Thank you for the work that went into this report. Through the USAP process, we are working to create at IPFW a culture of continuous improvement, and we think that setting specific and measurable goals is an important part of getting individuals and units at IPFW to think differently about planning and the future. Your plan shows a clear sense of your mission to help students and solid ideas for improving the success of the students who use your services; for the next USAP report, as you update us on progress toward your goals, we urge you to refine these plans to make them ever more concrete and measurable.

Criterion: #1: Mission - How does your unit support the mission of the university? This may include your mission and vision statements. (no more than 200 words)

Vision: Helmke Library will be a recognized leader in integrating the library into the mission and life of the university.

Mission: Walter E. Helmke Library creates a virtual and physical environment that supports the IPFW community in efforts to discover and access vital information. Helmke Library provides high-quality information resources, expert information services, and innovative instruction fully integrated with the educational goals of IPFW. As members of the IPFW community, we collaborate within and outside the university to increase information literacy and student success. We value equity of access to and ethical use of information, respect for the privacy of library users, and intellectual freedom. Helmke Library is dedicated to providing stewardship of the human record by collecting, describing, and organizing information. Employing technology wisely, the library offers responsive delivery of resources, customized research consultation, and an environment that encourages independent exploration in the pursuit of academic excellence. (Adopted by the Library Operations Council, June 22, 2005)

Criterion: #2: Accomplishments - Please list significant accomplishments from the last three years as they align with Plan 2020 goals

I. Foster Student Success - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area I: Foster student success.

A. Improve Measurement of Student Learning

• Our goal is integration of information literacy competencies into the curriculum. At the first 30-credit hour level the library received a VCAP (Vice Chancellor for Assessment) grant to develop information literacy modules (tool kits) to integrate into Gen Ed courses that have significant information literacy outcome requirements. Working with Writing Program faculty, modules have been developed and are being pilot tested in selected W131 and W233 fall 2014 classes.

• Developed new Information Services statistical form that replaces a strictly quantitative measure with a qualitative analysis of interactions based on the effort, skills, knowledge, techniques and tools utilized during an informational/reference transaction and also the information literacy competencies that were addressed.

B. Increase Student Engagement
In August 2011, the Learning Commons (LC) opened with library research consulting, Writing Center consulting, and IT consulting services delivered from one service desk staffed by Learning Commons student consultants. In November 2011, the Student Services Complex opened and the Learning Commons skybridge expanded the availability of group and individual study spaces. The use of the Learning Commons has exceeded expectations with constant high occupancy.

The LC has hosted a variety of academic programs and meetings for students and faculty such as Chapman Scholars presentations, Undergraduate History Conference, Student Research and Creative Endeavor Symposium, IPSGA Senate meetings, Honors students presentations, Lunch with a Historian, CASA Diversity workshops, Featured Faculty Lecture Series, Summer Writing Institute, iPad Cohort meetings, CELT brown bag lunch, and SOTL meetings.

IPSGA has played a major role in funding the purchase of new tables and chairs and laptops and iPads for loan. In addition, the library and student affairs purchased white boards and supplies to assist students in interactive study pursuits.

The library has significantly increased access to research resources:
- For the first time Purdue University Libraries included IPFW students and faculty in a contract negotiated with Elsevier that includes full-text of most Elsevier journals and a subscription to Scopus, now the largest abstract and citation database for research.
- Increased the Library materials budget by $114,000 through the university’s new budget process allowing us to add resources for the DNP, ebooks, and a new electronic discovery service software.
- Increased number of indexes and databases by 15%, number of e-journals by 37% and number of e-books by 10%.
- Completed first extensive redesign of library website infrastructure, content and layout in over ten years improving usability and access to information about the library and its resources. In the redesign of the library’s website the Association of College and Research Libraries five information literacy proficiencies have been moved front and center on the homepage. Each of the five proficiencies is linked to a guide and worksheet for developing information literate research processes.
- Librarians migrated and transformed all online course guides into a new format that encourages multi-media and social media interaction. Online guides are available 24/7, incorporate the “Best of…” approach to library resources by course or topic, and provide links to librarians through IM and email. Use of these guides are being tracked by Google Analytics.

The library has increased outreach of its services, resources and expertise to students both inside and outside the classroom:
- Provided on average over the last three years information literacy instruction in classroom sessions to 2,500 students/year, online or face-to-face.
- Provided on average over the last three years 13,000/year one-on-one, in-person or online information and research consultations.
- Librarians added as a component of the IPFW Collegiate Connection (CC) program and requested that the high school librarians be included as well. Librarians have met and worked with teachers and students from South Side, Central Noble High School, Bellmont High School’s Early College Program, and Northside High School.
- Increased contacts with students through collaboration with campus professionals who, like the library, are directly engaged in supporting student academic success, such as Student Life, the Center for Academic Support and Advancement, student organizations, TRIO Student Support Services, Summer Bridge program, the Office of Military Support Services, International Student Services, Career Services, New Student and Housing RA orientations, STARS, the Admissions Office, the Honors Program, Chapman Scholars, returning and online students.
- Implemented an IM/email information service and pro-active Chat service that activates a popup window offering library assistance through a link to IM chat if the library home page is viewed for 10 seconds with no activity.
- Implemented an online calendar and self-scheduling system for students, faculty and,
LS Library Services

Indian public citizens to make appointments with librarians.
- The library now has an active presence on Facebook
- The library has worked with IPSGA to implement several services requested by students:
  - 24/7 library hours during dead and finals week for the last three years
  - Purchase of laptops and iPads for checkout
- As part of IPFW's Project #mobileEDU, librarians created an online resource for faculty that highlights recommended apps for innovative instruction.

C. Increase Interdisciplinary and graduate programs and Internationalization of the curriculum

- Added Services to International Students and Faculty as a library standing committee chaired by a librarian in charge of working with the office of International Student Services.
- For the last three years have been part of the International Student Services orientation for new international students, providing two-hour library orientation at the beginning of the fall and spring semesters.
- The student workers in the library reflect the diversity of the IPFW campus

D. Increase the diversity of the IPFW Community

- Librarian Anderson wrote successful application for the Muslim Journeys grant and bookshelf collection awarded to the Library in 2013. The grant, a project of the National Endowment for the Humanities and American Library Association for the Bridging Cultures: Muslim Journeys, provided funds for a collection of books, films, and other resources chosen to familiarize the American public with Islam and the cultural heritage of Islamic civilizations around the world, and a book club, film, and discussion series. Local support for events in 2013-2014 was provided by the Helmke library and the Allen County Public Library.
- IPFW Helmke Library houses the Northeast Indiana Diversity Library. This specialty library and center is the oldest Lesbian, Gay, Bisexual, Transgender organization in northeast Indiana.

E. Develop Signature Programs

- The Honors Program and Honors Program Center is now an active partner and collaborator with the library and Learning Commons. Before the new Honors Program Center was conceived, the library hosted the office of the Executive Director for Major Scholarships and worked with the Director to include Chapman scholars programs in the Library.
- In 2014 the new Honors Program Center opened in the Learning Commons and the Director of the Honors Program sits on the Learning Commons Executive Committee.
- For the last three years, librarians have been part of the Chapman Scholars colloquium series and Honors senior presentations. In 2014 information literacy became a component of the one-credit, week-long Honors Freshman Seminar and librarians provided instruction and hands-on assistance with group projects.
- The library is an active partner in promoting graduate and undergraduate research at IPFW which we view as a signature program at IPFW.

Question: II. Creation of Knowledge - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area II: Promote the Creation, Integration, and Application of Knowledge.
A. Project future regional, national and international demand for research and collaboration

B. Promote mentoring relationships between faculty and students engaged in creation, integration, and application of knowledge

C. Promote development of opportunities for faculty and student engagement with the community for the application and integration of knowledge

- For the second year, the library worked with Research, Engagement and Sponsored Programs (RESP), Graduate Studies, and Honors Program to revamp and revitalize the Annual Student Research and Creative Endeavor Symposium. The planning group offered workshops on developing content for posters, technology for creating a compelling poster, and research assistance to student participants. The 2013-2014 Symposium increased from 50 posters to 71 posters and included entries from all Colleges and Schools. Sixty-two faculty served as judges and mentors. Plans are currently underway for the 2015 poster symposium.
- Continued to develop Opus as IPFW’s premier open-access repository for faculty and student research and creative activities.
  - Users in over 160 countries visited Opus. Downloads from Opus, an indication of readership, visibility, and impact, has increased from 66,920 in 2010-11 to over 355,000 in 2013-2014.
  - In 2013 the library expanded its Opus services with data entry for faculty. In addition, librarians worked with faculty in their departments and in new faculty orientation, Promotion and Tenure workshops, and writing workshops to solicit more full-text content for Opus.
  - The library is working with departments and individual faculty to showcase student research in Opus. To date, the library has added the 2010-2013 Annual Department of History Undergraduate Conference, 2010-2014 IPFW Student Research and Creative Endeavor Symposium, School of Engineering, Technology, and Computer Science Design Projects, IPFW Master’s Thesis, and Profession Studies Graduate Research Projects.
    - Student work in Opus also provides an institutional advantage of highlighting the significant research and co-publishing opportunities for undergraduates at IPFW.
  - Supports two online journals: Journal of the Advanced Undergraduate Physics Laboratory Investigation managed by Dr. Mark Masters and scholarlypartnershipsedu, managed by the College of Education and Public Policy.

- CELT workshop presented by librarians, Publishing in Scholarly Journals, became a VCAA sponsored three-day Summer Writing Institute for faculty.
- In collaboration with the Associate Vice Chancellor for Faculty Development, librarians were part of the faculty P & T workshops, the new Jump Start week-long program for new faculty, and a 3-day summer institute for faculty on writing for publication where we discussed library services and expertise for faculty research and publishing, citation analysis, altmetrics, publishing and copyright.

**Question:** III. Regional Hub - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area III: Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness.

A. Expand meaningful collaborations and research opportunities with regional, national, and global partners

- Indiana has become a state hub for the Digital Public Library of America (DPLA), mDON collections that are part of Indiana Memory Digital Collections will become part of the DPLA.
- Continue to collaborate with regional partners to build ongoing and new mDON digital collections that document the history and development of IPFW and Northeastern Indiana
LS Library Services

- Increased mDON content to over 40,000 items
- Worked with student newspaper group to digitize historical and current IPFW student newspaper, *The Communicator*
- Worked with Anthropology department and student club to launch *Anthropology Club Lecture Series* video collection

- Worked with the Northeast Indiana Diversity Library to digitize and add to mDON collection of *TROIS (Three Rivers’ One in Six)* newsletter, 1980-1987. This archive is the richest collection of primary source material from the LGBT community in northeast Indiana.
- Worked with ITS to develop a way to provide guest computer accounts and wireless guest accounts for non-IPFW constituents.

B. Provide access to outstanding intellectual programming

- With COAS UC2, hosted Col. Jerry Ross, astronaut, presentation on *Spacewalker: My Journey in Space and Faith* for the northeast Indiana community and also meetings with IPFW's Society of Physics Students.
- Hosted Featured Faculty lectures and added video archive to *Opus*
- Hosted Remnant Trust collection and events in collaboration with UC2, 2012-2014

C. Produce and sponsor outstanding cultural and artistic programming

- Librarian Anderson wrote successful application for the Muslim Journeys grant and bookshelf collection awarded to the Library in 2013. The grant, a project of the National Endowment for the Humanities, conducted in cooperation with the American Library Association, provided a collection of books and films, and funding for a book club, film, and discussion series. Local support was provided by the Helmke library and the Allen County Public Library.
- *Fusion of Concert Colors* artwork by children from kindergarten to 8th grade was displayed at Helmke. *Fusion of Concert Colors* is a program of Foundation for Art and Music in Education (FAME) which teaches cultural arts to K-8 students in northern Indiana.

D. Provide non-credit enrichment experiences for the community

E. Provide leadership in regional economic development

F. Serve as an exemplar of free and open discourse

- The library expanded its efforts to provide information about open access and author copyright management at new faculty orientations and Tenure and Promotion workshops where we discussed library services and expertise for faculty research and publishing, citation analysis, altmetrics, publishing and copyright.
- In partnership with CELT and SoTL group we have designed and taught a growing number of sessions on *writing, publishing and copyright/intellectual property*.
- Library has developed a Copyright Agreement Checklist for faculty authors to better understand their copyrights and how to retain non-exclusive rights to their work.
- The Senate Library Subcommittee has endorsed an Open Access resolution and Open Access Policy draft that they will present at a faculty forum in the fall of 2014 and to the Senate body for approval.

**Question:**
IV. - Create a Stronger Univ - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area IV: Create a Stronger University through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization.

A. Measurement and Metrics

- IPFW Helmke Library completed its first Academic Program Review and Self-Study in 2013-2014. The Review involved input from all librarians and library staff, students, faculty, administration, and two external reviewers. The data collected, survey results and evaluative feedback was used to develop a new strategic plan that will guide the library's priorities for the next 3-5 years.
- The Library has participated in the 2013 and 2014 MAP-Works surveys. We are continuing to work with MAP-Works and library staff to best use the data to provide optimal services and resources for students.
- We developed a database, the Collaboration Index, to document library outreach and collaborative activities as well as librarians' involvement in campus committees and projects. In 2013-2014 we documented collaborations with nine community organizations and almost fifty IPFW administrative units, student organizations, and campus projects and events. We have worked through various channels to demonstrate and infuse the value of the library across many campus priorities, from student learning to faculty research, from student retention and graduation to community engagement, and from administrative information needs to global recognition of scholarly and creative output. We are refining the data and beginning to use it to describe and quantify the library's impact, value and integration with campus mission and goals to increase student recruitment and retention.
- Developed new Information Services statistical form that replaces a strictly quantitative measure with a qualitative analysis of interactions based the effort, skills, knowledge, techniques and tools utilized during an informational/reference transaction and also the information literacy competencies that were addressed.

B. Efficiency

- The library managed its own LITS department for over 20 years, but in an effort to consolidate resources, the library began migrating most of its online programs to campus ITS servers or to hosted services. This was a major change for both ITS and the Library, but the result was a reduction in LITS expenses (about $30,000) and a recoup of library space.
- Library collaborated with ITS to make its instruction classroom an open-access lab for student use when classes are not scheduled in the room. Hardware was upgraded to accommodate video streaming and other multi-media uses. This adds an additional 24 workstations for students use to the existing campus labs.
- In 2013-2014 we began planning the $11 million renovation of the library. This includes addition of the Honors Program Center in the second floor Learning Commons; new HVAC, lighting, power, and network throughout the building; exterior foundation work; redesigned work and public areas, new teaching/learning classroom and new finishings, including carpet, furniture, equipment as the budget allows. This project will create a more energy efficient building and provide updated facilities for student and faculty study and research.
- The library used its program review and self-study analysis to determine personnel needs and develop a plan to redefine and revise current work staff assignments and identify new areas of expertise that need to be developed and/or hired. As a result, an open administrative position was converted to a tenure-track librarian in the Sciences and Scholarly Communication, and some clerical staff responsibilities have been changed to accommodate new services.
- Moved Helmke Highlights newsletter to a monthly and to an electronic newsletter format
- Worked with faculty, ITS, and CELT to transfer course materials from the library's electronic reserves system (REX) to Blackboard Learn, to eliminate the need for students and faculty to use a separate database and to house reserve readings with other course content
LS Library Services

- Conducted surveys and gathered data on use of group study rooms, laptop checkout program, and 24/7 library hours for dead and finals week. Survey and data information used to tweak services and make decision.

C. Philanthropic Support

- Worked with new Vice Chancellor for Advancement to provide a prioritized list of fund-raising needs.

**Question:** Other Accomplishments - Please list any other significant accomplishments from the last three years that do not align with Plan 2020.

- With the preparation for the 50th IPFW anniversary, the poor condition and inadequacy of the University Archives came to the forefront again. In 2011, a proposed plan prepared by a consultant, *Convergence and Opportunities: Assessment and Recommendations for the Indiana University-Purdue Fort Wayne University Archives*, for re-invigorating the University Archives was prepared and presented to Chancellor Wartell.
- In 2011-2012 the VCAA funded the move of the University Archives from Ginsberg warehouse to the library basement as a temporary measure pending a plan to create a viable university archives.
- One of the goals of the library’s Academic Program review is to determine the university’s commitment to supporting with the necessary resources a valid university archives. A report and recommendation with three options for moving forward with a university archives was presented to the VCAA and Chancellor in 2014.

**Criterion:** #3: Accreditations - Program specific accreditation and status

**Question:** Accreditations - What program-specific accreditations and status do you have, if any?

n/a

**Question:** Constraints/Benefits - How do these accreditations constrain or benefit the work of your unit, if applicable?

n/a

**Criterion:** #4: Laws and Mandates - Federal and state laws or mandates that your unit addresses

**Question:** Federal and State Laws - What federal and/or state laws or mandates do you address, if any?

The library is a federal depository for the third congressional district. This requires that the library follow the policies and procedures set forth in the United States Code, Title 44.
Question: Constraints/Benefits - How do these federal and state laws or mandates constrain or benefit the work of your unit?

As a federal depository library designated to serve the information needs of the third congressional district we are required to be open to the public, provide access to electronic, print, and any other document format that the government may issue. We must accommodate access to those formats and assistance in their use.

Criterion: #5: Inefficiencies - Activities that you spend resources on inefficiently or in ways that do not support the mission.

Question: Inefficient use of resources - On what activities, if any, do you spend resources (money, time, people, etc.) inefficiently or in ways that do not support the mission of your unit or the university? List as many as apply.

- **University Archives** - Chancellor Giusti recognized the need for a university archives in 1982, but no funding or authorization document that establishes its purpose, role and responsibility for collecting and maintaining university records has been developed. Campus-wide study groups and consultants have issued reports and recommendations over the years, but these have not been addressed. The library can no longer afford in space, supplies, and personnel to maintain a collection of materials that does not begin to document the history or provide the institutional memory for the campus.

- **Thesis formatting** - Before personal computing was widely available, the library accepted the job of helping graduate students create formatted theses following IU and Purdue guidelines. With the increased numbers of graduate students, this task is taking more library staff time then the library can afford to absorb with its current staff. If the university wants to grow the graduate programs and they are thesis-based, it should commit resources for graduate school support – thesis formatting should not be a library function

- **University website infrastructure and software** - The current website software is very restrictive and does not provide for even the basic recommendations for efficient use of layout or space. In addition it is time-consuming to make changes to the website that have to be done by ITS or university relations.

- **Special Events equipment rental/fees/set-up** - The library/learning commons and many other unites on campus have purchased equipment for events and have assumed storage and setup and teardown labor operations to bypass the fee-based and inconvenient Special Events process. The effort to centralize this service instead led to more duplicative spending across campus

- **Renting and loaning equipment** - Similarly, campus has various units checking out or renting hardware to students, such as IPSGA, Library, CATV, and Studio M. seems duplicative and confusing for students.

- **Staffing during off-hours and holidays** - Campus needs to explore more efficient staffing options during holiday periods when few people are on campus, but major service points remain open.

- **Basic computer skill training** - STEPS is gone and Lynda.com is not a good replacement for personalized remedial assistance. There is duplication of effort over the campus to help students particularly returning adults and graduate students.

Criterion: #6: IR and Budget Review - Review of your department profile and budget

Question:
Contextualize IR data - Upon review of your IR Department Profile (for academic units) and FY 14-15 Budget information, are there any data you want to correct or contextualize?  To view your profile or budget visit the Office of Institutional Effectiveness website: http://www.ipfw.edu/offices/ir/profiles/

Library does not have a profile. The determination of relevant metrics and data collection to measure library impact on university goals is a priority for the library.

**Criterion:** #7: Goal One - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**

1. Comment on the specificity of the goal:

   Excellent specificity of goal and action steps

2. Comment on the goal's measures:

   SUGGESTION: Metrics need more development, particularly in the form of baseline numbers and specific targets that you want to reach.

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):

   Unit has necessary resources to accomplish this goal.

4. Comment on the goal's relevance:

   As mentioned above, this goal does not specify IPFW Plan 2020 goals with which it aligns, but it seems to align with several, including:

   I.A.1. Improve quality and fidelity of assessment process of degree/certificate programs, General Education program, and Baccalaureate Framework with dedicated resources.

   I.A.2. Use assessment data to improve student learning.

   I.B.5. Transform the concept of the college classroom and the delivery of education.

5. Comment on the timeline of the goal:

   SUGGESTION: The stages of the project are clear; please provide projected completion dates for these checkpoints along the way.

   Possible opportunities for collaboration or suggestions for addressing a gap:

**Question:** Unit Goal - What is your unit goal?
Integrate information literacy competencies as defined by Indiana General Education Core Competencies and the Association of College and Research Libraries standards:

a. into the appropriate Gen Ed and writing and research courses in the major and capstone courses
b. to identified student groups outside the classroom with targeted outreach

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

High

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

**Identify Information Literacy target courses in the disciplines** and opportunities to reach student groups outside the classroom

1. Target at least one 100-200 level writing/research course and at least the capstone or other 300-400-level research course. work towards “scaffolding” IL instruction
2. Work with faculty to provide classroom instruction and/or support related to ACRL information literacy competencies
3. Identify opportunities to reach students, e.g. high-risk, returning, international, online, Collegiate Connection students, outside the classroom with instruction and targeted outreach

**Develop and Implement**

1. Reliable, current and scale-able teaching/learning/ instructional materials; continuous review of teaching/learning guides (website, LibGuides, tutorials, library tour, library assignments, factsheet/handouts, 'lesson plans’ for librarian instructors)
2. Analyze results reported by faculty and students from Fall 2014 pilot test of information literacy modules in selected Gen Ed courses and refine modules and quiz
3. Appropriate feedback and assessment instruments
4. Identify and leverage campus data (e.g. MapWorks, ACRL NSSE modules to identify needs and target groups

**Assessment and Continuous Improvement**

1. Use assessment of learning by students, student and faculty evaluation of instruction and library services and programs, evaluation of teaching by librarian peers for continuous improvement and continuing education of all participants in tiered reference model
2. Refine and adapt application of assessment rubrics

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Data on numbers of students and numbers of classes along with other methods of assessment
Question: Resources - Are you able to accomplish this unit goal with your current resources?

Yes

Question: Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Collaboration with faculty: ability of teaching faculty to allot time for IL instruction and participate in assessment of IL instruction outcomes

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

This is an ongoing priority with concurrent Stages as librarian liaison responsibilities, faculty and curricula change:

Stage One: Identify information literacy target courses in the disciplines and outside-the-classroom opportunities

Stage Two: Develop and Implement

Stage Three: Assessment and Continuous Improvement

Criterion: #8: Goal Two - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

Task Force:
LS Library Services

1. Comment on the specificity of the goal:

SUGGESTION: The goal itself is clear, as well as the action steps that you have included. There will presumably be other action steps, but this goal is in the early stages, because the appropriate performance metrics need to be identified before the plan can be given more detailed shape. By the time of the next USAP report, it should be possible to provide a more detailed plan based on having already identified these key performance metrics.

2. Comment on the goal's measures:

SUGGESTION: It seems that determining the feasibility of using the metrics identified in the first action step would be another action step, not a metric for demonstrating progress toward or achievement of the goal. Given the long-term and multi-step nature of this goal, think about how to demonstrate the achievement of the step you have committed to completing in 2014-2015: identifying metrics. Several smaller action steps would be involved in this one larger part of the project: for the metric of this one step, answer the question of how you will demonstrate that this step has been completed. Will there be a document, a plan, a recommendation? Will it be “yes, we did this” versus “no, we haven’t done that yet”?

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):

Unit has necessary resources to accomplish this goal.

4. Comment on the goal’s relevance:

Good

5. Comment on the timeline of the goal:

Clear

Possible opportunities for collaboration or suggestions for addressing a gap:

**Question:** Unit Goal - What is your unit goal?

Develop a measurement and metrics plan that demonstrates the library’s impact on the university’s primary academic mission, goals, and objectives

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

**IV.A.1.** Rationalize, prioritize, and establish a set of appropriate performance metrics for all academic and non-academic units.

**IV.A.2.** Establish an integrated system of program reporting, review, assessment and accreditation that is aligned to performance metrics.

**Question:**
Program Write-up with Task Force Comments

LS Library Services

Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

High

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

1. Identify and establish a set of appropriate quantitative and qualitative performance metrics
2. Establish means to collect and analyze metrics for assessing effectiveness of library services, resources and programs.

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

1. Feasibility of using chosen metrics to evaluate effectiveness of library services, resources and programs
2. Feasibility of using chosen metrics to set priorities for resource allocation
3. Feasibility of using chosen metrics to set future goals and action plans

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

Yes

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Possible inability to obtain or collect needed data

Need to involve other units who have to work this into their project schedule. Such as Institution Research, ITS, etc.

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

Three-year goal:

- 2014-2015: identify metrics
- 2015-2016: establish collection process and begin collection
- 2016-2017: evaluate data
**Criterion:** #9: Goal Three - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:** 1. Comment on the specificity of the goal:

   SUGGESTION: The goal could be revised to make it specific to your particular unit. The stated goal is extremely general because it is a direct quotation of one of the university’s goals from the Strategic Plan. Could you make the stated unit goal more specific to the work of your unit, for example, “Promote the creation, integration, and application of knowledge through the provision of information services”?

   2. Comment on the goal’s measures:

   The metrics will be, to greater or lesser extents, difficult to measure, especially the final listed metric (“90% participation by library resources, services or expertise in campus-wide, college or department-specific scholarly, research events, activities, etc.”) because it depends upon knowing what 100% is, and there is no campus-wide measure of how many of such activities take place. This same problem (the “how many is 100%? problem”) will affect the other metrics as well to some extent.

   3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):

   Unit has necessary resources to accomplish this goal.

   4. Comment on the goal’s relevance:

   Good

   5. Comment on the timeline of the goal:

   Good

   Possible opportunities for collaboration or suggestions for addressing a gap:

**Question:** Unit Goal - What is your unit goal?

Promote the creation, integration, and application of knowledge

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.
II.A. Project future regional, national, and international demand for research and collaboration.

II.B. Promote mentoring relationships between faculty and students engaged in creation, integration, and application of knowledge.

II.C. Promote the development of opportunities for faculty and student engagement with the community for the application and integration of knowledge.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

High

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

1. Continue to participate as an active partner in campus collaborations such as the Student Research and Creative Endeavor Symposium, Department of History Undergraduate Conference, and Honors Freshman Seminar.

2. Continue to develop expertise and support for creating and disseminating digital materials to insure permanence and global access to IPFW research and scholarship, teaching and learning resources, and the collections of community partners.

3. Promote and implement (if approved by IPFW Faculty Senate) open access policy at IPFW to support faculty copyright retention and global exposure of academic achievements.

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

1. 90% of faculty peer-reviewed scholarly items are represented in Opus

2. 90% of students participating in research and scholarly activity are represented in Opus

3. 30% of faculty scholarly, peer-reviewed publications are available full-text in Opus

4. 90% participation by library resources, services or expertise in campus-wide, college or department-specific scholarly, research events, activities, etc.

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

Yes

**Question:** Needed Resources - If you don't have enough resources, what additional resources do you need to accomplish this unit goal?
**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Collaboration of faculty in working with the library to add research accomplishments to Opus.

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

This is an ongoing project

2014-2015: Create a Student Research Commons in Opus

2014-2015: Faculty Senate pass Open Access Policy

2015-2016: Establish procedures for submission of post-prints

2016-2017: Refine procedures

**Criterion:** #10: Goal Four - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**

1. Comment on the specificity of the goal:

   Good

2. Comment on the goal's measures:

   The stated metric, “Allocation based on recognized priorities,” measures the outside response, not the unit’s own accomplishment of the stated goal, which is about creating a budget process.

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):

   Unit has necessary resources to accomplish the stated goal of creating a budget fund process. Receiving requested funds may be a challenge, as the unit notes under “Challenges.”

4. Comment on the goal’s relevance:

   Good

5. Comment on the timeline of the goal:

   This area was left blank; presumably this means that the unit expects to achieve this goal in less than a year.

   Possible opportunities for collaboration or suggestions for addressing a gap:

**Question:** Unit Goal - What is your unit goal?
Develop a future-directed, multi-year general fund budget process based upon review and analysis of established metrics and academic program needs.

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

IV.B.1 Resource allocation prioritization informed by performance metrics.

IV.B.5 Continue increasing transparency in resource allocation budget formation and administration, and personnel decisions.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

High

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

1. Develop an annual library budget request based upon appropriate metrics, such as use data, academic program creation, expansion, or cessation, and market forces.

2. Obtain recurring budget for Learning Commons services, resources and programs.

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Allocation based upon recognized priorities

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

Yes

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Lack of sufficient university resources

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?
Indiana University-Purdue University Fort Wayne (IPFW)
Program Write-up with Task Force Comments
LS Library Services

**Criterion:** #11: Goal Five - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**

1. Comment on the specificity of the goal:
   
   Good

2. Comment on the goal's measures:
   
   The first stated metric, "65% of renovation program plan accomplished in Phase 1," was confusing because of a lack of clarity about what Phase 1 is.

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):
   
   Resources for this goal will come from the renovation budget.

4. Comment on the goal’s relevance:
   
   Keeping the priority library services going during the renovation is necessary to keep the unit focused on its contributions to the overall IPFW Plan 2020 goals. This is clearly a necessary goal.

5. Comment on the timeline of the goal:
   
   Clear

   Possible opportunities for collaboration or suggestions for addressing a gap:

   Unit has already identified primary collaboration partners for this project.

**Question:** Unit Goal - What is your unit goal?

Develop plan to provide library services, resources and programs during major library renovation scheduled for August 2015-summer 2016

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

   Foster Student Success

   The goal is to provide necessary services during the renovation and work with architectural firm to design the best facility possible with the dollars available to meet learning and teaching needs of students and faculty.

   **I - Foster Student Success**

**Question:**
LS Library Services

Question: Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

High

Question: Actions - What action(s) does your unit plan to take to support this unit goal?

1. Work with library staff, Learning Commons partners, faculty and students to design a facility equipped for 21st century teaching and learning with the dollars available.

2. Develop plans for providing optimal library services, sources, and programs during the construction period.

Question: Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

65% of renovation program plan accomplished in Phase 1

Priority library services provided throughout renovation period.

Question: Resources - Are you able to accomplish this unit goal with your current resources?

No

Question: Needed Resources - If you don't have enough resources, what additional resources do you need to accomplish this unit goal?

Resources to move staff out of the building and reposition them on the perimeter of the core should be covered by renovation funds.

Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Lack of control over the construction costs and timeline

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

January-July 2015: Plan of services during construction phase

August 2015-August 2016: Library construction

Criterion: #12: Goal Six - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

Task Force:
1. Comment on the specificity of the goal:

Good.

2. Comment on the goal's measures:

SUGGESTION: Stated metric is “% of identified materials added to digital archive”: providing targets (i.e., what percentage should be archived in the first year, etc.) will make the timeline of this goal clearer.

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):

SUGGESTION: Because this goal involves the creation and maintenance of a digital archive, please clarify which personnel expenses are ongoing and which would be time-limited. That is, it is possible that the maintenance of the archive would require fewer employees than the creation of the archive, so we are not sure if the requested positions would all be permanent positions.

4. Comment on the goal’s relevance:

The unit notes that this goal does not fit neatly with any of the stated university goals in Plan 2020, but we agree that creating a digital archive of university materials is important not only for historical but also for administrative purposes. Not digitizing the institutional memory of IPFW will lead to problematic gaps in our knowledge of our own institutional past.

5. Comment on the timeline of the goal:

Good. The goal depends upon allocation of resources for this purpose, so the unit does not have complete control over the achievement of this goal.

Possible opportunities for collaboration or suggestions for addressing a gap:

**Question:** Unit Goal - What is your unit goal?

University administration recognizes the importance of maintaining a university archives that documents its institutional memory and commits resources to develop a digital only archive consisting of records selected for their value in documenting IPFW's institutional history.

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

This doesn’t seem to fit within any of the university goals, but a university archives is central to an understanding of campus history, institutional evolution, and campus identity. Could identify it as a Signature Program: Identify and develop signature programs that respond to regional needs, build on faculty expertise, and uniquely distinguish IPFW from other institutions.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

Medium
Question: Actions - What action(s) does your unit plan to take to support this unit goal?

1. Create an authorizing document that confirms the archives' existence and confers the authority to accomplish its mission, defines the institutional records it will collect, and provides the rationale, focus, and budgetary commitment necessary for the continuity of the archives program

2. Identify the scope of the digital and print archive

3. Search for archivist before beginning acquisition and disposal of materials

Question: Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

% of identified materials added to digital archive

Question: Resources - Are you able to accomplish this unit goal with your current resources?

No

Question: Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

Personnel: Full-time archivist $56,000; full-time support staff $30,000

Equipment, Supplies: $20,000

Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

3-5 years

Year 1: Authorizing document and scope of digital and print archive

Year 2: Search for university archivist

Year 3: Process for disposal, acquisition, digitization of materials

Criterion: #13: Goal Seven - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

Question: Unit Goal - What is your unit goal?
Question: IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

Question: Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

Question: Actions - What action(s) does your unit plan to take to support this unit goal?

Question: Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Question: Resources - Are you able to accomplish this unit goal with your current resources?

Question: Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

Criterion: #14: Goal Eight - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

Question: Unit Goal - What is your unit goal?

Question: IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.
Question: Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

Question: Actions - What action(s) does your unit plan to take to support this unit goal?

Question: Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Question: Resources - Are you able to accomplish this unit goal with your current resources?

Question: Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

Criterion: #15: Goal Nine - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

Question: Unit Goal - What is your unit goal?

Question: IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

Question: Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

Question: Actions - What action(s) does your unit plan to take to support this unit goal?
**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

**Criterion:** #16: Goal Ten - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?