

**Academics Department
Strategic Planning and Budgeting 2012 – 2015**

Department/School: APUS Libraries

Director of Libraries: Ray Uzwyszyn, MLIS, Ph.D.

Part I: Current State of School/Department

Academic Excellence

Current Programmatic Structure

Online Library

- The online library is composed of a robust technological infrastructure consisting of more than 50 licensed information applications, databases and online research services including over 42 licensed full-text databases comprising a robust range of full text article, e-book and information reference sources.

These resources include the licensed resources:

PROQUEST SUITE: Military Collection	Aquabrowser/APUS Catalog (Autographics)
PROQUEST SUITE: PscARTICLES	JSTOR Arts & Sciences II & III Archive Collection
PROQUEST SUITE: PscCRITIQUES	Reference Works
PROQUEST SUITE: PscINFO	LexisNexis Academic
EBSCO SUITE: Academic Search Premiere/GreenFILE	Turnitin/Tutor.com
PROQUEST SUITE: Criminal Justice Periodicals Index	Columbia International Affairs Online Journals
PROQUEST SUITE: ABI/INFORM Global	Praeger Security International
EBSCO SUITE: Education Research Complete	Footnote.com
EBSCO SUITE: Business Source Elite	Taylor & Francis Forensic Netbase
EBSCO SUITE: Regional Business News	Taylor & Francis Strategic, Defense & Security Studies Collection
EBSCO SUITE: CINAHL Plus with Full Text	Jane's Military Magazines
EBSCO SUITE: International Security & Counter Terrorism Reference Center	ScienceDirect Health & Life Sciences College Edition
PROQUEST SUITE: Research Library	SAGE Criminology Full-Text Collection
EBSCO SUITE: SPORTDiscus with Full Text	Security Management Practices Databases
PROQUEST SUITE: Religion	LoisLaw
ABC-Clio World at War	Faulkner's Advisory on Computer & Communications Technologies
American History in Video	Nursing Reference Center
LibAnswers/Ask A Librarian	Sport Business Research Network
Ebrary/Netlibrary/Books 24/7/ACLS History/Lyrasis	POIESIS: Philosophy Online Serials
	Granger's Poetry

- In overview, the Library carries out two major programmatic operations:
 - Research--the traditional focus of an Academic library involves making appropriate resources available. This role will continue to grow as the University develops and will be critical for building doctoral programs.
 - Course Materials--Library has taken national leadership in the movement to integrate its cost-effective resources in the classroom. The Library/Open Web Model has been applied in 250 classes with annual savings already in excess of \$2.5 million. Such savings are projected to increase.

- 14 online geographically dispersed part-time librarians provide research and references services to students and faculty 7 days/week 18 hours/day. Ongoing reference, interlibrary loan and technical assistance are provided along with a host of other secondary resource support services.
- Library Web and Online R&D innovation. Librarians continue to monitor and explore advances in online pedagogy and information storage/retrieval. In addition to collaborating with departments of Electronic Course Materials and the APUS ePress, the libraries actively cooperate with newer IDD and CTL operations in ongoing online classroom development.
- The librarians participate in direct online course support through the creation of subject specific online campus guides <http://apus.campusguides.com/> which provide the foundation for progressive secondary curriculum enhancement both in terms of a range of multimedia sources and significant curriculum savings for the use of these resources for online curricula. Librarians create and update Campus Guides on an ongoing 5 year cycle as both quality assurances agents and as resources for cost-effective classroom building.
- Auditing functions. Working with the department of Electronic Course Materials, librarians audit for copyright and ADA 508 compliance. Efforts launching and coordinating with the Sakai classroom program will be ongoing.
- Online Classroom Training and Outreach/TAs. Librarians provide modules for the Center for Teaching and Learning and also teach their own advanced information literacy course for faculty.
- Copyright and 508 Compliance. There are future plan for classroom copyright and 508 compliance courses, as well as working the new Graduate Dean for librarians to develop program methodology courses congruent with APUS curriculum and library holdings.
- Information Literacy. The Library is an online place of excellence for information literacy. Plans are in the works to develop a wider range of video products and help tutorials to guide students and faculty through an array of library sources and online search methodologies.

Online Tutorial Center

- The Tutorial & Student Studies Center of the Online Library provides tools and resources to support both graduate and undergraduate AMU/APU students. The information provided covers information literacy, style manual reference, citation examples, math and science videos, college research writing, online writing lab, Turnitin plagiarism tool, as well as online tutoring services. Students have access to information to assist with developing research skills through open and deep web searching, master's theses guidelines and standards, great student papers, examples of professor-nominated student work, resources for disabled students, and Alumni career services.
- Tutorial center activities will increasingly focus on retention efforts. A 2012 study will be initiated to gauge the effectiveness of Tutor.com

Interlibrary Loan

Interlibrary loan (ILL) of books and articles is provided to students, faculty and staff to secure books and articles that are not in the University's holdings. Librarians act as an intermediary, identifying owners, receiving the item, making it available to the user, and arranging for its return (when necessary). Journal articles are provided to the student via email. Books are mailed to the student from the Charles Town facility. ILL service is provided to students without cost if the responding library does not charge us. Students are responsible for mailing books back to APUS.

Transition to Course Guides/Libguides/Campus Guides <http://apus.campusguides.com/>

- **Status:** The CampusGuides Project . School guides, one for each school, are complete. The program guides, one for each 4 year undergraduate degree and 2 year graduate degree, are almost complete. The course guides encompassing one for each class, are approximately 30% complete with 432 complete and 972 remaining to complete. It is projected that the librarians will complete more course guides this year 2011, than in any previous year.
- **School guides completed:** 7, School of Arts and Sciences, School of Business, School of Education, School of Management, School of Public Safety and Health, School of Science and Technology, School of Security and Global Studies.
- **Program guides completed:** 52 – all complete
- **Course guides completed:** 432/972 remaining to complete

Insights

Faculty recognize the value of the CampusGuides project, evidenced by positive remarks and requests to create specific course guides. Teaching faculty and librarians have developed good working relationships through the course guide process. Course Materials has recently begun working closer with the librarians on the CampusGuides project

Lib Answers

- LibAnswers is a reference platform with a knowledge base built by APUS librarians and maintaining a 24/7 service level. The librarians identify frequently asked questions and create custom responses, which are stored in a database that faculty, students, and staff, can access from anywhere and anytime using a Help link. APUS librarians save time by not having to answer the same question and the users are given access to common questions and answers in an understandable format. Users can also submit their own questions, so the knowledge base grows as new questions are answered. Since implementing LibAnswers in Mid-March of 2010, APUS librarians have answered 2398 questions and users have viewed those answers 37, 268 times to date.

Future Integration Possibilities

There is room for strong integration between the Sakai LMS and the Libraries Campus Course Guides on multilevel programmatic congruencies. In this regard, the technical best practices Duke model "*Embedding Library Resources into Learning Management Systems: A Way to Reach Duke Undergrads at their Points of need*". ACRL TechConnect. C&RL News, April 2010." could be implemented through a joint library/IT/CTL/IDD effort. This would be a larger integrative project but worth pursuing on a number of wider levels. Currently, the article has been circulated to the CIO/VP IT and various higher university administrative stakeholders.

- **Lessons learned about your programs, quality, etc. during migration**

To generalize there is much room for development of Library resources into the Sakai LMS for the next larger version 2.0 of the Sakai migration. Library Resources may be more closely integrated into the classroom level and there is room for curricular replacement possibilities with the new structure for librarians to be working more closely with faculty and program directors for both higher ROI, more effective use of library resources and new application of open access resources for curricular models

Initiatives/Priorities/Areas of Attention-Focus for 2012

Goals

Library goals for 2012 include a programmatic expansion of library course guides (80 guides/quarter) and a site-wide redesign of the library website for the new version of Site Executive (CMS) taking advantage of both the new social networking and new design features.

Accomplishments

- Accomplishments in the Libraries surround the academic course guides and keeping to the quota for producing resources for undergraduate, graduate and certificate levels. These resources will form the first major stage towards closer curriculum integration/replacement to achieve higher ROI.

Special Projects

The libraries have currently hired an archivist who will be beginning September 2011. Primary duties include the digitization and organization of APUS board member, General Trefry's archives, setting the foundational parameters for a university archives and setting the foundational infrastructure for a university faculty repository of publications, intellectual projects and production.

Specialty Affiliations Pursued/Obtained/Planned

Primary

It would be beneficial for the libraries to join ACRL (Association of Research and College Libraries) and LITA (Library Information Technology Association). As both the Dean and Director are members of ALA (American Library Association), this special association membership should not be difficult to obtain and would be beneficial to hold. Currently, the Director also does hold a standing membership in LITA, the Library Information Technology Association. While private for profit universities/colleges were previously not overly accepted at ACRL or LITA, the situation has sufficiently changed for this membership and the benefits to be reexamined on a wider institutional partnership level.

Secondary

It would be beneficial for APUS libraries to join EDUCAUSE. While APUS is part of Sloan-C, many of the most important library technology webinars and conferences that involve the wider group of higher education, technology and the changing directions of online libraries are facilitated through EDUCAUSE.

Tertiary

It would be beneficial for APUS Libraries to join both the **Joint Conference for Digital Libraries** (Annual conference yearly), the New Media Consortium and HASTAC (Humanities and Science Technology Advanced Collaboratory, Duke). Both of these latter groups focus on higher end learning technology development in instructional technology and digital library possibilities. The Joint Conference for Digital Libraries focuses on leading edge digital library possibilities and is associated with both ACM (American Computing Machines Association) and ASIS&T (American Society for Information Science and Technology Association)

Online Library Reviews

The libraries produce reports quarterly with both a narrative and metrics on both library usage and our various electronic resources (42 databases, 8 tutorial and various other secondary support software). In addition to this, the libraries produce an annual report which summarizes activities, directions .

Assessment – Metrics

- The libraries provide both quarterly and annual reports with a robust series of metrics (available on request)
- Course Guides with standardized rubrics – with the appointment of our new Campus Guides Manager, Marissa Smith
- Summary Insights

Strategic Growth

Strategic Growth Initiatives in Your Department/Area/School

- One of the main initiatives of the libraries for the 2011-2012 is the strategic expansion of the course guides/campus guides to encompass the majority of APUS undergraduate and graduate courses and certificates. This will act as a foundation to tie the classroom with stronger secondary resources and multimedia but also curriculum replacement possibilities through open access curricular materials, subject specific article databases that the library purchases and e-books that the library purchases.

Part II: SWOT Analysis for your School/Department

Strengths

AMU/APU librarians are among the most highly qualified in the business. Most possess double Masters in disciplinary subject specialties and an MLIS in Library and Information science - a third hold Ph.D.'s or accompanying professional degrees (MBA, MSc, RN, MPA, M.EDs) for accompanying APUS subject disciplines or professional areas. The professional librarians offer subject expertise and research skills for the universities students and faculty, e-books, full text article databases and tutorial center. The continuing library course guide project gives the university future foundational options for streamlining curricular investments through open access textbooks, ties to utilizing library resources as curriculum replacement and a spectrum of possibilities for faculty to house future teaching resources.

Weaknesses

In contrast to most academic libraries, the libraries have little IT autonomy, so it is more challenging to innovation or pursue R&D projects because of the lack of individual or even campus computing infrastructure. It would also benefit the libraries to move outside the university firewall for better proxy server integration (single sign on) with outside vendors. The libraries are largely behind university firewalls, unstandard for university libraries, and because of this, causing larger challenges with external vendor database integration and services. Because most of the library staff is online and have full time jobs elsewhere, it is challenging for them to fulfill the same level of commitment as full time employees.

Opportunities

Opportunities for the libraries involve stronger academic utilization of online resources and savings therein for the university through stronger infrastructure integration with Academic Program Directors. By leveraging innovational strength of the libraries electronic materials collections, ties may be secured to achieve strong ROI through curriculum replacement and the utilization of full text article databases and e-books for curriculum replacement. The Course Guides also allow a spectrum of media to be employed in course curricula (i.e. interactive media, digital video, images and datasets) in addition to standard course readings. This has strong potential to leverage innovational possibilities of the wider university course model and possibilities of online learning.

Threats

Threats to the online libraries involve stagnant models and slow adoption of new possibilities,(mobile, cloud computing, open source possibilities for digital learning). The communication pathways and education needed must be manifest so that the organization goes forward with a clear path to new ground while capitalizing on current online advantage and model.

Part III: Vision for APUS Libraries 2012 – 2015

Given the APUS vision, mission and strategy the vision for APUS online libraries continues to be the primary online destination for support for classroom, research and reference services for APUS students and faculty. This vision builds on the success of Dean Fred Stielow's original prospectus "Positioning the APUS Online Library for Academic Excellence" (2005.) As the curriculum materials paradigm continues to shift towards electronic curricular resources, there is possibility to utilize both the APUS online library of e-books and APUS full text article databases in tandem with the libraries evolving online course guides as a direct curriculum replacement model. This would enable both an spectrum of curricular resources (i.e. books, articles, videos, images, interactive media and simulations) and also provide significant cost savings for the university in terms of direct use of library resources for currency of information, online modalities and curricula.

There are many strategic opportunities for the libraries to grow in providing wider curriculum support. As online video increasingly becomes an option, reference services could be easily switched to online interactive reference. As our librarians have strong subject specialty, there is much room for developing online curriculum using a spectrum of media resources available currently online and through the libraries. As open access curricula evolves 2012-2015, there is potential for the libraries to be involved in the transition to open access materials. The course guides provide a robust and innovative foundation to house these resources. The foundational expertise has also been set here through the librarians' applications of these models.

In terms of university archives, there is strong impetus to begin a digital archives program initiating university special collections (Trefry archives), setting foundations for university archives and records management and setting up a university digital repository for our faculty's work to be housed, repurposes for curriculum and showcased for the wider global online community in terms of reputation management.

In terms of the APUS press, there is room for strong integration with the libraries and present curricular models to be developing texts for course materials from our present collection of databases and from existing vendor aggregators for cost savings and leveraging the universities reach into publishing arenas.

In terms of library digital infrastructure, there is room for the libraries to leverage the potential of media, both video and social media in terms of online infrastructure and support services. A reconceptualization of the library website takes advantage of both image and video image architectures and leverages social media possibilities to connect with our users and make better usage of library resources.

Part IV: Strategic Priorities for your School/Department 2012 – 2014

Academic Excellence—concrete priorities and/or metrics

2012

- ***Move Libraries onto Open Web (Proxy Server Integration, Single Sign On)***
- ***Online Course Guide Completion (End of 2012)***
- ***Library Website Redesign (New CMS, Site Executive Possibilities)***
- ***Set Foundational University Archives Program***

2013

- ***Integration of Library Resources (Course Guides) with LMS System (Sakai/Duke Project)***
- ***Transition of Libraries Entirely to Cloud Based Library Services (OCLC etc)***
- ***Reconceptualiation of Library Web Possibilities (Social Media/Video)***

2014

- ***Transition to Meta-Material Aggregator Summons/Primo/First Search (Next Generation Metadatabase/Catalog Aggregator/Integrator)***
- ***Mobile Library Website Integration***
- ***Physical Multimedia Lab for Faculty/ Library***

Organization Effectiveness—concrete priorities and/or metrics

2012

- ***Finalization of Library Cataloging and First Round Shelving of Volumes***
- ***Gen. Trefry Archives Organization/Digitization/Evaluation***
- ***Print Collection Development Plan (Faculty/Security/Military Studies/Administration)***

2013

- *Information/Learning Commons for Physical Libraries*
- *Library/E-Press/ECM Integration for Curriculum Materials*

2014

- *Establishment of In House Libraries System Department*
- *Establishment of In House Libraries Digital Libraries/Digital Archives Department*

Strategic Growth—concrete priorities and/or metrics

2012-2014

- *Establishment of University Archives/Special Collections*
- *Congruency of Subject Specialists with APUS Programs*
- *E-Resource Coverage Congruency with APUS Programs (Accreditation)*

What should your school/department stop doing?

The libraries should abstain from an overreliance on IT and endeavor to establish their own in house library systems department parallel to other academic library systems architecture or at the least support an academic computing function in line with Academics current needs. This would speed along the research and development with regards to innovative possibilities and also allow the libraries to better utilize their own in house expertise.

What should your school/department start doing?

The libraries should start utilizing a more broad range of communicative media technologies for their reference services (digital video, internet phone). This would allow better communicative possibilities with both students and faculty.

What should your school/department continue doing?

The libraries should continue to provide a variety of online reference help and research sources to APUS undergraduate and graduate programs. The libraries should continue direct resource support through

the course guides. The libraries should continue to support APUS various schools and programs accreditation process through the acquisition of appropriate research and curricular support materials. The libraries should continue their proactive attempts with regards to ROI and curriculum integration with faculty and library resources.

Part V: Resources and Decisions Needed

Resources Needed

1. Subject specialist librarians tailored to continuing APUS degree programs
2. Scholarly databases, librarian verified Open Web resources, and eBooks to underwrite classroom readings and support research needs in extant degree programs
3. Subject specialist librarians, scholarly databases, and eBooks in preparation/under contract for new degree programs
4. Tutorial materials and services to assist with student competencies and retention
5. Proactive collection development in support of the land-based special library in military studies and history

Rationale

A solid Academic Library is the cornerstone to a great university and of additional value for ensuring currency and quality in online universities, as well as vital for program accreditation requirements. APUS's Online Library also supplies a knowledge center of excellence with a growing international reputation. The library thus needs to keep a roster of top-flight specialists along with online databases, including both full text subject specific academic article and e-book databases.

Part V: Risks and Mitigation Factors

The libraries operate as a important university set of resources for both students and faculty. Risks for the library include not having access to sufficient IT resources, not being included in the academic process so as to be able to support our various schools and programs, adequate buy-in/input from faculty, database licensing issues and stretching systemic resources as the student population continues to burgeon. These factors may be mitigated by communication with our various deans.

VI. Budget

Budget Objectives for Your Department/School

See library budget spreadsheets for extensive detail. Because of the continuing serial crisis and continuing vendor inflation within e-book and academic database vendors, the libraries endeavor to be proactive with regards to budget planning and ongoing database negotiation/inflation concerns. (See Library Budget Spreadsheets) Objectives for the university here involve keeping a wide range of electronic resources available to both support our faculty and students. The libraries budget should be seen as direct cost item inclusive of the librarians. As the university trajectory is towards a ongoing Center of Excellence, a robust library should be budget aligned with the universities vision of itself.

Budget Requests for New Initiatives or Proposals for Consideration

See library budget spreadsheets for extensive detail. To generalize, these are idiosyncratic and based on a collections Analysis of materials required to support any new and current academic program initiatives. Course Guides are a multiyear, ongoing 5 year cycle. That implies accomplishing about 22--25% of them on an ongoing annual basis (extra % is for more volatile classes. Info Lit/Database Tutorials will be added in 2012- with 20 revisions to info literacy tutorials and 2013 with 35 revisions to tutorials. Librarians should be embedded as TAs in high volume methods courses (approximately twenty five). This would require additional hiring of four pt librarians to fill these areas. As the new archivist comes on board, it is important that he and the Dean attend current military studies conferences both to market the institution and place APUS libraries firmly within military libraries seen as a viable place for housing military related collections (Trefry Archives, US Military History).

Final Considerations

The Library offers different challenges than most other aspects of the university. It should be framed as a direct cost with growth linked to the size of the student body. The bulk of its resources are contracted under multi-year commitments. These must be maintained to ensure program continuity and best practices under Collection Development plans. It would be beneficial to have a permanent budgetary allocation for electronic and physical collection development plans.