

REPORT TO THE NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

Policies, Regulations, and Financial Review



March 1, 2023

Addendum E: Library Documents

Supplement to PRFR Report



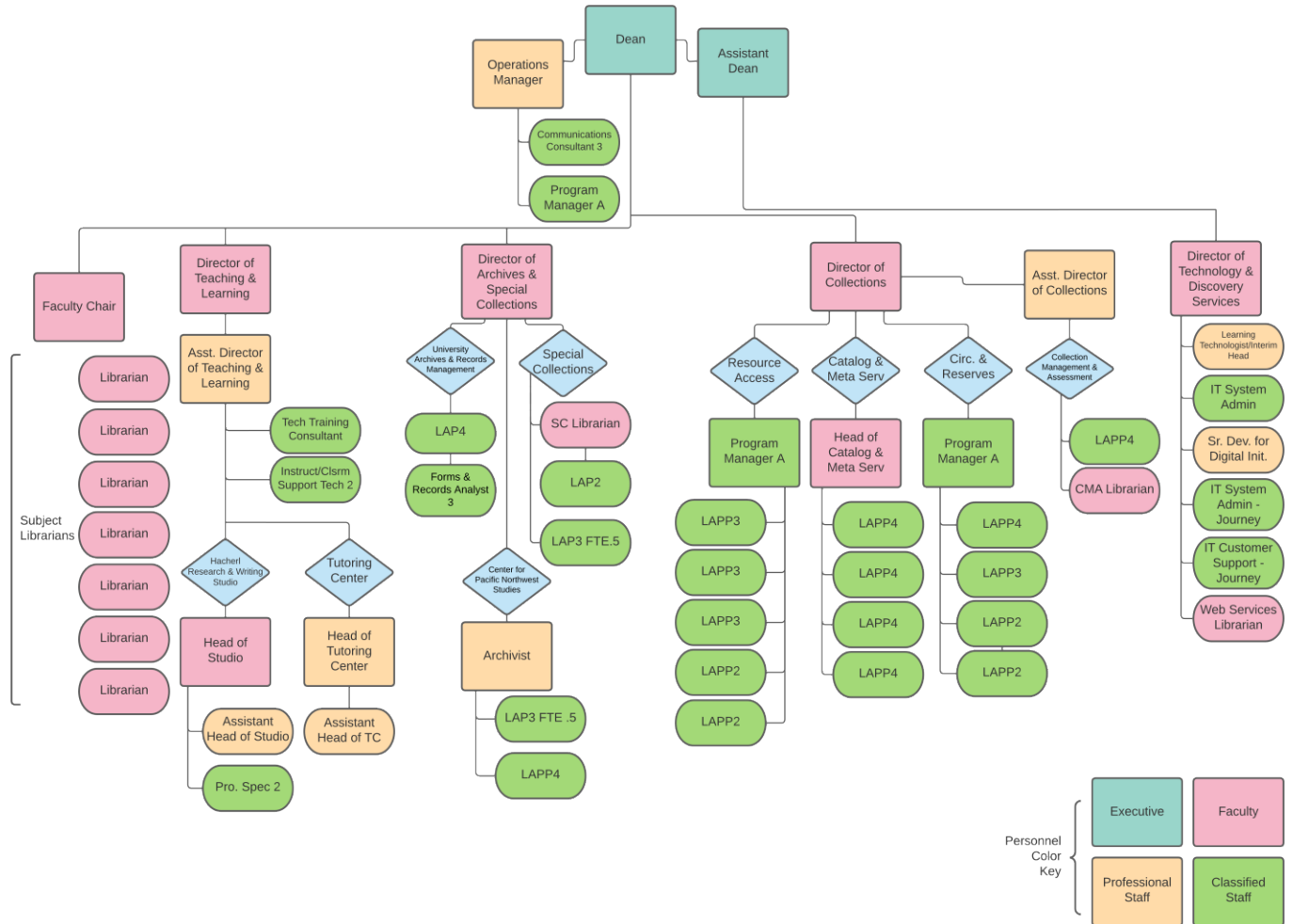
MAKE WAVES.

Western Washington University PRFR Report Addendum E

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Western Washington University Libraries Org Chart



Western Libraries Learning Philosophy



Committee approved: 11/18/2020
Sent to ACC: 12/01/2020
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WESTERN LIBRARIES CURRICULUM COMMITTEE Learning Philosophy

Learning Philosophy

Western Libraries provides an array of credit courses to advance inquiry, agency, collaboration, and critical evaluation of information. We offer sequenced curricular opportunities that deepen a student's awareness, knowledge, and use of multiple academic and information literacies¹ that are essential to the success of their academic and professional endeavors. Academic literacies are interrelated abilities that function most meaningfully when integrated together to support critical thinking.

We believe...	We will...
<ul style="list-style-type: none">● Learning should foster student agency and critical evaluation of traditional and oppressive norms, empowering students to take control of their own learning and engage in critical understanding of systems and practices that reproduce inequities.● Inclusive learning experiences should go beyond the traditional teaching practices and align with student centered, progressive, and high impact teaching pedagogies and practices.	<ul style="list-style-type: none">● Implement and develop curricula in multiple modalities for students at the various stages of their education in order to support the development of inquiry, agency, collaboration, integrated and information literacies.● Foster student engagement in the use of academic and information literacies in order to recognize and challenge systems of oppression.● Initiate intentional partnerships throughout the university, develop relationships with our diverse student constituents, and provide an array of curricular offerings meeting students where they are.

¹ Academic and Information literacy definitions (e.g. reading, writing, researching, speaking, listening), TLD Learning Outcomes: The TLD will apply relevant social justice frameworks and best practices committed to fostering an inclusive and equitable teaching and learning community. As a collective, members of the division will select, prioritize, and develop resources, initiatives, and instructional activities that advance the division's overall purpose and the following student learning outcomes: Evaluate and challenge traditional and oppressive norms and practices through the engagement of academic literacies, Use and value inquiry for gaining and sharing knowledge, Collaborate as respectful, productive, and ethical members of a diverse and inclusive intellectual community, Demonstrate a sense of agency for managing one's own learning. According to the [American Library Association](#), "Information literacy is a set of abilities requiring individuals to 'recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."

Reviewed and approved 11/18/2020. Next review Summer 2021

Curricular Offerings

- Courses that support the development of academic literacy skills and are focused on students during their first two years (pre-major)
- Courses that engage transfer and upper division students in expanding strategies and subject-based understandings of academic literacies
- Courses that contribute Western's goal of increasing retention and persistence rates while eliminating achievement gaps for students from diverse and underrepresented socio-economic backgrounds
- Courses that highlight the Libraries' unique collections

Annual Course Scheduling Process Timeline

Section 17 and 18 of the UFWW CBA (Collective Bargaining Agreement) notes that both the chair and academic program directors provide leadership in areas including, but not limited to planning and curriculum (see Sec. 17.3.2 and 18.1.2 in the [UFWW CBA](#) for more detail).

Because of the overlap of this work and the need for division directors to plan for an academic year, the Faculty Chair and Directors must work together to develop a course schedule. This document aims to clarify who is responsible for advancing elements of the process, and who should be included during specific steps. Although the Chair facilitates the annual course scheduling process as outlined below, discussions about teaching assignments, workload, and curriculum start at the division level and seek to balance the needs of students, non-library faculty, and library personnel.

Fall Quarter (for next academic year):

By the end of Week 2: Chair emails Directors to begin the scheduling process, including course scheduling form and timeline.

- Things to include in the [course scheduling form](#) (built from Comm Scheduling Form example):
 - Course Number and Course Title
 - When (quarter, days of week, time of day)
 - Modality
 - ○ Room preference

By the end of Week 5: Faculty members submit their preferences to their respective division directors.

- Using the course scheduling form as a guide, Directors will consult with faculty who indicate an interest in teaching to discuss their request(s).

By the end of week 7: Using the above information and a course scheduling spreadsheet (created from the course scheduling form), Division directors submit a draft schedule to the Chair

By the end of Week 8: Using the course information submitted by the faculty and directors, the Chair will draft a schedule to share with library faculty.

- The Chair will reach out to appropriate faculty and directors if questions or suggestion revisions arise.

By the end of week 11: Comments, questions, and concerns about the schedule must be submitted to the Chair and respective Director.

Winter Quarter:

By the end of Week 2: The Chair, in consultation with division Directors, makes revisions accordingly and submits to Western Libraries Curriculum Committee (WLCC). **By the end of Week 5:** WLCC reviews schedule for final approval.

By the end of Week 7: The Chair shares the final schedule with the library at large and submits it to the Catalog and Curriculum Specialist, Jaimie Lawson.

Drafted by WLCC (Emily S., Shevell T., Elizabeth S., and Jeff P.) 2022

[Approved by Library Faculty on 7/19/22](#)