2013

Program Review Walter E. Helmke Library

Indiana University - Purdue University Fort Wayne

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INTRODUCTION

Acknowledgements

The preparation of IPFW Helmke Library’s first program review and self-study has involved the participation and input of a number of individuals. First, the entire library staff participated in at least one team and some in several teams to study the literature of trends in academic libraries, relate them to IPFW, and develop recommendations for Helmke Library. The Library Management Team worked on providing the library profile of resources, services, and programs. Amy Harrison, library administrative assistant, was instrumental in gathering comparison data for this report and making the data easy to analyze. We express our sincerest appreciation to Helmke Library staff for their dedication and commitment to IPFW students, faculty, and staff.

The library would like to acknowledge the investment of time and effort on the part of our reviewers:

Internal Reviewers – IPFW Senate Library Subcommittee, 2012-2014
B. Dupen, Chair, 2012-2013
L. Hite, Professor, Organizational Leadership and Supervision
S. LaVere, Assistant Professor, History
D. Linn, Professor, Chemistry
S. Batagiannis, Associate Professor, Education
K. Murphey, Professor, Education
T. Bugel, Associate Professor, ILCS
D. Poling, Assistant Professor, Nursing
C. Chen, Assistant Professor, Engineering
B. Busby, Associate Vice Chancellor for Academic Success Center
A. Coffman, Professor, Mathematical Sciences

External Reviewers:
Tracy Bicknell-Holmes, Dean, Albertsons Library, Boise State University
Alberta Comer, Dean, J Willard Marriott Library, University of Utah

Profile of IPFW Helmke Library Resources, Services and Programs Team: C. Truesdell, J. Saltsman, M. Baden, K. Fredrick, S. Anderson, M. Codispoti

Self-Study Teams
Budget, and Development: C. Truesdell, S. Skekloff, S. Anderson, M. Baden, J. Saltsman
Information Technology: M. Baden, K. Fredrick, D. Lin, B. Overhauser

Library Programs and Services
Physical and Digital Collection Development and Management: M. Baden, M. Codispoti, J. Graf, B. Lloyd, C. Truesdell, B. Valance
Scholarly Communication: C. Truesdell, M. Baden, S. Anderson, J. Leone, F. Mugambi, B. Lloyd
University Archives: C. Truesdell, D. Buhr, J. Leone, B. Bowen
Re-Engineering Library Faculty and Staff: J. Saltsman, M. Baden, S. Anderson, J. Graf, G. Fredrick, C. Smith, R. Ellert, K. Parkinson
Analysis and Recommendations: C. Truesdell, J. Saltsman, M. Baden, K. Fredrick, S. Anderson
Organization and Process of Program Review and Self-Study

The Library was added to IPFW’s academic unit Program Review cycle in 2012. According to the Office of Academic Affairs (OAA Memorandum 12-1), the primary goal of the program review is program improvement. Program review provides an opportunity for the unit to accurately portray its unique character and outcomes and set future goals. The self-study process allows a program to examine its resources, services and programs and other factors relevant to the unit to determine the extent to which the program is accomplishing its mission.

For this first Helmke Library program review, the Library Management Team proposed conducting a comprehensive analysis of its resources, services, and programs within the framework of the university’s Program Review Guidelines, the Association of College and Research Libraries’ (ACRL) *Standards for Libraries in Higher Education* (2011) and current and future trends in academic libraries.

During October 2012, all library staff, working in teams, completed the identification of self-study topics and the development of self-study questions. Using the 2011 ACRL *Standards for Libraries in Higher Education* and the university’s Program Review document (OAA Memorandum 12-1) to guide their work, the teams drafted a proposal that merged topics where they overlapped and created a few additional topics not addressed in either document. Library staff identified questions for the in-depth self-study and the overview. The draft was approved by the Library Management Team and Senate Library Subcommittee and forwarded to the Vice Chancellor Academic Affairs (VCAA) and Director of Assessment.

The VCAA and Director of Assessment recommended that the university and the library would benefit more by concentrating the self-study on the issues facing academic libraries in the 21st century, rather than a comprehensive analysis of current library practices. It was suggested that the self-study portion of the Program Review be an examination of the library’s strengths and challenges within the framework of current and anticipated trends in academic libraries. The profile portion of the program review would provide background information to help inform the self-study.

Through a review of the literature, the library identified ten trends in academic libraries relevant to the library’s self-study:

- Assessment and Communicating Library Value
- Budget and Development
- Information Technology
- Library Programs and Services
  - Information Services
  - Curriculum, Teaching and Learning
  - University Archives
- Physical and Digital Collection Development and Management
- Re-purposing Library Space
- Re-engineering Library Faculty and Staff
- Scholarly Communication

During February 2013, library self-study teams examined where IPFW’s library is positioned within the current academic library landscape and what the library needs to do to reposition itself to meet the current and future needs of IPFW’s faculty, staff, students, and community. To capture data and ideas about the current and future directions of library resources, services and programs, we collected materials in three ways:
• Cross-departmental library work teams which included all library staff and librarians. Each group centered its discussions and recommendations around one of the ten trends;
• Faculty survey developed by Faculty Senate Library Subcommittee and administered by the Office of Assessment;
• Student survey, developed by LMT and student input and administered both online via the library’s website and in paper.

The cross-departmental Library work teams used a worksheet to record trends significant to IPFW and Helmke Library, current library operations that support priority trends, additional services/resources needed to implement priority trends, and current services that could or should be discontinued or scaled back.

In March and April 2013 both faculty and students were surveyed about current library services and future expectations. The faculty survey questions were developed by the IPFW Faculty Senate Library Subcommittee and the survey was conducted and results compiled by the IPFW Office of Assessment. The student survey was conducted via the library’s Website and through paper forms available in the library. Students were asked only one question with sixteen responses and a free-text field: What would make IPFW Helmke Library more useful to you? Students were asked to choose up to five responses.

The library management team created a library profile that provides an overview of current library resources, services, and programs, including an explanation of the underlying philosophy that has guided library goals, objectives and action priorities in the last five years and relevant statistics that provide a portrait in numbers of Helmke Library assets, accomplishments and comparisons with other peer institutions.

Based upon the data collected from the library teams and faculty and student surveys, the library has identified areas of strengths and effectiveness, areas for development and recommendations for further improvement.

The library profile and self-study is followed by results of faculty and student surveys, internal and external review comments, and a focused and flexible multi-year plan to guide library decisions and resource allocations of the next several years.
Walter E. Helmke Library Staff

Administration

Cheryl Truesdell, MLS, Dean

Susan Marie Anderson, MS, Head of Information Services and Instruction

Marla Baden, MLS, Head of Technical Services and Library Information Technology Services

Amy Harrison, BS, Administrative Assistant

Information Services and Instruction

Tiff Adkins, MAE, MLS, Associate Librarian

Elizabeth Boatright, MLS, Assistant Librarian

Brandon Bowen, MLS, MA, Visiting Librarian

Denise Buhr, MA, MLS, Assistant Librarian and Interim University Archivist

Shannon Johnson, MLS, Assistant Librarian

Florence Mugambi, MLIS, Assistant Librarian

Susan Skelkoff, MA, MLS, Associate Librarian

Service Desk and Document Delivery Services

Joyce Saltsman, BS, Service Desk Manager

Chris Smith, BSMT, Document Delivery Manager

Graham Fredrick, MLS (Master of Liberal Studies), Information and Technical Assistant

Debra Haley, Assistant Service Desk Manager

Paula Henderson, Information Assistant/Evening Supervisor

Deborah Kelley, MLS (Master of Liberal Studies), Information Assistant

Library Information Technology Services

Daniel Lin, BS, Computer Technician

Digital Projects

Jennifer Leone, BGS, Digital Projects Coordinator
Technical Services

Roger Ellert, AS, Technical Services Processing Clerk

Judy Graf, AS, Monographic Acquisitions Assistant

Barbara Lloyd, BS, Serials Cataloger

Karen Parkison, Cataloger & Serials Controller

Brandy Valance, Monographic Cataloger
OVERVIEW

IPFW At-a-Glance

Enrollment Fall 2012

Total Number of Students: 13,771
  Men: 6,121
  Women: 7,650

  Full-Time: 8,008
  Part-Time: 5,763

Undergraduate: 13,117
  Graduate: 654

International: 250

Faculty: 428
Associate Faculty: 432
Staff: 434
Graduate Assistants: 94
Administrative: 329
Total: 1,717

IPFW Operating Budget

General Funds Operating Budget, 2011-12

  Student Fee Income: $64,886,333
  Facilities & Admin. Rec.: $175,000
  Interest Income: $1,600,000
  Other Income: $1,626,764
  State Appropriation
    General Operating: $38,563,050
    Fee Replacement: $5,412,164
  Total: $112,263,311

Ethnicity

  White: 11,272 (81.8%)
  Am. Indian: 47 (.3%)
  Asian: 315 (2.3%)
  Black: 796 (5.8%)
  Hispanic/Latino: 668 (4.9%)
  2+ Races: 352 (2.6%)
  Other: 315 (2.3%)

Academic Summary

Number of Degree Programs: nearly 200

First Year Retention Rate: 65.91%

Six-Year Graduate Rate: 22%

Academic Structure

Walter E. Helmke Library

Colleges
  Arts and Sciences
  Engineering, Technology, and Computer Science
  Health and Human Services
  Visual and Performing Arts
  Education and Public Policy

Schools
  Business and Management Sciences

Divisions
  Continuing Studies

IPFW 2012-2013 Statistical Profile
Summary of Degrees Granted, 2011-2012
IPFW Common Core Data Set, 2012-2013
IPFW Consumer Information
Walter E. Helmke Library History

The history of the Walter E. Helmke Library is linked not only with the university, but also with the community. Indiana University first offered classes in Fort Wayne in 1917. Responding to manpower needs, Purdue University established courses here during World War II. When Indiana University and Purdue University Fort Wayne moved to the site of the present campus in 1964, their separate libraries were merged into one collection that numbered 35,000 books and 600 periodical subscriptions. The staff consisted of two professional librarians, one full-time clerical assistant, and part-time student employees. IPFW's first library occupied the west second floor wing of Kettler Hall.

In 1969, the Indiana legislature appropriated funds for a new library building. Through the efforts of the Indiana-Purdue Foundation, an additional $1 million was raised in the community. These funds were used to add the fourth floor to the present library and to purchase books for graduate programs. In September 1972, the entire campus and local citizens together moved the 100,000-volume collection from the old facility to the new library in a well-orchestrated Book Walk.

The library was named in 1977 for Walter E. Helmke, prominent Fort Wayne attorney and active member of the IU Board of Trustees and the Indiana-Purdue Foundation.

In 1982, through the combined efforts of the campus and area community, a fund drive raised nearly $1 million to establish an endowment for the Helmke Library. The interest paid from these funds is used to supplement the collection budget. Another Campaign for Helmke Library raised $1.5 million in the community to provide additional funds for the collection and to establish the computing facilities essential to information retrieval in the 21st century.

In 1990, IUCAT Catalog, the Indiana University Libraries shared online catalog, was introduced at Helmke Library as part of a multi-million dollar statewide project. A new Web version of the catalog was implemented in 2001.

In 2006 the library began planning to convert the second floor to a campus Learning Commons envisioned as the most significant learning space outside the classroom. When the campus broke ground in 2009 for a new $42.4 million Student Services Complex it included plans to extend the Learning Commons with a 265 foot long glass-enclosed elevated walkway connecting the Helmke Library second floor to the Walb Student Union and the Gates Sports Center. In November 2011 the Student Services Complex and the IPFW Learning Commons were opened for use. The Learning Commons currently includes librarian research consulting, the Writing Center, IT services computing, and areas for group and individual study, and laptop and iPad checkout.

From its creation, the library has been open to the public; all Indiana residents are eligible for library cards.

Retrieved from Helmke Library Website>About>Library Profile
Walter E. Helmke Library At-a-Glance

Library Services

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Library Visits</th>
<th>Circulation</th>
<th>Document Delivery</th>
<th>Instruction &amp; Training Participants</th>
<th>Information &amp; Research Interactions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Borrowing</td>
<td>Lending</td>
<td>Total</td>
</tr>
<tr>
<td>2012-2013</td>
<td>393,311</td>
<td>27,668</td>
<td>14,594*</td>
<td>10,843</td>
<td>25,437</td>
</tr>
<tr>
<td>2011-2012</td>
<td>362,780</td>
<td>35,007</td>
<td>29,980</td>
<td>10,608</td>
<td>40,588</td>
</tr>
<tr>
<td>2010-2011</td>
<td>308,661</td>
<td>40,369</td>
<td>32,643</td>
<td>12,317</td>
<td>44,960</td>
</tr>
<tr>
<td>2009-2010</td>
<td>340,746</td>
<td>39,531</td>
<td>30,216</td>
<td>13,166</td>
<td>43,382</td>
</tr>
<tr>
<td>2008-2009</td>
<td>294,617</td>
<td>40,543</td>
<td>33,690</td>
<td>13,501</td>
<td>47,191</td>
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<tr>
<td>2007-2008</td>
<td>288,166</td>
<td>41,697</td>
<td>32,286</td>
<td>12,783</td>
<td>45,069</td>
</tr>
<tr>
<td>2006-2007</td>
<td>295,911</td>
<td>43,944</td>
<td>27,022</td>
<td>11,623</td>
<td>38,645</td>
</tr>
</tbody>
</table>

* Counting method
**Excludes English Composition use of library teaching classroom

Library Personnel

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Professional FTE</th>
<th>Support Staff FTE</th>
<th>Student Asst. FTE</th>
<th>Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>14.2</td>
<td>12.25</td>
<td>3.81</td>
<td>30.26</td>
</tr>
<tr>
<td>2011-2012</td>
<td>14.67</td>
<td>12.25</td>
<td>6.02</td>
<td>32.94</td>
</tr>
<tr>
<td>2010-2011</td>
<td>14.36</td>
<td>12.25</td>
<td>5.07</td>
<td>31.68</td>
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<tr>
<td>2009-2010</td>
<td>14.55</td>
<td>12.56</td>
<td>4.06</td>
<td>31.17</td>
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<tr>
<td>2007-2008</td>
<td>13.1</td>
<td>13.25</td>
<td>3.96</td>
<td>30.31</td>
</tr>
<tr>
<td>2006-2007</td>
<td>13.79</td>
<td>12.75</td>
<td>3.86</td>
<td>30.4</td>
</tr>
<tr>
<td>2005-2006</td>
<td>12.75</td>
<td>12.75</td>
<td>3.87</td>
<td>29.37</td>
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<tr>
<td>2004-2005</td>
<td>13</td>
<td>11.8</td>
<td>4.9</td>
<td>29.7</td>
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<tr>
<td>2003-2004</td>
<td>13</td>
<td>12.25</td>
<td>4.7</td>
<td>29.95</td>
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<tr>
<td>2002-2003</td>
<td>13</td>
<td>12.15</td>
<td>4.6</td>
<td>29.75</td>
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<tr>
<td>2001-2002</td>
<td>11</td>
<td>14.15</td>
<td>4.5</td>
<td>29.65</td>
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</table>
### Library Collections

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Print Volumes</th>
<th>E-books</th>
<th>E-Journals</th>
<th>Databases and Indexes</th>
<th>Audio, Film and Video</th>
<th>Local Digital Collections</th>
<th>Other (maps, music scores, microform, etc.)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>366,918</td>
<td>223,907</td>
<td>78,730</td>
<td>201</td>
<td>7,745</td>
<td>46,936</td>
<td>8,172</td>
<td>488,556</td>
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<td>2011-2012</td>
<td>369,101</td>
<td>224,048</td>
<td>62,783</td>
<td>151</td>
<td>7,927</td>
<td>46,135</td>
<td>6,534</td>
<td>545,187</td>
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<td>2010-2011</td>
<td>417,208</td>
<td>167,405</td>
<td>61,493</td>
<td>147</td>
<td>7,787</td>
<td>41,113</td>
<td>5,331</td>
<td>547,732</td>
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<tr>
<td>2009-2010</td>
<td>433,644</td>
<td>166,653</td>
<td>51,726</td>
<td>150</td>
<td>7,500</td>
<td>39,160</td>
<td>3,000</td>
<td>543,674</td>
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<tr>
<td>2008-2009</td>
<td>441,647</td>
<td>79,080</td>
<td>43,372</td>
<td>NA</td>
<td>7,260</td>
<td>22,408</td>
<td>NA</td>
<td>543,044</td>
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<td>2007-2008</td>
<td>456,463</td>
<td>5,700</td>
<td>31,111</td>
<td>NA</td>
<td>7,079</td>
<td>22,678</td>
<td>NA</td>
<td>556,917</td>
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</table>

### Library Collections Budget

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>University Allocation</th>
<th>Endowment Income</th>
<th>Total Collections Budget</th>
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</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>$629,131</td>
<td>$266,791</td>
<td>$895,922</td>
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<tr>
<td>2011-2012</td>
<td>$629,131</td>
<td>$254,337</td>
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<td>$245,378</td>
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<td>2009-2010</td>
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<td>$248,779</td>
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<tr>
<td>2008-2009</td>
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<td>2007-2008</td>
<td>$624,131</td>
<td>$253,475</td>
<td>$877,606</td>
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<td>2005-2006</td>
<td>$611,131</td>
<td>$209,759</td>
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<td>2004-2005</td>
<td>$611,131</td>
<td>$199,469</td>
<td>$810,600</td>
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<tr>
<td>2003-2004</td>
<td>$511,131</td>
<td>$202,846</td>
<td>$713,977</td>
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<td>2002-2003</td>
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<td>$225,691</td>
<td>$736,822</td>
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<td>2001-2002</td>
<td>$511,131</td>
<td>$234,260</td>
<td>$745,391</td>
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<td>2000-2001</td>
<td>$511,131</td>
<td>$248,499</td>
<td>$759,630</td>
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<td>1999-2000</td>
<td>$454,316</td>
<td>$204,464</td>
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<td>1998-1999</td>
<td>$445,408</td>
<td>$159,214</td>
<td>$604,622</td>
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</tbody>
</table>
MISSION AND VISION

IPFW Mission, Values and Vision

IPFW Mission
In response to its mission to meet the higher education needs of northeast Indiana, IPFW offers a broad range of high-quality undergraduate, graduate, and continuing education programs that meet regional needs, support excellence in teaching and learning, advance and share knowledge through research and creative endeavor, and work with the community to develop intellectual, cultural, economic, and human resources.

IPFW Values
IPFW is committed to excellence in teaching, student learning, research and creative endeavor, and regional development and values:

• the pursuit of knowledge in an environment that encourages free and open inquiry, academic achievement, scholarship, and creativity;
• a strong general education program and baccalaureate framework that emphasize critical thinking, promote lifelong learning, and continue the traditions of the sciences, arts, and humanities;
• a commitment to student access and success that is demonstrated through services and student life programs responsive to individual needs and interests;
• a campus environment that promotes integrity, respect for diversity, responsible citizenship, accountability, sustainability, and continuous improvement;
• the principles of shared governance, civility, and open communication among all groups within the university;
• the traditions of scholarly excellence and public engagement of Indiana University and Purdue University;
• the professional commitment, innovations, and accomplishments of faculty and staff; and
• partnership with the community to enhance social, economic, cultural, civic, and intellectual life in the region.

IPFW Vision
IPFW will be a nationally recognized university, known for its regional impact and

• the excellence, value, and accessibility of its academic programs;
• an exceptional environment for teaching, learning, and student achievement;
• the scholarly and creative accomplishments of its faculty, students, and staff; and
• its contributions to the quality of life of the region.
Library Vision and Mission

ACRL Standards
7.1 The library’s mission statement and goals align with and advance those developed by the institution.

The library’s vision and mission statements were developed and approved in 2005 and reviewed and affirmed in 2012. They support the university’s vision and mission to provide excellence in teaching, learning, research, and service and to develop the community’s intellectual, cultural, economic, and human resources. In addition, the vision and mission statements address the primary values of an academic library to provide high-quality collections, information and instructional services, and enhanced access to the world’s intellectual and cultural record.

Library Vision Statement

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

Library Mission Statement

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; Reviewed and affirmed, January 2012)

One of the principles that underscore all of the library’s resources, services and programs is seamless, effective access to information resources for all IPFW students, faculty and staff. Because most of IPFW’s students do not live on campus, do not go to school full-time, and study and work remotely, the library has prioritized providing its resources, services, and programs electronically as well as physically face-to-face. Whenever possible, the library has committed funds and staff to creating a virtual equivalent to in-library services in accordance with our strategic objective to “provide effective, user-centered information services delivered when and where they are needed.” It is our goal that no student or faculty will be hindered by a lack of access to library resources, services and programs necessary for academic success. It is a goal that moves the library forward intellectually, creatively, and technologically to meet the ever changing needs and demands of our constituents.
STRATEGIC PLANNING

IPFW Strategic Plan

IPFW’s current strategic Plan, *Strategies for Excellence, 2008-2014* was developed as a successor to its *2001-07 Strategic Plan*. The three goals of the University’s plan are: 1) Foster learning and create knowledge; 2) Develop quality of place and experience; and 3) Contribute to the development of the Northeast Indiana region. In addition to defining the mission, vision, values, goals, and objectives, the plan identifies the metrics about IPFW’s peer institutions that will serve as benchmarks in evaluation of IPFW’s progress in meeting its Strategic Plan goals. The 2001 and 2007 Strategic Planning Review Council (SPARC) did not include a library representative.

IPFW began the process for developing a new Strategic Plan during the summer 2013. A consulting group has been asked to gather data from a variety of constituencies including the library. It is expected that the university’s new strategic plan will be completed by spring 2014.
Library Strategic Plan

ACRL Standards

Management/Administration: Libraries engage in continuous planning and assessment to inform resource allocation and to meet their mission effectively and efficiently.

7.6 The library plans are based on data and outcomes assessment using a variety of methods both formal and informal.

The Library’s first strategic plan was developed in 1995. Since then the library has had three plans including its current 2012-2014 strategic plan, each developed within the framework of the university vision, mission and goals. The process of arriving at strategic plan goals and objectives involves input from library staff and the Senate Library Subcommittee; librarians and library staff with their supervisor determine the action priorities necessary to achieve the library-wide goals and objectives. Input and output data are part of the decision making process. Developing outcomes assessment measures are part of the library’s current strategic plan (see Institutional Effectiveness). The library reports progress towards its goals and objectives to the library staff on a regular basis and to the Vice Chancellor for Academic Affairs in the annual unit reports.

The library’s current strategic plan, 2012-2014, was developed to coincide with the university’s planning cycle. The library’s plan uses the language of the university’s goal statements and its objectives align closely with the six foundations of IPFW’s Baccalaureate Framework. The library’s current objectives include:

1.) providing effective, user-centered information services delivered when and where they are needed;
   • Aligns with Baccalaureate Framework’s acquisition of knowledge, critical thinking and problem solving
   • Aligns with IPFW Goal 1: Foster learning and create knowledge
2.) developing and promoting exceptional librarian-faculty partnerships that improve scholarly and creative accomplishments of students and faculty;
   • Aligns Baccalaureate Framework’s with application of knowledge, communication
   • Aligns with IPFW Goal 1: Foster learning and create knowledge
3.) creating an inviting environment that empowers independent exploration, inspires a community of scholars and promotes life-long learning;
   • Aligns with Baccalaureate Framework’s application of knowledge, personal and professional ethics
   • Aligns with IPFW Goal 2: Develop quality of place and experience
4.) supporting the continuous improvement of library operations, and advancing the quality of life in Fort Wayne and northeastern Indiana.
   • Aligns with Baccalaureate Framework’s a sense of community.
   • Aligns with IPFW Goal 3: Contribute to the development of the Northeast Indiana region

The following pages document how the library has striven to implement its mission and strategic plan goals and objectives.
HELMKE LIBRARY INSTITUTIONAL EFFECTIVENESS

Relevant ACRL Standards

**Institutional Effectiveness:** Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement.

1.1 The library defines and measures outcomes in the context of institutional mission.
1.2 The library develops outcomes that are aligned with institutional, departmental, and student affairs outcomes.
1.3 The library develops outcomes that are aligned with accreditation guidelines for the institution.
1.4 The library develops and maintains a body of evidence that demonstrates its impact in convincing ways.
1.5 The library articulates how it contributes to student learning, collects evidence, documents successes, shares results, and makes improvements.
1.6 The library contributes to student recruitment, retention, time to degree, and academic success.
1.7 The library communicates with the campus community to highlight its value in the educational mission and in institutional effectiveness.

**Management/Administration:** Libraries engage in continuous planning and assessment to inform resource allocation and to meet their mission effectively and efficiently.

7.7 The library communicates assessment results to library stakeholders.

**External Relations:** Libraries engage the campus and broader community through multiple strategies in order to advocate, educate, and promote their value.

9.1 The library contributes to external relations through communications, publications, events, and donor cultivation and stewardship.
9.2 The library communicates with the campus community regularly.
9.3 Library personnel convey a consistent message about the library and engage in their role as ambassadors in order to expand user awareness of resources, services, and expertise.

**Trends in Academic Libraries**

*Libraries can no longer demonstrate their educational and scholarly impact via traditional input measures such as the number of volumes and serial titles held, expenditures on monographs and staff, gate count, and reference requests. New measures of success (still under development) will emphasize impact on student learning outcomes, retention and graduation rates, faculty research productivity, and teaching support* ("Redefining the Academic Library," (2011): viii).

*Academic libraries must prove the value they provide to the academic enterprise and its stakeholders: Students, Faculty, University, Community (parents, alumni, citizens of the region, employers, government, accrediting agencies, etc.)* ("2012 Top Ten Trends in Academic Libraries," (2012): 311).

*Accountability and assessment are essential for data-driven decision making within libraries, on campus and with funders and policy makers. There will be a continued focus on accountability and assessment on the local, state, and national levels* ("Transformational Times," (2009): 5).

*As libraries want to emphasize impact and engagement, and de-emphasize activities which do not create distinctive local value, rightscaling becomes a key question* ("Three challenges" (2013): 5).
Statistics and Assessment

The library regularly reports standard statistics required by the Association of College and Research Libraries and the US Department of Education, but prides itself on the depth and breadth of other data it collects, and the productive use of that data for decision-making and tracking library services and programs. The IPFW library was one of the first in the country to implement an online Document Delivery Services/ILL request form that captured general information on the serials and book titles requested. This data has been used in making serial acquisitions and cancellations and to purchase book titles in high demand. The library was an early adopter of capturing information and research question statistics on a daily vs. “typical week” basis. The statistics database, created by IPFW librarians and Library Information Technology Services (LITS), provided the number of tier one (see Information Services section) and tier-two research requests, by user status, topic, course, and medium (in-person, phone, email, IM, etc). The library also tracks its information literacy and train-the trainer sessions. All of this input and output data has been available to library staff in a variety of formats through the library’s data warehouse for use in decision-making, resource allocation, and determining effectiveness in meeting library and university mission and goals.

This data, while valuable for operational decision-making related to patterns of use of services and staffing needs, does not measure outcomes or assess impact on student and faculty academic success. ACRL standards define institutional effectiveness for academic libraries within the context of new demands for accountability based upon outcome measure and value to the educational mission of the institution. Assessment of library services and programs was identified as one of the top trends in academic libraries and was selected as one of the focus issues for the library’s self-study.

The Association of College and Research Libraries, a part of the American Library Association, has been particularly educational and informative in its advocacy and educational roles for information literacy and assessment. In addition, the ACRL environmental scans and reports, e.g. the "Top Ten Trends in Academic Libraries", June 2012 and the 2013 Environmental Scan are valuable tools for self-assessment.

The library’s role in advancing the mission of the institution includes its unique contributions to student enrollment, retention and graduation rates, student learning and success, faculty research and teaching, the scholarly communication of students, staff and faculty, institutional quality overall, and community engagement.

Librarians participate in campus-wide recruiting and orientation to communicate the ways in which librarians can help students attain academic success. The Library plays an especially important role in reaching dual credit students, a key prospective student group. Working with Enrollment Management, the library has made a concerted effort to reach not only the high-school students but also their teachers, counselors and the school media specialists who refer dual-credit students to IPFW resources including the library.

The library strives to create a physical and virtual environment that fosters retention, academic success and graduation and has moved towards collaboration and engagement in high-impact educational practices (George D. Kuh, High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter. 2008. Washington, DC: Association of American Colleges and Universities). These include collaborative projects such as the formation of the Learning Commons with the Writing Center and ITS and the Student Research and Creative Endeavor Symposium which was organized in 2013 by a small committee including librarians and was held in the Learning Commons for the first time. The liaison librarians are involved in classroom instruction, projects and assignments and will be involved in a pilot program of information literacy instruction assessment within the new Indiana General Education
Outcomes Standards in the fall. Their support of faculty teaching includes online tutorials, LibGuides, review of assignments and partnering with CELT to support Scholarship of Teaching and Learning (SoTL) activities. Librarian support of faculty research is equally broad with involvement in faculty orientations, Promotion and Tenure workshops, citation analysis, educational efforts on topics such as open access, altmetrics, publishing and copyright.

The Assessment and Communicating Value Team notes that the library has begun to build a foundation for meaningful efforts in outcomes-based assessment:

- Library administration has supported attendance at the IUPUI Institute on Assessment as well as other workshops and conferences on assessment;
- The librarians have been awarded a VCAP grant by the Office of Assessment to develop a model information literacy curriculum and assessment in general education core courses;
- Questions concerning use of library information services are now being included in the IPFW Map-Works that will provide data over time on the use of library and the success of students;
- NSSE (National Survey of Student Engagement) surveys library-related questions have been identified and are being tracked and future NESSE surveys will include newly developed information literacy questions;
- Library’s recent revision of its information and research data collection form to include the READ Scale, a six-point scale tool for recording vital supplemental qualitative statistics gathered when assisting users with their inquiries or research-related activities. The scale emphasizes recording the effort, skills, knowledge, techniques and tools utilized during an informational/reference transaction. This can be tied to student performance, if that data is collected at the time of the interaction;
- Librarians are exploring ways to link individual research consulting appointments to student academic achievements in specific courses;
- Librarians are working on ways to link work with dual credit high school students to continued matriculation at IPFW; and
- Librarians contribute to the success of institutional and professional accreditations and are a part of program approval activities.

**Communicating Value**

The Helmke library uses a variety of venues to communicate its activities and value to the campus, community and other stakeholders. These include formal annual reports required by IPFW administration, national statistical surveys, such as ACRL’s Academic Library Statistics and the National Center for Education Statistics’ Academic Library Survey, and other reports that may be requested on an ad hoc basis.

The library’s Marketing Group is charged with developing and overseeing the library’s marketing plan and integrating electronic and print options. The library’s Marketing Group includes a representative from the University Relations and Communications department. Two recent marketing promotions were developed with the help of University Relations: *Think Helmke!* Fall 2007-summer 2010 and a new graphic identity and tagline: *Environment for Discovery, Services for Delivery; You Discover. We Deliver*, 2010 to present. In 2012-2013 the Library Marketing Group eliminated all print marketing materials, except the bookmark, in favor of electronic design and delivery. The Group also embraced social media and established a Facebook and Twitter presence.

The library’s current marketing efforts include:

- [Library website](#)
- Liaison librarians working with students and faculty in their discipline
• One-on-one interactions with students, faculty, staff and others
• Monthly newsletter, Helmke Highlights
• Facebook/Twitter (@ipfwlibrary)
• IPFW campus, statewide library organizations, and subject-oriented listservs
• Summary annual reports for public consumption
• Bookmarks and other one-off promotional items

In addition, the library enhances the university’s reputation and prestige through its unique position as one of the largest academic collections in Northeast Indiana; its development and management of an IPFW open-access institutional Repository, Opus; its growing collaborative digital collections in partnership with community members such as the History Center of Fort Wayne and the Mike Downs Center for Indiana Politics and; its stewardship of the University Archives. The engagement of the librarians in local, state and national professional organizations through committee service and conference presentations and their involvement in campus committees highlights their role as active and engaged IPFW faculty.

In addition to IPFW’s collaborations with both Indiana University and Purdue University, the library is a member of the Academic Libraries of Indiana (ALI) and other consortia that not only broaden access to a wealth of materials, but also provides venues for IPFW librarians to engage with professional peers across the nation and the world.

Analysis and Recommendations for Improvement

Statistics and Assessment

While data collection and use in analyzing services and programs is a library strength, assessment is a challenge as we work to establish, assess and link library outcomes to institutional outcomes and to join the campus assessment efforts. Despite the general campus perception of excellent library quality, measuring how library services and programs impact student and faculty academic success involves a variety of factors and cannot be measured by input/output data or user satisfaction surveys alone.

Assessment is a relatively new area of research in academic libraries and progress is being made on developing models of methodology and analysis to track and link library activities and services to student and faculty academic success.

The Assessment and Communicating Value Team recommends that the library:
• Create a task force to develop an assessment plan that demonstrates the library’s impact on the academic success of students and faculty
• Continue to participate in and contribute to high impact educational practices such as the Student Research and Creative Endeavor Symposium
• Identify and support professional development activities on assessment for librarians
• Continue to work to reframe campus perspective on the library as a significant physical and virtual learning space outside the classroom; the Learning Commons is an example of this
• Continue to support stronger integration of information literacy into the curriculum; projects such as mapping information literacy standards to the Gen Ed learning outcomes
• Determine other surveys being issued through other IPFW units and add library survey questions as appropriate to obtain assessment data
• Develop Return on Investment (ROI) models for library resources and services
• Develop altmetric data for use by faculty and students in measure impact of their scholarship through *Opus*
• Expand campus partnerships and projects in assessment activities and reporting (e.g. collaborate with institutional research staff to determine ways to leverage or shape library data with other campus data sets, such as reference and research consultations, circulation counts, database usage statistics, and the number and types of instruction sessions, to communicate library value and impact.) (Association of College and Research Libraries. *Connect, Collaborate, and Communicate: A Report from the Value of Academic Libraries Summits.* Prepared by Karen Brown and Kara J. Malenfant. Chicago: Association of College and Research Libraries, 2012. Published online at www.acrl.ala.org/value)

**Communicating Value**

It is apparent from results of the surveys, discussions with faculty and students, and other IPFW administrative units, that the resources, services, and programs available from IPFW Library are not known to all our constituents.

For example, one student commented on the self-study survey that “Document Delivery Services [are needed] to acquire articles and books not otherwise available,” and another student wrote that the library needs “access to academic journals available at IU Bloomington but not to IPFW users,” yet the library has an excellent and highly used document delivery service that supplies materials from IU Bloomington and from libraries around the world. Another student asked on the Survey: “Are there any tutorials?” despite the tutorials linked from the library’s home page.

One faculty member commented on the faculty survey that the library “needs access to JSTOR!,” a resource that we have subscribed to for many years. A large number of comments from faculty asked for more access to databases, journals and books. The library has access to thousands of journals and indexing through over 200 databases and excellent document delivery to supply what is not available locally, but it could be that some faculty may not be aware of all of the resources the library does provide.

In terms of improving the communication of library value to its constituents the Assessment and Communicating Value Team recommends that:

• The library revive its Marketing Committee to update or develop a new marketing plan for the library that communicates our value to targeted groups, e.g., students, faculty, new students, parents, community, administration, other units on campus.
• Improve information services provided by all library staff
• Identify campus services that impact students and promote library engagement with appropriate activities sponsored by these units
Examples of Outcome-Based Assessment Efforts

In spring 2013 the library became part of IPFW's MAP-Works Program (Making Achievement Possible). MAP-Works is a survey of undergraduates that seeks to discover specific challenges that students might be encountering so that faculty, support services, and advisors can reach out to students early in the semester to address student needs.

The Spring Transition Survey was the first Map-Works survey that contained library/information literacy questions. While only 4.5% of respondents reported that they never visited the library, and 45.5% of the Freshmen surveyed had used the library, all of these uses were for studying and meeting with groups. The survey also showed that 14.4% of Freshmen respondents had never visited the library’s website and only 16% who had used the website made use of librarian services, such as Ask-A-Librarian, online appointment scheduling with a librarian, and librarian-created online subject and course guides.

MAP-Works: 2013 Spring Transition Survey
2546 Total Students
OQ11. Institutions Specific Questions – What services/features would you like to see in the Library and Learning Commons: Check all that apply

<table>
<thead>
<tr>
<th>Service/Feature</th>
<th>N</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended library hours</td>
<td>182</td>
<td>14.3%</td>
</tr>
<tr>
<td>More technology available (e.g., laptops for checkout charging stations, printers)</td>
<td>156</td>
<td>12.7%</td>
</tr>
<tr>
<td>Extended reference library hours</td>
<td>30</td>
<td>2.3%</td>
</tr>
<tr>
<td>More group study rooms</td>
<td>78</td>
<td>6.0%</td>
</tr>
<tr>
<td>More individual study spaces</td>
<td>120</td>
<td>9.5%</td>
</tr>
<tr>
<td>More quiet study spaces</td>
<td>178</td>
<td>13.9%</td>
</tr>
<tr>
<td>More online materials</td>
<td>83</td>
<td>6.5%</td>
</tr>
<tr>
<td>More comfortable furniture</td>
<td>184</td>
<td>14.2%</td>
</tr>
<tr>
<td>Other</td>
<td>58</td>
<td>4.5%</td>
</tr>
</tbody>
</table>
A Spring Check-Up Survey in March 2013 targeted to a select groups of students identified as high priority with a higher likelihood of leaving college. Based upon the Spring Transition Survey, the library asked two follow-up questions in the Spring Check-Up Survey. These questions asked what online search tool students used for their course assignments and how the Helmke Library website could be made more useful to them. 42% wanted better access to the library’s website through myIPFW and Blackboard Learn and 19% wanted the website to be “easier to use.”

2013 MAP-Works Spring Check-Up Survey Results

OQ2. Institution Specific Questions - What would make Helmke Library’s Website more useful to you? Choose all that apply.

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make it easier to use</td>
<td>91</td>
<td>18.6%</td>
</tr>
<tr>
<td>Easier access from myIPFW</td>
<td>110</td>
<td>22.5%</td>
</tr>
<tr>
<td>Easier access from Blackboard (eLearning)</td>
<td>95</td>
<td>18.0%</td>
</tr>
<tr>
<td>More access to live help</td>
<td>29</td>
<td>5.9%</td>
</tr>
<tr>
<td>More how-to materials (videos, tutorials, guides, etc.)</td>
<td>57</td>
<td>11.6%</td>
</tr>
<tr>
<td>I have never used the library’s website</td>
<td>76</td>
<td>15.5%</td>
</tr>
<tr>
<td>Other</td>
<td>36</td>
<td>7.4%</td>
</tr>
</tbody>
</table>

OQ3. Institution Specific Questions - Where do you usually go online to search for information required for your course assignments? Choose all that apply.

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google/Bing/Yahoo</td>
<td>273</td>
<td>39.9%</td>
</tr>
<tr>
<td>Google Scholar/Microsoft Academic</td>
<td>115</td>
<td>16.8%</td>
</tr>
<tr>
<td>Helmke Library’s Website (JUCAT, EBSCOHost, etc.)</td>
<td>166</td>
<td>24.3%</td>
</tr>
<tr>
<td>Facebook/Twitter</td>
<td>13</td>
<td>1.9%</td>
</tr>
<tr>
<td>Ask.com</td>
<td>12</td>
<td>1.8%</td>
</tr>
<tr>
<td>Wikipedia</td>
<td>60</td>
<td>8.8%</td>
</tr>
<tr>
<td>Other</td>
<td>45</td>
<td>6.6%</td>
</tr>
</tbody>
</table>
Over the next several years, IPFW will expand its MAP-Works program to include all IPFW students. The 2013 Map-Works Fall Transition Survey will invite all First Year and Transfer Students with fewer than 15 credits (known as the First Year Survey) and Second Year Students and Transfer Students with 16-89 credits (known as the Sophomore Survey). The library will use the same three questions used on the MAP-Works Spring Transition Survey 2013, and will develop follow-up questions for the Fall Check-Up Survey.

IPFW found that during 2011-2012, almost 1,500 students participated in MAP-Works; participants persisted (continued to work on their college degree) at a 10% higher rate than those who did not. Participation in the MAP-Works Survey and Advisor network will give the library feedback on how students are using library resources services and programs and will track library contribution to student retention rates.

National Survey of Student Engagement (NSSE)

The National Survey of Student Engagement (NSSE) is another tool that libraries can use to determine impact on student academic achievement. Some questions specify behaviors that strongly indicate use of library resources, services, and programs. IPFW has administered the NSSE Survey every three years since 2006 providing consistent long-term data that can be used to provide some evidence of the value of the library to the academic mission of the institution.

Comparison of IPFW’s 2009 NSSE results with 2012 results shows increases among First-Year students and Seniors in the selected questions related to library impact. In the 2012 NSSE Executive Summary IPFW’s Highest Performing Benchmark Items Relative to Peer Institutions for First Year students was survey question 2d (Coursework emphasizes making judgments about the value of information) at 72% compared to 66% within IPFW’s Peer Group. For the Seniors, IPFW’s Highest Performing Benchmark Items Relative to Peer Institutions was survey question 3c (Number of written papers or reports of 20 pages or more [at least one]) at 55% for IPFW compared to 43% among its peer institutions. Both of these key items indicate a strong emphasis on information literacy education, a value that the library brings to the academic mission of the University.

While the 2012 NSSE Executive Snapshot identified 7h (Students have a senior culminating experience (comprehensive exam, capstone course, thesis project, etc.)) as one of IPFW’s Lowest Performing Benchmark Items Relative to Peer Institutions, it is expected that this number will improve with the implementation of the new Indiana General Education requirement that all students take a capstone course.
### 2009 and 2012 NSSE Survey Questions Specific to Library Impact on Student Academic Achievement

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<tbody>
<tr>
<td>1d. Worked on a paper or project that required integrating ideas or information from various sources. [Often + Very Often]</td>
<td>81%</td>
<td>81%</td>
<td>87%</td>
<td>88%</td>
</tr>
<tr>
<td>2c. Coursework emphasizes synthesizing and organizing ideas, information or experience [Quite a bit + Very Much]</td>
<td>64%</td>
<td>67%</td>
<td>73%</td>
<td>78%</td>
</tr>
<tr>
<td>2d. Coursework emphasizes making judgments about the value of information  [Quite a bit + Very Much]</td>
<td>65%</td>
<td>72%</td>
<td>69%</td>
<td>74%</td>
</tr>
<tr>
<td>3c. Number of written papers or reports of 20 pages or more [at least one]</td>
<td>20%</td>
<td>22%</td>
<td>43%</td>
<td>55%</td>
</tr>
<tr>
<td>3d. Number of written papers or reports between 5 and 19 pages [Wrote more than 4]</td>
<td>32%</td>
<td>29%</td>
<td>39%</td>
<td>46%</td>
</tr>
<tr>
<td>7d. Work on a research project with a faculty member outside of course or program requirements [Done]</td>
<td>5%</td>
<td>5%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>7h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) [Done]</td>
<td>1%</td>
<td>0%</td>
<td>25%</td>
<td>22%</td>
</tr>
<tr>
<td>9a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing and other academic activities)[More than 10 hours/wk]</td>
<td>56%</td>
<td>50%</td>
<td>52%</td>
<td>63%</td>
</tr>
<tr>
<td>10a. Spending significant amount of time studying and on academic work [Quite a bit +Very Much]</td>
<td>80%</td>
<td>86%</td>
<td>77%</td>
<td>81%</td>
</tr>
<tr>
<td>11e. Thinking critically and analytically (time spent) [Quite a bit + Very Much]</td>
<td>81%</td>
<td>86%</td>
<td>88%</td>
<td>89%</td>
</tr>
</tbody>
</table>

Sources:
- NSSE 2012 Major Field Report
- NSSE 2009 Institutional Report
HELMKE LIBRARY RESOURCES AND FACILITIES

Library Budget, Endowment and Gifts

Relevant ACRL Standards

7.3 The library allocates human and financial resources effectively and efficiently to advance the library’s mission.
7.4 The library’s budget is sufficient to provide resources to meet the reasonable expectations of library users when balanced against other institutional needs.

Trends in Academic Libraries

The modern library is caught between its historical role in managing print materials and new demand for digital resources and services, and it cannot afford to invest indefinitely in both. Today’s users require a new set of services and accommodations from the academic library that necessitate a strategic paradigm shift: from building and maintaining a collection to engaging with students and faculty, as well as providing space for study, collaboration and creativity (“Redefining the Academic Library,” (2011): viii).

As university budgets tighten, many library building programs and new initiatives will face cutbacks and delays. There will be increased scrutiny and pressure to demonstrate return on investment. These pressures will incentivize some libraries to make profound organizational change rather than incremental adjustments (“Transformational Times,” (2009): 17).

Lack of resources will tend to choke needed investments in emerging services addressing new user needs and new kinds of content (“Transformational Times,” (2009): 6).

Library Budget

The library’s financial resources consist of the recurring general fund budget, library endowment, and gifts, supplemented in a variety of ways including one-time allocations from the Office of Academic Affairs, grants, joint projects with contributions from other units on campus, and federal work study subsidies.

The library’s general fund budget consists of allocations for full-time and part-time benefited employees, hourly wages for non-benefited workers, such as students and part-time librarians, supplies and expenses, and materials. IPFW has operated on a flat budget allocation which no longer reflects actual expenses for the last 10-15 years. Funds needed to supplement the budget allocation are requested on a year-to-year basis.

In 2012 IPFW administration launched an examination of university budget practices and the Deans were asked to compile a summary of actual expenses over the last five years compared to allocations in an effort to better understand resources necessary to run academic departments and programs and eventually reallocate budgets accordingly.

Allocations for full-time and part-time benefited employees are adjusted when a wage increase is approved by campus administration. In the last five years all increases have been based upon merit only;
no money has been allocated for equity adjustments. Merit raises are based upon librarian and staff contributions to library goals as documented in their annual reviews. Librarians also receive increases upon promotion in rank. New librarian salaries are based upon CUPA data from the Public Institution Mid-Level Administrative & Professional Salary Survey. Staff salary ranges are set by IPFW Human Resources (HR). Any increase in staff salaries other than campus merit increases wages must be justified to HR and funded from the library’s recurring, general fund allocation.

The part-time wages allocation is used primarily to hire student workers who help staff the library during the 90 hours/week that it is open. Students assist with circulation, shelving, scanning and other clerical duties. Part-time librarians are hired to provide information services primarily on the weekend. The library’s actual part-time wage expenditures are on average $20,000 more than its allocation. In the past the shortfall has been supplemented in a variety of ways including one-time allocations from the VCAA, grants, federal work study subsidies, and contributions from other units on campus.

The supplies and expenses (S&E) allocation is used to purchase office and library supplies, staff furniture, and library and staff equipment; pay for repair and maintenance contracts; and subsidize travel for librarians and administrative staff professional development. Actual library S & E expenses have averaged three times its allocation in the last five years. The largest S & E expense is equipment, software, and maintenance agreements. Until 2008-2009 the VCAA offered equipment matching grants for staff equipment upgrades and funds for equipment that directly benefited student and faculty academic endeavors. This money was helpful in keeping equipment up-to-date. Grant money has been used to purchase equipment and computer hardware and software for digital projects. In addition, the library ITS department has adopted money-saving innovations to contain costs.

Since 2009 the VCAA has not offered matching funds for equipment for staff, faculty or students. The library has made a number of changes to maintain its high standards for public and staff computing, the most recent being the transfer of library server operations to campus ITS and conversion of the library’s electronic training classroom to a student access lab maintained by ITS. In addition, the library has consistently requested and received some money from IPFW administration to assist in the addition and replacement of staff computers and other library public-use equipment.

Librarian promotion and tenure criteria require presentations and service at the state and national level. Each librarian and administrative staff is allocated $500/year which is not sufficient to support even minimal involvement of librarians at the state or national level. In 2011 the library dean established a supplemental travel grant fund with money from the library endowment and funds requested from the office of Research, Engagement and Sponsored Programs (RESP). Librarians and administrative staff may apply for these funds which are awarded by the library’s Professional Development Enhancement Committee. The library has awarded $6,000 in supplementary travel grants to date.

The materials budget received an increase of $100,000 in 2004-2005. Between 2006 and 2008 the library’s materials budget was increased by $18,000 to support new academic programs but since 2008 the library material’s budget has not been increased, and the 2013-2014 allocation was reduced by $26,000 as part of the university’s efforts to cover an almost $9 million deficit.

**Library Endowment and Gifts**

An endowment was established for the Helmke Library in 1982. Since then the principal has grown to a market value of over $5 million. Interest income from the endowment fluctuates based upon investments, but has generated interest income of about $255,000/year. However, donations to the endowment have leveled off considerably, so the interest income is not expected to increase in the
foreseeable future. Most of the library’s endowment is used to supplement the materials budget.

In addition to the endowment the library has several small gift accounts that continue to accrue small gift amounts each year. These gift accounts are rarely used except for appropriate one-time purchases (e.g., the purchase of white boards for the Learning Commons from the Student Class of 1992 gift fund).

Lastly, the library does receive fees and fines that have been collected by the Bursar’s office. This is a very fluid and unpredictable fund and is used for one-time purchases only.

Analysis and Recommendations for Improvement

In its study of the current trends in academic libraries the Budget and Development Team found that:

- Most academic libraries are experiencing flat or declining budgets and donation levels, and are investigating all possible strategies to make the best use of current funds with the expectation of no new money;
- Library budgets are moving away from covering collections to covering services; support for collections increasingly involves innovative programs such as just-in-time or purchase-on-demand;
- Libraries are working together in collaborative efforts to provide students and faculty with needed materials at the best possible price in the most timely manner. Collaborations include consortial agreements for the purchase of database packages or resource sharing networks to provide document delivery services more quickly;
- Academic libraries are moving away from amassing large “turf-centered” collections (ownership model) and towards providing access beyond their own institution;
- In spite of declining gift-giving, naming opportunities often provide the best method of attracting donations. However, these donations are often “seed money” for a program, service or facility and the challenge of future funding support remains; and
- While academic libraries support research made possible by grants received by the university, they are often excluded from any share of grant funding.

The current trend in academic libraries of flat or declining budgets and donor funds has been a reality for the IPFW Helmke Library for many years. One of the library’s greatest strengths is its ability to effectively grow its collection in spite of flat funding. Journal price increases continue to hover between 5-7% each year, but the library has managed to increase access to journals, images, video, audio, and data. Our thorough and intensive annual serials review process, based on usage data, has guided collection additions and de-selections. The library also participates in a number of purchase agreements with IU, Purdue, and other academic libraries nationwide to acquire online access to a variety of database materials in all formats - books, journals, images, video, audio and data - at a lower cost. The library has also implemented just-in-time or purchase-on-demand services to develop a collection more responsive to student and faculty needs. In addition, the Helmke Library is a long-standing, respected member of a number of resource-sharing consortia which plays a large role in providing timely document delivery for our campus community. The library has also implemented just-in-time or purchase-on-demand services to develop a more responsive collection.

In spite of our best efforts, in recent years, the Offices of Academic Affairs and Research, Engagement and Sponsored Programs have funded a few research databases requested by faculty which the library could not afford or which were outside the library’s collection development policy. With the development of large shared collections and the ease and speed of electronic document delivery services, the library has begun to explore the best balance between collection and services expenditures.
One of the top requests from both the student and faculty survey conducted for this self-study is for more online materials such as databases, articles, image, sound, and data files. Most of the faculty comments were requests for more access to electronic and physical collections. An increase in the materials budget based upon academic program needs is long overdue.

The library’s Supplies and Equipment (S&E) allocation has declined in recent years, but the Library has been effective in seeking additional funding primarily from grants and collaborations with other units on-campus. Between 2006 and 2010 the library received almost $100,000 in grants from the federal Library Services and Technology Act for digitizing local collections. These grants provided equipment and staffing needed to build IPFW’s digital collections. The library also received money from a private donor to digitize IPFW’s student newspaper, The Communicator. Recent grants, including an IPFW VCAP grant, the ALA/NEH Muslim Journeys Bookshelf and Let’s Talk About It: Muslim Journeys awards and the IPFW 50th Anniversary grant have been for much smaller amounts, and provide little monetary assets, but increase the library’s profile on-campus and in the community.

The library’s collaboration with other units on campus has benefited students and faculty. The most productive of these collaborations is with IPFW’s Student Government (IPSGA). IPSGA has been a consistent and generous supporter of the library. In the last several years it has have provided funding to keep the library open 24/7 during the last two weeks of the semester, purchased laptops and iPads to be loaned, and purchased new furniture for the Learning Commons. The Office of Research, Engagement and Sponsored programs has supplemented the librarian travel budget and Continuing Studies has provided money to hire students to scan library materials for distance students.

In the self-study student survey, the other top request was for more technology available in the library. Student comments included needs for “better WiFi,” “more comfortable furniture and computers,” and “more outlets.” Faculty want reliable, 24/7 access to library resources. An adequate S&E budget is critical to supplying these needs.

Deans are not currently allowed to approach donors or seek funding from outside the campus unless authorized by the IPFW Chancellor and Development Office. The library has not been given permission to launch any type of fund-raising project since a 1996 capital Campaign for Helmke Library which raised money for the renovation of the fourth floor. IPFW’s new Chancellor is planning a new approach to fund-raising. It is certain that the library will be a part of these efforts.

The Budget and Development Team recommends that the library:

• Work with University administration to increase the library’s budget, especially in materials and supplies and equipment;
• Create strategies to redirect some endowment money from collections to services. Define services more broadly; collections are often services in the digital age;
• Develop a budget for the endowment interest income that sets limits on serials expenditures and provides a budget for special projects. For example, percentage based plan to spend 75% for materials, 25% for special projects;
• Work with Division of Continuing Studies and other units providing the campus Distance Education programs, to receive recurring money to support the library’s crucial role in online education;
• Remain informed of all new collaboration opportunities with other libraries and consortia as they arise and participate as appropriate;
• In anticipation that the library will be a part of the new campus fund drive, develop naming opportunities to have the best chance of attracting donors to give to the Library Endowment.
include an endowed archivist position, a state-of-the-art teaching classroom, upgraded technology, such as scanners, digital signage throughout the building, an international news wall, and a research café;

• Pursue individual and library grant opportunities that are relevant to library priorities
• Continue to look for free opportunities to showcase projects with community impact. Offering these programs, projects, collections or resources highlights the library’s and the university’s positive relationship with the community and reinforces the value of the library to the university; and
• Initiate a process with RESP to improve library funding from grants received and support our position with statistics that reflect library impact.
Selected Statistical Profile Data

2012 Peer Institutions
Library Expenditures Per Student

Source – ACRL Academic Library Trends and Statistics

2012 Indiana Public Universities
Library Expenditures Per Student

Source – ACRL Academic Library Trends and Statistics
2012 Peer Institutions
Library Expenditures Per Faculty

Source – ACRL Academic Library Trends and Statistics

2012 Indiana Public Institutions
Library Expenditures Per Faculty

Source – ACRL Academic Library Trends and Statistics
Library Facilities

Relevant ACRL Standards

**Space**: Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.

6.1 The library creates intuitive navigation that supports self-sufficient use of virtual and physical spaces.
6.2 The library provides safe and secure physical and virtual environments conducive to study and research.
6.3 The library has the IT infrastructure to provide reliable and robust virtual and physical environments needed for study and research.
6.4 The library uses physical and virtual spaces as intellectual commons, providing access to programs, exhibits, lectures, and more.
6.5 The library designs pedagogical spaces to facilitate collaboration and learning, and the creation of new knowledge.
6.6 The library’s physical space features connectivity and up-to-date, adequate, well-maintained equipment and furnishings.
6.7 The library provides clean, inviting, and adequate space, conducive to study and research, with suitable environmental conditions and convenient hours for its services, personnel, resources, and collections.
6.8 The library’s physical and virtual spaces are informed by consultation with users.
4.5 The library has technological infrastructure that supports changing modes of information and resource discovery.

Trends in Academic Libraries

Demand among students and faculty for comfortable, collaborative learning spaces, media resources, and easier access to academic support services is leading libraries to think differently about how to optimize their facilities. As the value of large print collections continues to decline, the case for reducing space allocations for material storage and increasing allocations for higher-demand activities grows stronger (“Redefining the Academic Library,” (2011): xi).

Library spaces used to be configured around the management and use of print collections; now they are configured around engagement with researchers and learners, around experiences, expertise, and specialist facilities (“Three Challenges,” (2013): 2).


Exceptional progress has been made to transform research libraries into popular destinations for productivity and learning. Surveys suggest that libraries are seen as the logical providers of primary learning spaces on campus. The undergraduate learning commons is a celebrated success on most campuses. Faculty and graduate students may become more outspoken in their expectations that libraries should address their research and contemplative needs via physical space solutions (“Transformational Times,” (2009): 17).

The strongest cases for retaining library real estate will be grounded in data derived from user-needs assessments, and qualitative and quantitative evidence of the benefits that libraries deliver to users within these spaces (“Transformational Times,” (2009): 17).
When the IPFW Helmke Library was constructed and opened in 1972 it was designed primarily for physical format materials and face-to-face services. For over twenty years the university and library have struggled to retrofit the building to accommodate the growing reliance on computers, mobile devices, and digital formats. The history of previous plans and renovations provides valuable information on the continuous evaluation of library facilities to meet the ever changing needs of students, faculty and staff.

Between 1986 and 1989, Library Director Griffin requested a study of library space and how it could be reallocated to accommodate the move of the fine arts librarian and library of over 10,000 volumes from IPFW’s Fort Wayne Art School in the west central neighborhood to the library. In addition, the introduction of an online catalog and CD-ROM databases required a different set of space considerations. Purdue architects and IPFW students from an advanced architectural technology course produced plans for the redesign of space on the first and second floors, but no funding for major renovations or reallocation of space resulted from this study.

Ten years later, Library Director Violette developed an architectural program statement for renovation of the fourth floor and related renovations for first, second, and third floors. The program statement also included an upgrade of the electrical and return air systems under a separate and concurrent Performance Contract with the idea that the energy savings would pay for the renovations recommended for those floors.

Renovation plans included removing the rooms in the middle of each floor to create large, open spaces for the growing collection and work areas for students, faculty, and staff. Plans called for the Service Desk, Document Delivery Services (DDS), and reference staff to be on the first floor; serials cataloguing, acquisitions and government documents processing on the second floor; fine arts, archives, and special collections and preservations on the third floor. The architect also recommended renovation of the snack lounge located outside the first floor library entrance, which involved asbestos removal, repair of the leaking ceiling, adding a small computer lab, and creating a 24-hour entrance to this area without compromising library security. Fourth floor renovations included an electronic training classroom, library information technology servers and work area, conference room for staff, and science reference area. The Performance Contract was not initiated and only the fourth floor renovations were funded.

Renovations of the fourth floor began in 1998 and were completed by late 1999. New furniture for the offices was purchased (staff only), some public furniture was re-upholstered, and new carpet was ordered for both the fourth and first floors. Based on the recommendations in the 1997 architectural program statement, the Service Desk was moved to its current location. The open student computer lab was moved to its current location and technical services staff were moved closer together on the first floor to make room for the Service Desk reserves and reshelving areas.

With the 2001-2003 state budget cycle approaching, the campus administration named a task force to establish a program plan for an addition to and renovation of the library building as part of IPFW’s state budget request. After 18 months of work the Task Force issued the Helmke Library Addition and Related Remodeling Academic Program Statement which provided detailed plans for a proposed 33,880 sq. ft addition and renovation of Helmke Library. The plan called for an Academic Support Center (Writing Center, Transitional Studies, Library and IT open lab), a Digital Data Center, a Regional Resource Center for the Arts and Humanities, a combined technical services unit, compact shelving, and the relocation of the Learning Resource Center from the basement of the library to Kettler Hall.
While waiting for the building plans to be approved and funded by the state legislature the university completed some minor renovations on the first floor including the removal of a wall in the administrative office area to make connecting rooms and an office. The physical plant added an air curtain for the automatic door in the entrance of the library. As part of a campus-wide upgrade, ITS installed a wiring closet and network wiring throughout the building.

Unfortunately, the state legislature did not fund the university's request for the library addition and renovations in the 2001 legislative session. The library addition was not included in the university's request to the legislature in 2002, because only requests for classroom buildings were being accepted.

With monies remaining from the capital portion of the Campaign for Helmke Library in 1996 and $25,000 from the Build Indiana Funds, the library was able to proceed with a small renovation of parts of the first and second floors using ideas from the 2000 academic program building plan. This project focused on bringing technical services staff together in one area of the second floor and all reference librarians on the first floor, and consolidating Service Desk and DDS staff into one service point. The rooms in the middle of the second floor were torn down to open a large expanse of the floor for additional shelving, computer workstations, a small conference room for faculty and student use, and a dedicated Technical Services work space. A suite of six offices on the first floor for librarians was created out of the space vacated by technical services and DDS staff. Again a new Service Desk was planned, but was not funded. In April 2005 the move of technical services staff and librarians was completed. These changes improved technical services workflow, reference librarian interaction, and student access to information at one service desk.

While the renovation on the first and second floors was taking shape, the Purdue University Board of Trustees put their stamp of approval on a capital building project proposed by the IPFW Chancellor that would connect the library, Walb Union, and Gates Athletic Center through an elevated concourse and add 30,000 square feet to the library. By October 2005 the library was told to plan on only a 20,000 square foot expansion for the library. The planned addition included adding a high-density automated storage retrieval system to the building, a faculty lounge, 100-seat auditorium, and a teaching lab. When the concept drawings for the new Student Services Complex were completed in September 2006, the new space for the library had been eliminated except for the 32-foot wide, 269-foot long second floor connector bridge between the library and Walb Union, and a glass entrance to the library at the junction of the connector and northeast corner of the building.

At the urging of the Library Director and the Vice Chancellor for Academic Affairs, plans to turn the library's second floor into a Learning Commons that would connect to the student services complex via the new bridge began in September 2006. In July 2007 MartinRiley was hired to provide a concept design and cost estimate for the Learning Commons.

In 2007-2008 IPFW and Purdue University requested $1.2 million in federal funds to replace and update the library’s aging HVAC and electrical systems. This request was not funded. In the fall of 2009 the IPFW Administration selected the Learning Commons as one of three requests submitted to Congress for a federal appropriation “earmark;” unfortunately, it was not funded. While the Chancellor initially agreed to a fundraising effort for the IPFW Learning Commons, it was put on hold.

A significant discard project was initiated so that the library’s second floor could be dedicated to a Learning Commons. In 2008 the rooms on the third floor of the library were torn down to accommodate the shift of books and serials from the second floor.
With the realization that the visionary plans for the IPFW Learning Commons could not be completed without an infrastructure upgrade and renovation of the rest of the library, the library began working with IPFW’s physical plant, ITS, Center for the Enhancement of Learning and Teaching (CELT), and Student Affairs on a renovation plan for the entire library, including the development of the Learning Commons on the library’s second floor. The physical plant developed an estimate of $13.5 million for the project which was forwarded to Purdue for inclusion in its capital requests to the state legislature.

In anticipation of the opening of the Student Services Complex in fall 2011, the Learning Commons Council with representatives from the library, student affairs, ITS, and the office of Major Scholarships and Awards moved ahead with a plan to initiate phase one services in the Learning Commons. Funds were provided to install and staff a Learning Commons information desk, move the Writing Center to the Learning Commons, and transfer the librarian research consulting area from the first floor to the Learning Commons. IPFW’s Student Government has generously supported the Learning Commons by purchasing and laptops and iPads for checkout and funding the first new furniture in 40 years.

The Learning Commons has been open since 2011 and library data shows more than a 25% increase in gate count since then. The space has become a hub of academic activity from group study to a venue for academic events, such as Featured Faculty Lecture Series, Undergraduate History Conference, and the IPSGA Senate meetings. In spring 2013 the Learning Commons hosted the first Student Research and Creative Endeavor Poster Symposium which filled the second floor and impressed faculty, students, and guests alike.

In 2013 the Indiana State Legislature appropriated $22 million for renovation of the Helmke Library and Kettler Hall. Approximately $12 million dollars have been allocated to the Library to:

- Water proof the library foundation on all sides
- Replace the central HVAC and temperature control boxes in the ceiling
- Expand electrical distribution
- Expand network distribution
- Install new lighting system
- Update library carpet, paint, etc.

In addition $2.5 million has been earmarked for further development of the Learning Commons.

For more about the library’s role in the Learning Commons see section VII on Students and the Learning Commons.

**Analysis and Recommendations for Improvement**

It is evident from the history of Helmke Library renovation requests and facilities planning exercises that library staff are well-aware of library facilities shortcomings and the need to continually re-purpose library space. The library does not adequately meet the ACRL Standards. The upcoming renovations should bring the library in line with current standards and the IPFW community’s requests for more group study spaces, electrical outlets, technology, and comfortable furniture.

In addition to needs for more efficient work space for staff, the Repurposing Library Space Team recommendations echo responses from students and faculty in the self-study surveys. Priorities from students and faculty include:

- Increase the number of hours the library is open with at least part of the library facility open 24/7
• Physical space for faculty and students to meet and study
• More quiet study areas
• More group and individual study rooms
• More comfortable furniture and tables
• Better temperature control in the building
• More outlets
• Better WiFi
• Space for interesting events and displays
Walter E. Helmke Library Facilities At-a-Glance

Gross square feet: 116,535

Basement (2,395 sq. ft. in use by library)
   IPFW University Archives
   Northeast Indiana Diversity Library

First Floor (21,061 sq. ft.)
   Student Access 24-hour Computing Lab and Group Study Lounge
   Library Service Desk
   Student Access Computing Lab (58 workstations)
   Library Administrative Suite
   Document Delivery Services
   Information Services and Instruction Librarian Offices
   Microform Reading Room and Collection
   Open Study Area
   Reference Collection
   Popular Browsing Collection

Second Floor (21,844 sq. ft.)
   IPFW Learning Commons
      Learning Commons Desk (14 laptops, 10 iPads available for checkout)
      Librarian Research Consulting Area
      Writing Center
   Library Technical Services
   Group Study/Presentation Practice Room
   Office of the Executive Director for Major Scholarships
   Group Computer Workstations (4 + 1 in Group Study Room)

Third Floor (21,829 sq.ft.)
   Circulating collection Call numbers A-P
   Music and Spoken Record Collection
   Children’s Literature Collection

Fourth Floor (19,954 sq. ft.)
   Circulating collection Call numbers Q-Z
   U.S. Government Documents Collection
   Group Study/Presentation Practice Room
   LITS Offices
   Group Study Area
   Group Computer Workstations (8 computer workstations)
   Electronic Training Classroom (24 computer workstations)

Fifth Floor (Penthouse) (3,087 sq. ft.)
   Storage and infrastructure
Library Personnel

Relevant ACRL Standards

**Personnel:** Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change.
8.1 Library personnel are sufficient in quantity to meet the diverse teaching and research needs of faculty and students.
8.2 Library personnel have education and experience sufficient to their positions and the needs of the organization.
8.3 Library personnel demonstrate commitment to ongoing professional development, maintaining and enhancing knowledge and skills for themselves and their coworkers.
8.4 Library personnel contribute to the knowledge base of the profession.
8.5 Library personnel are professionally competent, diverse, and empowered.
8.6 Personnel responsible for enhancing and maintaining the library’s IT infrastructure keep current with library technology applications and participate in ongoing training.
Library personnel participate in campus decision making needed for effective library management.
3.1 Library personnel collaborate with faculty and others regarding ways to incorporate library collections and services into effective education experiences for students.
3.2 Library personnel collaborate with faculty to embed information literacy learning outcomes into curricula, courses, and assignments.
3.5 Library personnel collaborate with campus partners to provide opportunities for faculty professional development.
7.3 The library allocates human and financial resources effectively and efficiently to advance the library’s mission.
7.8 Library personnel model a culture of continuous improvement
9.3 Library personnel convey a consistent message about the library and engage in their role as ambassadors in order to expand user awareness of resources, services, and expertise.

**Trends in Academic Libraries**


*Library leadership must identify areas of activity that can be reduced or eliminated and begin to migrate staff to higher-value responsibilities* (“Redefining the Academic Library,” (2011): xiii).

*Radical reconfiguration of research library organizations and services is needed coupled with an increasingly diverse and talented staff to provide needed leadership and technical skills to respond to the rapidly changing environment* (“Transformational Times,” (2009): 6).

*Continuing education, professional development, strategic and creative approaches to hiring for vacant or new positions, retooling existing positions, and retraining the staff currently in those positions are some of the ways libraries can “grow” the staff they need* ("2012 Top Ten Trends in Academic Libraries,” (2012): 315).
Data curation, digital resource management and preservation, assessment, scholarly communication, and support for faculty instruction and student learning are growth areas where new skill sets are needed ("2012 Top Ten Trends in Academic Libraries," (2012): 315).

We asked respondents to rank staff priorities in their libraries...supporting teaching and learning was by far the most important priority (Ithaka S+R Library Survey 2010,” (2010): 19).

Academic libraries must develop the staff needed to meet new challenges through creative approaches to hiring new personnel and deploying/retraining existing staff positions, and retraining the staff currently in those positions are some of the ways libraries can “grow” the staff they need (“2012 Top Ten Trends in Academic Libraries,” (2012): 315).

The greatest asset of any library is its staff. It is the staff that makes it possible for users to explore, discover, and obtain the information they need. IPFW library, while woefully understaffed for a university of its size, has a solid core of knowledgeable, well-trained, customer-oriented staff.

Librarians

IPFW library currently employs nine tenure-track/tenured librarians and one visiting librarian. One of IPFW’s librarians is tenured at full rank, three are tenured at associate rank, and five are untenured/tenure-track. All tenure and tenure-track librarians have an American Library Association accredited MLS or MLIS degree, the terminal degree for librarians. No librarians have a PhD, three librarians have a second master’s degree.

Seven of the librarians are information services and instruction librarians and serve as liaisons to over 200 IPFW academic programs, over 850 teaching faculty and about 14,000 students. The liaison model provides librarian expertise in research, instruction, and collection development to the students and faculty in their assigned disciplines. Information Services and Instruction librarians also provide general research consulting appointments and have other coordinator responsibilities, such as government documents, ADA compliance, archives, training and orientation, freshman outreach, collection development, and emerging technology. One librarian manages technical services and Library ITS, another manages the Information Services and Instruction unit, and the library dean is responsible for all library programs, services, and resources, and reports to the Vice Chancellor for Academic Affairs.

Tenure for librarians was established at Indiana University based on the authority of a statement approved by the Board of Trustees on June 30, 1972 which reads, in part, “a person appointed as a professional librarian in the Indiana University Library System shall have Library tenure after the same probationary period that is applicable to the faculty” (Sec. 3.1.2.5, Procedures for Librarians). Also, the Academic Handbook of Indiana University states that titles for librarians are: “Librarian, Associate Librarian, and Assistant Librarian” (Sec. 2.2, Classification of Academic Appointments).

In the past, IPFW librarians followed the promotion and tenure criteria of all librarians employed throughout the Indiana University library system. Promotion and tenure cases were reviewed by an IU system-wide promotion and tenure committee in addition to the IPFW campus tenure and promotion committee. The IU system-wide librarian’s promotion and tenure process was dissolved as of January 2013. Librarians at IPFW have developed their own promotion and tenure criteria and standards commensurate with IPFW faculty criteria and other IU campus librarian standards. Librarians, like
faculty, must be excellent in one area. For librarians excellence in librarianship is required with competence in the other two areas of professional development/research/creative endeavor and service.

Evidence of excellence in librarianship is required for tenure and promotion at IPFW. Standards for excellence include continually striving to improve performance and knowledge to provide quality services; consistently making contributions toward the library’s and university’s mission and/or goals; actively participating in and making valuable contributions to library committees and/or team projects; and demonstrating an expertise in selected areas of position responsibility by making significant contributions or demonstrating significant accomplishments in the selected areas.

Standards for librarian competence ranking in professional development/research/creative endeavor are outlined in the IPFW librarian promotion and tenure guidelines. Librarians actively contribute to the knowledge base of the profession. They routinely present their findings at local, state, and national conferences and are making strides in publishing in peer-reviewed venues. Librarians, unlike teaching faculty, work a twelve-month contract and do not have access to paid research leave time until after tenure when they can apply for sabbatical leave. In 2009 the library dean instituted an IPFW Library Research Leave Program (http://library.ipfw.edu/about/policies/library_research_leave_program.html) that provides up to two months of time away from library duties to work on a research project. Applications for library research leave are reviewed and recommended to the dean by a committee of librarians. The program has been successful and has provided opportunity for several librarians to complete a research or creative project.

The IPFW librarians also have a high degree of commitment to campus service and state and national professional organizations. IPFW librarians are part of the IPFW faculty and serve on the IPFW Faculty Senate, Senate Committees and Subcommittees, and other appointed campus committees. Their service is often requested by their professional peers and reflects favorably on the library and university. Travel funds for librarian professional development and service are very limited and inadequate for the level of expectations for librarian promotion and tenure. The library dean has created IPFW Library Travel Support Grants (http://library.ipfw.edu/about/policies/library_travel_support_grants.html) that can be requested by librarians when their professional development allotment has been depleted. These requests are reviewed and recommended to the dean by a committee of librarians.

In addition the IPFW Library Emerging Technology Mini Grant (http://library.ipfw.edu/about/policies/library_emerging_technology_mini_grant.html) was initiated by the library administration for librarians and administrative staff in 2012 that provides grant money for emerging technology initiatives.

**Staff**

The library employs two administrative staff and 12.5 clerical and service staff. Four and 1/2 clerical staff provides acquisition, cataloging, and electronic resource services. The library’s IT department with one service staff member takes care of all of the library’s hardware, software, and computer programming needs. One administrative staff member is responsible for managing the library’s digital collections. Document Delivery Services (DDS) is staffed by two full-time clerical staff. The Service Desk has four full-time staff and one administrative Service Desk Manager.

Administrative staff have bachelor’s degrees. Among the clerical and service staff, two hold associate degrees, four bachelor degrees and two masters degrees. Specialized training for job duties is primarily provided in-house. Library faculty and staff both provide training and attend training via webinars, online conference sessions and in-person workshops and
training sessions. In addition the library has offered a weekly in-house continuing education program for over a decade. Administrative staff are allocated professional development funds and may request supplemental funds through the library’s supplemental travel grant program. Clerical and service staff do not have a professional development allotment, but training for required new services and systems is provided by the library as needed.

**Student Workers and Part-time Librarians**

The library’s part-time wage budget provides employment opportunities for students and ensures that the library can stay open at least 90 hours per week during fall and spring semesters. Library student workers staff the Service Desk and provide backup to the Information Assistants. With the opening of the Learning Commons on the second floor of the library, another entrance and service point must be staffed 90 hours/week during the fall and spring semesters and slightly fewer hours in the summer. Learning Commons’ consultants are paid from a separate Learning Commons budget, but are hired, trained, and scheduled by the library’s Service Desk Manager. While the Learning Commons desk was envisioned as a student-run operation, Library Service Desk staff often fill in for Learning Commons students and provide supervision during the busiest hours of the day.

Part-time, hourly librarians are also employed to work a few hours during the week and on week-ends. Part-time librarians all have an ALA-accredited MLS. The library is fortunate to have a long-term, stable, part-time librarian pool that provide quality services to faculty, students and staff.

**Library Governance**

Library services and programs are developed, evaluated, and changed through a team structure. Each team includes a mix of librarians and library staff. Recommendations from teams are reviewed by the Library Management Team (LMT) and the Library Operations Council (LOC). The LMT meets twice/month and consists of the dean, head of public services, head of technical services and LITS, and Service Desk Manager. The LOC consists of all librarians, LMT, and representatives from the clerical staff. LOC meets once per month. The library has its own Library Faculty Council that deals with faculty governance issues and meets as needed.

**Analysis and Recommendations for Improvement**

The IPFW library meets all of the ACRL Standards for personnel in libraries in higher education except the first criteria: Library personnel are sufficient in quantity to meet the diverse teaching and research needs of faculty and students. The library has been understaffed for many years. Comparison data shows that IPFW has the highest number of students per FTE staff and full-time faculty per FTE staff among its peer institutions. IPFW is near the top when compared to other Indiana public colleges and universities and IU regional campus libraries. This has not prevented the library from being excellent at the services and programs it provides, but it has limited the number of students and faculty that can be served and the implementation of new initiatives, such as Skype or Face Time reference, 24/7 library hours, building digital collections, etc.

Students and faculty recognize the value of having a high-quality, adequate library staff. In the top ten list of resources, services and programs that “would make IPFW Helmke Library more useful to you,” students listed “instant messaging to chat with a librarian about research for an assignment,” “finding a librarian who is particularly knowledgeable in your subject area” and “meeting with a librarian for individual help with finding information for your assignment.” For faculty, “librarian research consulting services was in the top five of the library services, resources and programs that are the most critical for
their research and teaching.

It is understood that in a time of budget retraction, it is more likely that more positions will be lost than added. The Re-engineering Staff Team found that for academic libraries the greatest challenge is to transition staff from standard library activities based upon a predominantly print collection to new programs and services based upon virtual information resources which require different knowledge and skill sets. As noted by the report on Redefining Academic Libraries, *Library leadership must identify areas of activity that can be reduced or eliminated and begin to migrate staff to higher-value responsibilities.*

The Re-engineering Staff Team recommends that:

- The library continue to make the case for additional staff and librarians
- The library invest more resources in staff development, training, and retraining.
- The library increase collaboration within the library and with the campus and community to cultivate opportunities for sharing expertise and personnel, outsourcing, and joint project management
Selected Statistical Profile Data

2012 Peer Institutions
Enrolled Students per Library Staff

2012 Indiana Public Institutions
Enrolled Students per Library Staff

Source – ACRL Academic Library Trends and Statistics
2012 Peer Institutions
Full-time Faculty per Library Staff

Source – ACRL Academic Library Trends and Statistics

2012 Indiana Public Institutions
Full-time Faculty per Library Staff

Source – ACRL Academic Library Trends and Statistics
2012 Peer Institutions
Salary & Wages per Enrolled Student

Source – ACRL Academic Library Trends and Statistics

2012 Indiana Public Institutions
Salary & Wages per Enrolled Student

Source – ACRL Academic Library Trends and Statistics
Source – ACRL Academic Library Trends and Statistics
Library Physical and Digital Collections

Relevant ACRL Standards

Collections: Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching mission of the institution.
2.1 The library resists all efforts to censor library resources
3.1 Library personnel collaborate with faculty and others regarding ways to incorporate library collections and services into effective education experiences for students.
4.1 The library organizes information for effective discovery and access
4.2 The library integrates library resource access into institutional web and other information portals.
5.1 The library provides access to collections aligned with areas of research, curricular foci, or institutional strengths.
5.2 The library provides collections that incorporate resources in a variety of formats, accessible virtually and physically.
5.3 The library builds and ensures access to unique materials, including digital collections.
5.4 The library has the infrastructure to collect, organize, provide access to, disseminate, and preserve collections needed by users.
5.5 The library educates users on issues related to economic and sustainable models of scholarly communication.
5.6 The library ensures long-term access to the scholarly and cultural record.
7.5 The library partners with multiple institutions (e.g., via collections consortia) for greater cost-effectiveness and to expand access to collections.

Trends in Academic Libraries

As more materials are either scanned and made available digitally or published as eBooks, libraries will need to adapt toward varying payment and access models vs. physical ownership, storage and delivery. Scientific journal and database pricing is driving academic libraries to new purchasing and acquisitions models such as centralized purchasing, pay-per-article and open access (Redefining the Academic Library,” (2011): ix).

The library’s role as a buyer of materials remains of primary importance, both in terms of how library directors prioritize their spending and how faculty members view the library. Electronic journals are a significant budget priority...and respondents envision a continued gradual rise in the amount that they spend on digital materials and commensurate reduction in expenditures for print materials. They expect in five years to essentially complete the transition to electronic format for journals and at that point spend nearly half their book budget on electronic books (“Ithaka S+R Library Survey 2010,” (2010): 40).

Libraries need to change their practices for managing traditional content and develop new capabilities for dealing with digital materials of all types, especially new forms of scholarship, teaching and learning resources, special collections, and research data (“Transformational Times,” (2009): 5).


Print collections provide an interesting example of emerging infrastructure consolidation. In seven years time, say, a large part of the existing print collection in libraries will have moved into shared management, with a reduced local footprint (“Three challenges,” (2013): 4).
Principles of Collection Development at Helmke Library

The primary goal of Helmke Library’s collection development efforts is to build a collection that supports the needs of the undergraduate and graduate programs at IPFW. In addition, the policy reflects the library’s commitment to seamless, 24/7 access to resources through its stated preference for electronic format. Because the library also recognizes that it cannot respond to the research needs of all its students and faculty, the library is an active participant in local, state, regional, and international resource-sharing networks. The library also places a high priority on its Document Delivery Services to provide effective and efficient delivery of materials.

The library materials budget is basically allocated according to two types of purchases: one-time purchases such as monographs, DVDs, CDs, and on-going subscription commitments such as journals and databases.

Selection, Evaluation, and Maintenance: Monographs

A librarian serves as a liaison with each academic department and other substantive collection areas and is responsible for developing, evaluating and maintaining the library collection in each assigned area. Using qualitative and quantitative assessment measures, librarians monitor the strengths and weaknesses of the collections supporting academic programs in their liaison areas and set priorities for these collections. It is expected that faculty will work with the subject librarian assigned to their discipline to recommend appropriate library materials and that academic departments will involve subject librarians in collection analysis and development for proposed new programs and for departmental program and accreditation reviews. Ultimate responsibility for the library’s collection rests with the library dean.

While librarians are ultimately responsible for all collection purchases and decisions, faculty have input through their liaison librarian to recommend purchases. A portion of library funds are allocated each year by discipline to assure that all programs have access to a share of the library’s monograph budget. In addition, the library has budgeted for a special needs grant program, which awards up to $3,000/request for faculty to address a collection weakness or build upon a collection strength. Grants are reviewed and awarded by the IPFW Faculty Senate Library Subcommittee. An additional selection method is the successful purchase-on-demand program by which books and media are acquired based on document delivery requests as an indication of need. In addition, recommendations are accepted from faculty, students, and staff at any time. All recommendations are evaluated by a librarian to determine their appropriateness to the library’s physical collection.

Maintaining the currency and quality of the collection is an important part of collection management
and is essential for the maintenance of an active, academically useful library collection. Methods of evaluation include participation with faculty in accreditation and program reviews, and the ongoing de-selection of outdated and worn-out materials. The collection is continually refreshed by an ongoing preservation and replacement process. The same guidelines used for selection of library materials provide the underlying principles for preservation, replacement and de-selection. The library contributes deselected and gift books not added to the collection to Better World Books, a non-profit organization that collects, sells, and donates books to support literacy initiatives worldwide.

The library maintains a disaster plan that designates procedures for the initiation of action should an emergency arise involving the library's collection.

**Selection, Evaluation, and Maintenance: Serials**

The Helmke Library has established, with the approval of the IPFW Senate Library Subcommittee, a serials review procedure for the cancellation and addition of serial subscriptions. The Serials Review completed annually during the spring semester involves a zero-based inventory of all on-going subscriptions and evaluates titles for selection, retention, or cancellation by a variety of criteria including relevance to the curriculum and IPFW academic audience, and cost of ownership compared to cost of access and availability through document delivery services. Additional criteria include price, format, professional reputation, and indexing; use statistics; strength of present holdings on the same or similar subject; and full-text availability through electronic means including the consideration of an embargo imposed by the publisher.

Due to the ongoing nature and costs incurred with serials, the serial subscriptions budget has never been allocated by department. Faculty may request journals and databases through their liaison librarian at any time, and all requests are considered during the annual serials review process. All subscriptions are weighed as a whole when making collection decisions. When it is determined that access on demand is more economically feasible in terms of storage, projected use, and cost, this option is chosen over ownership. This insures that the serials collection is relevant to current needs and demands.

The majority of the library’s serials collection is electronic. Maintaining access to electronic resources is an ongoing process with all links checked annually and broken link reports addressed as they occur. The library maintains a subscription database that contains all pertinent information (vendor, publisher, status, cost, access URL, use statistics, etc.) for each paid subscription. This provides a single source from which selection and evaluation reports can be provided during the serials review process.

The library’s physical collection consists primarily of journals and indexes that are not available electronically or the format and content is best presented in print. The library maintains its physical collection with an annual binding of each title’s loose issues into a single volume. Throughout the year the library will claim missing issues of a title so that the issues are complete when it comes time to bind.

**Acquisition: Monographs**

IPFW library uses a variety of methods to acquire monographs and other one-time purchases. In addition to a traditional library book vendor who provides efficiency in purchasing large numbers of books the library’s acquisitions department actively seeks the best source for each purchase. Internet services, such as Amazon, Barnes & Noble, media distributors, publisher’s websites, and out-of-print dealers, in combination with our book vendor, have increased the library’s ability to acquire most requests and have significantly decreased turnaround time for purchases. It has also made possible the
The library’s purchase-on-demand collection service.

The library does not routinely purchase the e-format of a book unless that format is specifically requested. The e-book publisher and vendor models in the marketplace are still in flux, and many are not yet library friendly. Most of the library’s e-books are from public domain collections and reference materials.

**Acquisition: Serials**

The library purchases its serials and databases through a variety of methods: serials vendor, regional consortium group purchases, and Indiana University and Purdue University purchase agreements. Most subscriptions are run on an annual basis, but some consortial agreements are multiyear which commits library funds and reduces flexibility for the duration of the contract. However, multiyear consortial agreements offer reduced prices that make many subscriptions a viable option.

**Patron-Driven Acquisition**

A well-known maxim about library collections is the 80/20 rule – that 80% of user’s needs are satisfied by 20% of the collection. Although librarians and faculty carefully select titles every year, it is not a guarantee that the item will ever leave the shelf. IPFW library was one of the first academic libraries in Indiana to try a new method of selection and acquisition based upon time-of-need. In 2006 the library began screening Document Delivery requests using the library’s collection development criteria to purchase books requested instead of borrowing the book from another library. The rapidity, reliability, and reasonable cost of ordering books online through Amazon and Barnes and Nobles made this option viable. A study of circulation data on books purchased on-demand showed that indeed these books circulated more than the 80/20 rule suggests. In 2010 the library applied the same procedure to purchasing the increasing number of requests to borrow DVDs for course work.

**Cataloging, Circulation, and Access**

The library’s physical collection is arranged using the Library of Congress (LC) or Superintendent of Documents (SuDoc) classification systems. Each item is assigned a unique identification number based on subject and simply shelved in call number order. The items are entered into the library’s catalog database (IUCAT) and may be retrieved using a variety of search fields such as author, title, subject, keywords, etc. IPFW faculty, staff, students, and Indiana residents may check-out circulating materials or may use noncirculating materials at the library. The library’s electronic resources are also input into the library’s catalog with a linking URL in the catalog record for direct access. Anyone may access electronic items while in the library or on the IPFW campus, but only IPFW affiliates may access electronic resources off campus using a secure login. The library also provides finding aids for electronic titles in the form of an A-Z List for databases and a comprehensive title list of ejournals and ebooks through the FIND IT resource.

**Library Special Collections: IPFW Faculty Publications**

In an ongoing effort to recognize the accomplishments of IPFW faculty, Helmke Library is committed to acquiring and maintaining a collection of IPFW faculty-authored monographs. The library maintains a special non-circulating collection as well as acquiring a circulating copy of each monograph.

**Library Special Collections: Government Documents**
Helmke library collects and maintains local, state, and U.S. print and electronic government documents. Currently most local documents are issued electronically. Local documents of an archival or historical nature are generally not removed from the collection. The library has been a depository for publications distributed by the City of Fort Wayne since 1987 (Special Ordinance No.S-100-87).

The Indiana State Library serves as the official repository for Indiana government documents. The library maintains a Government Information Gateway to the current electronic documents and uses Document Delivery Services to request print state documents. State documents of an archival or historical nature are generally not removed from the collection unless they are freely available online and an archival copy is guaranteed in the state of Indiana.

Helmke Library was designated a federal depository library in 1965. The primary purpose of the Federal Depository Library Program (FDLP) is to provide free, unimpeded access to government information and information services for both the primary users of the parent institution and the wider constituency of the congressional district or the geographical area that it serves.


Helmke Library participates in resource sharing and cooperative collection programs for federal documents. Within the Indiana University Library system, the federal depository libraries collectively provide access to 100% of the items currently available for selection through the FDLP. In addition, Helmke Library is a collaborative partner in the Indiana Light Archive for Federal Documents which seeks to establish an archive collection of all federal documents, 1789 to the present, accessible physically and/or electronically to all citizens of Indiana.

Digital Library Collections

As many library collections become more homogenous in the digital age, especially with the availability of electronic databases, electronic journals, public-domain e-books, and large-scale cultural memory archives, such as the Library of Congress American Memory Project, it has become more urgent that libraries identify unique collections of local materials and make them available for discovery and learning. Through digitization and assigning accurate and comprehensive metadata, the rich legacy of correspondence, diaries, photographs, narratives, oral histories and the grey literature of studies, reports, grant results and many other primary research materials that local libraries, archives, government agencies and other local organizations have to offer can be made available.

In 2005 the Helmke Library Director approached the Vice Chancellor for Academic Affairs with a proposal to institute a digital library program under the direction and management of the Helmke Library. The VCAA encouraged this project with seed money to subscribe to a digital collection management software system, high-quality digitization equipment and the recognition of a formal digitization program under the library’s leadership. The program, mDON (mastodon DIGITAL OBJECT NETWORK) exists to preserve the prolific work of IPFW scholars, performers, guests and community partners and seeks to “foster an understanding and appreciation of our university, Fort Wayne, and Northeast Indiana and derive from diverse sources within the IPFW community and partnering organizations.”

The purchase of CONTENTdm software in summer 2005 signaled a new era in the evolution of digital
information at Helmke Library. The Digital Initiatives Group began work immediately. Envisioning an entire network of digital objects, the team tackled two very different projects, the IPFW University Archives Gallery and Fort Wayne Area Economic Development historical documents. While one project focused on graphic images, the other preserved text documents, and together they served as working examples that helped the team learn the software and devise workflow processes and personnel requirements to pave the way for additional successful projects.

At Vice Chancellor for Academic Affairs Hannah’s proposal, an audio portal for the Web, featuring faculty and guest lectures, concerts and recitals, athletic events, and other multi-media resources was undertaken. IPFW's digital object network concentrated its efforts on developing innovative audio and video collections representative of IPFW’s media events.

For much of the first two years, Helmke Library staff focused on learning the software and developing expertise in the digital process. Since then they have made great strides in building digital collections of interest to northeast Indiana and beyond.

In 2010 the library administration reassigned library tasks in order to create a full-time Digital Projects Coordinator within the library dedicated to maintaining and adding new digital projects. Staffing now includes a full-time administrative employee, approximately 10-hours/week student scanning, and part-time assistance from the library’s LITS department.

The digital projects impact scholarship and teaching as well as community awareness and collaboration. The national emphasis on digitization embodies the unique contributions of a library’s service, vision and skills. At IPFW, the digitization projects and partnerships directly contribute to the University’s mission of community-building and cultural, educational, social, historical contributions to northeast Indiana.

mDON Highlights

- Digitization of collections related to IPFW concerts, men’s volleyball, University Archives, theater, student art, travel photography, College of Arts and Sciences Distinguished Lecturer Series, Omnibus Lecture Series, Archaeological Survey, The Communicator, the IPFW student-produced news weekly, Anthropology Club Luncheon Lecture Series and others
- Partnerships with the IPFW Community Research Institute and Fort Wayne Economic Development, Allen County-Fort Wayne Historical Society and Allen County schools, Mike Downs Center for Indiana Politics, Allen County Board of Commissioners, We Shall Remain Community Coalition Partners (Allen County History Center, Miami Tribe of Indiana, Allen County Public Library, Science Central, IPFW and WFWA PBS39)
- Successful applications for Library Services and Technology Act (LSTA) grants totaling almost $100,000 to create collections related to the founding and development of Fort Wayne Indiana; the history of the Miami Indians in northeast Indiana; Civic Engagement in Allen County, Indiana; and “Thirteen Millennia: Native American Life in Northeastern Indiana”
- Digitize maps, photographs, letters, biographical dictionary, election returns, political memorabilia, County Code, historical artifacts, audio files, video files and other unique items.

Through its projects and partnerships, the mDON activities and accomplishments have:

- Expanded Helmke Library's role in IPFW’s educational and institutional mission and goals with collections highlighting student art, music, and drama, campus and local history, and events involving the community such as Omnibus lecture series;
• Developed a strong working relationship with community organizations;
• Gained expertise in a variety of digital formats and the development of an innovative audio and video process of interest to other libraries;
• Received four federal LSTA grants to develop and support mDON projects;
• Provide open, worldwide access, 24 hours a day, seven days a week to IPFW and northeast Indiana community content;
• Continue to seek out unique collections of value to IPFW and the community, such as Northeast Indiana Diversity Library’s Trois newsletter, Fort Wayne Art School materials, Fort Wayne History Center’s collection on movie-going in northeast Indiana at the turn of the century.
IU Library System, Purdue Libraries, and other Consortial Partnerships

Relevant ACRL Standards

2.6 The library engages in collaborations both on campus and across institutional boundaries.
7.5 The library partners with multiple institutions (e.g., via consortia) for greater cost-effectiveness and to expand access to collections.

Trends in Academic Libraries

Libraries were predominantly ‘institution-scale’-they provided services at the level of the institution for their local users...libraries now look to the network to collaborate or to source services (e.g. HathiTrust, cloud-based discovery or management systems, shared systems infrastructure...) The scale advantage of different ways of doing things manifests itself in both impact and efficiency (“Three Challenges,” 3).

The IPFW Helmke library is an IU mission library. As part of the IU library system, it benefits from access to the collections, group purchasing arrangements, and collaborations with peers across the system. The most visible sign of our connection to IU is the online catalog, IUCAT. IUCAT includes records for all IU library holdings, including the IU Medical and Dental schools as well as the IU and IUPUI law schools. Request Delivery, a feature of IUCAT, allows students, faculty, or staff from any IU campus to borrow materials directly from any IU campus library. Physical items are shipped via statewide courier and arrive on average between two – three days.

All IU campus electronic resources are included in IUCAT, but access is restricted to only the campuses that subscribe to the resource. IU libraries attempt to negotiate a reasonable system-wide contract for as many e-resources as possible, and also include all IU campus libraries in e-resource packages negotiated by the CIC. In addition, IU routinely includes access, at no charge to the regional campus libraries, for items they have purchased outright and items where the additional cost to include the other campuses is negligible. The result is that IPFW has access to 168 (80%) of the 210 total databases within the IU system and 70 of those are provided without charge to IPFW.

IPFW benefits from its association with IU libraries in a host of other ways. DDS/ILL privileges are negotiated as part of most e-resource contracts, and IU campus libraries provide high priority DDS/ILL service to its campuses with turn-around times for an e-resource request just a few hours in many cases. Materials normally restricted to on-campus use may be loaned upon request to IU. IPFW librarians can call on the expertise of other librarians in the IU system to assist in faculty and student research projects, and IPFW librarians serve on system-wide committees to implement new policies and systems, such as IU’s development of OLE, a new integrated library system. The deans and directors of all IU campus libraries meet three times per year to discuss system-wide issues and to make recommendations to IU administration.

For many years IPFW library was not recognized by Purdue University libraries as part of their regional campus library system. IPFW was not included in any Purdue e-resource contracts; Purdue and IPFW librarians did not work together on any campus-wide projects. However, with the hiring of a new library dean at Purdue, the relationship between IPFW library and Purdue University libraries has improved considerably. In 2012, for the first time, IPFW was included as part of a significant Purdue libraries contract with Elsevier, that now provides IPFW full-text access to almost 2,000 Elsevier journals and the Scopus database. In addition, IPFW has benefitted from collaboration with Purdue University libraries’ government documents light archive stewardship, Purdue Library Scholars Grant program, access to copyright and intellectual property expertise, and open access and scholarly communication efforts.
In addition to IPFW’s collaborations with its parent institutions, the library is a member of the Academic Libraries of Indiana (ALI) and other consortia. ALI negotiates statewide contracts for e-resources and represents Indiana academic library interests with vendors nationwide. Currently ALI is working on a shared print collection management plan. ALI also provides reciprocal borrowing privileges at their libraries for member library constituents. IPFW is part of the WorldCat reciprocal borrowing program and worldwide lending network.

These assets significantly expand the ability of the Helmke Library to serve the needs of its faculty, students, and staff.

Analysis and Recommendations for Improvement

The trend in academic libraries especially large academic libraries, is to downsize print collections, increase access to online materials, and divert resources, when possible, to acquire, curate and digitize unique materials not available commercially. IPFW has downsized its print collection, implemented patron-driven acquisitions models, increased access to e-resources, and begun building unique digital collections. In spite of the library’s flat materials budget and yearly materials’ price increases, the library has maximized resources through multi-year, multi-institutional contracts, document delivery, POD and MOD services and special needs awards to purchase materials for specific curricular programs to provide access to materials needed by our faculty and students.

Nevertheless, IPFW faculty and students indicated on surveys conducted for this self-study that more access to research materials is their highest priority. Comments from faculty on the survey were almost exclusively concerning access to more databases, journals, books, government reports, and electronic resources of all types. Some faculty specifically listed the items they want the library to provide which will help in future selection decisions. But clearly the students and faculty have collection needs that we have not yet addressed or identified.

The Physical and Digital Collection Development and Management Team recommends that:

- The university develop a plan to increase the library’s materials budget as new programs are added and student enrollment increases
- Expand patron-driven acquisition to include e-books
- Transition to streaming technology for most video needs
- Increase resources for digital projects to preserve the unique scholarly and cultural records of the region
- Collaborate with IU and Purdue in efforts to build data repositories
- Transition workflows from managing traditional content and develop capabilities for dealing with digital materials of all types, especially new forms of scholarship, teaching and learning resources, special collections and research data
- Support open access publishing
### Selected Statistical Profile Data

Library Materials Income and Expenditures 1999-2013

<table>
<thead>
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<th>Materials Budget</th>
<th>Endowment</th>
<th>Other Adjustments *</th>
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*Contributions from VCAA or ORES to support specific databases

**As of September 30, 2012
2012 Peer Institutions
Library Material Expenditures per Student

Source – ACRL Academic Library Trends and Statistics

2012 Indiana Public Institutions
Library Material Expenditures per Student

Source – ACRL Academic Library Trends and Statistics
2012 Peer Institutions
Library Material Expenditures per Faculty

Source – ACRL Academic Library Trends and Statistics

2012 Indiana Public Institutions
Library Material Expenditures per Faculty

Source – ACRL Academic Library Trends and Statistics
Source – ACRL Academic Library Trends and Statistics

![2011 Peer Institutions](chart1)

![2011 Indiana Public Institutions](chart2)

Source – ACRL Academic Library Trends and Statistics
Source – ACRL Academic Library Trends and Statistics
Source – ACRL Academic Library Trends and Statistics
2011 Peer Institutions
Number of Digital Collections

Source – ACRL Academic Library Trends and Statistics

2011 Indiana Public Institutions
Number of Digital Collections

Source – ACRL Academic Library Trends and Statistics
HELMKE LIBRARY SERVICES

Helmke Library Public Services

Relevant ACRL Standards

2.2 The library protects each library user’s right to privacy and confidentiality
2.5 The library commits to a user-centered approach and demonstrates the centrality of users in all aspects of service design and delivery in the physical and virtual environments.
4.1 The library organizes information for effective discovery and access.
4.6 The library provides one-on-one assistance through multiple platforms to help users find information.
7.5 The library partners with multiple institutions (e.g., via collections consortia) for greater cost-effectiveness and to expand access to collections.

Trends in Academic Libraries

The most promising roles for library staff are bound together by a commitment to moving beyond traditional library spaces and thematic boundaries and into more active support of the academic mission (“Redefining Academic Libraries,” (2011): 66).

In order to rightsize reference services given reduced demand, libraries are increasingly adopting a model ... in which students or paraprofessionals at the front desk are trained to answer basic research and reference queries, and the reference desk is eliminated in favor of scheduled consultations with librarians for students with needs that require specialized expertise (“Redefining Academic Libraries,” (2011): 67).


The new library should be based on the just-in-time model, where access is more important than vast quantities of nearby inventory (“2012 Top Ten Trends in Academic Libraries,” (2012): 316).

Students want to be able to reach and be reached immediately by texting, voice calling, IMing, or e-mailing, with an often instantaneous response. Library staff need to make themselves available to students and faculty through a number of channels, including social media, chat, IM, and text reference... (“2012 Top Ten Trends in Academic Libraries,” (2012): 316).

I think of two big trends here. The first is a shift – well underway- from thinking about the library as a fixed set of services (bureaucratic) to thinking about it as an organization which reconfigures to map changes in its user environment and expectations (enterprise). The second shift is around institutional innovation and the learning that flows from it (“Three Challenges,”(2013): 5).

Service Desk

The Service Desk is located on the first floor of the library and is the starting point for many library activities. As the library’s main service point, it is staffed all of the hours that the library is open, 90 hours/week during fall and spring semesters and reduced hours during the summer. Service Desk staff provide a number of services including information assistance, circulation services, course reserves
Information Services

The Helmke Library operates on a two-tiered information and research services model. Information Assistants (IAs) at the Service Desk provide basic reference assistance for the IUCAT Catalog, general databases, such as Academic Search Premier, and refer more in-depth inquiries to the liaison librarians. IAs answer questions via IM, email, phone, and in-person. While library users can make an appointment to meet with a subject librarian through the library’s online appointment calendar, IAs also assist users with the appointment calendar or arrange for students to meet with a librarian on a walk-in basis.

Circulation Services and Request Delivery

Service Desk staff are responsible for checking out books, print course reserves, and other library materials. The Mastodon card serves as the official IPFW ID for IPFW students, faculty, and staff. It also serves as a library borrower’s card, good at any Indiana University library. As a public university, Helmke Library issues library borrower’s cards to Indiana residents.

In addition, Service Desk staff process Request Delivery borrowing and lending requests within the IU library system. IUCAT, IU’s online catalog, provides a direct circulation system that allows any IPFW student, faculty or staff to request items from other IU campus libraries, pick the items up and return them to the Helmke Library. IUCAT also includes a My Account system that allows users to track all of their checkouts from any IU library, renew items and check on Request Delivery holds.

Service desk staff uphold the confidentiality of circulation records as required by the American Library Association’s Code of Ethics and the library’s privacy policy.

Course Reserves and ReservesEXpress (REX)

The library maintains a physical format reserve for books, DVDs and items which cannot be digitized. For over 15 years it has provided an electronic course reserves system, ReservesEXpress (REX), for items that can be digitized under Copyright law. Electronic format gives students access to their reserve readings 24 hours a day, seven days a week from home or campus computers. The system also provides usage data to faculty and assures a secure system for managing copyrighted materials. Service Desk staff process all of the course reserves each semester, scan materials and review for compliance with U.S. Copyright Law.

As a result of this program review and self-study, the library is working with faculty and instructors to migrate REX files and links to Blackboard Learn which will give students one-stop access to the materials they need (see Student Survey). In addition, the library is working with CELT and ITS to develop training and explore technology support for scanning needs. Beginning Spring semester 2014, the library will no longer process materials for electronic reserves, but will continue to have a physical reserve service for books, DVDs and items which cannot be digitized.

Document Delivery Services (DDS)

The primary goal of Helmke Library's collection development efforts is to build a collection that supports the curricular needs of the undergraduate and graduate programs at IPFW. The library recognizes that it
cannot respond to the research needs of all its students and faculty, so it has developed DDS as a premier service that promotes effective and timely delivery of materials not owned by the Helmke Library. The library makes it a priority to employ best practices to ensure the highest quality service to all users.

Since the mid-1980s, DDS has used the latest in technology to improve location of materials and expedite delivery to the user. In addition, the library is an active participant in local, state, regional, and international resource-sharing networks. Today’s tools for locating materials of all kinds are significantly improved and many items are delivered electronically to the user’s DDS web account. Physical format items are digitized if permitted under copyright law.

DDS staff will search until the requested materials are located, until the search is exhausted, has extended past the deadline, or exceeds the cost of the library subsidy. Students, staff and faculty are not charged for DDS. Undergraduate requests are routed to free suppliers, but liaison librarians can authorize DDS requests be sent outside the free networks for undergraduates, if the need arises.

The library’s online document delivery system allows users to review outstanding requests, view/download electronically received articles, view/renew checked out items, view request history, and view/resubmit cancelled requests. The DDS system also generates email notices to alert users of the receipt, cancellation, overdue or recall of DDS requests.

The Code of Ethics of the American Library Association and the Helmke Library Privacy Policy establish guidelines for the protection of library users’ privacy and confidentiality rights. Following these guidelines, items ordered through Document Delivery Services are only given to the person who placed the order, or to the person authorized by the user in their electronic document delivery account. The IPFW Helmke Library complies fully with the Copyright Revision Act of 1976 and its amendments.

**Analysis and Recommendations for Improvement**

In many arenas the library has been at the forefront of compliance with ACRL Standards and some of the trends in academic libraries. Helmke library adopted a two-tiered information services model many years ago eliminating the reference desk, using paraprofessionals to answer basic information requests and scheduling consulting appointments with librarians. This model has been carried over into the library’s IM service in which the Service Desk Information Assistants answer the basic IM questions and transfer specialized questions to the librarians.

Electronic course reserves have been available 24/7 for over 15 years. Document Delivery Services request system has been automated since the early 1990s and materials are delivered electronically. Circulation, renewals, request delivery from other IU campuses has also been available for over ten years.

Document Delivery Services remains a premier service of Helmke Library. With the wider availability of full-text materials for IPFW faculty, students and staff, DDS borrowing statistics are dropping, but demand remains strong as more materials are discovered and requested through DDS. In addition, the lending and borrowing of e-books, sharing of streaming resources and retrieving of print materials formerly in-house from shared print repositories are already creating challenges for document delivery staff to provide the widest possible access to resources needed by the IPFW community.

Although the library has been proactive in adding new services that increase the convenience of access to library resources and services, it is time for a radical change in use of staff and types of services offered. A continuing drop in book circulation has reduced
the number of staff needed to checkout

materials, re-shelve materials, and other circulation functions. The transfer of e-reserves to the campus course management system will dramatically reduce the number of staff hours needed to process and manage reserves each semester. The reduction of microfilm, microfiche and print journals has decreased the time spent helping with microfilm readers and photocopies. The challenge is to transition from traditional services built around print collections to demands for virtual and in-person point-of-need services.

In addition to the recommendations made for all library staff (see section on Library Personnel), the Re-engineering Staff Team recognizes the need to rethink current duties and approaches to public services in order to--

- Respond quickly and effectively to more information needs and requests coming from social media and other virtual channels;
- Move out from behind service desks to meet with and help students where they are;
- Fulfill demands for 24/7 services
- Re-capture space for use by students and faculty for collaboration, problem solving and idea generation; and
- Assist in new priorities such as digitization and building IPFW’s open access scholarly repository.
Selected Statistical Profile Data

2012 Peer Institutions
Hours Open in a Typical Week

Source – National Center for Education Statistics

2012 Indiana Public Institutions
Hours Open in a Typical Week

Source – National Center for Education Statistics
Source – ACRL Academic Library Trends and Statistics
2012 Peer Institutions
Initial Circulation Transactions per Faculty FTE

Source – ACRL Academic Library Trends and Statistics

2012 Indiana Public Institutions
Initial Circulation Transactions per Faculty FTE

Source – ACRL Academic Library Trends and Statistics
2012 Peer Institutions
DDS Total Items Borrowed

Source – ACRL Academic Library Trends and Statistics

2012 Indiana Public Institutions
DDS Total Items Borrowed

Source – ACRL Academic Library Trends and Statistics
Source – ACRL Academic Library Trends and Statistics

Source – ACRL Academic Library Trends and Statistics
Library Information Technology Services (LITS)

Relevant ACRL Standards

4.4 The library creates and maintains interfaces and system architectures that include all resources and facilities access from preferred user starting points
4.5 The library has technological infrastructure that supports changing modes of information and resource discovery
3.6 The Library has the IT infrastructure to keep current with advances in teaching and learning technologies
6.3 The library has the IT infrastructure to provide reliable and robust virtual and physical environments needed for study and research
7.9 The library has the IT infrastructure needed to collect, analyze, and use data and other assessments for continuous improvement
8.6 Personnel responsible for enhancing and maintaining the library’s IT infrastructure keep current with library technology applications and participate in ongoing training

Trends in Academic Libraries


The Horizon Report (2012) reviews ways higher education is using apps and tablets to enhance learning inside and outside the classroom. It indicates that mobile apps and tablet computing are near-term drivers, game-based learning and learning analytics as mid-term (two to three year) drivers, and gesture-based computing and the Internet of Things (ubiquitous computing) are long-term (four to five year) drivers. Other technology trends specific to libraries include Web-scale discovery systems with enhancements such as discipline-scoped searching and customized widgets, community-source library management systems, and vending machines to handle loads of equipment (“2012 Top Ten Trends in Academic Libraries,”(2012): 313).

The Information Technology Team identified these trends from the literature:

- Libraries continue to develop and provide services for mobile devices
- Libraries continue to digitize content with increased quality, interoperability, and personalization
- Libraries look to Web scale discovery systems development for one-stop searching and delivery
- Libraries develop services for 24/7 access with user convenience and empowerment a priority
- Libraries support and manage big campus data
- Libraries provide “maker space” to facilitate new technology and collaboration
- Libraries adopt cloud-based technologies
- Distance initiatives continue to develop
- Information innovations require flexibility, agility and quick responses to meet patron needs
- Libraries demand cross platform functionality and optimized user experience, especially in ebook development
One of the library’s strengths has been its Information Technology staff and services (Library in-house hardware and software support). The library recognized the importance of having its own library information technology services unit very early in the transition from manual to electronic information discovery and delivery. This investment in personnel, hardware and software is one of the primary reasons for the library’s success in providing outstanding information access services. Helmke Library was able to move forward quickly when new technologies and systems became available. LITS personnel looked for ways to improve library workflows, maximize efficiency, capture data for better decision making and for removing barriers between the user and the information he/she were seeking. Thus the library was an early developer and adopter of electronic DDS request and delivery systems, e-reserve system, a proxy identification system for off-campus login, remote desktop technology, a data warehouse for collecting and storing information for a variety of reports, digital library collections, and dozens of customizations of commercial software to reduce manual workflows and improve services.

From 2003-2011, LITS provided all library information technology services excluding network account creation and email services. In addition LITS developed a number of applications to assist in the automation of library services. A short list of applications include ReservesEXpress, Laptop Checkout Service, Data Warehouse Reports, Batch Data Processing, Government Documents Label printing, Technical Services Spine Labels.

While the campus continued to support equipment requests from academic departments, the library, through innovative uses of equipment (e.g. installation of thin client technology for all staff workstations), was able to maintain a healthy IT infrastructure. A number of recent factors have forced the library to reduce its in-house server operations and transition most to either cloud-based services, campus ITS, or seek other solutions.

LITS maintained the library.lib.ipfw.edu Windows Active Directory domain and related Windows Server support services. The library storage array during its peak provided approximately 32TB of redundant storage space. The library web cluster and Typo3 CMS hosted approximately 67 web sites during its peak operations. In 2009 the campus adopted a new Web system (dotcms) to provide a new campus look and architecture. Due to the size and complexity of the library’s web site, it was one of the last units to convert to the new system. The library’s ITS worked closely with librarians, library staff, campus ITS, and University Relations to migrate library web information to the new standardized format. The library’s new web site debuted in August 2012. Because of LITS expertise some administrative control over its web site was retained.

Starting in 2004 and lasting until the summer of 2012, LITS provided Windows Terminal Server support for 75 Thin Client workstations. This environment provided segregated access to the public/teaching lab and library staff systems. The combination of library domain/services, centralized profile and file storage, and Thin Client hardware allowed library staff to share and roam between workstations. This configuration allowed LITS to stretch its limited budget to provide the best on-campus computing experience while minimizing IT costs.

LITS staff provides 24x7 support and monitoring of library systems and services. Problems and issues are tracked via the library’s online BUGS and LITS-MON systems. Historically LITS has processed approximately 1,600+ support tracks per year.

Due to the cost to continue to upgrade library servers and the lack of funding for equipment, the library developed a plan to reduce its in-house LITS operations. After an inventory of the programs and systems running in the library, LITS proposed that the majority of its operations be 1) migrated to campus ITS servers with administrative rights granted to library ITS personnel; 2) moved or replaced by...
hosted, cloud-based services; or 3) discontinued.

During the spring and summer of 2012, the library began to move much of its server operations to campus ITS. In addition, the library non–staff workstations were replaced with ITS lab workstations. IT support for the library’s Electronic Information and Technology Classroom (EITC, LB 440A) was transferred to campus ITS as an open access lab, but the library maintained priority scheduling for information literacy instruction. Staff workstations were replaced with ITS/Novell supported equipment.

Other services have been moved to hosted cloud-based services, such as LibGuides, or are in the process of being moved, such as mDON’s CONTENTdm, DDS ILLiad, and ReservesEXpress. Most of the servers in the library’s computer operations room have been decommissioned and prepped for sale by Purdue.

One LITS employee manages individual staff workstations, laptop and iPad loan program, and on-site problem-solving for hardware and software problems. It is important that the library continue to have its own IT unit to be able to respond to problems quickly and to support the library’s goal to explore and implement emerging technologies that enhance teaching and learning.

**Analysis and Recommendations for Improvement**

It has been difficult for two separate IT departments with different priorities and approaches to service to work together effectively. The library’s reliance on campus ITS has eliminated much of its flexibility and ability to innovate quickly in response to patron needs. In addition, negotiations continue to allow LITS staff access to library systems on ITS servers, even though this was a condition of the move from library to ITS servers. Agreement on the library’s ability to monitor its systems and respond quickly when problems occur and acceptance of the library’s needs to develop and implement its own programs is essential for excellent library services.

The importance of technology to library services was echoed by students and faculty in the 2013 self-study Survey of Student Library needs and Faculty Library needs. Students were asked to select the top five services that would make IPFW Helmke Library more useful to them. The number one choice (a tie) was "more technology available in the library (e.g. laptops, iPads for checkout, fixed workstations, charging stations, printers, etc.)." In the comments section students requested better WiFi, color printer, scanners, and more electrical outlets. "Online access 24/7 to discovery portals for relevant scholarship in my field such as online catalogs, databases, documents, data, images, and sound files" was the number one choice for faculty teaching and research needs followed closely by "electronic and physical delivery of items discovered and needed for research and teaching" and "a user-friendly Library website as a guide and portal to online library resources and activities."

The Information Technology Team recommends that--

- Library continue to budget and seek funding for ongoing equipment maintenance, cloud support, and emerging technology implementation
- Continue to work with University/ITS and the VCAA to provide faculty and students with a seamless, reliable network in the library and a campus ITS that is more responsive to academic needs
- Develop a Higher Level Service Agreement with ITS that includes:
  - Additional services/support
  - Feature development
  - Mobile development
  - Specialized programming
• Continue to improve user experience through integration of services; reevaluate Web Discovery Services
• Work with IPFW Web site designers to develop mobile interfaces
• Create Learning Commons Maker Space
  • Media lab
  • Electronic classroom
  • Interactive equipment
• Continue in-house LITS support with increased integration into ITS, cooperative partnerships
• Explore adding equipment vending machines, charging stations, and other technologies that will impact student academic success
• Continue to build culture of innovation, experimentation, and implementation

Current Library Information Technology Systems

• ABLE - bindery processing software (Web-based system from the HF Group)
• CampusGuides/LibGuides (Cloud service hosted by vendor, Springshare)
• Captivate – library tutorials (ITS-supported software)
• DDS system – (ILLiad cloud service hosted by vendor, OCLC)
• FIND IT – link resolver (Serials Solution cloud service hosted by Serials Solution, a ProQuest company)
• Google Analytics - web site analysis (Cloud service hosted by Google)
• IUCAT – IU Libraries Online Catalog (SRSI Dynix service hosted by UITS)
• LibCal - online calendar appointment system (Cloud service hosted by vendor Springshare)
• Library Patron Management system - legacy services for patron management and authentication (Hosted by LITS)
• Library web site (dotcms hosted by IPFW ITS)
• LibraryH3lp- IM chat information assistance (Cloud services hosted by vendor, LibraryH3lp)
• mDON - digital library collections (CONTENTdm cloud service hosted by vendor, OCLC)
• Opus – IPFW institutional repository (Digital Commons cloud service hosted by BePress)
• Proxy Server – remote access to library licensed resources (EZproxy hosted by IPFW ITS)
• Qualtrix – Ref Stats and LibStats statistics (Cloud service hosted by Purdue)
• REX - e-reserves platform (library created system migrating to Blackboard Learn)
• University Archives Web site (IPFW ITS)
HELMKE LIBRARY PROGRAMS

Library Information and Research Services

Relevant ACRL Standards

Professional Values: Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.
2.1 The library resists all efforts to censor library resources.
2.2 The library protects each library user’s right to privacy and confidentiality.
2.3 The library respects intellectual property rights and advocates for balance between the interests of information users and rights holders through policy and educational programming.
2.4 The library supports academic integrity and deters plagiarism through policy and education.
2.5 The library commits to a user-centered approach and demonstrates the centrality of users in all aspects of service design and delivery in the physical and virtual environments.
2.6 The library engages in collaborations both on campus and across institutional boundaries.

Discovery: Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.
4.1 The library organizes information for effective discovery and access.
4.2 The library integrates library resource access into institutional web and other information portals.
4.3 The library develops resource guides to provide guidance and multiple points of entry to information.
4.4 The library creates and maintains interfaces and system architectures that include all resources and facilitates access from preferred user starting points.
4.5 The library has technological infrastructure that supports changing modes of information and resource discovery.
4.6 The library provides one-on-one assistance through multiple platforms to help users find information.

Trends in Academic Libraries

Since libraries are now competing for user attention, the current challenge is to provide immediate seamless access to sources and information in order to remain in the game. Immediate access to electronic sources is critical as is access to human sources. Librarians need to make themselves available to students and faculty through social media, chat, IM and text as well as physically available or embedded within academic departments, student unions and cafeterias, laboratory, home, etc. (“2012 Top Ten Trends in Academic Libraries,” (2012): 316).

Liaison librarians will partner around data curation, copyright, text and data-mining, e-publishing, and around publishing support and advisory services (“Three Challenges,” (2013): 3).

Research libraries will increasingly deploy services and resources into virtual environments inhabited by students, faculty, and researchers (transformational times). Failure to respond with comprehensive, relevant, evolving and appealing virtual domains runs the risk of alienating consumers. The ubiquitous presence of Wi-Fi, handheld communication devices, smart phones, etc. will spur libraries to re-tool content for mobile users and mobile devices. Libraries will need to be innovative to supply content (“Transformation Times,” (2009): 16).
Course management systems will provide a logical nexus for distributing and highlighting resources, tutorials, communiques and other library assets. Library content that is pertinent, timely, focused on student assignments, and complementary to course learning outcomes should become the standard of service. Engagement with teaching faculty will produce best results (“Transformational Times,” (2009): 16).

Faculty and graduate students’ academic and research behaviors suggest that libraries can provide valuable assistance with research methodologies; identifying, analyzing, and organizing information; and providing penetrating insight into the literature of unfamiliar disciplines (“Transformation Times,”(2009): 15).

There is a balance between doing extensive custom work for one faculty member or department and the ability to scale services effectively across a campus community (“Three Challenges,” (2013): 3).

Libraries are looking at more and different ways of engaging with their users as patterns of research, learning and personal information use change in a network environment, and are actively looking to re-allocate resources to support this shift (“Three Challenges,” (2013): 2).

The Helmke Library has adopted a program that integrates information literacy skills and concepts within its information and instruction services. The curricular approach has been guided by the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education (2000) and the IPFW Baccalaureate Framework.

For many years traditional reference services involved a librarian stationed at a desk answering all questions. Instruction programs attempted to provide an introduction to library basics to all freshmen and more in-depth introduction to research resources to upper classmen. Neither approach was effective or sustainable with rising enrollment and no new staff or librarians.

In the late 1990s the library director and librarians implemented a two-tiered information services and instruction model. The traditional reference desk was replaced with research consulting areas and the library’s Service Desk became the triage center for all walk-in questions. Service Desk staff answered tier-one questions including directional, equipment and basic searches in IUCAT and Academic Search Premier, the library’s basic article database. Service Desk IAs are knowledgeable and experienced. They take part in the library’s on-going training program, serve on committees and task forces with librarians to evaluate and implement new information services and systems, and help in the testing of new information systems. This model has strengthened the relationship between staff and librarians and makes better use of their skills, knowledge, and expertise.

In this model the user could meet with the librarian on duty or choose to make an appointment to meet with a subject specialist. This model allowed the librarian to work one-on-one with the student, faculty, etc. in a semi-private environment and without interruption during an allotted 30 minute session. The other dramatic change made possible by this model was the adoption of an information literacy teaching process during the research consulting session.

In a typical consultation the librarian conducted the information request interview, worked with the user to identify best resources and why, helped the user to determine the best keywords and construct an appropriate search strategy, and assisted in evaluating and selecting results. At some point in this process, the librarian switched seats with the user and put him/her in charge of the search and
evaluation. This model introduced information literacy concepts at the point of need, gave the user hands-on experience, provided relevant results, and established awareness of library services that they could rely on for future needs.

The two-tier information systems model has been in place for over 15 years at Helmke Library. During that time period email and IM information services have been added and an online self-serve scheduling calendar for librarian appointments has been implemented. An online information and research statistical form was created to record the number and type of transactions taking place at the Service Desk and librarian appointments. In 2012 a new online research statistical form was introduced that will provide data on information literacy concepts introduced in each consultation. The READ Scale (Reference Effort Assessment Data) is a six-point scale tool for recording vital supplemental qualitative statistics gathered when assisting users with their inquiries or research-related activities. The scale emphasizes recording the effort, skills, knowledge, techniques and tools utilized during an informational/reference transaction. The Qualtrix form uses this 1-6 scale to rank questions according to difficulty/content and can be mapped to the ACRL Information Literacy Competency Standards.

Library Curriculum, Teaching and Learning

Relevant ACRL Standards

Educational Role: Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.
3.1 Library personnel collaborate with faculty and others regarding ways to incorporate library collections and services into effective education experiences for students.
3.2 Library personnel collaborate with faculty to embed information literacy learning outcomes into curricula, courses, and assignments.
3.3 Library personnel model best pedagogical practices for classroom teaching, online tutorial design, and other educational practices.
3.4 Library personnel provide regular instruction in a variety of contexts and employ multiple learning platforms and pedagogies.
3.5 Library personnel collaborate with campus partners to provide opportunities for faculty professional development.
3.6 The library has the IT infrastructure to keep current with advances in teaching and learning technologies.

Trends in Academic Libraries

In the past, academic libraries functioned primarily as information repositories; now they are becoming learning enterprises. This shift requires academic librarians to embed library services and resources in the teaching and learning activities of their institutions. In the new paradigm, librarians focus on information skills, not information access; they think like educators, not service providers (“The Value of Academic Libraries,” (2010): 37).

The trend to embed information literacy into foundation courses and across curricula will increase, in turn creating new opportunities for libraries to contribute to curriculum development, support for research methodologies, and promotion of library resources and services (“Transformational Times,” (2009): 17).
Think of greater integration in the learning and research process through greater curricular support, data curation, scholarly publishing, or support for grant writing or expertise profiles ("Three Challenges," (2013): 5).

Library directors of all types of institutions see supporting teaching and learning as one of their primary missions: 94% said that they see teaching information literacy skills to undergraduates as a very important role for their libraries. They would also like to work more closely with faculty members on supporting classroom instruction ("Ithaka S+R Library Survey 2010," (2010): 5).

Unlike other academic disciplines the library does not offer a degree program, but defines its academic program as the teaching and learning of information literacy concepts and behaviors. Information literacy is not a stand-alone discipline, but is common to all disciplines, to all learning environments and to all levels of education and very importantly to a foundation of lifelong-learning and critical thinking skills. The ACRL Information Literacy Competency Standards for Higher Education recommend that basic information literacy skills and concepts be integrated within existing required courses. This is the approach the IPFW librarians have adopted.

The IPFW Senate Library Subcommittee established a Task Force on Information Literacy in 2000 and its April 2001 report recommended that faculty and librarians collaborate to identify and promote basic proficiencies, increase awareness of information literacy issues, and develop instructional materials to increase student success in seeking, evaluating, and using information.

A follow-up October 2001 report laid out the details of a framework for “Information Literacy and the Integrated Information Foraging Environment” at IPFW. Subsequently, members of the library subcommittee agreed in February 2003 to draft a Senate resolution regarding information literacy competencies that related information literacy to the IPFW strategic plan, and proposed to integrate skills and concepts into required survey, research, and writing courses. The IPFW Senate Educational Policy Committee recommended that the resolution alone was not enough and suggested that the library develop requirements for information literacy within the curriculum. As the goal is collaboration with faculty to integrate information literacy into the curriculum at time of need, the library adopted a two-tiered approach to their information literacy program.

Two-Tiered Model – Level One

The information literacy task force recommended a librarian-instructor information literacy partnership and "train-the-trainer" strategy for IPFW. Information literacy is introduced at the beginning level and reinforced at the advanced level through an integrated approach that targets required survey, research, and writing courses and the capstone courses in the discipline. By integrating information literacy and mastery of basic skills and concepts into required courses taken by large numbers of beginning students, students would be ready to acquire information literacy competencies at a higher level and within the discipline.

At the beginning level, the library developed a train-the-trainer program basic information literacy instruction because the library did not have enough librarians to teach information literacy in every W131 and COM 114 section. The Train-the-Trainer program is aimed at instructors of sections of required English composition (ENG W131) and communication (COM 114) courses. These are primarily associate faculty or graduate students who are certified through librarian-led workshops on basic information literacy skills and concepts and the features and functionality of the library's key
information systems. Librarians designed self-paced components, including the library tour and quiz, and interactive tutorials on how to find books and articles. Librarians also provide tools for instructors to design effective library assignments and to teach the critical-thinking processes that underlie library research.

In 2008 the library adopted an additional strategy to increase contact time with the first 30-hour student by participating in as many student campus activities directed at this group of students as possible and using these opportunities to raise awareness of library services and introduce basic information literacy concepts. These efforts have expanded the number of collaborations with other campus units responsible for student academic success, such as Student Life, Writing Center, Center for Academic Support and Advancement (CASA), IPSGA, student organizations related to a discipline, etc. In addition, librarians have pursued outreach to campus staff and administrative departments such as TRIO, the Office of Military Support Services, International Student Services, Career Services, New Student Orientation, Housing RA orientation, and the Admissions Office to provide orientation materials for students as well as presentations for administrative staff on the availability of library services and resources.

One noted success is the inclusion of librarians in the IPFW Collegiate Connection Program for high school students taking courses in the high school for college credit. This program is an important pipeline for IPFW recruitment efforts. Access to the Library and its resources from off-campus is included in the listings of the many benefits of the program for students and high school teachers. The Helmke librarians have established an excellent working relationship with the IPFW Office of Enrollment Management and have been included in seminars and orientations for the high school teachers and guidance counselors. In addition, librarians have presented instruction and orientation sessions for high school classes visiting the library to complete research assignments for dual-credit courses. IPFW librarians proposed including school media specialists/librarians in the paid, summer orientations provided to Collegiate Connection high school teachers; the school media specialists provide dual-credit students and teachers assistance on site in the high schools. By forming and supporting this professional network which supports the dual-credit program, Helmke Library is contributing to IPFW’s recruitment efforts in the high schools.

The goal of the library’s information literacy program is to integrate information literacy skills and concepts throughout the student’s academic experience so as to create a framework for life-long learning. It is a daunting task to integrate information literacy skills and concepts into all required courses as well as courses involving information intensive assignments. Up until this year it has been difficult to target which General Education courses had an information literacy competency outcome. However, with the introduction of the Statewide Core Curriculum and Outcomes, all General Education courses must identify which of the 41 required outcomes (information literacy being an outcome in several areas) the course will cover. Librarians have received a VCAP grant to create model information literacy teaching and learning modules that can be used to assess IL competency and fulfillment of required information literacy outcomes.

Two-Tiered Model: Level Two

Level two is designed as an instruction program aimed at students taking advanced courses in the discipline. Librarians develop with faculty in-class instruction, online research guides, one-on-one research consulting appointments, and other activities as determined by the faculty and librarian. Students are expected to have already mastered basic information literacy skills and concepts in lower-level required courses.
Commonly, librarians are invited to the classroom for targeted presentations to the upper level classes which establishes a professional relationship with students. Using information literacy concepts to structure these sessions has been very useful for the librarians and shows students the building blocks of critical thinking about information. One-on-one research consultations between librarians and students can be self-scheduled by students as a follow-up; the consultations may be in-person or virtually by e-mail, phone or Skype. Course-related library guides are developed with the faculty instructors and the librarians may also be asked for assistance in designing effective library assignments which reflect higher information literacy and critical thinking skills. Work is underway to develop a toolbox of learning outcomes, activities and assessments for these classes.

Examples of work with upper-level students and faculty include the following:

- Involvement of the liaison librarian in the development of a three-year plan for nursing undergraduates which includes specific information literacy competency levels for each year of the program;
- Librarian-developed Blackboard online modules for the graduate nursing students;
- Involvement of liaison librarians in departmental curriculum committees;
- Involvement of liaison librarian in development of the transitional course for RN to BSN; and senior seminar and graduate level classes;
- Co-instructor status in selected online Nursing, English Composition and Communication classes;
- CELT best practices syllabus template that includes librarian liaison contact information; and
- Participation in classes in the major, Honors program, and academic student clubs in addition to self-service appointment scheduling.

Faculty and staff partnerships have extended beyond the classroom. The librarians have become more involved with faculty to support their research and scholarly communication through presentations to new faculty during their orientation, to tenure-track faculty attending P&T workshops, faculty writing and publishing support workshops with CELT and ongoing work on OPUS. These campus collaborations as well as the presence of librarians on school-level and campus-wide committees have increased collegial recognition and awareness of our unique contributions. Librarians have also sought involvement in academic extra-curricular activities, including Chapman Scholars Program, Honors Council, Undergraduate History Conference, and most recently the Student Research and Creative Endeavor Symposium. (For more information, see section on Scholarly Communication and Students and the Learning Commons)

Library Web Site as Information Literacy Tool

Over the years Helmke Library has worked to develop an academic support system that takes the form of a coherent Web site and a systematic set of library guides and other tools. These components aid not only library staff working with library users one-on-one, but also the teaching faculty who seek to design effective library assignments, and the students who are undertaking library research under their instructors’ guidance. A 2012 website redesign concurrent with moving to the dotCMS platform was an opportunity to organize and streamline access to the library’s important resources. The ACRL information literacy competencies, distilled into simple form, have center stage on the Library’s home page, and have provided a useful outline for students, faculty and librarians in the classroom. The literacies are accompanied by information on resources, services, and learning outcomes:

- Ask the Right Questions
- Find the Best Resources
- Consider the Quality
- Complete Your Project
- Credit Your Sources
In 2010 in anticipation of migration from the library’s content management system to the campus dotCMS Web system the library subscribed to a cloud-based software used by many academic libraries to create online research guides. The new system provides widgets, social network tools and statistics on use. This data will help librarians and faculty assess impact on student course work.

Analysis and Recommendations for Improvement

The library’s research and instruction programs are important to both students and faculty. All of the following items were in the student survey top ten:

1. Finding a librarian who is particularly knowledgeable in your subject area
2. Learning about successful techniques for finding information from a librarian who comes to your class
3. More appointment times to meet with librarians
4. Meeting with a librarian for individual help with finding information for your assignment
5. Using instant messaging to chat with a librarian about research for an assignment
6. More online self-help or how-to materials on Library website (videos, tutorials, guides, etc.)
7. Easier access to library resources and services from Blackboard (eLearning)

Librarian research consulting services, such as search and discovery assistance, co-instruction and assessment partners in the information literacy component of the core curriculum and baccalaureate framework, accreditation, new program and program review resources assessment, online tutorials, course guides, citation and document management, copyright and academic publishing assistance were in the top three library resources and programs as critical for both teaching and research faculty. In the comments concerning what resources, services and programs were most critical to them, two faculty members wrote:

*The librarians! I appreciate that I can refer a student to the librarian for research assistance and know the student will get high quality assistance. The different ways that faculty and students can connect and correspond with the librarians is great too.*

*Access to knowledge. This is critical for me, and my students. The academic library ferrets out much of the "noise" and problematic information dissemination that characterized the internet.*

Faculty also recognize the work done by librarians to create online guides, tutorials and other self-help materials that they and students can access 24/7:

*To me the greatest value is to be able to find resources (articles, books) online. I use the tutorials for students; I have them accessible on Blackboard. They have gotten ever better over the years! Keep up the good work there!*

Students echoed this sentiment by ranking: 1) More online self-help or how-to materials on Library website (videos, tutorials, guides, etc.); and 2) Easier access to library resources and services from Blackboard (eLearning) in their top ten choices in the student survey.

The Library Programs and Services Team recognize several priorities for evaluation, change and development in the library’s services and programs.

- Development of an assessment plan that measures the library’s impact on the university’s mission, goals and objectives and more specifically the impact of library services and programs
on student learning and academic success is critical;

- A review of the library’s current information literacy model, including the train-the trainer program, especially in light of the new IPFW General Education initiative and the library’s VCAP grant opportunity to develop an integrated assessment tool for information literacy in designated general education courses;

- Library data (LibCal, RefStats, etc) should be used to review hours of service, staffing levels, and effectiveness of the collaboration between the Service Desk IAs offering tier-one information services and librarians providing tier-two information services;

- A more thorough integration of library resources and expertise into virtual environments where students and faculty work and play. Better use of the campus course management system (Blackboard Learn) to highlight and distribute resources, tutorials, research assistance, etc. and to partner with faculty to tie library resources and services more closely to student assignments and course learning outcomes; and

- While the library has begun to use social media – Facebook, chat, IM – to reach students, current and evolving media needs to be continually explored, tested and implemented. Development of content for mobile uses and devices is especially critical. Better IT support is needed in addition to more funding for professional development and continuing education opportunities in the use of emerging technologies for assessment, curriculum development and development of appealing virtual domains.
## Selected Statistical Profile Data

### Virtual Reference Services

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<thead>
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<th>Location</th>
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</tr>
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</tr>
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Source – National Center for Education Statistics

## Virtual Reference Service

### Indiana Public Institutions

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<th>Text message</th>
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</table>

Source – National Center for Education Statistics
2012 Peer Institutions
Participants in Presentations per FTE Student*

2012 Indiana Public Institutions
Participants in Presentations per FTE Student*

*Total student attendance at library presentations per FTE
Source – National Center for Education Statistics
Scholarly Communication

Relevant ACRL Standards

2.3 The library respects intellectual property rights and advocates for balance between the interests of information users and rights holders through policy and educational programming
5.3 The library builds and ensures access to unique materials, including digital collections
5.5 The library educates users on issues related to economic and sustainable models of scholarly communication
5.6 The library ensures long-term access to the scholarly and cultural record

Trends in Academic Libraries

New scholarly communication and publishing models are developing at an ever-faster pace, requiring libraries to be actively involved or be left behind (“2012 Top Ten Trends in Academic Libraries,” (2012): 315).

The system of scholarly communication is complex and multifaceted, including changes to journal and database production and sales, new models for publication, content control and dissemination, author rights management, new levels of integration among content of diverse kinds, libraries as publishers and repositories of local content, data curation, etc. (“Transformational Times,” (2009): 7).

Libraries need to change their practices for managing traditional content and develop new capabilities for dealing with digital materials of all types, but especially new forms of scholarship, teaching and learning resources, special collections (particularly hidden collections, and research data) (“Transformational Times,” (2009): 5).

As a community, library directors are comfortable guiding users to open access materials, and they think their libraries play an important role in communicating with researchers about the issues and opportunities surrounding open access. A large majority (83%) of respondents agreed with the statement: “Academic libraries should take an active role in educating faculty members about open access (“Ithaka S+R Library Survey 2010,” (2010): 38).

Libraries used to acquire and organize published materials. Now they are engaged with the full range of creation, management and disclosure of learning and scholarly resources. For example, we are seeing library provide copyright, publishing, or bibliometric advice; engage with the emerging scholarly publishing practices of their faculty; explore research data management strategies; actively promote institutional research and learning outputs through the institutional repository….This means that promotion of institutional materials on the network becomes more important (“Three Challenges”(2013) 2).

Scholarly Communication is the creation, transformation, dissemination and preservation of knowledge related to teaching, research and scholarly endeavors. Among the many scholarly communications issues include author rights, the economics of scholarly resources, new models of publishing including open access, institutional repositories, rights and access to federally funded research, and preservation of intellectual assets.

The core value of libraries has been and continues to be facilitating knowledge transfer across space and
time, through its devotion to equity of access, intellectual freedom and stewardship of the human record. Over the last two decades the Internet has provided the means for reducing and eliminating barriers to information and expanding opportunities for scholarly discourse outside the traditional scholarly publishing infrastructure. For the last several centuries reports of scholarship and research were disseminated primarily via the print journal, a compilation of articles usually on a very narrow, discrete subject sold on subscription primarily to academic libraries. This closed access system has created a content monopoly among commercial publishers that takes a scholar’s intellectual property (with no monetary compensation), uses colleague expertise for peer review (again with little or no monetary compensation), and sells the published product back, at sometimes exorbitant prices to institutions that can afford to subscribe to the journal or provide good interlibrary loan services. There are a growing number of universities, granting agencies, and scholars resisting this deeply entrenched process of scientific and scholarly research publishing that restricts rather than facilitates the free exchange of ideas.

The push for open, free access to research and scholarship is producing a variety of new scholarly communication and publishing models such as, subject and institutional repositories (e.g., PubMed and Opus), open access journals (e.g., PLoS One), and social media (e.g., blogs, wikis, listservs). Academic libraries are beginning to take an active role in communicating with faculty about the issues and opportunities in copyright and knowledge management, open access repository development, and book and journal publishing services.

The Helmke library has an official role on campus in providing copyright information services and advice. The library dean serves as campus copyright liaison and works closely with the Purdue University Copyright Office in assisting faculty, students and staff in understanding and complying with federal copyright law. Until recently the emphasis of most copyright advice in education concerned the use of copyright-protected materials in teaching. With the growing awareness of the importance of retaining author rights to ensure open access, the library has provided copyright education for faculty authors as well. The library provides an online guide to copyright rights for authors, a Copyright addendum form to request specific non-exclusive rights, and an online checklist and guideline for faculty to use when completing transfer of copyright agreements with publishers. The library, in collaboration with the associate Vice Chancellor for Faculty Development and CELT, has provided workshops for faculty, especially during new faculty orientation and promotion and tenure workshops, and advice to individual faculty and students about retaining control of their intellectual property.

In 2009 the Helmke Library introduced the importance of developing an institutional repository (IR) at IPFW to raise the profile of the academic and creative accomplishments of its faculty and students. The academic deans and VCAA agreed that an IR could fulfill two goals: record all of the research and creative accomplishments of faculty for the purpose of their faculty annual report; and serve as an open access archive for full-text of their work. After a comparison and analysis of platforms available for online repositories, bepress digital commons was chosen.

The library has taken the lead role in designing, implementing, building, and marketing Opus. The liaison librarians have met with faculty to explain the system and answer questions and continue to work with faculty to promote Opus, open access, and author copyright management.

The number of items in the repository has grown every year and the number of downloads has increased accordingly. The library has also begun adding graduate student master’s theses and undergraduate student research and creative accomplishments. Detailed Opus Statistical Reports are available online for 2011 and 2012.
In 2012 the Purdue University Faculty Senate and Graduate Student Council passed an open access resolution that recommends faculty deposit their works accepted for publication the Purdue’s institutional repository. In 2013 a similar resolution was forwarded to the IPFW Senate Library Subcommittee for action. The Dean of IPFW library chaired a statewide academic library Task Force that successfully recommended the creation of a Scholarly Communication Committee as part of the Academic Libraries of Indiana. This committee hosted a statewide ACRL-sponsored day-long workshop on Scholarly Communication in May 2013. In addition, the federal government has recently mandated that all federal agencies that provide over $100 million in research grants require any research publication as a result of a grant from the agency be deposited in an open access repository. This mandate is now being extended to data produced from grant-funded research. IPFW is committed to working with its Research One parent universities, IU and Purdue, to establish data management repository for IPFW scholars.

Analysis and Recommendations for Improvement

Scholarly Communication is an important new growth area for academic libraries and has the potential to increase the need for library expertise in assisting faculty and students in the collection, curation, and preservation of university academic faculty assets in the form of faculty and student scholarly publications, digital objects and data sets. While the library has moved forward in many areas of scholarly communication, including developing and maintaining a campus institutional repository, facilitating author rights management, advocating for open access initiatives, educating the campus about new methods of scholarly communication and alternative methods of determining the impact of research on society, and exploring options for data curation and management, the library has only been able to skim the surface of what needs to be done in these and other areas. The bulk of this work has been done by the Dean of the Library with some assistance from liaison librarians. In the survey of faculty research needs “librarian research consulting services, such as search and discovery assistance, citation and document management, copyright and academic publishing assistance” received 76% of the votes and was in the top five critical needs of faculty. When asked the open comment question to identify the greatest value the academic library can provide to them as researchers, most responded access to scholarly resources of all types and formats and “expertise of the librarians in searching this work.”

It is clear that faculty value open access to all scholarship and librarian expertise and assistance in copyright management and academic publishing. Data curation was not as highly valued receiving only 25% of faculty votes, but federal requirements for open access to data sets is a very new development and many faculty have not had experience with this new mandate.

This is an area that requires a redistribution of staff and librarian responsibilities and development of areas of expertise that are currently not available.

The Scholarly Communication Team recommends that:

- The library create Scholarly Communication and Digital Collections Management Unit to actively:
  - Investigate interoperability between systems and processes (Opus, mDON, other)
  - Assist faculty in author rights management, OA publishing, data curation
  - Actively pursue addition of full-text scholarship in Opus working with faculty and publishers to obtain permissions
  - Expand Opus functionality for improved access and reporting
  - Develop partnerships for campus wide scholarly publishing and data curation initiatives
  - Support scholarly publishing education for
faculty, undergraduate and graduate students

- Librarians take more active role in education and advocacy surrounding scholarly communication
- Faculty Senate endorse IPFW Open Access Initiative by passing resolution during 2013-2014 academic year
- Develop expertise in use of Google Analytics and other tools to develop altmetrics that demonstrate impact of faculty scholarship and creative endeavors
- The library provides citation and document management tools that are easy to use and sustainable.
## Selected Statistical Profile Data

### Comparison of IPFW Peer Institutions

<table>
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<tr>
<th>Peer Institutions</th>
<th>Institutional Repository</th>
<th>No. of Items</th>
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<th>UG Research</th>
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<th>Indiana Public Institutions</th>
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**Sources:**

- Directory of Open Access Repositories (DOAR)
- Registry of Open Access Repositories Mandatory Archiving Policies (ROARMAP)
IPFW STUDENTS AND THE LEARNING COMMONS

Relevant ACRL Standards

1.2 The library develops outcomes that are aligned with institutional, departmental, and student affairs outcomes.
1.5 The library articulates how it contributes to student learning, collects evidence, documents successes, shares results, and makes improvements.
1.6 The library contributes to student recruitment, retention, time to degree, and academic success.
2.5 The library commits to a user-centered approach and demonstrates the centrality of users in all aspects of service design and delivery in the physical and virtual environments.
4.4 The library creates and maintains interfaces and system architectures that include all resources and facilitates access from preferred user starting points.
4.5 The library has technological infrastructure that supports changing modes of information and resource discovery.
4.6 The library provides one-on-one assistance through multiple platforms to help users find information.
5.1 The library provides access to collections aligned with areas of research, curricular foci, or institutional strengths.
6.4 The library uses physical and virtual spaces as intellectual commons, providing access to programs, exhibits, lectures, and more.
6.5 The library designs pedagogical spaces to facilitate collaboration and learning, and the creation of new knowledge.
6.6 The library’s physical space features connectivity and up-to-date, adequate, well-maintained equipment and furnishings.
6.7 The library provides clean, inviting, and adequate space, conducive to study and research, with suitable environmental conditions and convenient hours for its services, personnel, resources, and collections.
6.8 The library’s physical and virtual spaces are informed by consultation with users.
9.2 The library communicates with the campus community regularly.
9.3 Library personnel convey a consistent message about the library and engage in their role as ambassadors in order to expand user awareness of resources, services, and expertise.

Trends in Academic Libraries

Librarians should be creating collaboration or solutions development spaces now and preemptively bringing together the tools, resources and physical (or virtual) space needed to solve problems within their communities (“ACRL Environmental Scan 2013,”(2013): 9).

To better accommodate the modern needs of users, libraries are tailoring their design and facility strategy to their students’ increasingly social approach to studying, as they opt for large, public tables and couches, even when doing private work. Information itself is accessed digitally, either at computer terminals or on mobile devices and the environment supports not just storage, but its use (“Redefining the Academic Library,”(2011) 63).

The modern learning commons is flexible, allowing users greater control over its ultimate utilization and configuration, and provides a variety of multimedia tools for students and faculty exploring alternatives modes of scholarship...related academic support units from advising and cert for teaching and learning to math labs and writing centers are located within the library, presenting students with a “one-stop-
shop” for almost any academic need. What was once a warehouse for books becomes a vibrant hub of activity, repositioning the library building as the intellectual center of campus (“Redefining the Academic Library,” (2011): 63).

Today’s users require a new set of services and accommodations from the academic library that necessitate a strategic paradigm shift: from building and maintaining a collection to engaging with students and faculty, as well as providing space for study, collaboration, and creativity (“Redefining the Academic Library,” (2011): viii).

Rather than hoping for reference and circulation trends to reverse, progressive librarians are bringing their skills directly to users, embedding in classrooms, online course portals, and even department meetings and research teams (“Redefining the Academic Library,” (2011) xii).

Although campus Information Commons, with cafés and 24/7 access to the facilities and resources, still are popular with students and faculty, convenient access to resources, whether human, print, or electronic is the most critical factor. After all, “If it is too inconvenient, I’m not going after it” (“2012 top ten trends in academic libraries,” (2012): 316).

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**IPFW Students and the Library**

The recruitment, retention and graduation of students is IPFW’s primary mission; students have always been the core constituency for library resources, services and programs. Recognizing that IPFW is primarily an undergraduate university, the library’s first priority is its undergraduate students. In the library’s physical and virtual offerings we have aimed for ease of use, high-quality, approachable service-oriented staff, and intuitive systems and processes that encourage self-exploration and self-help. It is a goal we continue to strive for, even as we realize that today’s libraries are not the first stop for students and faculty seeking information.

As mobile devices, the internet, and information have become ubiquitous, the library has responded by increasing its efforts to take its resources and services out to where students are, not waiting for them to come to the physical building. Electronic collections, especially journals, e-books, digital collections are purchased in favor of print materials. Students can request digital copies of print materials (within copyright fair use guidelines) be sent to their IPFW web account. The library provides a wealth of databases that support discovery of the world’s scholarship, full-text materials, and first-class document delivery services that bring the material electronically quickly and effectively to the desktop and physical delivery within days in most cases. And the library has begun creating its own digital collections of local materials that have not been widely accessible except through an onsite visit.

Information services are available in-person, by phone, and through email and IM. Students can make an appointment to meet with a librarian through the library’s website, and some librarians are experimenting with Skype to assist students with information and research needs. The library’s website provides access 24/7 to all of the library’s electronic collections, e-reserves, course guides, subject guides, tutorials, and other self-help tools. The library’s Facebook page is a way not only to push out information to students but to answer questions as well.

Information literacy is the library’s academic program. Introduction of information literacy concepts at the freshman/30-hour level has been problematic. There is no required information literacy course or required information literacy curriculum within existing general education courses. The state’s new General Education Core curriculum implemented at IPFW fall 2013 requires declaration of information literacy competency assessment in General Education courses. Librarians have been awarded a VCAP
grant to work with faculty teaching General Education courses to develop a model information literacy component as part of the course curriculum.

In the meantime the library has made a concerted effort to increase its contact hours with students by taking part in as many academic and student affairs student activities as possible. These include student orientation programs for all new freshman, international students, military veterans, and returning adults, Freshman Fest, Speeding Ticket to Graduation, Collegiate Connection, Summer Bridge, Library Welcome Tent, Summit Scholars Competition, Residence Advisors orientation, student discipline-related organizations, and other one-time events.

The library’s liaison librarian program insures that all departments have the librarian expertise in their discipline. Liaison librarians work closely with faculty and students taking courses in the major, meeting with students on an appointment basis, in classroom instruction, through links in online Blackboard Learn course management system and working with students and faculty in their research activities.

Student academic and creative achievements are also celebrated virtually in IPFW’s institutional repository, Opus: Research and Creativity at IPFW. Opus now includes IPFW master’s theses, undergraduate history conference presentations, undergraduate research symposium presentations, the Journal of the Advanced Undergraduate Physics Laboratory Investigation (a tool to help physics students learn to write professional articles about their laboratory investigations for their peers and also learn about the peer review process), and the College of Engineering, Technology and Computer Science capstone projects. Use data from Opus shows that some of the student research activities are the most downloaded items. In addition, the library’s mDON, digital library collection showcases student art, theatre performances, athletics, and student newspaper.

Library and Learning Commons

The physical library, located at the heart of campus, is a neutral, inviting, scholarly place that offers a wealth of resources, programs and services to enhance students’ academic success. Across the country colleges and universities have been re-tooling library facilities to provide more learning spaces for students to engage in individual and group study and interaction. The rise of the Information or Learning Commons has reinvigorated the library as place.

Between 2006 and the opening of the student services complex in 2011, library staff, in collaboration with student government, office of student affairs, and IT services, developed and partially implemented the concept for a student-centered, intentional learning space.

By November 2011, library staff had shifted all library materials off of the second floor and the Writing Center services, Librarian research services, and a student-run Information Desk was installed as phase one of the IPFW Learning Commons. Since the opening of the Learning Commons, the physical use of the library has increased significantly. Gate counts showed over 50,000 more visitors from its opening in November 2011 through the end of spring 2012. The Learning Commons is most heavily used by students for group study.

A Learning Commons Council worked with students, faculty and administration to develop the vision, mission, and strategic goals for the Learning Commons:

- Create an environment that is flexible, open, empowering, comfortable, inviting and conducive to study and research.
- Facilitate collaborative learning through group study rooms, group workstations, and open spaces to accommodate a variety of group needs.
- Provide access to library, writing, and technology professionals to facilitate and encourage the
creation of new scholarship.

- Encourage the sharing of scholarship by students, faculty, and staff.
- Partner with others whose missions are to facilitate the learning, research and service objectives of the University.

Students have played a significant role in the development of the Learning Commons and introduction of new services for students. Student input into the needs and design of the Learning Commons was sought through focus groups, discussions with student government, visits to other academic learning commons, and analysis of studies recently conducted at other institutions on the research and study behavior of students. IPFW student government was the first unit to donate funds to the library and Learning Commons. Funding of $30,000 was allocated for furniture that was chosen by students during a month-long “Sit-on-It” campaign where samples of chairs, ottomans, sofas and tables were available for students to test. Fifteen laptops were purchased and made available for checkout and in 2012 IPSGA added iPads to the checkout/loan program for students. Student government has also financed the opening of the library 24/7 during dead and finals week since 2010. This is a three-year pilot project to determine use and demand for future administration funding. In the 2012-2013 academic year IPSGA held their student senate meetings in the Learning Commons which gave students greater access and awareness of the decision making process in student affairs. A project initiated by IPSGA with matching funds from the administration purchased new chairs and tables for the Learning Commons.

The Learning Commons use for student and faculty academic events and programs has also been encouraged and resulted in increased requests for this type of activity. Since 2008, the library has actively welcomed and pursued the use of its physical space, especially the Learning Commons on the library second floor, as a venue for student and faculty academic activities. The space is large enough to support activities that showcase the academic achievements of students and faculty and has been used for:

- Featured Faculty Lecture Series
- Undergraduate History Conference
- Chapman Scholars Presentations
- Lunch with an Historian
- IPSGA Student Government Senate meetings
- CELT Brown Bag Lunch discussions
- Student Art in the Library
- Remnant Trust, 2009 & 2012
- IPFW International Photography Winners Exhibition
- FAME Exhibit
- iPad Faculty Forums
- Finals Week Coffee Study Break
- National Library of Medicine Exhibit “The Yellow Wallpaper” and “Binding Wounds”
- Student Research and Creative Endeavor Poster Symposium
- International Writing Centers Week Activities
- IPSGA Officers Meet and Greet
- Honor’s Program Freshman Seminar
- CELT Round-Table discussions
In 2013 the library worked with the Office of Research, Engagement and Sponsored Programs and the Executive Director for Major Scholarships and the Chapman Scholars to revise and update the annual Student Research and Creative Endeavor Symposium that had experienced dwindling participation. The symposium was changed to poster presentations hosted in the Learning Commons. All disciplines were encouraged to take part and a workshop on developing a poster presentation was given by faculty. The event was a resounding success with 54 participants (more than double the 2012 symposium), involvement of departments from anthropology to women’s studies, participation by faculty judges and mentors, the VCAA and Chancellor, and attendance by many students, family, and faculty.

Analysis and Recommendations for Improvement

The library is proud of the progress it has made with the resources available in developing services, resources, and programs that are available to students virtually and physically. Its large number of online databases, ejournals, and images, e-reserves, online course guides and tutorial, purchase-on-demand, document delivery services, and IM and email information services are all accessible 24/7. The Learning Commons has opened a large space for group and collaborative work, writing center, librarian research, and IT services, laptop and iPad loans, and space for academic events. In addition, librarians have reached out more than ever to be a part of campus activities involving students, such as New Student Orientation, Freshman Fest, International student orientation, military student orientation, collegiate connection, Diversity Showcase, Undergraduate History Conference, Student Research and Creative Endeavor Symposium, etc.

The Library Student Survey provided excellent feedback from students on what would make IPFW Helmke Library more useful to them. 307 surveys both print and online were completed. In order of highest to lowest responses students selected:

1. More online materials such as databases, articles, image, sound, and data files 39%
2. More technology available in the library (e.g. laptops, iPads for checkout, fixed Workstations, charging stations, printers, etc.) 39%
3. Increase the number of hours the library is open 35%
4. More quiet study space 33%
5. More group study rooms 32%
6. More comfortable furniture 23%
7. Easier access to library resources and services from Blackboard 23%
8. Using instant messaging to chat with a librarian about research for an assignment 22%
9. Easier access to library resources and services from myIPFW 21%
10. More online self-help or how-to materials on Library website (videos, Tutorials, guides, etc.) 18%
11. Finding a librarian who is particularly knowledgeable in your subject area 17%
12. Meeting with a librarian for individual help with finding information for Your assignment 17%
13. More ebooks 17%
14. Learning about successful techniques for finding information from a Librarian who comes to your class 14%
15. More appointment times to meet with librarians 11%
16. More assistance with multi-media and technology 10%
Thirty-five comments reflected the same emphasis on need for more resources, more and better technology, more library hours, preferably 24/7 and improvements in the space for comfort and study. While the library offers many resources, services and programs for students, more can and should be done. The implementation of the library renovations is an excellent opportunity to put in place student needs as expressed in the survey. This program review is an opportunity to re-engineer library staff and seek targeted funding for other needs expressed by students, such as online course materials and guides integrated into Blackboard Learn and myIPFW, online databases, ebooks, ejournals, and other resources tied closely to their curricular needs, and increased opportunities to interact and work with librarians with expertise in the subject disciplines.
An Example of Outcome-Based Assessment Effort

The National Survey of Student Engagement (NSSE) is a tool that libraries can use to assess the impact of a learning commons on student academic development. Scott Bennett, retired Yale University librarian and a consultant on library space planning, identified ten NSSE questions that indicate learning behaviors relevant to intentional learning, a desired outcome of many Learning Commons.

IPFW’s Learning Commons officially opened in November 2011. The 2012 NSSE Survey was conducted in the spring of 2012. Comparison data between 2009 and 2012 show an increase in participation of almost all of the ten intentional learning benchmark questions. The library’s goal is to see this increase continue when IPFW conducts the next NSSE Survey in 2015.

While the 2012 NSSE Executive Snapshot identified 7h. (Students have a senior culminating experience comprehensive exam, capstone course, thesis project, etc.) as one of the Lowest Performing Benchmark Items Relative to Peer Institutions, it is expected that this number will improve with the implementation of the new Indiana General Education requirement that all students take a capstone course.

<table>
<thead>
<tr>
<th>Selected Survey Questions</th>
<th>2009 First Year</th>
<th>2010 First Year</th>
<th>2009 Senior</th>
<th>2010 Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1h. Students work with classmates outside of class to prepare class assignments [Often+Very Often]</td>
<td>31%</td>
<td>37%</td>
<td>50%</td>
<td>53%</td>
</tr>
<tr>
<td>1t. Students discuss ideas from readings or classes with others outside of class (students, family members, co-workers, etc.) [Often+Very Often]</td>
<td>57%</td>
<td>58%</td>
<td>65%</td>
<td>66%</td>
</tr>
<tr>
<td>1p. Students discuss ideas from readings or classes with faculty members outside of class [Often+Very Often]</td>
<td>18%</td>
<td>22%</td>
<td>20%</td>
<td>26%</td>
</tr>
<tr>
<td>1s. Students work with faculty members on activities other than course work [Often+Very Often]</td>
<td>10%</td>
<td>14%</td>
<td>13%</td>
<td>22%</td>
</tr>
<tr>
<td>7d. Students work on a research project with a faculty mentor outside of course or program requirements [Done]</td>
<td>5%</td>
<td>5%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>1u. Students have serious conversations with other students who are very different from themselves in terms of their religious beliefs, political opinions, or personal values [Often+Very Often]</td>
<td>41%</td>
<td>45%</td>
<td>44%</td>
<td>45%</td>
</tr>
<tr>
<td>1v. Students have serious conversations with other students who are very different from themselves in race or ethnicity [Often+Very Often]</td>
<td>46%</td>
<td>49%</td>
<td>49%</td>
<td>52%</td>
</tr>
<tr>
<td>7g. Student pursue independent study or a self-designed major [Done]</td>
<td>4%</td>
<td>3%</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>7h. Students have a senior culminating experience (comprehensive exam, capstone course, thesis project, etc. [Done]</td>
<td>1%</td>
<td>1%</td>
<td>25%</td>
<td>22%</td>
</tr>
<tr>
<td>7c. Students participate in a learning community or some other formal program where groups of students take two or more classes together [Done]</td>
<td>31%</td>
<td>28%</td>
<td>22%</td>
<td>27%</td>
</tr>
</tbody>
</table>
Relevant ACRL Standards

5.1 The library provides access to collections aligned with areas of research, curricular foci, or institutional strengths.
5.2 The library provides collections that incorporate resources in a variety of formats, accessible virtually and physically.
5.4 The library has the infrastructure to collect, organize, provide access to, disseminate, and preserve collections needed by users.
5.6 The library ensures long-term access to the scholarly and cultural record.
6.7 The library provides clean, inviting, and adequate space, conducive to study and research with suitable environmental conditions and convenient hours for its services, personnel, resources and collections.

Trends in Academic Libraries

Collection, preservation and management of born-digital materials are a growing concern. ...Lack of funding, planning, and expertise were cited as the largest impediments to their management and preservation. Parent institutions are not likely to see the value of planning for the collection and management of born-digital content and are more prone to be reactive in responding to a need for preserving these materials (“2012 Top Ten Trends in Academic Libraries,”(2012): 313).

Local digital collections are at risk when the individual institution lacks a comprehensive preservation plan (“2012 Top Ten Trends in Academic Libraries,”(2012): 312).

IPFW University Physical Archives

In 1982 the Chancellor’s Cabinet approved the library’s proposal to “establish a policy of collecting the more important documents that are significant to the history of IPFW.” No funding for the operation was provided. Pauline Hunsberger, a librarian interested in archives, the history of IPFW, and preservation issues in libraries, assumed the role of archivist in addition to her assignments in reference, instruction, and collection management until her retirement in 1993. Responsibility for university archives was taken over by the library director and his secretary who provided reference assistance from what had already been indexed and cataloged. A volunteer continued to file new material that would fit into existing files. Boxes of new material continued to arrive but they were placed in storage unexamined.

In 1996 Library Director Griffin resigned from his position as director and agreed to work on the university archives in addition to his other librarian duties. In 2002, Mr. Griffin took a sabbatical leave to compile an online encyclopedia of IPFW history based upon the most-frequently asked questions about IPFW. A basic work of approximately 150 pages was developed and put online. However, in general the only work that was done on the university archives was to provide information services from existing files. New files received from across campus went into storage and were inaccessible. The library discouraged departments from sending large amounts of material since there was no room to store the material and no time to accession it.
By 2004 the collection had grown but the resources to solicit, catalog/index, store, and provide access to it had not been forthcoming. In 2004 Library Director Violette, with the support of the VCAA, appointed a Task Force for the IPFW University Archives. The charge to the task force was to assess the current situation, determine the priorities for the archives in terms of collection or services, and make recommendations for improving the collection, services, budget, space, and staff needs. In 2005 the Task Force filed a report on the IPFW University Archives which was forwarded to the IPFW Chancellor. In summary the Task Force found:

After reviewing the current situation and assessing the value of university archives and its strengths and weaknesses, the task force firmly believes that (1) university archives is a function and responsibility of the university administration even though it can be housed and managed by the library; (2) the collection will become increasingly useless over the next 10 years if staffing and storage problems are not addressed; and (3) these problems can be addressed only by additional funding.

The Task Force made a series of recommendations:

1. Hire a university archivist;
2. University administration mandate specific acquisition/retention polices for the campus;
3. University allocate 2200 square feet of space to meet the immediate preservation, collection storage and security needs of the university archives;
4. Management of digital records and the concept of a digital repository be addressed in so far as possible once adequate funding for a university archivist has been realized. Address need for digital records management and repository;
5. Create technology infrastructure to support electronic initiatives;
6. Consider grant and partnering approaches for funding;
7. Organize the material in the archives; and

The recommendations of the Task Force were not acted upon by University Administration.

Acting university archivist Larry Griffin retired in 2006 and a visiting librarian with an interest in archives was asked to provide reference services for questions pertaining to the university archives and to supervise volunteers who continued to help in identifying and organizing university archive materials. This visiting librarian was hired on tenure track as liaison librarian to the College of Visual and Performing Arts and Department of Communication in 2008 and was asked to continue to supervise the university archives.

By 2010, due to lack of space, boxes of archive materials were scattered all over the library building and some items had to be discarded due to mold. The library dean petitioned for a clean, dry, temperature controlled space in IPFW’s Ginsberg warehouse. The VCAA granted the request and agreed to pay the monthly rent on the space. While the space was adequate, it suffered from a sewage backup problem, uncontrolled temperature, and lack of public access.

In the meantime, space in the library’s basement had been vacated by the Learning Resources Center and the VCAA authorized the move of the university archive materials back to the Helmke Library. During this move flooding and sewage backup problems in the library basement threatened the preservation of university archival material. The VCAA appropriated one-time funds to purchase a supply of archival boxes, folders, and sleeves, and the physical plant attempted to solve some of the
water and sewage problems. Problems remain as demonstrated by water and sewage backup into the basement in June 2013.

In 2011, the Vice Chancellor for Academic Affairs appointed a working group to develop and implement a plan to bring the university archives up to standard in time for the 50th anniversary celebration of the founding of IPFW. That group proposed a draft plan with five detailed action steps to accomplish this mission covering the time period 2011-2015. In Five Steps to the Future: An Action Plan to Create a Lasting Legacy at the IPFW Archives by 2015, the plan recommended:

1. Document the present status of the archives;
2. Develop/charge a planning team and associated committees;
3. Relocate archives to the library and plan for long term facilities;
4. Implement two year interim plan to bring archives up to standard; and
5. Achieve sustainable archives that will serve future needs.

In October 2011, the VCAA hired an archives consultant to visit IPFW University Archives, interview the administration and library staff concerning the archives, view and examine the archives, and submit a report and recommendations. The consultant’s report, Convergence and Opportunities: Assessment and Recommendations for the Indiana University-Purdue Fort Wayne University Archives, was submitted in October 2011 to IPFW’s VCAA and Chancellor. The report’s ten recommendations were:

1. Indiana University-Purdue Fort Wayne must develop an “archival culture”, an understanding of how the preservation of its valuable historical records contributes to the common mission of the institution.
2. Make budgetary allocations for appropriately staffing the University Archives.
3. Implement archival best practices with regard to the storage and handling of IPFW’s historical records.
4. Implement short-term changes in Helmke Library to create more suitable environmental conditions for storing archival records.
5. Create spaces in and around Helmke Library B041 to accommodate the public and technical service needs of an archives.
6. Provide furnishings, equipment and supplies for the University Archives.
7. Enhance the security of the University Archives.
8. Develop written policies and procedures for the University Archives. Use these to standardize processes, document activities, and promote services.
9. Use IPFW’s upcoming 50th anniversary celebration as an opportunity to promote the archives and solicit resources for its growth and development.
10. Collaborate with campus and community supporters to secure funding for a new state-of-the-art archives facility.

In the executive summary the consultant wrote:

The convergence of several factors make the next few years a critical time in the development of a fully-functioning University Archives on the IPFW campus. In fact, such a step is a logical progression in the growth of an institution that is becoming a major public university presence in the region. In 2015, IPFW will celebrate its 50th anniversary. Institutional anniversaries generally result in a greater awareness of the value of preserving organizational records. Institutional celebrations present opportunities to raise awareness of the important (yet sometimes too quiet) role that a University Archives plays in preserving the organization’s historical legacy. Additionally, IPFW’s 50th anniversary is an opportune time to solicit the personal papers, records, and reminiscences of key individuals in the university’s history. In the
immediate future, what IPFW critically needs is a full-time University Archivist to continue the valuable organizational efforts already underway, and to develop relationships with campus offices that produce IPFW’s most important historical records. In particular, the University Archives needs to take a leading role in working with campus offices on the selection and preservation of print and digital records of long-term value. While paper records are more forgiving, delays in planning for the preservation of born-digital records generally result in the permanent loss of information. A full-time University Archivist also would play a valuable role in working with the campus and community to promote the services of the archives and to ensure the security and integrity of records. A University Archivist also could collaborate with teaching faculty to work archives-based assignments into the curriculum. An archives can and should be much more than a warehouse in which documents are stored. Like the academic library in which it is housed, the IPFW University Archives can be a dynamic contributor to the creative and scholarly life of the community it serves.

IPFW University Digital Archives
The University Archives Gallery was one of the first digital collections developed at Helmke Library. Since 2006 the library has developed several digital collections that preserve some of the University’s history and its archival material. These include:

- IPFW Department of Music Concert Selections collection launched demonstrating the first partnership with an IPFW department, the first showcasing of faculty and student talent, and development of an unique audio presentation not offered by other digital libraries  
- IPFW Men's Volleyball Play-by-Play launched as a demonstration project to showcase IPFW athletes through exciting audio  
- IPFW University Archives Gallery launched and immediately began receiving requests for photographs from on- and off-campus  
- OnStage at IPFW launched with a representative season of IPFW theater productions from the 1960s through 2000 creating a second showcase for student and faculty accomplishments  
- Added IPFW University Archives Photo Gallery to the University Archives online collection.  
- Launched College of Arts and Sciences Distinguished Lecturer Series is a compilation of video and program material dating from 1989 from the Distinguished Lecturer Series, a College of Arts and Sciences program. This long running and dynamic series is a bi-annual event held on campus showcasing expert scholars outside the IPFW community as well as our own exceptional faculty.

Currently the interim university archivist is working with the IPFW 50th Anniversary Celebration Committee to preserve electronic files of the event.

Analysis and Recommendations for Improvement

Several formal requests from the library, a university task force, and an outside consultant have been made to campus administration to budget for IPFW university archives essentials, a trained archivist, appropriate space, archival supplies, all unsuccessful.

No further action has been taken on the IPFW University Archives Five Steps to the Future action plan or archive consultant’s recommendations. As predicted by the consultant, IPFW’s upcoming 50th Anniversary celebration has increased demands for a wide-range of university archive materials. While the current interim university archivist is asked to spend no more than 10 hours per week on university archive tasks, she has made a considerable contribution in bringing the archives together in one space, transferring materials to archival containers, and leading the efforts to digitize university archive photographs and materials. The interim archivist is taking an active role on the IPFW 50th Anniversary Committee and has obtained more volunteers to help with the collection. The campus 50th Anniversary Celebration Committee has raised the issue across campus of inadequate archives.
The university archives digital collections are excellent and have drawn the attention of alumni and others throughout the country. They have helped to preserve some of the history of IPFW. Neither CONTENTdm nor MDON are traditional platforms for electronic archival management. CONTENTdm® software is utilized to organize and display collections. Archival management systems are “a kind of software that typically provide integrated support for the archival workflow, including appraisal, accessioning, description, arrangement, publication of finding aids, collection management and preservation (Archival Management Software: A Report for the Council on Library and Information Resources, 2009). The goal of mDON is not to create a comprehensive collection of every document and image in the archive, but to manage a digital archive of representative works showcasing IPFW’s scholars, performers, athletes, academic and administrative units, community partners, and guests.

University Archives Team recommends:

- The establishment of a Chancellor’s University Archives Committee to oversee IPFW University Archives and an ongoing, systematic intake collection plan. Preparation for fund-raising as part of campus campaign for an endowed archivist, adequate space, etc.;
- A study of the feasibility of using current library digitization platforms (mDON, Opus) for online accessioning and display of IPFW University Archives;
- Continued collaboration with IPFW 50th Anniversary Celebration Committee to raise awareness of IPFW University Archives and its importance to the history of the campus;
- Working with library schools and the IPFW History Department to provide internships in archive management; and
- Building a new Archive space and hire an Archivist and adequate staff.
Summary of Recommendations

Institutional Effectiveness

Statistics and Assessment

The Assessment and Communicating Value Team recommends that the library:
- Create a task force to develop an assessment plan that demonstrates the library's impact on the academic success of students and faculty
- Continue to participate in and contribute to high impact educational practices such as the Student Research and Creative Endeavor Symposium
- Identify and support professional development activities on assessment for librarians
- Continue to work to reframe campus perspective on the library as a significant physical and virtual learning space outside the classroom; the Learning Commons is an example of this
- Continue to support stronger integration of information literacy into the curriculum; projects such as mapping information literacy standards to the Gen Ed learning outcomes
- Determine other surveys being issued through other IPFW units and add library survey questions as appropriate to obtain assessment data
- Develop Return on Investment (ROI) models for library resources and services
- Develop altmetric data for use by faculty and students in measure impact of their scholarship through Opus
- Expand campus partnerships and projects in assessment activities and reporting (e.g. collaborate with institutional research staff to determine ways to leverage or shape library data with other campus data sets, such as reference and research consultations, circulation counts, database usage statistics, and the number and types of instruction sessions, to communicate library value and impact.) (Association of College and Research Libraries. Connect, Collaborate, and Communicate: A Report from the Value of Academic Libraries Summits. Prepared by Karen Brown and Kara J. Malenfant. Chicago: Association of College and Research Libraries, 2012. Published online at www.acrl.ala.org/value)

Communicating Value

In terms of improving the communication of library value to its constituents the Assessment and Communicating Value Team recommends that:
- The library revive its Marketing Committee to update or develop a new marketing plan for the library that communicates our value to targeted groups, e.g., students, faculty, new students, parents, community, administration, other units on campus
- Improve information services provided by all library staff
- Identify campus services that impact students and promote library engagement with appropriate activities sponsored by these units

Helmke Library Resources and Facilities

Library Budget, Endowment and Gifts

The Budget and Development Team recommends that the library:
• Work with University administration to increase the library’s budget, especially in materials and supplies and equipment
• Create strategies to redirect some endowment money from collections to services. Define services more broadly; collections are often services in the digital age;
• Develop a budget for the endowment interest income that sets limits on serials expenditures and provides a budget for special projects. For example, percentage based plan to spend 75% for materials, 25% for special projects
• Work with Division of Continuing Studies and other units providing the campus Distance Education programs, to receive recurring money to support the library’s crucial role in online education
• Remain informed of all new collaboration opportunities with other libraries and consortia as they arise and participate as appropriate
• In anticipation that the library will be a part of the new campus fund drive, develop naming opportunities to have the best chance of attracting donors to give to the Library Endowment. Ideas include an endowed archivist position, a state-of-the-art teaching classroom, upgraded technology, such as scanners, digital signage throughout the building, an international news wall, and a research café
• Pursue individual and library grant opportunities that are relevant to library priorities
• Continue to look for free opportunities to showcase projects with community impact. Offering these programs, projects, collections or resources highlights the library’s and the university’s positive relationship with the community and reinforces the value of the library to the university; and
• Initiate a process with RESP to improve library funding from grants received and support our position with statistics that reflect library impact.

Library Facilities

In addition to needs for more efficient work space for staff the Repurposing Library Space Team recommendations echo responses from students and faculty in the self-study surveys. Priorities from students and faculty include:
• Increase the number of hours the library is open with at least part of the library facility open 24/7
• Physical space for faculty and students to meet and study
• More quiet study areas
• More group and individual study rooms
• More comfortable furniture and tables
• Better temperature control in the building
• More outlets
• Better WiFi
• Space for interesting events and displays

Library Personnel

It is understood that in a time of budget retraction, it is more likely that more positions will be lost than added. The Re-engineering Staff Team found that for academic libraries the greatest challenge is to transition staff from standard library activities based upon a predominantly print collection to new programs and services based upon virtual information resources which require different knowledge and skill sets. As noted by the report on Redefining Academic Libraries, Library leadership must identify areas of activity that can be reduced or eliminated and begin to migrate staff to higher-value responsibilities.
The Re-engineering Staff Team recommends that:

- The library continue to make the case for additional staff and librarians
- The library invest more resources in staff development, training, and retraining
- The library increase collaboration within the library and with the campus and community to cultivate opportunities for sharing expertise and personnel, outsourcing, and joint project management

**Physical and Digital Collections**

The Physical and Digital Collection Development and Management Team recommends that:

- The university develop a plan to increase the library’s materials budget as new programs are added and student enrollment increases
- Expand patron-driven acquisition to include e-books
- Transition to streaming technology for most video needs
- Increase resources for digital projects to preserve the unique scholarly and cultural records of the region
- Collaborate with IU and Purdue in efforts to build data repositories
- Transition workflows from managing traditional content and develop capabilities for dealing with digital materials of all types, especially new forms of scholarship, teaching and learning resources, special collections and research data
- Support open access publishing

**Helmke Library Public Services**

**Library Service Desk and Document Delivery Services**

In addition to the recommendations made by the Re-engineering Staff Team for all library staff (see section on Library Personnel), team recognizes the need to rethink current duties and approaches to public services in order to:

- Respond quickly and effectively to more information needs and requests coming from social media and other virtual channels
- Move from out from behind service desks to meet with and help students where they are
- Re-capture space for use by students and faculty for collaboration, problem solving and idea generation
- Assist in new priorities such as digitization and building IPFW’s open access scholarly repository

**Library Information Technology Services**

The Information Technology Team recommends that:

- Library continue to budget and seek funding for ongoing equipment maintenance, cloud support, and emerging technology implementation
- Continue to work with University/ITS and the VCAA to provide faculty and students with a seamless, reliable network in the library and a campus ITS that is more responsive to academic needs
- Develop a Higher Level Service Agreement with ITS that includes:
  - Additional services/support
  - Feature development
  - Mobile development
• Specialized programming
• Continue to improve user experience through integration of services; reevaluate Web Discovery Services
• Work with IPFW Web site designers to develop mobile interfaces
• Create Learning Commons Maker Space
  • Media lab
  • Electronic classroom
  • Interactive equipment
• Continue in-house LITS support with increased integration into ITS, cooperative partnerships
• Explore adding equipment vending machines, charging stations, and other technologies that will impact student academic success
• Continue to build culture of innovation, experimentation, and implementation

Library Programs

Library Information and Research Services and Library Curriculum, Teaching and Learning

The Library Programs and Services Team recognize several priorities for evaluation, change and development in the library’s services and programs.

• Development of an assessment plan that measures the library’s impact on the university’s mission, goals and objectives and more specifically the impact of library services and programs on student learning and academic success is critical
• A review of the library’s current information literacy model, including the train-the trainer program, especially in light of the new IPFW General Education initiative and the library’s VCAP grant opportunity to develop an integrated assessment tool for information literacy in designated general education courses
• Library data (LibCal, RefStats, etc.) should be used to review hours of service, staffing levels, and effectiveness of the collaboration between the Service Desk IAs offering tier-one information services and librarians providing tier-two information services
• A more thorough integration of library resources and expertise into virtual environments where students and faculty work and play. Better use of the campus course management system (Blackboard Learn) to highlight and distribute resources, tutorials, research assistance, etc. and to partner with faculty to tie library resources and services more closely to student assignments and course learning outcomes
• While the library has begun to use social media – Facebook, chat, IM – to reach students, current and evolving media needs to be continually explored, tested and implemented. Development of content for mobile uses and devices is especially critical. Better IT support is needed in addition to more funding for professional development and continuing education opportunities in the use of emerging technologies for assessment, curriculum development and development of appealing virtual domains.

Scholarly Communication

The Scholarly Communication Team recommends that:

• The library create Scholarly Communication and Digital Collections Management Unit to actively
  • Investigate interoperability between systems and processes (Opus, mDON, other)
  • Assist faculty in author rights management, OA publishing, data curation
• Actively pursue addition of full-text scholarship in Opus working with faculty and publishers to obtain permissions
• Expand Opus functionality for improved access and reporting
• Develop partnerships for campus wide scholarly publishing and data curation initiatives
• Support scholarly publishing education for faculty, undergraduate and graduate students
• Librarians take more active role in education and advocacy surrounding scholarly communication
• Faculty Senate endorse IPFW Open Access Initiative by passing resolution during 2013-2014 academic year
• Develop expertise in use of Google Analytics and other tools to develop altmetrics that demonstrate impact of faculty scholarship and creative endeavors
• The library provides citation and document management tools that are easy to use and sustainable.

**IPFW Students and the Learning Commons**

The Library Student Survey provided excellent feedback from students on what would make IPFW Helmke Library more useful to them. 307 surveys both print and online were completed. In order of highest to lowest responses students selected:

1. More online materials such as databases, articles, image, sound, and data files 39%
2. More technology available in the library (e.g. laptops, iPads for checkout, fixed Workstations, charging stations, printers, etc.) 39%
3. Increase the number of hours the library is open 35%
4. More quiet study space 33%
5. More group study rooms 32%
6. More comfortable furniture 23%
7. Easier access to library resources and services from Blackboard 23%
8. Using instant messaging to chat with a librarian about research for an assignment 22%
9. Easier access to library resources and services from myIPFW 21%
10. More online self-help or how-to materials on Library website (videos, Tutorials, guides, etc.) 18%
11. Finding a librarian who is particularly knowledgeable in your subject area 17%
12. Meeting with a librarian for individual help with finding information for Your assignment 17%
13. More ebooks 17%
14. Learning about successful techniques for finding information from a Librarian who comes to your class 14%
15. More appointment times to meet with librarians 11%
16. More assistance with multi-media and technology 10%

Thirty-five comments reflected the same emphasis on need for more resources, more and better technology, more library hours, preferably 24/7 and improvements in the space for comfort and study. While the library offers many resources, services and programs for students, more can and should be done. The implementation of the library renovations is an excellent opportunity to put in place student needs as expressed in the survey. This program review is an opportunity to re-engineer library staff and seek targeted funding for other needs expressed by students, such as online course materials and guides integrated into Blackboard Learn and myIPFW, online databases, ebooks, ejournals, and other resources tied closely to their curricular needs, and increased opportunities to interact and work with librarians with expertise in the subject disciplines.
IPFW University Archives

University Archives Team recommends:

- The establishment of a Chancellor’s University Archives Committee to oversee IPFW University Archives and an ongoing, systematic intake collection plan. Preparation for fund-raising as part of campus campaign for an endowed archivist, adequate space, etc.
- A study of the feasibility of using current library digitization platforms (mDON, Opus) for online accessioning and display of IPFW University Archives
- Continued collaboration with IPFW 50th Anniversary Celebration Committee to raise awareness of IPFW University Archives and its importance to the history of the campus
- Working with library schools and the IPFW History Department to provide internships in archive management
- Building a new Archive space and hire an Archivist and adequate staff
References


Library Self-Study

Faculty Survey Results
Introduction

The Office of Assessment conducted a short survey on behalf of the Library Faculty Subcommittee to collect information from the faculty on their current and future academic library resources, services, and program needs. The survey consisted of four questions and ran in March 2013. The following is the summary of the results of the survey.

1. Faculty Research Needs

IPFW faculty and instructors were asked to select the top five (5) library services, resources, and programs that have been identified as the most critical for research faculty today. There were 120 responses to these questions. The summary of the results are summarized in the table below.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Resources</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Electronic and physical delivery of items discovered and needed for research in my field.</td>
<td>117</td>
<td>98%</td>
</tr>
<tr>
<td>2</td>
<td>Online access 24/7 to discovery portals for relevant scholarship in my field, such as online catalogs, databases, and document, data, image and sound files, etc.</td>
<td>116</td>
<td>97%</td>
</tr>
<tr>
<td>3</td>
<td>A user-friendly Library website as a guide and portal to library resources and services.</td>
<td>108</td>
<td>90%</td>
</tr>
<tr>
<td>4</td>
<td>Librarian research consulting services, such as search and discovery assistance, citation and document management, copyright and academic publishing assistance, etc.</td>
<td>91</td>
<td>76%</td>
</tr>
<tr>
<td>5</td>
<td>Physical collections for browsing.</td>
<td>64</td>
<td>53%</td>
</tr>
<tr>
<td>6</td>
<td>Library facility for individual study, presentation of academic lectures, symposia, and other academic programming, etc.</td>
<td>53</td>
<td>44%</td>
</tr>
<tr>
<td>7</td>
<td>Preservation and curation of my research, scholarship and data.</td>
<td>30</td>
<td>25%</td>
</tr>
<tr>
<td>8</td>
<td>Other*</td>
<td>21</td>
<td>18%</td>
</tr>
</tbody>
</table>

*: Faculty listed the following resources under this criterion:

1. Access to a large number of journals, or rapid dvds.
2. Reference works including ICPSR
3. DDS
4. Access to IU system resources and DDS
5. Resources such as Endnote
6. Online resources
7. Document Delivery Service
2. Faculty Teaching Needs

IPFW faculty and instructors were asked to select the top five (5) library services, resources, and programs that have been identified as the most critical for teaching faculty today. There were 120 responses to these questions. The summary of the results are summarized in the table below.

<table>
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<tr>
<th>Rank</th>
<th>Resources</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Online access 24/7 to discovery portals for relevant scholarship in my field such as online catalogs, databases, document, data, image and sound files, etc.</td>
<td>108</td>
<td>90%</td>
</tr>
<tr>
<td>2</td>
<td>A user-friendly Library website as a guide and portal to online library resources and services.</td>
<td>97</td>
<td>81%</td>
</tr>
<tr>
<td>3</td>
<td>Electronic and physical delivery of items discovered and needed for research in my field.</td>
<td>96</td>
<td>80%</td>
</tr>
<tr>
<td>4</td>
<td>Librarian research consulting services, such as librarians as co-instructors and assessment partners in the information literacy component of the core curriculum and baccalaureate framework, accreditation, new program and program review resources assessment, train-the-trainer, online tutorials, course guides, etc.</td>
<td>87</td>
<td>73%</td>
</tr>
<tr>
<td>5</td>
<td>Electronic reserves.</td>
<td>67</td>
<td>56%</td>
</tr>
<tr>
<td>6</td>
<td>Library facility for individual study, group study, computing, academic programs 8.</td>
<td>55</td>
<td>46%</td>
</tr>
<tr>
<td>7</td>
<td>Physical collections for browsing.</td>
<td>51</td>
<td>43%</td>
</tr>
<tr>
<td>8</td>
<td>Laptop, iPad and other equipment loans.</td>
<td>22</td>
<td>18%</td>
</tr>
<tr>
<td>9</td>
<td>Other*</td>
<td>10</td>
<td>0.08</td>
</tr>
<tr>
<td>10</td>
<td>Preservation and curation of my student research, scholarship, creative achievements and data.</td>
<td>7</td>
<td>6%</td>
</tr>
</tbody>
</table>

*: Faculty listed the following resources under this criterion:
1. Interlibrary loan of books and video
2. DDS
3. Access to IU system/DDS
4. Online resources
5. I need access to something like the Classical Music Archive. In addition, I need to have video recordings of the kinds of classical and world music performances that we don't access to (all the time) in Fort Wayne: opera; concerts (past and current); world music instructional and concert performances.
3. Library Value for Teaching and Research

The following is the list of value items identified by faculty and instructors as the greatest value the academic library brings to them as a researcher and instructor:

1. Databases and journal subscriptions.
2. Librarian as resource and access to electronic resources.
3. Online access to scholarship.
5. Good database, such as Medline (OVID).
6. Two things are equally important: the databases and the expertise of your librarians in helping faculty and students alike.
7. Access to resources.
8. The access to the online databases such as IEEE, ACM, etc.
9. Access to research articles - I use psychinfo extensively and appreciate the quick DDS response when an article is not available full text online.
10. Access to books and journal.
11. Access to online databases/journals, etc.
12. Access to the scholarly resources students need to be introduced to the field of study. Expert librarians to help me and my students find the materials we need.
13. The vast amount of materials available, both electronically and in hard-copy form, to utilize for my research efforts and those of my students.
14. Right now, it is access to materials from outside the university.
15. The on-line journals.
16. Access to databases that provide full-text sources for use in writing research papers.
17. 1. The librarians! I appreciate that I can refer a student to the librarian for research assistance and know the student will get high quality assistance. The different ways that faculty and students can connect and correspond with the librarians is great too.
   2. Access. The quality and volume of the literature I have access to is critical to my teaching. Document delivery is also a great feature. I use this service frequently.
   3. I know my students use the library facility frequently. It provides a great space for individual and group work.
18. Easy access to the research of others.
19. Interlibrary Loan and Electronic Subscriptions.
20. Access to databases and the resulting PDF files of pubs.
21. The ability to obtain both the latest research in my field and the ability to access archived materials, especially of primary sources. Students need access to electronic resources, but also need access to guidance from research librarians.
22. Ability to get access to scholarly publications of whatever formats.
23. Resources.
24. To provide the support and means for my research efforts as a scholar and to meet the needs and provide materials for my teaching efforts as an instructor.
25. Access to the necessary materials to conduct my research—both data and other writings.
26. Electronic journal access 24/7, quick response by DDS to requests (including video interlibrary loan). Your survey invites response error. Why? You require the selection of 5 instead of up to 5. Thus, the respondent who has less than 5 will be required to enter incorrect data. Physical collections for browsing is NOT critical, I had to put that in to get the survey to work. Thus your results, at least with me, are already in error.

27. Being close to my office for your valuable services

28. Access to the scholarly databases and provision of PDF copies of all articles, including via DDS if necessary. It is indispensable to me to be able to have access to this academic literature without having to visit the library in person.

29. Access to articles and books.

30. Access to research databases and IUC at Helmke has very few books in my field, so access to other libraries is critically important.

31. Electronic access to research materials, and inter-library loans

32. Easy access to databases.

33. Literature search with efficient document delivery of discovered materials.

34. Course guides and consulting services to my students

35. Access to electronic resources

36. Even now, at the time of the Internet, books remain the staple of true research. I hope nothing will replace them.

37. Document delivery services are absolutely essential. There are many journals which are unavailable through IPFW (although other libraries in the IU system have subscriptions to them, and it would be nice if we did too) and DDS is a lifesaver. Also, of course, the ability to request books and other physical items through DDS is essential.

38. Help from librarians for finding resources

39. Excellent document delivery service!

40. The personal help I receive from our appointed librarian

41. The library is a terrific resource, and one of the best things about working at IPFW. The greatest value to me personally comes through Document Delivery, which has helped me tremendously in advancing my research and more generally my career. I also very much appreciate the connectivity to IU system resources.

42. Access to journal articles and government reports. Instruction and support for literature searches for students. Physical space for faculty and students to meet and study

43. Quick and easy access to current articles in the field. Subscription to Elsevier database has been a huge benefit! Thank you. Anything that you can do to increase access to current information is helpful, i.e. I need access to OpticsInfoBase and other journals.

44. One-on-one assistance.

45. Electronic connection to a much greater world of resources

46. Access, especially online and DDS

47. Materials

48. Wealth of information--help for my classes; help for my research--guidance in terms of journals and impact factors as well as journal citation information; how to select a journal; how to stay abreast in my field--Shannon Johnson is always available to come and speak to classes and guide students with research papers
49. Access to information
50. Access to journal articles especially and also books related to my research.
51. Access to knowledge. This is critical for me, and my students. The academic library ferrets out much of the "noise" and problematic information dissemination that characterized the internet.
52. Access to print and electronic resources both via digital services and via the physical collection.
53. Librarians to teach students how to find relevant and reliable sources on topics related to academic work.
54. The breadth and diversity of collection and access to as various resources as possible.
55. Not much besides the access to on-line journals. I have not been allowed to request the material I need by either my department rep or be the librarian who has repeatedly ordered hard copies instead of electronic copies of documents. These standard documents are hard to handle without an automatic search feature.
56. The extensive amount of material available.
57. Document Delivery Services
58. Access to research resources.
59. Reference librarians who regular assist students. Online resources & DDS
60. not sure
61. accessibility to information
62. Access to databases and the e-journal finder (research), electronic reserves as an instructor
63. ready access to academic journal articles (whether physical or via DDS)
64. Databases allow me to conduct relevant literature re.
65. Access to books from all IU libraries.
66. Online access 24/7
67. Resources that support research and practice
68. Access to scholarship in my discipline and the expertise of the librarians in searching for this work
69. I do very little research, other than getting information to use in my classes (especially Statistics). I appreciate being able to put things on reserve (REX or BlackBoard) for my classes.
70. We are blessed with wonderful librarians!
71. Access to online journals and publications
72. Database access from anywhere and interlibrary loan services for articles and books.
74. Full text access to scholarly papers and books
75. Online access 24/7 for the materials I need
   - Its online access to various resources. - The liaison who helps me and my students in research endeavors. -The document delivery
76. It’s research portals are broad and helpful, and the library employees are extremely helpful. Thank you.
77. Access to the literature and books in our field.
78. The librarian
79. On line access to documents, quick delivery of articles/books/ etc through document delivery
80. books
81. To me the greatest value is to be able to find resources (articles, books) online. I use the
tutorials for students; I have them accessible on Blackboard. They have gotten ever better over
the years! Keep up the good work there! The site for a course I teach is in need of updating, but
I think a lot of the things I used there are now available more generally with the tutorials open
to all.
82. The library is an incredibly valuable resource to provide access to scholarly journal articles
(electronic and delivery) for both the researcher/instructor and students.
83. Online resources, document delivery services. IU books, worldcat
84. Access to published articles.
85. Document delivery service.
86. Personal service provided by and interaction with librarians.
87. Availability of worldwide published article and librarian support
88. access to electronic and physical collections AND databases with citations to search and retrieved
publications
89. Remarkably easy access to scholarship. Interlibrary loan does a great job.
90. Helmke library has never failed me in finding and sending me the items I have requested. I
know, when I begin a project, I will not have to worry about finding scholarship.
91. The ability to access articles and books from anywhere in the world.
92. I need to be able to borrow music scores, monographs, and journal articles not on JStor from
major academic libraries. I need access to Music Index (or RILM and RISM). Students need to be
able to browse through current issues of a few basic music academic journals.
4. Current and Future Most Important Library Services, Resources, or Programs

The following is the list of value items identified by faculty and instructors as the most important services, resources, or programs (existing or new) will be the most important to them in the next 5 years.

1. Expanding journal subscriptions.
2. Librarian as a resource and access to electronic resources.
   - online access - new books
3. journal and book accessibility
4. Document Delivery services
5. More full text capabilities from Medline
6. Expand the access to databases that have most up-to-date material. I am fully aware that this is very costly so I am not sure how realistic this wish is. However if they fire a few of the useless and incompetent administrators in Kettler it might be possible. They have done nothing but a hindrance to my research and teaching.
7. I wish our library were a more inviting space for doing research. As it now, I try to get in and get out as quickly as possible.
8. Expanded library holdings.
9. Improve online chat function with librarians: I frequently attempt to use this, and when someone answers, it's really effective for getting quick reference/research answers. I'd like to see it always work. Maintain electronic course reserve system. It is vital to my teaching. One possibility would be, if we're going to continue with Blackboard, getting a way to integrate the two systems seamlessly. Make Studio M a part of the library. Many of the projects I ask students to complete are multimedia. If they had access, for example, to films, books and journals from the library collection, assistance from reference librarians, space for audio recording/video editing along with Studio M assistance, and consultations with the writing center all in one place, it would make it easier for them and for me. "Helmke is your one stop for homework resources".
10. Programs to teach students what is available and how to access it, in order to develop our future researchers.
11. Being able to procure research through online and outside library resources.
12. The online journals and a reference librarian dedicated to my college for assistance.
13. Same answer as for Question 3.
14. Library tutorials. DDS. Librarians!
15. Easy access to the research of others.
16. Expanded electronic subscriptions More medieval databases (IMB and others from Brepols) continuation of ARTstor)
17. Access to online journals and archives, and continuing to build a collection of books accessible to my students.
18. Probably same as now
19. Online journals and magazines
20. Not sure exactly yet.
21. Same as above with probably greater reliance on electronic data
22. Existing: journal access, DDS, and website for student access
23. More data bases in the humanities, e.g., Justor, Muse, Scribn
24. Again, databases. I have also found the library staff to be extremely helpful (e.g., questions about copyrights, assistance from my department's liason).
25. Perhaps access to online books.
26. Electronic databases, document delivery
27. Discipline-specific indexes (e.g., Georef) and document delivery. Everything else is of leesser importance.
28. Course guides and consulting services to my students
29. Making texts (including my own compilations of materials) available to my students
30. Access to journals and books and the help librarians provide will always be important. We like to think we know enough about doing research, but there is a reason for majoring in library science. Nobody can know as much as dedicated librarians.
31. Without a doubt, DDS. I would also suggest trying to get in on some of the consortia deals which IUB has (i.e., subscriptions to more specialized databases, journals, and sources).
32. Receiving financial resources to purchase materials
33. Document delivery.
34. Online subscriptions and personal help for my students and I from the department's librarian
35. In addition to DDS and access to IU library holdings, maintaining access to various scholarly and historical databases is extremely important. In addition, streamlining access to these databases through a system like FINDIT@IPFW is extremely important. I like the functionality of "one-stop shopping" so that the tedium of doing research gives way to doing the actual research.
36. Access to journal articles and government reports. Instruction and support for literature searches for students. physical space for faculty and students to meet and study
37. Quick and easy access to current articles in the field.
38. Probably anything technology-related will be useful to faculty.
39. Electronic access to journals databases, etc.; DDS
40. Librarian support (myself and students), current literature in biology, access to programs such as endnote
41. Wow--digital publishing opportunities--it won't be the Wild West in 5 years but in the meantime!
42. Databases and librarians
43. Access to current published research in my field.
44. Access to digital resources, especially scholarly journals.
45. Access services both digital through electronic resources and physical through the physical collection.
46. I would love to see more integration of on-line services to provide easy of access. Currently, there are too many steps to get to where the researcher and/or students need to get to access data.
47. Electronic standard documents and a better system for generating requests for new material.
48. Increased online capability.
49. Document Delivery and special collections
51. Subscription to research digital libraries
52. online access to journals and databases
53. sustaining a dominant physical presence in a cost-reduction environment
54. Obtaining full-text articles.
55. Greater access to online databases, especially Early American Newspapers
56. Online access 24/7
57. Document delivery, books, DVDs
58. Electronic journals, online searches, document delivery services, librarian consulting
59. Same as already checked above.
60. More access to databases for full text journal articles in my profession.
61. eBooks, and online publications
62. Database access, interlibrary loan service for articles and books, and librarian assistance with faculty and student searches and research.
64. Online access to databases in my research field
65. DDS
66. Same as above Science data base search engines
   - Its online access to various resources. - The liaison who helps me and my students in research endeavors. - The document delivery I would also, like to have access to PU library, particularly, their journals and MS/Ph.D. theses. It seems that PU library is not part of our database here.
67. Digital access to journals in the IU library.
68. The librarian
69. Continuation of exiting services and possible expansion of online resources, document delivery
70. Delivery of papers
71. I think we need access to JSTOR! I find that EdscoHost doesn't have everything I'm looking for. I'm beginning to have more success with Google Scholar. Maybe that's just my poor searching skills! But way finding on the website needs to be ever more, or increasingly, improved. I need online access 24/7 to everything possible! I think as the University downsizes the library will be ever more constant as a source of support.
72. Continuing access to high quality journals (preferably electronic) will be important. In addition, continuation of the library guides will be valuable for students.
73. Online resources, document delivery services, IU books, Worldcat
74. Continued access to journal articles.
75. Document delivery service.
76. Availability of worldwide published article and librarian support
77. Psych info and other databases. I use interlibrary load a lot. I also have occasion to use books from the stacks.
78. For my own research, digital collections of primary sources (e.g., historical newspapers and periodicals) are becoming more and more important.
79. same as above
80. I hope to be able to have access to more online resources (recordings of classical music and scores). We need to keep the great old resources that we have in the monuments of music section (Recent Researches of the Baroque, the complete works editions, the scores), but we need access to music journal articles and listening (online) sources.
81. Librarian research consulting services
Survey Limitation:

1) The survey contained two questions that required the respondent to select a pre-determined number of choices (i.e., five) before continuing with the survey. In these questions, three subjects indicated that their selection should be limited to two or three items. However, they were forced to add some items that may have been irrelevant to them. In the worst case scenario, assuming that this issue added three scores for the same three items, the percentage of error in the results would be ±2.5%. This percentage will not have an impact on changing the top five items selected by subjects because the difference between the 5th and the 6th ranked items is at least 9%. For example, the 5th ranked item had a 53% response rate while the 6th ranked item had a 44% response rate; a difference of 9%. However, it may have, and most unlikely, change the ranking among the top five items.

2) Nine subjects answered question 4 by stating “same as 3.” There was no attempt to identify these answers in the analysis. Therefore, the answers to question 4 are missing nine answers listed in question 3.

3) There was no attempt to categorize the answers in questions 3 and 4. The author of this report listed the responses “As is” without any modifications or changes due to the lack of expertise with appropriate library terminology and the concern for misinterpretations.

Recommendations

It is recommend that the modified survey be conducted again a year from now including all items listed in the question pool. In addition, some questions will be redesigned to allow respondents to select all answers that they believe are important or relevant and not be limited to a required number of choices.
Library Self-Study
Student Survey Results
What would make IPFW Helmke Library more useful to you? (Select up to five)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Finding a librarian who is particularly knowledgeable in your subject area</td>
<td>50</td>
<td>17%</td>
</tr>
<tr>
<td>2</td>
<td>Learning about successful techniques for finding information from a librarian who comes to your class</td>
<td>41</td>
<td>14%</td>
</tr>
<tr>
<td>3</td>
<td>More appointment times to meet with librarians</td>
<td>34</td>
<td>11%</td>
</tr>
<tr>
<td>4</td>
<td>Meeting with a librarian for individual help with finding information for your assignment</td>
<td>52</td>
<td>17%</td>
</tr>
<tr>
<td>5</td>
<td>Using instant messaging to chat with a librarian about research for an assignment</td>
<td>65</td>
<td>22%</td>
</tr>
<tr>
<td>6</td>
<td>More online self-help or how-to materials on Library website (videos, tutorials, guides, etc.)</td>
<td>54</td>
<td>18%</td>
</tr>
<tr>
<td>7</td>
<td>Easier access to library resources and services from Blackboard (eLearning)</td>
<td>70</td>
<td>23%</td>
</tr>
<tr>
<td>8</td>
<td>Easier access to library resources and services from myIPFW</td>
<td>64</td>
<td>21%</td>
</tr>
<tr>
<td>9</td>
<td>More ebooks</td>
<td>52</td>
<td>17%</td>
</tr>
<tr>
<td>10</td>
<td>More online materials such as databases, articles, image, sound and data files</td>
<td>118</td>
<td>39%</td>
</tr>
<tr>
<td>11</td>
<td>More technology available in the library (e.g. laptops, iPads for checkout, fixed workstations, charging stations, printers, etc.)</td>
<td>119</td>
<td>39%</td>
</tr>
<tr>
<td>12</td>
<td>More assistance with multi-media and technology</td>
<td>31</td>
<td>10%</td>
</tr>
<tr>
<td>13</td>
<td>Increase the number of hours the library is open</td>
<td>105</td>
<td>35%</td>
</tr>
<tr>
<td>14</td>
<td>More quiet study areas</td>
<td>101</td>
<td>33%</td>
</tr>
<tr>
<td>15</td>
<td>More group study rooms</td>
<td>96</td>
<td>32%</td>
</tr>
<tr>
<td>16</td>
<td>More comfortable furniture</td>
<td>68</td>
<td>23%</td>
</tr>
<tr>
<td>17</td>
<td>Other</td>
<td>30</td>
<td>10%</td>
</tr>
<tr>
<td>18</td>
<td>Other</td>
<td>5</td>
<td>2%</td>
</tr>
</tbody>
</table>

Note: 307 Completed Surveys

Other
- less books and stuff and more space
- Better WiFi, especially on the second floor
- For added emphasis, I'll mention again the need for more quiet study areas that have access to computers and comfortable furniture.
- I use Ebscohost all the time. It'd be a lot more helpful if more articles were immediately available.
- It is really cold at night time by the windows especially during the final week.
- Document Delivery Services to acquire articles and books not otherwise available.
- More current and popular books and magazines
- Free Food
- More computers, especially during finals week!
- Make the entire first floor 24-hour access throughout the week.
- I can't think of anything. I really like the Helmke Library and find it useful.
- Thanks for coming to our class and explaining CRAAP! That was very helpful in doing research.
- I have not used the library at this campus and would be unfair to complete accurately
- Are there any tutorials?
- Snack machines on the second floor
- More comfortable seating on 3rd floor
- More Novels to read in the Fiction and Nonfiction section
- More tables to sit in on the second floor
- I'm happy with the library for the most part!
- Free food
- Being a transfer student I have experienced other libraries, and I think the Helmke Library is one of the better libraries around. They have been very helpful! The only suggestions I have would be to add a color printer sense the only one is in Kettler, and maybe another scanner on the 2nd floor.
- Rolly Chairs
- More comfortable atmosphere. It feels stuffy.
- Open to 2 a.m.
- I love the 24/7 hour library. You guys should have card keys to access the 24/7.
- Have maybe just one of the floor open 24/7 or until 2 a.m. or just on some nights. Leave sky bridge open later for group studies & may be YoYo active for increase in student life draw more people to campus when class is not in session.
- More outlets.
- Thanks for access to IEEE database
- Ever since the re-model, there are less places to study in private. Everyone has gone to 3rd floor for privacy. Now, it's hard to find privacy there. 1st floor used to have partitions for privacy, but they took those out.
- We need better helpers for Writing Center
- Access to to academic journals available at IU Bloomington but not available to IPFW users.
- More interesting events like the old books on display. That is really fun.
- Keep up the good work!
- More Whiteboards
- Make WiFi better!!!
Internal Program Review
Internal Peer Reviewer Response Sheet for Library Self-Study

Internal Reviewers – IPFW Senate Library Subcommittee, 2012-2014

B. Dupen, Chair, 2012-2013, Assistant Professor, Mechanical Engineering
S. Batagiannis, Associate Professor, Education
T. Bugel, Associate Professor, International Language and Culture Studies
C. Chen, Assistant Professor, Engineering
A. Coffman, Professor, Mathematical Sciences
L. Hite, Professor, Organizational Leadership and Supervision
S. LaVere, Assistant Professor, History
D. Linn, Professor, Chemistry
K. Murphey, Professor, Education
D. Poling, Assistant Professor, Nursing

IPFW Administration
B. Busby, Associate Vice Chancellor for Academic Success Center
G. Rathbun, Center for the Enhancement of Learning and Teaching

1. Has the library adequately addressed strengths and weaknesses relevant to each of their selected topics?

   I think the Self-Study was a model for more than adequately addressing the strengths and weaknesses of their selected topics. The tone was open and honest; all comments were clearly tied to the criteria for each area. The library's story comes across as if it is the Little Engine That Could; it keeps on trying to climb that mountain in spite of the tremendous barriers that the University has put in its way through rejection of planned changes/updates, as it addresses “more important” issues. That Little Engine keeps on chugging along (“I think I can, I think I can, I think I can...”) and reaches new heights in spite of stretched finances. The graphs/charts throughout the Self-Study show in striking contrasts how the Library is least financed compared to all its comparative groups, but doing very well in the services it provides in spite of that. I think I was most impressed with how the Library has adjusted to its (and other academic libraries’) newly emerging role as a provider of electronic materials. It seems like the understaffed staff has been proactive in making this transition. The Learning commons seems like the most visible outcome of this as the Library re-fashions/redesigns its space to accommodate to the needs of the re-fashioned/re-designed, wired users/learners. This Self-Study should be required reading for all faculty! Faculty, students, and staff owe a lot to the Library’s team of librarians and staff for providing them access to rich array of materials and services. (Murphey)

   a. Mission, Vision & Strategic Plan

   The explanation shows knowledge of and compliance with mission, vision, and strategic planning. It is noted that there is little evidence that the library polls faculty for insight. However, I believe the strong linkage between major academic divisions exist through the library faculty as liaisons. This is not visible in the report. (Busby)
I thought this section looked very good. (S. LaVere)

The library’s mission is congruent with IPFW. The library is a recognized leader on campus as an entity that incorporates the mission and values of IPFW. There are so many resources available through the Helmke library that support student, faculty and staff development. The ability to access holdings deserves special recognition. (Poling)

The fact that the Library has not been included in SPARC is troubling.

Enrollment is trending downward and a shift in priorities toward accepting better qualifies students, majors, and graduate students is gradually taking place. Are you going to/will you have to revise your plan to support the new IPFW Strategic Plan? Or will yours end just as IPFW begins (this would be optimal). (Rathbun)

b. Institutional Effectiveness

You include a selection from the ACRL Standards without explaining why[19]. The Trends quoted do not include dates [19 and throughout]. When I finished reading the section on Institutional Effectiveness, I could not summarize what the institutional effectiveness was—you might consider adding a statement at the opening explain how IE for the library is measured and what the results of the measurement is. (Busby)

S. Lavere:

- Emphasize DDS even more than you do, since that’s a real strength for the library and the library was involved in it so early. Highlight the fact that students and faculty alike rely on this service.
- Same with the Student Research and Creative Endeavor Symposium—really emphasize how effective this was just in the first go-around.
- I’m not sure if this belongs in this section or not, but I really think you should emphasize what you mentioned in the external reviewers meeting about working with admissions to make sure prospective and incoming students know about all the library resources available to them.
- Reviving the marketing committee is a very good idea. From my perspective, the library is so good at so many things, and many people just don’t know it (as revealed in your survey). More marketing would hopefully help to change that.
- Just a clarification—I found that the first sentence of the second paragraph on p. 27 (begins with “IPFW found...”) didn’t really make sense and needed to be rewritten.

The library contributes to student retention through help sessions, individual instructions and tutorials to guide students through the acquisition of knowledge. Communication to the IPFW community is ongoing. This is helpful for students, faculty and staff. Information that is shared includes recent updates, assessment results and other valuable information that supports dissemination of knowledge. The vehicles that I am most familiar with include emails, Facebook and Inside IPFW. All of the library staff consistently serve as ambassadors for the library, as well as for the IPFW community. (Poling)
c. Library Resources and Facilities

Generally, IPFW looks like it has made a strong commitment to digital resources. (Busby)

S. LaVere:

- Another clarification—p. 32, in the first full paragraph, it should read “few monetary assets” rather than “little monetary assets.”
- You might want to add a statistic (if available) indicating the percentage of both students and faculty who wanted some 24/7 access to collections and services.

If the holdings that students and faculty seek are not readily available, the staff are always there to provide support and obtain documents for us, in a timely manner. I am working with colleagues from another university who could not find articles that I told them to research. I readily found them at IPFW. Faculty writing circle holds weekly meetings. The library loans laptops to members to support this scholarly activity. (Poling)

a. Library Services

Your ability to maintain and improve services with flat budgets comes across very clearly. I am left wondering what specifically the needs are and what the priorities among these needs are. (Busby)

On p. 70 what is meant by “Re-capture space for use by students and faculty for collaboration?” (S. LaVere)

Aligns with Goal #1-Fosters learning and creates knowledge. The staff are always there to guide faculty and students to use resources appropriately. There is no excuse for students, faculty and staff to have difficulty with accessing materials, as the library personnel are so helpful. (Poling)

b. Library Programs

Impressive leadership in the transition to digital resources and in the collaborative partnerships with IU and PU and the state! Very effective. (Busby)

For the library website, are you finding that students are asking for things that really aren’t there and would be useful, or are they just finding the navigation unclear/not really looking carefully for the available resources? (S. LaVere)

c. IPFW Students and the Learning Commons

Here this comes too close to home for me. You present the LC as a subset of the library. 😊 (Busby)

Looks good, and it looks like you got helpful feedback from the student survey, indicating that they really care about this aspect of the library. (S. LaVere)
IPFW Students and the Learning Commons

There is adequate physical space for students to collaborate and study. There is a conference room that is comfortable and allows meetings and lectures to take place without interruptions. There is adequate IT infrastructure to provide for writing and research. The campus writing circle is able to access laptops for loan and rooms to meet every week to support their development of scholarship. (Poling)

The NSSE evidence you present requires a “leap” that requires more explanation. See embedded note on page 102. (Rathbun)

d. University Archives

It is reassuring that, with the approach of 2015, there is a plan in place to develop archives. (Busby)

S. LaVere):

- I think the history department should play a greater role in the preservation of the archives and emphasizing their importance. I can bring this up at our next department meeting. Having a student internship for the archives sounds like a good idea.
- Are prominent alumni aware of the woeful state of the archives? Are there any potential donors that could be contacted (if not by the library, then by whoever is appropriate) to perhaps fund a better space for the archives?

No evidence or documentation provided. I do use the Admin archives quite a bit. Lots of people don’t know about them. (Rathbun)

e. Analysis and Recommendations

The analysis is hampered because the Library is suffering from such a long period of neglect. The reader would get a better sense of how to support you if there were a specific action plan of priorities and costs. (Busby)

It might be good to have a summation paragraph at the end of this section, if only to end the self-study on a strong note that give you the opportunity to emphasize how much good the library does and how more funding is needed to keep current services in place. This would be preferable, I think, to ending on a list. (S. LaVere)

Student success on completing scholarly projects is one way to measure strengths. Retention of students is viewed as a strength. How this is supported: Graduate students are guided by the library staff to successfully complete their projects to meet program outcomes, literacy modules have been developed and continually updated by library staff (librarian) and graduate faculty. The tutorials include a pre and posttest to help students enhance their writing skills. These tutorials are now required as part of one the graduate program admissions. (Poling)

2. What is the library doing well? What evidence is there for strength in particular areas?

The biggest strength is that the Library is playing an effective leadership role in the transitioning of the role of libraries. Collectively, what you have accomplished on a shoestring is most
impressive. (Busby)

Tracking data. Adapting to new ways of connecting students to the library and its resources. (Linda Hite)

Honestly, I think the library does just about everything well with very few resources, as you rightly indicate throughout the report. There are numerous pieces of evidence for strength, including the charts and the example of effectiveness provided in the narrative (DDS, acquisition, digital collections, etc.) (S. LaVere)

1) I think one of the most outstanding accomplishments is the Learning Commons. Not only has it become a show piece for the University, it facilitates the needs of students, as well as campus academic events. It seems particularly well constructed because it was based on feedback from students and others as to how it should be built. In general, the Library seems very adept at getting input from its users for what their needs are. 2) I also think that the mDON service is fantastic, especially in putting local documents up in its digital archive. This is a great service to the community. (Murphey)

I would say that it is important to continue to market the strength of the library’s services. Certainly the newsletters that communicate what is going on is helpful. All departments should be involved in marketing the value of the fine library services that we have at IPFW. Encourage DCS, all colleges, student organizations to make sure that the library is marketed at the level that it deserves. (Poling)

I did not know that the library was open to the public and that all IN residents are eligible for library cards. Can I find you with Overdrive? (Rathbun)

In Library Services, IPFW stacks up favorable against peer and Indiana public institutions, appearing near the middle and at the left on the bar graphs. IPFW is re-allocating resources effectively and provides great DDS. (Rathbun)

3. What, if anything, is the library doing less well? How do you know?

The thing that would make the most difference would be a list of actions in priority order with associated costs. (Busby)

I believe they are doing very well with the financial limitations they face. (Hite)

Increased marketing of available resources to students and faculty (and maybe increased evangelization from departments as well to their students and colleagues) is the main thing I think the library needs to do. (S. LaVere)

1) I think the Library is doing less well in marketing itself! It needs, as is articulated in the Self-Study, to have considerable resources into getting its message out to its users and future users. We know this is the case because the surveys of current students and faculty show that both are unaware of what services they already have. 2) The sad story of the campus archives is deplorable. Attention to this problem needs to be raised to the whole University. At the very least, the Library needs an archivist. (Murphey)
Lending is down, visits are up. This bodes well for the vision of the “new library” as service provider and place to meet up, study, do work. (Rathbun)

People are not aware of what can be obtained through the library. This is sheer laziness on the part of many users. Google is also stiff competition and caters to lazy searchers. Some still remember the old difficulties with IU signon. Marketing is definitely in order. I have also seen that students will answer that “no research was required for a course” when indeed, finding evidence to support business ideas, for example, was integral to the course. In the students’ minds this is not research. Sometimes faculty concepts of services the library might provide are equally narrow. (Rathbun)

One thing you are doing well is managing to provide excellent services with the same or fewer number of staff. As enrollments decline, and if your budget is flat, spending per student will rise and IPFW will ascend when compared to peer/IN public institutions. ☺(Rathbun)

4. Evaluate the library’s “Analysis and Recommendations” sections. Is there sufficient and convincing documentation on which to base recommendations? Are the recommendations clear and supported? Justifiable?

The answers to these questions are yes—allowing for the “back-log” of non-funded initiatives. (Busby)

Yes. I find sufficient documentation. Recommendations are clear, supported, justifiable (Hite)

I thought these sections were excellent—very clear, and the recommendations were justifiable. (S. LaVere)

I think the recommendations are convincing, clear, supported, and justifiable. They should be acted upon! (Murphey)

Your recommendations with regard to collections are vital and should receive the top priority. You have abundant evidence regarding this point. Addressing the concerns of your patrons will mean having more e-books and digital resources at their disposal. We really should be ashamed of the piddling amount we spend on materials for our students and faculty. On the other hand, students and to some extent, faculty, need to be using these with greater frequency. (Back to marketing.) (Rathbun)

It is difficult to be convinced that you need more personnel. You appear to be providing excellent services with the number of people you have. I come away thinking that your only documentation to support hiring more staff is comparison with other libraries. I need to see some numbers that indicate the negative impact of lack of staff on your ability to deliver services, such as turning people away, abandoning a needed service, missed opportunities, inability to respond to a significant number of inquiries within a benchmarked time frame. Also, enrollments are flat and will probably decline. The number of faculty will continue to shrink. (Rathbun)
5. What questions, if any, do you have for the library?

What questions, if any, do you have for the library? None. How does/will this self-study guide your budget process? N/A (Busby)

Should CASA, CELT, and the Library work more closely together? We support teaching and learning and face very similar assessment challenges. Should we meet periodically?

(Rathbun)

6. Recommendations and other comments:

The library is providing strong services to students and to faculty currently. The faculty and staff should be commended for seeking ways to improve the library services. A strength that is perhaps not sufficiently identified in the report is the responsiveness of the Dean and the faculty/staff. That responsiveness is an asset to IPFW and very much appreciated. (Batagiannis)

a. You have accomplished amazing feats with few resources. Celebrate! (Busby)

b. As you face the future, consider that there are too many unfunded ideas from the past that are holding you back. Let them go. Don’t use your present or future resources to back fill old, unfunded initiatives: what was a great idea then, may no longer serve us well. (Busby)

I feel I am too new still to this subcommittee to be able to comment intelligently. I have been drawn to this committee by my deep admiration of the services the library provides to us but I know so little of the insides. I trust that through my years of service, I will be able to learn more and support the library and everyone's work. For the time being, I can only say that I was very impressed by the depth, the clarity and the thoroughness of the self-study, as reflected in the document you sent to us. (Bugel)

The Helmke Library staff have prepared a thorough self-study document. The biggest concern appears to be insufficient funding, a situation that, unfortunately, is likely to continue. (Hite)

S. LaVere:

- I think someone had mentioned this, but it would be helpful to highlight IPFW on the various bar charts by making that bar red, or some other color that would stand out from the rest and emphasize how often we come out on the bottom of the funding scale/the top of the student and faculty population scale.
- I wonder if the library could do a kind of faculty and student outreach program of sorts—identifying students and faculty who can articulate how they use the library’s resources and speak about the wide array of resources available to other faculty and students. This might be something that the revived marketing committee can consider in really making it clear that the library can do so many things to help with research, etc. and that the library and its resources are an indispensable part of the university.
The team of librarians and staff who formed committees and prepared the Self-Study should be warmly thanked for all of their hard work. I hope that their hard work for the Self-Study and for doing what they do for the Library will be amply rewarded by having their many recommendations acted upon! (Murphey)

I think that the library is outstanding. It is important to continue to complete formative and summative evaluations to measure outcomes to keep it the exemplary library that IPFW needs to move forward. (Poling)

What if the word “library” were removed from circulation? (Ha, ha) Helmke Information Commons, Helmke Knowledge Commons, Helmke Source Exchange or something even more forward looking, to more accurately name what the place is now about and will be about. (Rathbun)

Just a presentation note: The list of ACRL objectives is very daunting at the beginning of every section, especially when paired with the transformation notes, which are very good. Might you put only the “uber” objectives at the beginning of the section and then list all ACRL objectives in an appendix? This comment connects back to marketing and mission. (Rathbun)

Other Internal Review Team suggestions

Coffman, Adam – Suggested changes in labeling the charts to make them more descriptive (done)

Dupen, Barry – Suggested changing IPFW to a color in the bar charts to make it stand out (done)
External Program Review
External Peer Review

Indiana-Purdue University at Fort Wayne's (IPFW) Walter E. Helmke Library

Fort Wayne, Indiana

October 22, 2013

INTRODUCTION

Analysis of Helmke Library's Self-Study and Program Review

Indiana-Purdue University at Fort Wayne's (IPFW) Walter E. Helmke Library's Self-Study and Program Review documentation was shared with two outside reviewers, Alberta Comer, Dean of Marriott Library and University Librarian at the University of Utah, and Tracy Bicknell-Holmes, Dean of Albertsons Library at Boise State University. This report summarizes their findings after an on-campus visit on October 22, 2013 that included a tour of the Helmke Library and meetings with:

- the Dean of Helmke Library
- the Library Management Team
- Library faculty and staff
- the Senate Library Subcommittee
- Vice Chancellor Jeff Anderson.

REVIEWERS' RESPONSE

Documentation addressing strengths and weaknesses; Self Analysis

The documentation was well written succinctly and fully outlining the strengths and weaknesses of Helmke Library and the history needed to understand the Library’s current situation. Using Association of College and Research Library (ACRL) Standards and trends in academic libraries, the documentation discussed each topic in-depth including the Library’s:

- Mission and strategic plan
- Institutional effectiveness
- Resources and facilities services
- Programs
As a part of their review, the Library worked with the Office of Assessment to survey campus faculty and students to ask library users what services, resources, and programs were most valued to them. In addition, cross-departmental Library teams conducted a thorough review of academic library trends significant to IPFW concluding with recommended action items for each trend area.

**Helmke Library’s recommendations**

There is sufficient and convincing documentation on which Helmke Library has based all of its recommendations and the recommendations are clear, supported and justifiable. A careful reading of the documentation and recommendations illustrates that what Helmke Library is proposing in its recommendations are standard activities where academic libraries should be involved and where many are already excelling as part of their daily routine. Helmke Library’s recommendations are reasonable when taken one by one in each area. However, the overall list is daunting and should be greatly reduced and prioritized. Without additional funding and staffing, the Reviewers urge caution in:

- Increasing library hours
- Increasing 24/7 services
- Staff Development: although critical, Helmke Library may only be able to afford local, free staff development opportunities
- Additional digital projects, streaming video, a maker space
- Building instructional content and services for mobile devices
- Additional activity in the Institutional Repository, OPUS (more to follow later in report)

Each of these activities will incur additional staffing, expertise and expense. This is particularly true of new multimedia and emerging technology projects. The Reviewers applaud the Administration for allocating funding for many of the recommendations for facilities that will be enacted during the building renovations. The Reviewers suggest that the Library focus its efforts on IPFW’s goals to foster learning and to provide a quality experience for students.
**Strengths: What the Helmke Library is doing well**

Based on the documentation, user surveys and review visit, the reviewers concluded that the Library has done an excellent job in the following areas:

- Maximizing use of funding by keeping costs down through annual reviews of resources including cost per use analysis, wise and thrifty allocation of scarce dollars and a shift toward patron driven purchasing. In a detailed study of purchasing, book cost and circulation at an academic library, Tyler et al concluded that books purchased on demand for patrons circulate more than librarian selected books and that fears that patrons would purchase more expensive books were unfounded (Tyler et al, 2013), thus Helmke Library’s patron driven purchasing fits current library best practices.

- Decreasing out of date and little used print collections to make room for student learning spaces which are highly valued and heavily used, as evidenced by the Helmke Library main floor study area, second floor learning commons and increasing door counts (up 33% from 2006-2007 Self Study, p.13). During their visit, the reviewers noted that almost every seat in the library was occupied.

- Capitalizing on larger nearby university library collections to provide timely delivery of books and articles to faculty and students even if Helmke Library did not own the item.

- Providing assistance to faculty and students as evidenced by the increasing numbers in Information and Research Interactions, up 8% since 2006-2007 (Self Study, p.13).

- Developing campus partnerships as evidenced by: 1) the successful collaboration to create the second floor learning commons and study areas in the bridge to the Union; and 2) financial support of student government for purchase of furniture in revised areas of the library.

- Operating on an extremely limited budget as evidenced by the recent addition programs with little to no additional funding such as OPUS institutional repository and offering workshops on Open Access

- Supporting faculty with their research and in the classroom as evidenced by the strong support of campus faculty both in the survey results and among the Senate Faculty Library Committee members.

- Offering a vibrant liaison as evidenced through conversations with teaching faculty.
Weaknesses: What Helmke Library staff could be doing with better funding

It was clearly evident from the documentation provided that Helmke Library is trailing behind its peers with respect to funding and staffing numbers. The reviewers identified key areas where Helmke Library could excel if provided with additional support:

- **Impact on Student Recruitment, Retention and Academic Success:** An article in the June 9, 2006 edition of the *Chronicle of Higher Education* reported on research by Cain and Reynolds titled “The Impact of Facilities on Recruitment and Retention of Students.” The study surveyed nearly 14,000 students in American colleges and concluded that 73.6% of respondents named facilities as “extremely important” or “very important” in their decision to attend a particular college. The library (with 53.6%) was second only to “Facilities within Major” (73.6%) as a key factor in their college decision (June 2006). In addition, several recent studies point to strong correlations between student use of the library/library resources with student success. (See Stone and Ramsden, 2012; Wong and Cmor, 2011; and Wong and Web, 2011). Therefore, with better funding and support, Helmke Library could become a student recruiting show piece for IPFW with a stronger impact on student retention and success. At a time when enrollments are down, Helmke Library is an investment opportunity that could demonstrate good returns in student enrollment and academic success.

- **Archives:** A functioning Archives with a well-kept collection is the jewel in the library at most academic institutions. Typically Archives materials are unique, irreplaceable items collected only by one institution and one of the areas in academic libraries that continue to grow over time. Archives collections are fertile ground for digital collections that lend the library and institution nearly instant visibility. In addition, Archives collections tend to garner supporters and donors for both spaces and projects, one of the only potential revenue streams at many academic libraries. The Reviewers note that Helmke Library has several archival collections that they deem truly unique and that would be of interest to researchers world-wide. However, the Archives collection at Helmke Library is woefully neglected. Due to lack of funding for:
  - A full time Archivist; the collection is largely invisible and therefore under-utilized as materials sit in boxes unprocessed and inaccessible
  - Archive quality space that is temperature and humidity controlled; the collection is ripe for deterioration due to humidity; it is housed in a basement that has high temperatures and occasional sewage flooding
  - Archival quality boxes and supplies; the collection is largely contained in simple
cardboard boxes and manila folders with a high acid content that erodes their contents over time.

In the past several years, Helmke Library has been approached by area groups with key collections interested in partnering with Helmke to preserve and make accessible their materials in the Library Archives. These collections are unique and have the potential to attract diverse students and faculty in key research areas, and to meet the goals of the IPFW mission to “work with the community to develop intellectual, cultural... resources” and vision to be a university “known for its regional impact.” As it is now, these unique collections are at risk and may soon be lost.

- **Institutional Repository / OPUS:** Institutional repositories (IRs) like OPUS hold the potential for increasing the visibility of faculty research and elevating the reputation of the university in return. However, implementation of an IR is not free. In an article published early in 2013, Burns, Lana and Budd discuss the results of a research project that attempted to estimate the costs of implementing and managing an institutional repository (Burns, Lana and Budd, 2013). Although the number of institutions comparable to IPFW was small and the authors note that many libraries were giving estimates as hard numbers were likely not available, the article does give a rough estimate of the costs of establishing and running an IR for similar institutions:

<table>
<thead>
<tr>
<th>Institutional Repository Median Cost Estimate*</th>
<th>Implementation costs</th>
<th>Annual Operating Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size of the Student Body</td>
<td>n: 1, Median: $21,000</td>
<td>n: 1, Median: $31,500</td>
</tr>
<tr>
<td>Size of the Repository</td>
<td>&gt; 5,000 items, 8</td>
<td>&gt; 5,000 items, 10</td>
</tr>
</tbody>
</table>

* Excerpt Table 4: Median Costs by Implementation and Annual Operation Expenditures (Burns, Lana and Budd, 2013)

Helmke Library implemented OPUS with no additional funding or staffing. With additional funding and staffing, and the implementation of altmetrics to track usage, OPUS could be a visible representation of the quality of IPFW and a resources to document the impact of faculty and student work.

**Opportunities for the Helmke Library without additional resources**

At its current funding level the library has a few areas of opportunity in which to engage and/or
reallocate some staff time:

- **Say “No”**: Helmke Library can no longer afford to be “all things to all people.” Although the library has seamlessly absorbed many new activities and quietly absorbed budget cuts, it is stretched so thin that standard library services will begin to erode if the library continues to offer additional services or resources. The library administration needs to 1) work with staff to prioritize and identify activities to discontinue to free up resources and staff time; 2) evaluate potential new projects on a cost benefit basis so that unfunded projects can be analyzed, discouraged or turned down, or taken on in exchange for the discontinuation of another activity; and 3) discontinue the practice of taking on new activities without funding or staff additions.

- **Communicate Impact of Lack of Funding**: Better communicate the impact of budget reductions by 1) regularly assessing user needs and focus funding/staff requests on user centered activities based on documented user requests; 2) shifting the discussion toward what Helmke Library could be doing for students if funding was available; and 3) sharing cost benefit analyses with relevant members of the administration and faculty to better convey the cost of good library services, resources that support student success and faculty research and teaching, and what would need to be discontinued to take on more responsibilities.

- **Marketing**: More effectively use social media and the library web page to inexpensively market its available resources and services; reach out to users, gather user stories to use in documenting the Library’s value, and tell Helmke Library’s story more effectively; ensure that when engaging on campus, library faculty and staff do so visibly, such as wearing badges that identify them as library employees, when attending presentations by speaking up with comments and noting that they are from the library when doing so, etc.

**Questions from the reviewers**

1. Who is responsible for funding resources that support teaching and research campus wide? Should library endowments be required pay for materials? Is this a responsibility of IPFW Administration, campus departments whose programs require the resources? IPFW’s parent institution(s)?

2. Library resources and faculty support distance education instruction. Does a percentage of distance education revenue go to the library each semester in exchange?

3. Library resources and services support research campus wide. Does the library receive a percentage of grant overhead to help cover the cost of the resources needed for research?
REVIEWERS' RECOMMENDATIONS

The reviewers recommend that the Library:

1. **Student Experience:** Focus on the student experience as it has the potential to play a role in increased enrollment, retention and student success, which may ultimately impact funding.

2. **Have an Archives or Not:** If the IPFW campus does not or cannot provide adequate, climate controlled, safe storage space as well as funding to hire a full-time trained Archivist for Helmke Library, donate the Archives collection to either Indiana University or Purdue University.

3. **Additional Library Faculty Position:** Hire a librarian position which will allow the library to provide critical student assistance/teaching, advance instructional materials beyond simple text to include incorporation of videos and images, and allow the library to attend to more of its critical programming needs. This was the number one request of faculty.

4. **Space only for Student Services:** IPFW Administration should prioritize space in the library for services that directly impact student success in all degree areas, such as the writing center, tutoring, career services, etc. Students have little discretionary time and convenience is a strong indicator of whether they will take advantage of the services that can impact their success; Discontinue the practice of placing offices/programs in the library that do not benefit all students and/or do not align directly and significantly with the mission of an academic library.

5. **OPUS:** Carefully evaluate the OPUS initiative if adequate financial support is not forthcoming. Currently, the library dean has been doing much of this work herself. Is this a good use of her time? Should responsibility for entering data into OPUS be shifted to the faculty themselves to free up her time?

6. **Marketing:** Increase marketing efforts to campus, focusing on inexpensive multimedia methods and in-person visibility.

7. **Collections:** Continue to tighten and focus the collection through downsizing print where possible and shifting additional funding to purchase on demand; consider e-preferred whenever possible.

**SUMMARY**

The two external reviewers applauded Helmke Library, its staff, and most especially its Dean for their innovative, forward-looking, and user-centered approach to providing campus with the services and
resources that help their faculty and students be successful. It is particularly impressive that they have done so while enduring budget and staff reductions. Although we are very impressed with their endeavors, we feel strongly that they cannot continue providing more services and better resources under such conditions. Helmke Library needs to look closely at their strengths and expertise, identify where they excel, then capitalize on those strengths while discontinuing services/resources/activities that do not fit within that sphere. If IPFW Administration cannot or will not increase Helmke Library’s funding and staffing, they should not expect or require the Library to take on additional activities without a corresponding decline in its current excellence in services and programs.

REFERENCES:


Action Plan: Strategic Goals and Objectives
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| Complete library renovations that upgrade infrastructure and create a learning-centered library facility while still providing quality library services. | Develop Academic Program Statement for library renovation that emphasizes learning-centered facility | Library and Physical Plant staff | 1. Prepare Academic Program Statement  
2. Present to Physical Plant for review  
3. Revise as needed | Fall 2013 | Library, Physical Plant personnel hours |
| Move technical services staff to fourth floor with minimum disruption of service to make room for Honors Program Center | Physical Plant, library staff, IT services | 1. Determine acceptable space  
2. Develop detailed plans  
3. Complete move | January – February 2014 | Renovation budget, Library Physical Plant, ITS personnel hours |
| Work with Ratio (architectural firm) to finalize plans for library renovation | Ratio, Library staff, student & faculty, representatives, Administration | 1. Select library renovation planning committee  
2. Solicit campus-wide input  
3. Develop viable design plans | Summer 2014-Spring 2015 | Renovation budget, Library personnel hours |
| Develop and implement library plan of operation during renovation based upon construction phases | Ratio, Library staff IT services | 1. Adjust library services to accommodate construction demands | Spring 2015 – December 2016 | Renovation budget, Library personnel hours |
| Develop future-directed, multi-year general fund budget that is based upon review and analysis of academic program needs | Prepare normalized budget request for FY2014-2015 for VCAA, Deans, and University Budget Committee | Library Management Team | 1. Determine actual S & E expenditures over last 5 yrs.  
2. Develop analysis of materials market, expenditures and academic program needs  
3. Determine personnel needs | August 2013-March 2014 | Library personnel hours |
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<td></td>
<td>Prepare recommendation for a proposed per credit hour library fee</td>
<td>Library Dean</td>
<td>1. Research similar universities that charge a library fee</td>
<td>January 2014</td>
<td>Library Dean hours</td>
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<td>Work with VCAA, Deans and university budget committee to develop an annual report that provides relevant information needed to make informed materials budget allocation</td>
<td>Library Management Team</td>
<td>2. Survey IU &amp; Purdue Libraries’ practices</td>
<td>Ongoing beginning 2014</td>
<td>VCAA, Deans, UBC, and library staff hours</td>
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<td>Prioritize and adjust library action plans based on actual budget allocations</td>
<td>Library Operations Council</td>
<td>3. Develop recommendation for IPFW student library fee</td>
<td>Ongoing beginning 2015</td>
<td></td>
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<td>Develop alternate funding strategy to achieve library priorities</td>
<td>Library Operations Council</td>
<td>4. Revise recommendations and cost estimate to establish a viable university archives</td>
<td>Feb-March 2014 and Ongoing based upon campus priority</td>
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<td>Determine campus commitment to a fully-funded, sustainable university archives and plan accordingly</td>
<td>Library Dean and Interim University archivist, VCAA</td>
<td>5. Meet with administration to determine course of action</td>
<td>June-fall 2014</td>
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<td>Library personnel hours TBD</td>
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| Clearly identify information literacy (IL) as the library’s academic program | Implement VCAP grant pilot project, evaluate, and make recommendations for use in relevant Gen Ed courses                                                                                     | ISI librarians, selected writing program faculty | 1. Prepare IL tool-kit for pilot Gen Ed courses  
2. Integrate in pilot Gen Ed courses  
3. Evaluate effectiveness  
4. Make recommendations for use in relevant Gen Ed courses | Spring 2014-June 2015       | Library personnel hours and selected faculty hours                                    |
| Review library’s current information literacy program model, and adjust as needed to support Baccalaureate Framework | ISI librarians and IAs 1. Hire tenure-track librarian and increase part-time librarian hours  
2. Review current practices for effectiveness  
3. Recommend changes and resources needed  
4. Implement and evaluate changes | January 2014-June 2015       | Tenure-track librarian $55,000  
Increase part-time librarian hours (current part-time wage budget) Other TBD |
| Continue to integrate IL into library services, programs and IPFW curriculum, especially in the virtual environments where students and faculty work and play. | ISI librarians, library IT, and campus ITS 1. Participate in myIPFW revisions and highlight library services  
2. Increase presence in Blackboard Lean courses  
3. Review library and LC website and update as needed  
3. Explore uses of social media, especially Facebook to engage students and faculty | January 2014-June 2015       | Tenure-track librarian $55,000 (see above)  
Increase part-time librarian hours (current part-time wage budget) Other TBD |
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<td>Continue to develop expertise in dealing with digital materials of all types, including new forms of scholarship, teaching and learning resources, special collections, and research data</td>
<td>Create library Scholarly communication and Digital Collections Management unit</td>
<td>Librarians and Library staff</td>
<td>1. Identify current staff and librarians to form new unit 2. Develop unit goals and plan of operation 3. Revise job descriptions 4. Hire tenure-track library with part-time responsibilities for Scholarly Communication 5. Determine other staffing needs</td>
<td>Spring 2014-June 2015</td>
<td>Tenure-track librarian $55,000 (see above)</td>
</tr>
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<td>Expand investment in selection and delivery of e-book collections</td>
<td>Collection Development Group</td>
<td>1. Investigate ebook purchase/subscription options 2. Subscribe to pilot ebook collection 3. Evaluate use and adjust subscription as needed</td>
<td>Spring 2014-June 2015</td>
<td>$20,000-30,000 (one-time funds from library endowment)</td>
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<td>Work with Senate Library Subcommittee to promote open access at IPFW</td>
<td>Senate Library Subcommittee, Library Dean</td>
<td>1. Prepare Open Access FAQ and send to all faculty 2. Offer Open Access Faculty Forum 3. After faculty feedback, send Open Access resolution to URPC for action</td>
<td>Spring 2014-June 2015</td>
<td>Library dean hours and faculty hours</td>
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<td>Develop an assessment plan that demonstrates the library’s impact on the university’s primary academic missions, goals and objectives</td>
<td>Create a library task force to develop plan, submit recommendations, and begin implementation</td>
<td>Librarians</td>
<td>1. Create task force 2. Develop plan 3. Submit recommendations 4. Begin implementation 5. Evaluate effectiveness</td>
<td>June 2014-June 2016</td>
<td>Library personnel hours Software (TBD)</td>
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# Helmke Library Program Review and Self-Study

## Plan of Action with Progress Indicators and Financial/Non-financial Requests

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| Expand campus partnerships and projects in assessment activities and reporting to communicate library value and impact | Collaborate with institutional research staff to determine ways to leverage or shape library data.                                        | Librarians, Institutional Research | 1. Explore linking library data such as reference and research consultations, circulation counts, database usage statistics, and the number and types of instruction sessions with other campus data sets  
2. Determine programming and equipment needs  
3. Develop a pilot test and evaluate results | June 2014- June 2016 | TBD                                                                                       |
| Improve library’s communication of its resources, services and programs to the IPFW community and beyond | Revive library marketing group to update or develop a new marketing plan                                                                       | Librarians, library staff | 1. Review current marketing plan and strategies  
2. Recommend changes as needed to communicate our value to targeted groups, e.g. students, faculty, parents, administration, legislature, etc.  
3. Implement changes | Summer 2014-summer 2015 | Marketing Budget $1,200                                                                |
### Helmke Library Program Review and Self-Study

#### Plan of Action with Progress Indicators and Financial/Non-financial Requests

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|        | Develop library campaign that spotlights library services, resources, and programs, especially its virtual resources, during the library renovation | Library and Learning Commons Council | 1. Develop a library information and marketing plan for the 3-year renovation project  
2. Highlight library services and resources, especially virtual, that are available during the renovation  
3. Use print and electronic means to keep IPFW community up-to-date on renovation progress and facilities issues. | Spring 2014-fall 2016 | Marketing budget, $1,200  
Other TBD |