and library resources. As the Libraries have begun to implement more initiatives, survey tools and focus groups will become a regular part of the Libraries’ assessment of its services.

Usability/Design Team

The results to a question about library use within Western’s LibQUAL+ survey found that 71% of Western’s undergraduate respondents use Yahoo, Google, or non-library gateways for information on a daily basis, while only 10% access library resources through a library web page on a daily basis. Recognizing these trends early, the Western Libraries had already formed a Usability/Design Team (UDT) in 2005 with the following charge:

- The role of the UDT is to ensure that the Western Libraries website is developed in accordance with the principles of user-centered design. Changes to the website will be based on user feedback obtained through a variety of methods. To accomplish this, the UDT will continually evaluate the library website to ensure that the stated goals of the site are met, taking responsibility for providing guidance and oversight in the organization, design, content, and maintenance of the website.

- The UDT is now an established part of the Library organization and consists of a cross-section of Library faculty and staff committed to providing the framework that allows users to independently and effectively access resources and services. The group has aggressively pursued training opportunities in the form of in-house trainers, “webinars,” self-study, and workshops/conferences related to usability/design. The group regularly uses student volunteers to test the Library’s website and utilizes the results of those tests to successfully make changes that have increased its usability.

Library Interaction with Faculty and the Curriculum

As noted earlier, each of the University’s academic programs has a Library faculty member assigned to it as a liaison, and these faculty members perform their responsibilities in ways that work best for the size and nature of the respective departments. Many librarians are invited to departmental meetings or retreats, and the department liaisons attend the University’s new faculty orientation each year. Some librarians also produce occasional newsletters.

Each academic department also has a library coordinator or committee whose duty is to communicate with the Library. Some departments select
most of the books and other materials that are purchased with library funds reserved for their areas; some make only occasional requests.

The Libraries also have a voting member on the Academic Coordinating Commission (ACC), which must approve all new courses. However, this representation has not necessarily meant consultation with the Libraries in advance of a new course proposal. The University recently revised its e-form for the creation of new courses, and the Libraries were successful in having a question added about the adequacy of Library resources: “Does the Library need additional books, journals, media or other materials to support this course?” The Libraries automatically receive a copy of the form, and it is then sent to the Library faculty liaison for the relevant department for review. Through this system, the Libraries try to act proactively to serve faculty, student, and program needs.

Information Technology Resources

Since 1992, Western has coordinated campus-wide Information Technology (IT) resources under the direction of the Vice Provost for Information Technology and Telecommunications Services. The Vice Provost made a series of consolidations and reorganizations of information technology services to better serve campus needs:

- **Academic Technology & User Services (ATUS)**, created in 1992, continued to be strengthened throughout the last decade, with a focus on enhancement of resources for the integration of technology into teaching and learning.

- **Admissions and Administrative Computer Services (ADMCS)** made major gains in the management of information by introducing modern Enterprise Resource Planning (ERP) software and by making information from the ERP system available for effective use by planners.

- **Technical Services (TS)**, a small but critical unit that operates and maintains campus-wide server systems, allows ATUS and ADMCS to better concentrate on direct support of academic and administrative needs.

- **Telecommunications Services (Telecom)** supports campus network and telephone systems.

- **Scientific Technical Services (STS)** supports the effective integration of scientific instrumentation into teaching, learning, and research processes.

Western also created the University’s first Chief Information Officer position in August 2006, as recommended by numerous studies of IT governance in higher education. (See Exhibit 5.10 for a comprehensive overview of services provided by the IT units. This information is also available for the public at www.wwu.edu/epit.)
Mission and Goals for Information Technology

The mission and goals of the Information Technology division emanate directly from the goals embodied in Western’s Strategic Action Plan, and the unit works to “...enhance information resources...and maintain technological currency to strengthen support for educational and scholarly activity.”

Western achieves this goal quite well and was ranked as one of the Top 100 “Most-Wired Campuses in the United States” in both 2000 and 2001 (see Exhibit 5.11: Yahoo! Internet Life Survey). Western was especially highly ranked in the Student Resources area, one of only two institutions nationwide, alongside Dartmouth College, to receive an A+ rating in this category. The high overall ranking was also attributed to B+ or B ratings in the Web Portal, E-Learning, and Tech Support categories. Had the Yahoo! Survey been continued beyond 2001, Western would likely have continued to rise in the rankings, as significant improvement has been made in all six evaluative categories used in the survey.

Support For Teaching and Learning

Renovation, Mediation, and Scheduling of Classrooms

The majority of information technology resources and services at Western are targeted at supporting classroom teaching and student learning. Western’s aggressive renovation and mediation of its general University classrooms to enhance teaching and learning exemplifies this stance. As indicated in Table 3, Western has renovated eighty existing classrooms since 1997, with those renovations all offering the inclusion of a complete complement of computer-based teaching technologies. In addition, sixteen computer-based classrooms were added to the campus in the 2005 construction of the Communications Building. The figures for 2008 (Table 4) show fourteen additional mediated classrooms, which will be part of the new Academic Instruction Center. (See also Standard One and Standard Eight.)

<table>
<thead>
<tr>
<th>Year</th>
<th>Computer Media</th>
<th>Multimedia</th>
<th>TV Only</th>
<th>Overhead Only</th>
<th>Total Number of Classrooms</th>
<th>Percent of Classroom with Computer Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>6</td>
<td>3</td>
<td>54</td>
<td>30</td>
<td>93</td>
<td>6%</td>
</tr>
<tr>
<td>2007</td>
<td>102</td>
<td>0</td>
<td>21</td>
<td>0</td>
<td>123</td>
<td>83%</td>
</tr>
<tr>
<td>2008</td>
<td>116</td>
<td>0</td>
<td>21</td>
<td>0</td>
<td>137</td>
<td>85%</td>
</tr>
</tbody>
</table>

Attention to enhancement of teaching technologies in classrooms originated largely from faculty demand. A 2000 survey of Western’s faculty indicated that, “Virtually all respondents (87%) were either ‘very interested’ (51%) or ‘moderately interested’ (36%) in incorporating more instructional
technology into their classes...Only 3.4% were not at all interested.” (See Exhibit 5.12: Western Washington University Faculty Instructional Technology Survey, Office of Institutional Assessment and Testing, 2000.)

Nearly half of those surveyed indicated that the limitations of classrooms proved to be a major constraint on their use of technologies in teaching. Faculty members also indicated frustration with their ability to reliably schedule their use of mediated classrooms. In response—and in combination with renovations—ATUS and the Registrar worked closely to improve the classroom scheduling process. The result was that, by 2006, Western was able to match 99% of faculty requests for mediated classrooms. A more recent survey of faculty by ATUS (2005) indicated a strong commitment on the part of Western’s faculty to use of technology in teaching and learning, as well as increased satisfaction with classroom resources (see Exhibit 5.13: Survey of Faculty Teaching Preferences and Use of ATUS Services, November 2005).

Every faculty member interviewed indicated they regularly used computer-mediated classrooms, with most also indicating regular use of one or more forms of multimedia for teaching. In addition, the survey indicated that most faculty at Western use teaching technologies to elicit higher order thinking skills from students, as seen in Figures 5 and 6.

Computer labs also play a critical role in supporting teaching and learning. Table 5 shows the utilization of computer labs following the addition of 150 new lab seats in the Communications Building.

With the addition of nearly 200 computer lab seats, overall utilization of this increased number of lab seats rose. Students both filled those new seats and used more of the existing lab seats. Utilization of computer labs went up substantially in all categories of use. Further analysis indicated that the likely reasons for this increase are: 1) More Western faculty are scheduling classes to meet in computer labs; 2) More faculty are giving students assignments requiring use of advanced software found only in labs; and 3) Only a small minority of students with laptop computers bring them to campus. (See Exhibit 5.14: Computer Lab Projections and Computer Lab Seats.)

**Student Technology Center**

In response to the growing demand for technology services by students, the Student Technology Fee Committee asked ATUS in 2003 to undertake a study of the concept of developing a Student Technology Center (STC). With the results showing strong support for the concept, the STC was opened in the winter of 2004. Student use of the center and its services has grown steadily since then as shown in Figures 7 and 8 (see also Exhibit 5.15: Summary of STC Concept Survey).

**Blackboard Course Management System**

Over the course of the last seven years, the Blackboard Course Management System has become a critical tool for both students and faculty. Use of Blackboard for support of on-campus courses grew rapidly from its
### Table 5
**Supplemental Analysis of Growth in Computer Lab Use from 2004 to 2005**

<table>
<thead>
<tr>
<th></th>
<th># Seats</th>
<th># Wkly Seat Hrs</th>
<th>Wkly St Hrs Used</th>
<th>% Free Seats Used</th>
<th>Increase In Sts Used</th>
<th>Using In Sts Used</th>
<th>Increase In Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departments, 2004</td>
<td>586</td>
<td>45318</td>
<td>11259</td>
<td>23.60%</td>
<td>-</td>
<td>80</td>
<td>-</td>
</tr>
<tr>
<td>Departments, 2005</td>
<td>607</td>
<td>47346</td>
<td>15028</td>
<td>31.80%</td>
<td>33%</td>
<td>104</td>
<td>30%</td>
</tr>
<tr>
<td>General University, 2004</td>
<td>354</td>
<td>25662</td>
<td>13801</td>
<td>52.20%</td>
<td>-</td>
<td>41</td>
<td>-</td>
</tr>
<tr>
<td>General University, 2005</td>
<td>485</td>
<td>37830</td>
<td>20601</td>
<td>54.50%</td>
<td>49%</td>
<td>56</td>
<td>37%</td>
</tr>
<tr>
<td>Wireless, 2004</td>
<td>66</td>
<td>5148</td>
<td>2574</td>
<td>50%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Wireless, 2005</td>
<td>96</td>
<td>7488</td>
<td>4118</td>
<td>55%</td>
<td>60%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Totals, 2004</td>
<td>1006</td>
<td>76128</td>
<td>27633</td>
<td>36%</td>
<td>-</td>
<td>121</td>
<td>-</td>
</tr>
<tr>
<td>Totals, 2005</td>
<td>1188</td>
<td>92664</td>
<td>39748</td>
<td>43%</td>
<td>44%</td>
<td>160</td>
<td>32%</td>
</tr>
</tbody>
</table>

### Figure 7
**Growth in STC Student Walk-in Traffic**

![Growth in STC Student Walk-in Traffic](image)

### Figure 8
**Growth in STC Workshop Attendance**

![Growth in STC Workshop Attendance](image)
TABLE 6
BLACKBOARD COURSES SINCE INCEPTION

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>335</td>
</tr>
<tr>
<td>2000-2001</td>
<td>470 estimated</td>
</tr>
<tr>
<td>2001-2002</td>
<td>650 estimated</td>
</tr>
<tr>
<td>2002-2003</td>
<td>943 estimated</td>
</tr>
<tr>
<td>2003-2004</td>
<td>1324 estimated</td>
</tr>
<tr>
<td>2004-2005</td>
<td>1681</td>
</tr>
<tr>
<td>2005-2006</td>
<td>2096</td>
</tr>
<tr>
<td>2006-2007</td>
<td>2526</td>
</tr>
</tbody>
</table>

inception, and then continued to grow at a high rate, as shown in Table 6.

Scientific Technical Services

Western’s IT division also provides its faculty and students with an especially unique academic resource, in the form of the services of the Scientific Technical Services group. Through the University Instrument Center (UIC) and the SciTech Shops (Machine, Electronics, and Wood), this IT group has worked with almost every academic and non-academic unit on the Western campus to apply scientific instrumentation in support of faculty and student teaching and research.

SciTech is nationally known for its development of the Integrated Laboratory Network (ILN) (www.wwu.edu/iln). The ILN combines laboratory instrumentation, computer, and instructional technology to provide a wide range of teaching and learning opportunities online. Instrumentation can be accessed and operated in real time over the Internet from lecture halls, classrooms, and even from home. Web cameras allow the instruments to be seen in operation, facilitating classroom demonstrations. Both the National Science Foundation and the Sloan Foundation through both major funding and awards have recognized the ILN.

Developing and Maintaining the Campus Infrastructure

In 1998, Western completed a major study of its network infrastructure, followed by a rebuild of the entire campus wired network infrastructure. That infrastructure grew markedly from 1999 onward, with especially rapid growth in network nodes (i.e. connections) occurring between 1999 and 2002. This rapid expansion added literally thousands of high-speed Internet connections to the campus, including the addition of high-speed Internet to all residence hall rooms and all classrooms.

The campus connection to the Internet has been continually upgraded, first moving to a 45 mbps connection to the Internet, which has grown to 200 mbps in 2007. Since 2000, the residence hall network (ResTek) traffic had been provided via a commercial Internet service provider (ISP). During the upgrade of bandwidth in 2007 ResTek was included under campus network and now shares the academic Internet connection. Access to the “Giga-Pop” at the University of Washington also makes high-speed Internet connections available to faculty and students for research. In 2006-2007, Western’s core network routers were replaced, greatly enhancing network reliability and speed. Plans call for a gradual and on-going upgrading of the remainder of the network switches and routers.

During the same rebuild of the campus network, Western also significantly upgraded the campus television delivery system to provide delivery to all classrooms and public spaces on campus. This system also allows for the origination of TV programming from any such space, with live transmission to the City of Bellingham cable TV system, BTU-10. Six dedicated channels of academic cable TV allow for transmission of special
programming to any classroom (e.g. satellite programming, videotapes), and four dedicated foreign language channels have already been added to the system for academic use. At the same time, the residence hall cable TV system was upgraded, with two dedicated channels allowing for academic or Student Affairs programming to be sent to all residence hall rooms. In 2006, Western signed a unique contract with Comcast for upgrade of its entire cable TV system to allow for use of the most advanced digital cable TV services.

**Wireless Networking**

At the time of the last Yahoo! Most Wired University Survey in 2001, Western was just beginning to plan its wireless networking, resulting in the lowest score in that survey in the Wireless category. As shown in Table 7, much progress has been made in making wireless networking available on campus since that time.

Complete build-out of the wireless infrastructure on campus is planned for the 2007-2009 biennium.

**Telephones and Desktop Computers**

Telephones remain a critical part of daily communications on campus. Western replaced its telephone switch in 2001, allowing modernization of phone calling and phone record-keeping, while also permitting future expansion to include voice-over-IP telephony.

Western also has robust desktop support services available, comprising support from the Desktop Support unit of ATUS, the ResTek support unit for residence halls, and numerous College and department desktop support staff members critical to the operation of their areas. Overall, the ATUS Help Desk provides coordination of desktop support, using updated “trouble ticket” management software available to all desktop support personnel. The various desktop support units have enhanced campus desktops by 1) regularly updating desktop software; 2) providing protection from desktop malware; 3) keeping desktops in working order; and 4) planning and implementing replacement of outmoded desktops.

**Network Security**

Following large-scale events such as Hurricane Katrina, all higher education institutions became aware that the campus information technology infrastructure could not be taken for granted. Information breaches, such as those that occurred at UCLA in 2006, added concern about protection of data related to both students and staff. In response, Western completed comprehensive Security and Disaster Recovery plans in 2005. As part of that planning, comprehensive reviews were made of security procedures in use on campus. Gaps in security were corrected through the use of firewalls, network security scans, password hardening, restricted access to data, and user education.

### TABLE 7

<table>
<thead>
<tr>
<th>Year</th>
<th>WAPs Installed</th>
<th>Total WAPs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>2003</td>
<td>38</td>
<td>50</td>
</tr>
<tr>
<td>2004</td>
<td>44</td>
<td>94</td>
</tr>
<tr>
<td>2005</td>
<td>24</td>
<td>118</td>
</tr>
<tr>
<td>2006</td>
<td>33</td>
<td>151</td>
</tr>
<tr>
<td>2007</td>
<td>14</td>
<td>165</td>
</tr>
</tbody>
</table>
Promoting Effective Management of Resources

In 1998, Western had implemented only the Financial and Human Resources modules of Sungard’s Banner Enterprise Resource Planning (ERP) system. Since then, the following additional modules have gone into full production on campus:

- Student, including Admission and Degree Audit
- Student self-service (admission, registration, payment, progress towards degree, etc)
- Faculty self-service (class rosters, advising, grading, etc)
- Financial Aid
- Housing (plus reservation extensions)
- Accounts Receivable
- Alumni
- Employee self-service (time entry, pay stubs, leave, etc.)

Access to both current and historical information from these data systems is provided through the data warehouse and Hummingbird Bi-Query End-User query/reporting software, allowing extensive reporting from the Student, Human Resources, Alumni, Financial Aid, and Housing ERP modules. In addition, the data warehouse is used extensively for reporting by the Telecommunications Department and Woodring College of Education (teaching credential records).

The Administrative Computing unit received a 2006 Educause Award for Excellence in Administrative Applications for its E-Sign Form processes (see Exhibit 5.16). E-sign forms are now used extensively throughout campus to increase the efficiency of communications for both academic and administrative processes.

Other enhancements to administrative computing systems on campus include:

- FAMIS Facilities Management System
- CollegeNet’s Schedule 25 and Resource 25 systems
- PMSI Health Clinic Application
- Novus Employee Applicant Tracking
- Telecommunications Call Accounting System

All of the above systems have allowed for significant improvement in the efficiency of administrative processes on campus.

Improving Communication Throughout the University

Information technology resources have been critical in the steady improvement of communications on campus over the last ten years. In 1998, Western adopted use of Microsoft’s Exchange email and personal assistant software for use by all staff. All eligible staff members are now automatically given Exchange accounts, with more than 90% using the provided tools for daily email communications. Most staff members also use Exchange for calendaring and campus directory services, greatly facilitating contact and communication between staff members.
Western provided all students with access to robust, web-based email beginning in 2000. As of winter, 2007, more than 90% of Western's students access their “My Western” email accounts on at least a weekly basis. Student Affairs has implemented an official email policy for students, facilitating communication of critical information in a timely and efficient manner.

Western has also put considerable effort into the development of web portals with embedded communication tools. The “My Western” portal for students makes email, a campus calendar, campus announcements, personal announcements, access to Blackboard, and other campus communications readily available to all students. Western regularly uses the announcements portion of My Western to quickly broadcast critical information to all students.

Administrative Computing also developed the sister “MyWWU” portal for faculty and staff members. MyWWU includes similar personalized tools that facilitate rapid communication. Also, the “Bullseye” targeted messaging tool (bullseye.wwu.edu) allows authorized users to target both email and portal announcements to specific campus groups. The groups can be based on academic major, course, employee type, or department, and can even be specified by individual ID numbers.

“Web4U” is a web tool provided to all faculty, staff, and students for easy access to information from the Banner ERP system. Direct and personalized access is provided to the most critical information in Western’s administrative data systems, including class registration information and grades, payroll information, time sheets, and financial account information. Authorized individuals can even register for courses, pay bills, and do pay time entry through Web4U.

The Information Technology groups have worked together and also created a centralized identity and account management system. This system now gives every new employee, student, or sponsored guest a unique user ID. Accounts and passwords are synchronized across systems. Student withdrawals and employee terminations are monitored to remove obsolete accounts. A project is underway to move more towards single sign-on.

**Recruiting and Retaining Quality Students and Faculty**

Information technology has played a significant role in the recruitment of quality students to Western. Working closely with Student Affairs, both ATUS and ADMCS developed processes whereby each newly admitted student is automatically assigned a Universal ID that can be used to immediately access the My Western portal and email system. New students are informed about the availability of their new campus accounts during the summer preceding their first quarter at Western, and they are encouraged to utilize their My Western email for all campus communications.

Residential Life also encourages use of My Western email before the start of school, and the office sends all new students registered for University housing their own Western email address, as well as that of their new
TABLE 8
PERCENT OF NEW STUDENTS ACTIVATING MY WESTERN ACCOUNTS

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent Activated Prior to Start of Fall Quarter Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>15%</td>
</tr>
<tr>
<td>2004</td>
<td>38%</td>
</tr>
<tr>
<td>2005</td>
<td>43%</td>
</tr>
<tr>
<td>2006</td>
<td>82%</td>
</tr>
<tr>
<td>2007</td>
<td>90%</td>
</tr>
</tbody>
</table>

roommate(s). Student Affairs also informs new students about the need to utilize My Western email for receipt of official communications from the campus. All of the above activities work to bond new students to Western before they actually begin their first school year. Table 8 shows the increase in new students’ early activation of their My Western accounts.

On-campus email systems compete for students’ attention with the many electronic communications systems students tend to use off-campus. For that reason, the information technology division has paid close attention to adding features to on-campus systems that will help retain student attention to the My Western systems. Enhancements to those systems have included automated activation systems, automated password changes, individualized messaging and course lists in the My Western portal, and links to critical Library and calendar information that students regularly need for their academic study. Increases in use of My Western indicate that these enhancements have been successful in increasing student affiliation with the campus.

Both faculty members and students have benefited from the introduction of advising, degree audit, and transfer articulation capabilities to the Banner ERP system. The degree audit module allows faculty members to provide students with an accurate summary of their progress towards a degree, highlighting specific courses required. This in turn allows for more accurate advising of students, thereby eliminating registration for unneeded courses and allowing more students to graduate in a timely manner.

In the past, articulation of transfer credits was one of the most time-consuming and problematic aspects of advising. However, Administrative Computing completed programming that allows for electronic articulation to occur with the records of most institutions from which Western’s students are transferring, again improving the ability of students to make progress towards a baccalaureate or Masters degree.

Faculty members are increasingly required to identify clear student learning outcomes required for graduation, while students increasingly need to demonstrate a record of proficiency with those outcomes. Administrative Computing has worked with Woodring College, for example, to develop the Woodring Student Outcomes system, allowing comprehensive record-keeping and advising related to those outcomes. This new learning outcomes system can be adapted for use by other Colleges on campus.

Building Collaborative Relationships With Off-Campus Communities

Tools developed by the information technology division also play a role in connecting Western with off-campus communities. Video conferencing systems used for both course delivery and meetings has been added to remote education sites at Olympic Community College, Peninsula Community College, North Seattle Community College, Everett Community College, and Mount Lake Terrace. These systems connect to identical systems located...
within ATUS, Huxley College, and EESP over the Internet, allowing for both instantaneous meetings and scheduled classes. These video conferencing systems have also been used to facilitate regular connection with other higher education institutions. Examples include a Business class taught with students in both Jordan (Middle East) and Bellingham, and meetings to coordinate Native American education programs with the state of Hawaii. The conferencing systems are used several times each week for similar community connections.

### Significant Changes Since 1998

- In 2006, Western Libraries participates in the LibQual+ Survey, which identifies areas for improvement.
- In 1999, Western hires a new University Librarian, who serves Western for several years before announcing his retirement in 2007. A search for a new Dean of Libraries is currently underway.
- Western institutes a successful laptop loan program to serve the needs of students. This program grows, with funding approval from the Student Technology Fee Committee.
- Western and other state universities join forces with Oregon institutions to create Orbis Cascade Alliance to better serve the needs of all users.
- Some “branch” collections, such as Physics journals and Economic Education materials, are physically moved to the Wilson Library. Many other collections—such as the Modern & Classical Languages films, materials from the Center for Educational Pluralism, and items purchased and stored at Extended Education sites—have been incorporated into the catalog.
- Western renovates eighty classrooms and adds sixteen new classrooms to the pool of rooms that offer a complete suite of computer-based teaching technologies.
- Western expands the number of computer lab seats and increases the utilization of computer lab seats overall.
- Western adopts Blackboard as the campus course management system. More than half of the University’s classes now make use of a Blackboard course site.
- Western establishes a Student Technology Center (STC) that offers daily workshops, multimedia support, and tutoring.
- Western rebuilds the campus network infrastructure.

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**STANDARD FIVE**

**SUMMARY & ANALYSIS**
• Western adds numerous management modules to the campus ERP system.

• Western implements centralized communication systems such as Outlook Exchange, as well as communication portals for students and staff.

Strengths

• Western boasts personnel in both the Libraries and Information Technology who are committed to a high level of service for their users.

• Western Libraries are willing and able to partner with other campus units, the local community, and the larger library community to better serve Western faculty and students.

• Western Libraries have been successful with several Student Technology Fee proposals and have a strong reputation within the consortia to which they belong for following through on promises and meeting commitments.

• Western was ranked one of the “100 most-wired” universities in the nation, based on data from 2000 and 2001. Western continues to make changes that help the University keep pace with Information Technology demand.

• Western responds to survey and assessment data in order to meet student, faculty, staff, and program needs in both the Libraries and Information Technology.

• Western Libraries now provide access for off-campus Library users (students, faculty, and staff) to licensed electronic databases through use of a proxy server. Library services are provided to off-campus sites by personnel assigned to the Library organization.

• Western boasts a robust infrastructure, including ubiquitous networking and reliable data systems.

Challenges and Next Steps

• Western Libraries need to secure funding in order to keep pace with the accelerating expenses for information resources.

• Western needs to meet the physical space needs of modern technology, traditional collections, and evolving services.

• Western needs to reorganize within the Library structure, and provide sufficient training and development among Library personnel, in order to meet emerging and future needs and expectations.
• Though assessment data is currently used to make positive changes, the Libraries need to develop a more cohesive and comprehensive assessment program.

• Western needs to develop more effective and participatory communication tools and modes both within the Library and between the Library and its users.

• In conjunction with ATUS and other campus stakeholders, the Libraries will develop the infrastructure to manage digital assets.

• The Libraries and ATUS will continue to explore with other campus partners the services and space for the development of a “learning commons.”

• Western is challenged to meet the increasing demand for nearly all existing technology resources, in addition to the demand generated by new technologies. Western needs to acquire resources—both funding and space—for the continued expansion of technology into the teaching and learning process, as well as for administrative technology needs.

• Western needs to obtain physical space for the expansion of formal computer labs and informal learning space. Western will continue the expansion of mediated classrooms and computer labs in both new and existing facilities, as well as using innovative designs for mediated learning environments, such as cooperative classrooms, mixed-purposed centers, and learning commons.

• Western needs to maintain currency of expertise in the multiplicity of fields that technology increasingly encompasses.

• Western continues to plan for critical emergent issues such as computer viruses and security exploits.

• Western needs to establish plans and identify funding for computer lab and laptop program replacement cycle.

Progress on Recommendations from 1998 Accreditation Report

“The library needs to address the problem of the inability of library users not physically located on the WWU campus to access digital contractual databases.”

• Western Libraries now provides access for off-campus library users (students, faculty, and staff) to licensed electronic databases through use of a proxy server. Personnel assigned to the Library organization now provide library services to off-campus sites. Western also implemented document delivery programs for off-campus users.

“The campus should address the issue of information resources, branch collections, and library services being offered by non-library related organizations.”
Some “branch” collections, such as Physics journals and Economic Education materials, have been physically moved to Wilson Library. Many other collections—such as the Modern & Classical Languages films, Extended Education site collections, and materials from the Center for Educational Pluralism—have been incorporated into the main catalog. The library has done what it can to address this concern, but administrative action will be needed to take this a step further.

“ATUS should generally review the issue of the number of labs to be supported on a continuing basis in terms of upgrade costs, maintenance needs, and user support.”

ATUS keeps annual usage statistics to review the viability and efficiency of continued lab operations, including the age and maintenance history of lab machines. From this data, Western makes decisions about lab configuration, user support needs, and replacement options. While there is currently no University equipment fund for replacement computers (see also Standard Eight), last year’s Student Technology Fee (STF) Committee recommended spending up to 50% of the STF for replacement machines, both in ATUS and in College-supported labs. However, because Western has created a technology-rich environment to serve student, faculty, and staff needs, the STF funds are still not sufficient to meet the need for upgraded machines on a three to four-year cycle. ATUS will continue to monitor and adjust lab resources as necessary.

STANDARD FIVE
SUPPORTING DOCUMENTATION

Exhibits (located in Standard Five Exhibit Binders, Committee Room)

5.1: LibQual+ Study, 2006
5.3: Information Literacy Learning Outcomes and Library Information Tutorial
5.4: 2003 Student Technology Fee Proposal
5.5: SFX Statistics
5.6: Student Technology Fee Grant for Laptops
5.7: Agreements with Consortiums and Other Libraries
5.8: Library Initiatives (response to consultant’s report)
5.9: Association of College and Research Libraries’ Standards for Libraries in Higher Education
5.10: List of Services Provided by Information Technology units
5.11: Yahoo! Internet Life Survey
5.12: Western Washington University Faculty Instructional Technology Survey, Office of Institutional Assessment and Testing, 2000
5.13: Survey of Faculty Teaching Preferences and Use of ATUS Services, November 2005
5.14: Computer Lab Projections and Computer Lab Seats
5.15: Summary of STC Concept Survey
5.16: 2006 Educause Award for Excellence in Administrative Applications
5.17: Printed materials that describe the hours and services of learning resources facilities
5.18: Policies, regulations, and procedures for the development and management of library and information resources, including collection development and weeding
5.19: Statistics on use of library and other learning resources
5.20: Statistics on library collection and inventory of other learning resources
5.21: Assessment measures utilized to determine the adequacy of facilities for the goals of the library and information resources and services
5.22: Assessment measures to determine the adequacy of holdings, information resources, and services to support the educational programs both on and off campus
5.23: Data regarding number and assignments of library staff
5.24: Comprehensive budget(s) for library and information resources
5.25: Vitae of professional library staff
5.26: Computer usage statistics related to the retrieval of library resources
5.27: Studies describing the evaluation of library and information resources

"WWU Core Exhibits"
(located on Core Exhibit Shelves, Committee Room)

Engaged Excellence: Strategic Action Plan, 2006
Western Washington University, Board of Trustees, Rules of Operations
Western Washington University Catalog, 2007-08
Western Washington University, 2006-07 Operating Budget
Western Washington University, Capital Plan
Western Washington University, 2007-08 Fees and Rates Book
Western Washington University, Institutional Master Plan
Western Washington University, Faculty Handbook