Scholarship and Professional Work   University Libraries

2011

The Library Student Liaison Program at Eastern Washington University: A Model for Student Engagement

Julie Miller
Butler University, jlmille5@butler.edu

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Teach students to love the library.

—John N. Gardner, Executive Director of the Policy Center on the First Year of College, told to academic librarians at the 2003 Association of College and Research Libraries conference.

The unspoken conclusion in Gardner's challenge to academic librarians to "teach students to love the library" is *or become irrelevant*. Recent research shows the importance of student engagement, particularly in the first year of college, to student success and retention in higher education (Kuh et al. 2008, 555). Of the five areas of student engagement measured by the National Survey of Student Engagement, academic libraries have the opportunity to make significant contributions in three areas: level of academic challenge, active and collaborative learning, and a supportive campus environment (Kezar 2006, 22). Academic librarians who strive to keep the library relevant and engaging to students—if not beloved by them—face steep competition, not only from Google and other pervasive information alternatives, but also from the many activities that comprise the typical college student's life. The library literature indicates that academic librarians are using several strategies to enrich the academic experience. These strategies include active and collaborative learning techniques in library instruction, experimenting with interactive technologies such as student response systems (Dill 2008), and multimedia (Webb, Tingting, and Black 2008). Librarians are using "Library 2.0" concepts to interact with students. They are using tools such as social networking sites, wikis, instant messaging, and blogs to break down barriers between libraries and their users (Cohen 2007, v). Libraries are changing the physical environment to be more supportive of and welcoming to students; they are installing coffee shops, adding comfortable furniture, and creating collaboration spaces for group interaction (La Pointe 2006). Academic libraries are even hosting game nights featuring video games such as Halo, Madden, and Guitar Hero to encourage students to have fun in the library (Sutton and Womack 2006).

Like their colleagues in other academic libraries, library faculty and administrators at Eastern Washington University (EWU) Libraries have also been seeking ways to make the library more central to students' academic experience. The challenge is to implement strategies that resonate with students while making effective use of library resources. In 2005, the dean of EWU Libraries submitted an institutional strategic planning proposal to develop a peer liaison position within the library to perform outreach to students. Although the proposal was not funded as an institutional grant, the proposal process helped library administration define goals for a library student liai- son program. Using operating funds, EWU Libraries implemented the library

student liaison program in 2006. Currently in its fourth year, the program employs a part-time student employee as a member of the administrative team to serve as a voice for students within the library and a voice for the library within the student body. This model for student engagement has en- abled EWU Libraries to identify and prioritize activities that promote student engagement.

BACKGROUND

EWU is a public regional comprehensive university of approximately 10,000 full-time equivalent students located in Cheney, Washington, a small town fifteen miles west of Spokane. EWU also has a campus in Spokane and distance learning sites in Bellevue and several other Washington communities. The institution began as a normal school, and teacher education continues to be an important part of our mission. EWU students come primarily from the Inland Northwest (a region that includes eastern Washington, northern Idaho, and western Montana). A 2006 survey conducted by the university marketing and communications department showed that EWU is perceived as "a good value for the price," a "comfortable" and "friendly" institution. In 2004, almost 90 percent of EWU's students were full-time, and 46 percent of all new students were first in their families to attend college (Eastern Washington University 2006). More than 75 percent of EWU's students received financial aid (Eastern Washington University 2004). Currently, the university offers fifty-eight programs of study, with master's degrees in twenty-one programs and one doctoral program in applied physical therapy (Eastern Washington University 2008).

Given the percentage of EWU students who are first in their families to attend college, EWU has several programs in place to foster student engagement. The library has not, however, been systematically included in these programs. Almost all of EWU's undergraduate students experience the library through the introductory English composition course sequence, ENG 101 (College Composition: Exposition and Argumentation) and ENG 201 (College Composition: Analysis, Research, and Documentation). Each section of these two courses visits the library for at least one fifty-minute, hands-on instruction session per quarter; students are introduced to library services and resources appropriate to general education (e.g., the library catalog, interdisciplinary aggregator databases). In addition to the library instruction for composition courses, instruction librarians rely upon faculty to request library instruction. Each instruction librarian is a liaison to academic programs based upon subject expertise, and librarian-faculty collaborations are essential to integrating information literacy into the curriculum and supporting an academically challenging learning environment.

While library instruction is central to libraries' contribution to student engagement, it has limitations. Although library instruction is integrated into the composition courses, for example, the library is usually limited to one fifty-minute session per class. Regarding other general education, upper di- vision, and graduate courses, library staffing levels do not permit library instruction for all classes, and many students do not receive research assistance at point of need.

The library has taken several steps, such as the creation of online tutorials and other asynchronous tools, to help students get research support where and when they need it. The library liaison program is intended to promote student awareness of library services such as research assistance and to insure that the library is responsive to students' information needs.

CREATING THE LIBRARY STUDENT LIAISON PROGRAM

The library student liaison position at EWU Libraries is loosely based on a program at the Gelman Library System at George Washington University (GWU). The dean had previously worked at GWU, and she learned about Gelman Library's liaison program through contacts there. She then tasked the associate dean with researching similar programs (if any existed) and drafting a grant proposal in alignment with EWU's strategic goals. A search of the library literature and the Web did not reveal any evidence of similar programs in academic libraries. Searching the GWU Web pages yielded some results, including program and job descriptions, as well as the student liaison's Web site. According to the job description for the student liaison at Gelman Library, the liaison "works with student leaders and campus organizations in a variety of capacities to facilitate the GLS [Gelman Library System] role in forming the GW [George Washington University] community identity" (George Washington University n.d.). Starting with this general concept, the associate dean drafted a program description tailored to meet the needs of EWU students. The resulting proposal serves as the foundational document of the current student liaison program. Library administration decided to pilot the program in AY06−07 using library operating funds.

The purpose of the student library liaison program is to promote student use of library resources and services and to enhance library responsiveness to student information needs, particularly the needs of undergraduates. As described in the original proposal, the program has three goals, each with expected outcomes:

Goal 1. Enhance communications between EWU Libraries and the student body.

Expected Outcome: Library decision-makers and EWU students have clear channels for communicating with each other.

Goal 2. Articulate student perspectives on library services and help to determine priorities for meeting student information needs.

Expected Outcomes: Library decision-makers have a clear understanding of students' information needs as articulated by the students themselves; library decision-makers change library operations and environments to better meet student needs.

Goal 3. Increase student participation in library programs and activities. Expected Outcomes: More students participate in library activities, contributing to increased comfort with and "ownership" of their library.

The goals support the university's strategic plan and priorities, particularly in creating an environment that builds community, encourages student retention, and fosters teaching and learning excellence. Although reviewed at the end of each academic year, the goals remain fundamental to the program and have not yet been changed.

Using the program goals as a guide, a job description outlining responsibilities, qualifications, and selection criteria was drafted; the job description also serves as the job posting in the EWU student employment portal (see Appendix). Qualifications include

1. Enrollment as an undergraduate, preferably a junior, with at least two years of experience at EWU. Since the undergraduate student body is the primary group the library is trying to reach, the liaison is intended to be a peer. The student liaison needs enough institutional experience to understand both the formal processes and informal practices at EWU. By hiring a junior, the library can hire the liaison for a second year and build upon his or her previous work. This qualification also addresses competence using technology, since students with a class rank of junior and above have met the university's computer literacy requirement. The liaison maintains a Web page and the library's social networking sites.

2. A cumulative grade-point average of 2.5 or above.

3. Customer service experience. As the student liaison needs to care about making the library better for students, commitment to service is essential. Students who have worked in frontline positions in retail or food service often have valuable experience in understanding policy and in knowing when to ask a supervisor for support.

4. Strong written and oral communication skills. The student liaison develops communication plans, writes copy for Web pages and announcements, speaks to groups, and participates in Dean's Council (the library's management committee), among other activities requiring communication skills. Once a month, the Dean's Council meeting focuses on policy issues. The student liaison is invited to this meeting to provide student input to policy decision as well as propose new and revised policies for discussion by Dean's Council.

5. Leadership potential, as demonstrated by positions held in student organizations, volunteer organizations, sports, or other groups. Not only does the liaison report to a busy middle manager who is not always available to answer questions, the liaison position is a work in progress. The liaison is expected to show initiative and to play a role in defining the position. A successful library student liaison develops strategic contacts within the student body, represents the library to students (and vice versa) on issues about which the parties may not agree, and proposes policy to library management—all of which require leadership savvy and a measure of courage.

Although not requirements, familiarity with the library and strong organizational skills are both helpful.

Hiring student employees is very competitive at EWU. Many students choose to work outside the university, and Spokane is close enough to offer a range of part-time opportunities with flexible schedules. Therefore, the library student liaison position was posted at $12.00 per hour (significantly more than Washington's minimum wage of $7.63 in 2006) for fifteen to nineteen hours per week during the academic year. (The position is currently advertised at $12.45 due to subsequent increases in Washington's minimum wage.) To make the position even more appealing, the library offered the position as either a paid internship (internships are required in several majors) or as a part-time student position. All student employment positions at EWU must be posted in the university's student employment portal. Additionally, the library advertised the position with flyers, and the weekly student newspaper ran an article about the position.

THE PILOT YEAR

The library received eight applications for the student liaison pilot in the fall of 2006. The associate dean reviewed the applications, identified those who qualified for the position, and selected four candidates to interview.

The associate dean and the new hire collaborated on a plan for the fall quarter that oriented the student liaison to EWU Libraries, identified activities in support of the three program goals, and included a tentative work schedule (including office hours and a weekly meeting with the associate dean).

Although the new student liaison was a regular library user, she had never worked in a library and was unaware of several of the library's services. Thus, the associate dean set up a job-shadowing schedule for the liaison to learn the functions of each unit and each unit's contributions to resources and services for students. Additionally, the liaison observed a few library instruction sessions and participated in Library Vitals, the library staff development program, as her scheduled allowed. The job-shadowing experience was a very beneficial introduction to the library staff and to the work of the library. The liaison was able to see the reasons behind library policies and how policies were applied. She also began to make connections between library services and the student liaison position.

The student liaison met with the associate dean on a weekly basis to discuss progress on activities and to outline next steps. Prioritizing activities was essential to the success of the pilot. For each goal, the liaison developed activities that were achievable and measurable and that provided a foundation on which to build the program. Table 1 summarizes the activities of the pilot year. The liaison worked with the associate dean and other library employees to determine the feasibility and relative importance of an activity. Some of the activities were developed at the request of library employees. For example, the media services manager requested the liaison's

assistance in identifying students for a "mystery shopper" study of student satisfaction with service at the Media Services Desk. The liaison used announcements

TABLE 1 Library Student Liaison Activities in Academic Year 2006–2007 (Pilot)

Goal 1. Enhance communication between EWU Libraries and the student body

Activities:

Create and maintain student liaison Web site and EWU Libraries' MySpace and

Facebook pages

Inform students about the student liaison program and contact information using print

(cards, flyers, table tents, student newsletter) and electronic media (Web sites)

Meet with key student stakeholders (e.g., president and Academic Affairs representative

of Associated Students of EWU, leaders in student clubs and organizations) to inform

them of the program and library events

Visit Riverpoint Campus Library to meet staff and students

Hold office hours

Document student contacts (face-to-face, phone, e-mail, etc.)

Develop proposal for a student video contest to promote EWU Libraries

Staff library information table at EWU Research and Creative Works Symposium

to promote RefWorks

Goal 2. Articulate student perspectives on library services and help to determine priorities for student information needs

Activities:

Assist associate dean with promoting LibQual+ 2007 to students (target 10%

response rate)

Implement physical and virtual comment boxes; route comments to appropriate

library employees and respond to students who provide contact information

Identify students to participate in "mystery shopper" program to determine

student perception of service at the Media Services Desk

Meet with at least three student groups to listen to student priorities for library services

Conduct student focus group

Present a proposal for a quarterly fines amnesty to Dean's Council

Goal 3. Increase student participation in library programs and activities

Activities:

Implement one library event during the week before final exams (Game Night

at KENNEDY Library)

Partner with one student organization on an event (partnered with C.A.R.E. to host

the Clothesline Project at JFK Library)

Partner with one department or club to host a library display (Chicano Studies Alumni Art

display in lobby of JFK Library)

Participate in planning for implementation of popular literature collection

Start a student book discussion group

Partner with Get Lit! (EWU literary festival) to promote lectures and workshops to students on MySpace and Facebook to recruit the mystery "shoppers" to check out equipment, to get help with equipment such as microform readers/printers, or to ask directional questions. The library provided a free beverage from the Thirsty Minds coffee shop as incentive. Ideas for other activities came from the liaison and the students with whom she interacted.

Although the liaison performed activities in support of each goal, not all of the activities were successful. The game night activity had a low turnout, for example, when the group organizing all of the student events during the week before finals omitted the library event from its advertising. However, student employment positions at EWU are expected to include learning objectives which for this position are: to develop leadership skills through interactions with student organizations and library managers, to develop planning and project management skills, and to enhance communication skills through outreach activities that use technologies relevant to EWU students. Such setbacks as the low turnout at Game Night were a valuable part of the liaison's learning experience in developing leadership and planning skills.

At the end of the academic year, library administration found the pilot of the library student liaison program to be a resounding success. Communication between the library and the student

body was stronger than ever before. The student liaison had made formal and informal presentations to a long list of student clubs and organizations as well as to student government; the library had new channels for communication, including pages on MySpace and Facebook (192 and 11 friends, respectively, at the end of the pilot); and the liaison had begun to promote library resources and services of particular interest to students, such as RefWorks. The student liaison had gathered information about student information needs, as well as student perceptions about library services, through comment boxes, the "mystery shopper" student satisfaction program, and focus groups; this information had been presented to library administration, resulting in changes in the library food policy and an increase in the number of public workstations with Microsoft Office software, among others. The liaison also helped to promote the LibQual+ 2007 student satisfaction survey (although the library still fell short of its target of a 10 percent response rate). Finally, the liaison initiated library events in partnership with an academic program (Chicano Studies) and two student organizations (Creating a Rape-Free Environment [C.A.R.E.] and Eagle Entertainment); she also helped to promote annual library events such as Books2Eat a fun event open to the university community and general public in which baked goods decorated to represent books or literary characters are judged for their creativity and then eaten in the lobby of Kennedy Library. Based on the pilot's strong start, the dean agreed to continue to fund the library student liaison program.

BUILDING ON SUCCESS

When EWU Libraries posted the student liaison position for the 2007–2008 academic year, thirty students applied, almost four times the number who applied for the pilot. Over the next two years, the goals of the student liaison program did not change, but the range of the activities supporting them grew broader and the impact deeper. The following examples demonstrate how the second student liaison built on the success of the pilot:

• Development and implementation of a systematic communications plan. The student liaison designed a communications plan that incorporated the primary channels for reaching EWU students. She used this plan on a quarterly basis to increase student awareness of library resources and services of particular interest to them (such as the Summit consortial borrowing program, the print credit supported by the Student Technology Fee program, etc.) as well as on a case-by-case basis to promote new services or special events. Library faculty and staff began to count on the student liaison as a partner in outreach to students. Students in communication roles at the university, such as the editors of the student newspaper and members of student government, came to expect information about the library from the student liaison.

• Incorporation of student feedback into library decision-making processes.

Drawing upon her marketing education, the liaison developed brief, anonymous surveys to elicit information from students about specific library services. She deployed members of the Greek organizations, who are required to give a certain number of hours to service, to give the surveys

at peak times at high-traffic locations on campus, resulting in higher response rates than previous library surveys. The library used the survey results to help make decisions on issues such as the ratio of Microsoft Office to Web-access-only workstations in Kennedy Library and whether to install a phone line to enable debit card use at the Thirsty Minds coffee shop. The liaison also regularly reviewed student comments (online and from the physical comment boxes), routed them to the appropriate member(s) of the staff, and followed up if she got no response.

• Use of students to draw others into the library. Using her connections in student organizations, the liaison identified opportunities to bring students who were well-known or recognized into the library to generate a "buzz." During a lull in winter quarter, she invited Swoop, the EWU Eagles' mascot, into the library to give free photo opportunities to EWU students, staff, and faculty. When the library's annual fundraising event fell on Halloween, the liaison convinced a fraternity group whose rendition of "Thriller" won the Greek Week lip-sync contest to be the live entertainment.

• Increased visibility to student peers outside of Kennedy Library. As a marketing student, the liaison took classes on both the Cheney and Riverpoint campuses. She was able to visit the Riverpoint Campus Library regularly, getting to know the library employees and the services offered at the joint- use facility. She also became very active in helping to staff the library's information table at events outside the library, such as the Fall Neighborhood Fair for students.

The second student liaison had the advantage of being the second— learning from and building on the experiences of the first liaison. Because she was hired as a junior, the liaison also had the advantage of being in the position for two years, allowing her to get to know the library organization better and to develop the communication channels created by her predecessor.

The second student liaison also made a significant innovation to the student liaison program. She developed and implemented the Eagles Who Read to Lead project to promote reading (and the library) among students. The project is based on the "Read" posters of the American Library Association (ALA), using EWU student "celebrities" to appear on the posters. The liaison successfully prepared a formal proposal to the dean to fund this project. The student liaison is responsible for promoting the project, screening applications, finding judges, and notifying students of the results.

PROGRAM ASSESSMENT

While evaluation of the specific activities of the student liaison has been relatively easy, overall program assessment is more challenging. The library student liaison and associate dean of libraries have collected and compiled data for individual activities. For example, the liaison has tracked the numbers of contacts on the social networking sites, from office visits, phone calls, and E- mail, and through the physical and virtual comment boxes, all of which have steadily increased. The liaison has also recorded attendance at library events and documented the decisions affected by input from the library student liaison. These data have been helpful for the

liaison in setting targets (e.g., get 250 friends on Facebook this quarter), identifying successful and not-so- successful strategies (e.g., using free pizza as the only incentive for a focus group results in low turnout), and showing positive student response to the liaison program itself. Library administrators have used data from the liaison's brief surveys to inform decisions about policies and services; the compilation of student questions and remarks from the comment boxes and interactions with the liaison also provide insight into patterns of student concerns.

While useful, these types of data are insufficient to provide conclusive evidence of the program's success. Are students more aware of library re- sources and services? Do students perceive the library as a welcoming place where their information needs will be met? In other words, are students learning to love the library? Libraries use standard statistics such as circulation data, gate count, and number of instruction sessions as key performance indicators for student usage. Each of these data sets for John F. Kennedy Memorial Library, which is located on the EWU Cheney campus and serves the majority of the undergraduate student population, correlates positively with the implementation of the library student liaison program in AY06-07. Circulation of materials at Kennedy Library declined sharply—by 51%—between 1999 and 2006, from 116,500 items (excluding renewals, reserves, and equipment checkouts) in FY99-00 to 57,011 in FY06-07. However, since the library student liaison program was implemented in FY06-07, circulation of materials has remained stable with a slightly upward trend. Since the number of students attending EWU has increased steadily in the past decade, there has been a similar trend in gate count. The ratio of gate count (number of times someone entered the library) per full-time student equivalent (student FTE) is therefore a stronger indicator of use of the library per student. Since the decade low of 17.8 gate count per student FTE in FY05-06, the ratio has increased more than one additional entrance into the library per student FTE per year, reaching a gate count of 21.8 per student FTE in FY08-09.

The most dramatic increase of student use of the library is in the number of course-integrated library instruction sessions. Course-integrated library instruction sessions include one fifty-minute session per course integrated into the English composition sequence (ENG 101 and 201); all other course- integrated sessions are at faculty request. In FY05-06, the library gave 161 course-integrated library instruction sessions, or one session for every fifty- seven student FTE. In FY08-09, the number had increased to 281 sessions, or one session for every thirty-three student FTE, a 75% increase in instruction sessions delivered. During this period, EWU Libraries added two reference and instruction librarians and emphasized liaison responsibilities for all librarians engaged in instruction. While these factors undoubtedly contributed more to the increase in instruction sessions than did the library student liaison program, the student liaison program has been promoted to faculty as a means of student engagement in research activities and library usage. Promotional activities include: articles about the library student liaison program in Now & Next, the library newsletter for faculty; information tables staffed by the student liaison at events such as the annual Research & Creative Works Symposium and the Fall

Information Fair; the EWU Libraries Web site and social networking sites maintained by the library student liaison; introduction of the library student liaison at Provost's Council.

Reference transaction data are another indicator of student use of the library. Unlike the previous indicators, reference transactions at Kennedy Memorial Library do not correlate positively with implementation of the library student liaison program. The number of reference transactions (excluding directional and equipment support questions) declined steadily by 60% between FY02-03 and FY07-08. Data from FY08-09 show an in- crease, however, particularly in walk-in and instant messaging transactions. In the coming year the library student liaison will emphasize reference services in promotions to students, and we will continue to monitor this indicator.

Another tool to assess the effectiveness of the library student liaison program is LibQual+, a nationally normed satisfaction survey developed for academic libraries and administered by the Association of Research Libraries. In accordance with its assessment plan, EWU Libraries give the survey every three years as its primary assessment for library user perceptions and satisfaction; the most recent implementation was the spring of 2010. LibQual+ 2010 may provide both quantitative and qualitative data about the impact of the student liaison program on student awareness of the library and student perceptions of library responsiveness. The student liaison pilot had just begun when EWU Libraries implemented LibQual+ 2007 and would have had minimal impact on student responses.

One measure related to the impact of the student liaison program is the number of undergraduate respondents to the LibQual+ survey. As implemented at EWU Libraries, the survey is open to all students, not just a sample. EWU Libraries promote the survey through a number of channels, the most effective being broadcast E-mails with a link to the survey embedded in the body; we also offer prizes as incentives. The results show, however, that implementation of the student liaison program does not correlate with the number of undergraduates who complete the LibQual+ survey. The percentage of undergraduate respondents per annual average student headcount has consistently been five percent for all three iterations of the survey (2004, 2007, and 2010). Therefore, the library student liaison program has not increased the number of undergraduates who take the survey.

The undergraduate responses for one dimension of the LibQual+ 2010 survey, however, correlate strongly with the implementation of the student liaison program. The LibQual+ survey questions are grouped into three categories or dimensions: affect of service, information control, and library as place. Of these three dimensions, affect of service is the one most relevant to the library student liaison program because it has to do with students' perception of the library's responsiveness to their information needs by helpful, knowledgeable, and courteous employees. The results for this measure correlate positively with the implementation of the library student liaison program. The average mean for undergraduate satisfaction with affect of service in the library increased by .26 of a point on the nine-point scale between 2004 and 2010, with an increase of .21 of a point occurring between spring quarter 2007 and spring quarter 2010. The

library student liaison program was imple- mented in fall quarter 2006. This large increase in undergraduates' satisfaction with perceived affect of service correlates positively with the liaison program.

One of the features of the LibQual+ survey is a comment box. Of the 491 undergraduates who completed the survey in 2010, 198 (or 41%) wrote comments, representing 64% of all comments written. Library staff are in the process of coding these comments for assessment. A preliminary review of the comments, however, found no specific mention of the student library liaison program. Common themes to emerge from the preliminary review appear to coincide with the quantitative data (e.g., satisfaction with service by library employees, the library coffee shop, and library collections overall; dissatisfaction with library hours, number of private study rooms, limited access to technology). The library student liaison will work with library administration to identify and prioritize significant themes for undergraduate respondents and to improve library policies, services, and communications related to them.

Together, these data provide an overall indication of the impact of the student liaison program on EWU students' perception of and satisfaction with the library. However, the student liaison program is not EWU Libraries' only initiative to enhance student engagement. Other initiatives include: a service-learning initiative with Technical Communications students to teach RefWorks to other students; development of online tutorials and pathfinders for asynchronous help at point of need; creation of collaborative spaces within the Kennedy Library; implementation of the Thirsty Minds coffee shop; addition of a popular literature "browsing" collection; participation in the annual Research and Creative Works Symposium (sponsoring or judging student presentations); and implementation of WorldCat Local, with one simple search box, as the catalog interface. Staff at Kennedy Library have even redesigned the layout of the circulating collections to make it easier to find materials. Given all of these initiatives, we cannot demonstrate that the library student liaison program is causing students to use library resources and service more frequently and to better effect. We are able to gain a better understanding, however, of whether we are meeting Gardner's challenge.

CONCLUSION

The library student liaison program has changed EWU Libraries in ways both desired, and, in some cases, unanticipated. Not only does the library have more student-friendly tools for communication (e.g., the library now has social networking sites maintained by a student for students), it also has a systematic communications plan with students as the target audience. In the past, public relations were often the last consideration when the library made a change in policy or services; now, public relations is integrated into the planning process. The library has more pathways to receive feedback from students, and that feedback is being incorporated into the decision-making processes. In short, the student liaison's presence insures that communication with students remains a priority. More students are attending library events and activities—for the simple reason that the library is offering more events and activities relevant to

students. The student liaison is responsible for implementing programs of interest to students. Library faculty and ad- ministration call upon the liaison to support some of the library's traditional programming (such as the annual Books2Eat event). The library is becoming a more welcoming place as a result of the liaison program. Perhaps the greatest change is that EWU Libraries have become more focused on serving students. Having an informed and articulate student liaison to participate in policy discussions and to provide input into operational decisions has changed the dynamic of library management. Library decision makers are no longer making decisions based on our own experiences as undergraduates and what we think students need— we're listening to students express their information needs. The library is engaging students more and more effectively at EWU. In a twist on Gardner's challenge, the library student liaison program is teaching EWU Libraries to love its students.