

Survey Results

Executive Summary

Introduction

Library outreach is experiencing a renaissance. Librarians have been reaching out to their communities and developing programming for decades, but libraries are increasingly being asked to demonstrate their value to the communities that they serve. In response, outreach positions are becoming more commonplace and communities of practice are emerging around measuring the impact of library outreach activities. This SPEC Kit was born out of the authors' struggles and successes in providing academic library outreach services at their local institutions. The survey questions were designed to gather information from ARL institutions to create a picture of library outreach that spans across institutions; a professional baseline. Questions of organizational priorities, vision, goals, resource allocation, staffing models, and assessment come together to paint the picture of how libraries are approaching outreach programs. The survey was sent to the 125 ARL member institutions in July 2018, with 57 (46%) responding by the August 6 deadline. The data gathered suggests that systematic outreach programs are still very much in their infancy and highly dependent on local organizational culture. This SPEC Kit highlights the areas where libraries share approaches to outreach programs while also shining a spotlight on issues that warrant continued research and attention by outreach librarians and library administrators.

Definitions and Activities

We know from the library literature that there is not an agreed-upon definition of outreach. As a result, this section of the survey sought to investigate how institutions define and describe outreach. The survey asked questions about the varied definitions of outreach, categories of outreach activities and programming, and frequency of outreach and target audiences.

When asked to define outreach at their institutions, respondents from 55 institutions provided a variety of perspectives. While no single definition emerged, some common themes became apparent. Most respondents indicated that outreach at their institution was multifaceted, involving working across campus or the broader organization. For example, one institution defined outreach as “creating moments of discovery, learning, and exchange with the university community.” Other respondents did not seem to have a predefined outreach definition, but instead created a response specifically for the survey: “[f]or the purpose of responding to your survey, we are defining outreach as activities that connect with our core constituents—faculty, staff, students, alumni, and the public—to provide awareness of our services, collections, spaces, technologies, etc. and to provide these populations with information, training, and knowledge to help them with their research, teaching, and learning goals.” Another strategy for defining outreach included focusing on activities, events, and programming. When outreach was characterized

as a set of activities, it was unsurprising to see marketing and communications listed as an included component. Of note, eight respondents acknowledged that they have no formal definition of outreach for their institution. Some responses mentioned struggling with how to define outreach and noted a tension around whether to include typical liaison or subject librarian efforts, such as instruction or reference.

While the definitions varied, there were many similarities in the populations upon which institutions focused their outreach efforts. Unsurprisingly, most of the respondents (54, or 95%) mentioned that they reach out to undergraduates at least six times per year. Other populations that received similar levels of outreach included graduate students (50, or 88%) and faculty (45, or 80%). However, institutions mentioned only providing outreach to staff one to three times a year, indicating that this could be an area of growth for many institutions. While external and community groups were still significant audiences, events targeted toward them occurred with less frequency. K-12 schools, particularly high schools, were an audience that many worked with, especially in association with larger academic efforts. The 36 respondents who selected “Other” often mentioned more granular audiences than were listed in the survey question.

In addition, the survey asked about underserved groups or specific populations that respondents worked with. The most frequently targeted groups included international students (45, or 83%), first-generation students (33, or 61%), LGBTQIA+ patrons (29, or 54%), people of color (26, or 48%), people with disabilities (23, or 43%), and/or veterans (22, or 41%). Respondents were doing less outreach with underserved groups identified by the American Library Association Office of Diversity, Literacy, and Outreach Services, which included adult literacy patrons, incarcerated or ex-offenders, homeless people, and bookmobile users. In addition, few respondents reported that their libraries were doing outreach to commuter students. Of the 17 “Other” responses, K-12 and distance or online students were mentioned several times. Working to develop targeted outreach and engagement strategies can help meet institutional goals concerning retention, inclusion, and strategic plan initiatives. These efforts can be especially salient for at-risk and underserved populations.

Outreach typically involves multi-pronged efforts to reach desired audiences throughout the year. Not surprisingly, the majority of respondents selected tours (56, or 98%), orientations (54, or 95%), open houses (55, or 96%), and resource tables (55, or 96%) as activities they have participated in over the past year. These could be viewed as the first point of contact for many users to learn about library services and programs. Author talks, film screenings, and friends of the library events were also noted as frequently used engagement activities, while scavenger hunts, gaming events, and virtual or self-guided tours were mentioned less often. Write-in responses commonly mentioned finals/de-stress and wellness activities such as crafts and therapy animals. Makerspaces and hack-a-thons are becoming popular in the literature as new ways to engage with audiences and were similarly reflected in the responses. Social media outreach was indicated by 95% of the respondents (55), but it was unclear if social media was used as a marketing tool for events and services or to connect with users through questions, contests, and other engagement strategies. Together this information paints a vibrant picture of outreach serving as a mechanism to communicate about library programs, services, and collections to the institution and community.

Institutional Support

This category of questions aimed to explore institutionalized support for library outreach. The level at which libraries provide structured and intentional support for outreach helps illustrate how closely outreach aligns with library priorities. First, respondents were asked if and how library mission and vision statements addressed outreach and engagement. Only 10 of the responding institutions (18%) indicated that outreach was not addressed in some fashion in mission and vision statements. Almost half of the responding institutions (27, or 48%) indicated that outreach was not explicitly mentioned

in either a vision or mission statement, but instead was assumed to fall into another broader category. In the comments, several respondents connected outreach to the larger missions of their land grant universities or larger organizational missions. The remaining respondents indicated that outreach was included in their mission/vision statements, that they had explicit outreach missions, or a combination of both. The comments in this section provide specific examples of how outreach was either explicitly mentioned in mission statements or integrated in strategic plans and individual position duties. The wide variety of examples illustrates the complexity of how libraries are choosing to commit to outreach at a strategic level, including the nuances in language. Respondents reported that they included outreach in their strategic documents, but called it by many different names. Some libraries reported outreach as connected to liaison library programs, others with instruction, some with community programs, and even some with broader terms such as partnership, collaboration, and communication. The data derived from this question indicate that how libraries choose to address outreach in organizational missions is highly localized to each library's particular context. Respondents indicated that they are doing outreach regardless of how it is included in their mission and vision statements. Therefore, it is apparent that it is a valued library activity.

In addition to understanding if outreach was included in mission and vision documents, the survey questions explored budgetary support for outreach activities. Respondents were asked to describe how their institutions funded outreach activities and to estimate total annual expenditures for outreach. While outreach may be included in mission and vision statements, it does not seem to be explicitly supported within library budgets. Most respondents (47, or 83%) indicated that library outreach activities were funded through their library's central budget, but 41 (72%) indicated that they did not have a defined budget line for outreach activities. More than half of all respondents indicated that funding for outreach could possibly come from a departmental budget (39, or 68%), special project budget (41, or 72%), or one-time administrative funds (32, or 56%). A few libraries reported using grant funding or monies from personal donations. Written comments indicated even more creative avenues, such as donations from the friends of the library, foundations and endowments, and funds directly from departments. This data suggests that libraries are funding outreach through a wide variety of strategies, but not allocating funds specifically for outreach as a standard budget expense. For the 16 institutions (28%) that did have a defined budget line for outreach, there was no consistency among which person or position in the organization managed the funds. Some respondents indicated that administrative approval was required at the library director level, while others indicated that the funds were managed as a joint activity or by committee.

The survey results indicated that the funding model used to administer library outreach seems quite *ad hoc* across ARL member libraries. Additionally, while 42 institutions provided information on annual expenditures, only 36 could provide a number range. Several respondents indicated that they could not track expenditures since their library lacked a centralized structure for defining and tracking outreach activities and allocating expenses. Of those that did provide an estimate, the annual expenditures varied dramatically with a maximum of over \$12 million and a minimum of \$4,000. The median of \$30,000 may be a truer picture of what is happening, but more research would be needed to explore why such a wide funding range exists and how the money is being spent.

Establishing Goals and Outcomes

Given that research libraries devote substantial financial and personnel resources to outreach and engagement activities, associated goals and outcomes should be defined and measurable. Library outreach, in comparison with other public services activities such as reference and instruction, remains poorly defined and often *ad hoc* in nature. For this reason, respondents were asked to identify whether their libraries had developed library-wide outcomes or goals related to library outreach. Over half of respondents (30, or 53%) said that their libraries had library-wide outcomes or goals

related to library outreach, and only 3 (6%) indicated that their library did not have outreach-related goals or outcomes at any level within their organization. Respondents also indicated that their library outreach goals or outcomes were aligned with institutional initiatives and priorities. A full 96% of respondents (53) reported aligning with initiatives such as diversity and inclusion, student retention, and community engagement.

While responses in previous questions suggest that libraries are beginning to develop a programmatic approach to library outreach, responses to subsequent survey questions cast the concept of a library-wide programmatic approach to outreach into question. Most respondents indicated that goals were set at the individual librarian (40, or 73%) or unit (39, or 71%) level. Only 18 (33%) said that they had goals or outcomes for their overall outreach program. Respondents further indicated that outcomes were most often established by individual librarians (40, or 71%) or department heads (40, or 71%). Library directors or deans established outcomes at 30 institutions (54%). The discrepancy between respondents' beliefs that they had library-wide outcomes or goals and their indications that these outcomes or goals were not set at a library-wide level suggests that libraries may still be in the process of defining what goals and outcomes should be for an outreach program, and at what organizational level they should be set.

Respondents also revealed that outreach goals were set on a periodic basis, while outreach activities may be identified on an *ad hoc* basis. For example, one respondent noted, “[l]ibrary-wide priorities are established cooperatively on an annual basis, and various initiatives that match library priorities are lined out at that time. Initiatives can be added throughout the year as opportunities present themselves, but cohesive planning on a larger level happens at least annually.” According to these comments, libraries are developing goals for their outreach programs, but are choosing to remain responsive by adding additional outreach activities as opportunities arise.

Although 52 respondents (nearly 95%) indicated that their library had outreach goals or outcomes, fewer than half (24) provided examples of those goals or outcomes. The examples provided suggest that many libraries set outreach goals or outcomes that are internally focused. These goals focused on what the library will do, such as increase the number of events it will hold or the number of social media posts it will create. Fewer libraries created goals or outcomes that were external in nature, meaning they focused on what patrons will learn or do. For example, one respondent noted that “[w]e have an over-arching goal to do the work but have not specified specific goals for each population/activity. Assigning goals to academic staff to complete this type of work is tricky. We ask that, generally, they participate in any way they can.” This response indicated that there are internal staff goals to recruit and engage library workers to support outreach activities, rather than externally focused goals to measure outreach participant responses. Similarly, another respondent indicated that a goal was to “[i]ncrease focus on outreach and community engagement efforts to better promote the use of services.” This goal again demonstrated an internal focus, concentrating on shifting labor and effort within the library rather than patron response.

While several respondents reported goals that represent an effort on the part of their libraries to engage library workers in an increased focus on outreach activities, a few provided outreach outcomes that in many ways resemble the student learning outcomes commonly used in instruction. These outcomes focused on patron experience rather than library behavior, and were specific and measurable in nature. For example, one commented that the goal was to “[c]reate a welcoming, comfortable, safe, and inspiring experience, both physically and virtually.” Another reported that students will experience the library as a welcoming, safe environment and that they wanted to “[b]uild awareness among users of the Libraries spaces, services, and expertise.” These outcomes, unlike more internally focused goals, require substantive effort to assess. Their patron focus, though, indicates that the library will be able to use these outcomes to guide outreach programming choices. Further, their broad nature suggests that libraries will not have to revise or add additional outcomes when a new outreach opportunity arises.

Planning Outreach Activities

In this section, respondents were asked to report on how their library plans outreach activities, including timelines, the approval process for events, and when particular situations inhibited a library's ability to create or continue activities. Twenty-one respondents (37%) stated that they planned activities on an annual basis; there were fewer responses for one semester at a time (8, or 14%), and one event at a time (6, or 11%). Twenty-two respondents chose "Other," illustrating the complexity of planning outreach activities. Many write-in responses said they try to plan on an annual basis but also try to react to unanticipated outreach opportunities and events.

One aspect of the planning process that was consistent across most responding institutions was the need for approval for outreach activities. Only five respondents (9%) indicated that outreach activities did not require approval from library managers or administration. Instead, the majority of respondents (43, or 75%) said that they required approval for some, though not all, outreach activities. Nine respondents (16%) said they needed approval for all outreach activities. Respondents indicated that there were several types of activities that usually required administrative approval. These included activities that required funding, advertising, or significant staff time or were high impact or high profile, new or innovative, or aligned with strategic goals. Events involving external audiences or donors also typically required approval. While this illustrates that libraries are giving approval to conduct outreach events and dedicating staff and financial support, requiring approval for events can impact libraries' ability to respond and act quickly to inquiries or new opportunities.

When asked about common constraints that could impact outreach events and how often they were impacted, there was a wide variety of responses. Not surprisingly, most respondents experienced impacts related to timing and scheduling issues, facility constraints, and funding constraints. Ten respondents described "Other Constraints," including a lack of space, security, and receiving approval for events. While many responded that funding is an issue, this could potentially be tied to the need for administrative approval for events and/or a lack of dedicated outreach funds, as described in other sections.

Staffing

The survey next explored the roles and responsibilities for leading outreach programs. Much like the allocation of financial resources, defining who will lead and staff outreach illustrates the relative importance of outreach to each library. As expected, the results indicated that the individual who planned the event, managed outreach activities during the event, solicited volunteers, and purchased promotional materials varied greatly. Responsibilities for these tasks most commonly fell to librarians, non-librarian staff, and department heads. Some respondents reported using event planners or having event planning committees in their libraries. In the write-in comments, the most common responses indicated that who worked on outreach events was highly dependent on the event itself and varied from event to event. Many respondents also noted that they had a communications or marketing person or team that provided additional staffing for the planning and oversight of outreach events.

In addition to planning events, the survey also aimed to better understand how libraries approached the staffing of outreach events. Staffing seemed to vary greatly by the role of individuals in the organization. Most libraries did not use volunteers, such as members of their Friends group or volunteer members of student organizations to staff outreach. This finding may indicate that there are untapped potential volunteers that libraries have yet to utilize. Instead, library outreach events were typically staffed by full-time library employees. Public services librarians, library communications staff, event planners, and library event committees most frequently staffed event programming. This is unsurprising since 53 respondents (95%) reported having library personnel with outreach responsibilities specifically written into their position descriptions. The majority reported that library liaisons/subject specialist positions included outreach responsibilities. Over half of all respondents (29, or 54%) also reported

outreach responsibilities in other positions, including dedicated outreach librarian positions, outreach staff, marketing positions, and public services staff positions. Finally, fewer than half of respondents (26, or 48%) indicated that outreach was included in library administrative positions. Write-in comments showed that outreach can also be found in library communication positions and marketing positions. Furthermore, most respondents (47, or 84%) indicated that library employees were evaluated on outreach activities. How and to what extent these evaluations took place varied greatly by position description. If the individual had outreach specifically defined in their position description, the comments indicated that they would be more likely to be held accountable to specific goals and metrics.

Even with positions dedicated to outreach, many libraries still must engage employees from across departments to provide sufficient staffing for outreach events. These events can take considerable staff time. Forty-eight respondents described how their libraries recruited staff from across the library for outreach and how they ensured supervisor support and approval. There were consistent themes in many of the responses. The majority reported that the staffing of outreach events was done on a voluntary basis by library employees. In addition, staff volunteers often had to seek supervisory approval to use their time to staff outreach events, while in other cases the event organizer would have to seek supervisory approval. Email was the most frequently used method for soliciting staff, with a few respondents mentioning internal newsletters and staff meetings as another venue to solicit participation. Less than a quarter of the comments included mention of administrative support for staffing outreach events, which took the form of assigning staff to events, writing emails of support from library administration, and ensuring credit for staffing outreach in annual evaluations. Additionally, respondents were asked to indicate how often their library faced specific staffing challenges in a typical year. Many respondents reported that they were not experiencing difficulties related to staffing. However, the write-in comments indicated that they had difficulty answering the question because outreach was not centrally organized in their library so they had no way to quantify staffing difficulties. When issues did occur, the three that occurred most often were difficulty staffing evening and weekend events, soliciting staff to work events, and staff time to participate. The data indicated that while staffing outreach may not be an issue for some libraries, it is a significant barrier to others. In fact, seven institutions (13%) indicated that insufficient staff time was a problem for them more than six times in a year.

In addition to staffing individual events, the survey asked respondents to reflect on what personnel support was available to assist with outreach support. Facilities personnel, administrative assistants, and student assistants were the most commonly available resources, followed by event planning committees and a library event planner. Marketing and promotions also plays a significant role in outreach activities, so respondents were asked to describe the relationship between marketing and outreach at their libraries. More than three fourths of libraries (45, or 79%) had a dedicated library marketing professional or unit that supported outreach. A similar number of libraries (40, or 70%) also had librarians or library staff performing marketing duties. Some respondents described marketing committees at their institutions. Very few libraries had marketing assistance from their institution or from an external organization.

Collaborations

As a central gathering place that furthers the mission and vision of their larger institutions and communities, libraries are well poised to be strategic partners within their communities. Respondents consistently indicated the value that their libraries placed on developing strategic partnerships and collaborations. These collaborations were valued because they helped ensure that strategic goals were met, they broadened the scope of expertise and perspectives, provided access and avenues to new audiences, created additional marketing efforts, and leveraged resources, both financial and staffing. However, collaborations were not without their challenges, which included differing expectations, communication issues, varying timelines between partners, a lack of follow through, and limited ability to hold partners accountable.

As seen in the survey, libraries are always looking for potential new partners and collaborators; 49 respondents (89%) identified working with a new partner over the past three years. Campus orientation departments and development were the most frequent collaborators. Surprisingly, 27 respondents (48%) had never worked with the study abroad office and 24 (44%) had never worked with the veterans' center. Write-in comments most frequently described additional collaborations with athletics, student affairs, alumni offices, and residence life.

Assessment and Reporting

The survey also explored how libraries assessed and reported their outreach activities. Libraries employed a variety of assessment methods, but the most common types were headcounts (55, or 98%), observations (53, or 95%), feedback from outreach volunteers or partners (49, or 88%), and collecting comments (46, or 82%). Some types of assessment methods were uncommon, including minute papers (11, or 20%), interviews (16, or 29%), and focus groups (21, or 38%). These responses suggest that libraries relied on quick, unobtrusive and less resource-intensive techniques for most of their assessment. As seen in the goals section, the majority of respondents' goals were internally or library-focused and/or intent on measuring factors such as participation rather than seeking to assess patrons' experience with the library or library services and resources. Therefore, it makes sense that assessment methodologies such as headcounts and observations were the most common. If libraries were developing more specific outcomes related to outreach participants' learning or experience with the activity, then there would be an opportunity to utilize a larger variety of assessment methods, including more time- and resource-intensive methods such as focus groups and interviews.

Very few libraries appeared to have designated staff to design and test assessment tools for individual outreach activities. Rather, a variety of individuals or groups were involved in assessing activities. Those most often involved in assessment were the individuals or groups planning the events and/or communications and marketing staff. Very few libraries hired consultants or external staff for outreach assessment. Similarly, there did not appear to be one person at any given library responsible for assessing libraries' overall outreach programs. Fifteen respondents (27%) said no one was responsible for overall program assessment and several of the "Other" responses echoed this same issue, describing an *ad hoc* approach to assessing outreach programs. Compared to other key functional initiatives in libraries, such as reference, collections, and instruction, outreach does not appear to be assessed programmatically.

The survey asked about professional development opportunities and/or training that the library provided for those who assess outreach activities. Respondents described libraries providing funding for general professional development, such as conference attendance, but not necessarily opportunities related specifically to outreach assessment. Six responses mentioned having employees attend the Library Assessment Conference. This biennial conference, which is sponsored by ARL and the University of Washington, focuses on assessment, but does not explicitly focus on assessing outreach. Based upon survey responses, it appears that if an individual would like training on outreach assessment, it would have to be self-initiated or affiliated with general professional development funding. This is an area where professional library associations and organizations could take a lead in providing opportunities (through workshops, webinars, and conference programming) to help members and participants learn about assessment strategies and analysis related to outreach events and activities.

Although libraries have not taken a programmatic approach to assessing their outreach events, they did report using assessment data to make decisions about outreach programming. The majority of respondents (38, or 68%) reported that their library has canceled or discontinued events based on assessment data. The most cited kind of assessment data related to cancellation was poor attendance or low usage statistics. To a lesser extent, observations, feedback and comments, and surveys were mentioned as data types that were useful for making the decision to cancel. Most respondents (49, or

88%) also stated that they have made either small or substantive changes based on assessment data. The types of data that respondents described as useful in making these decisions were more varied than in the previous question, mentioning various kinds of formal and informal feedback gathering, observations, surveys, and focus groups, along with headcounts and usage statistics. One respondent described how their library changes their event based on assessment: “[w]e collect relevant information to determine if the program met the intended goals—that can be head counts, staff feedback, participant feedback/information, etc. When goals aren’t being met we look for ways to adjust or improve the program, or determine if there are other valuable goals that are being met and adjust accordingly.”

Most respondents reported that outreach activities were reported in library employees’ performance evaluations (44, or 79%), that outreach assessment data was compiled to respond to administration requests (32, or 57%), and that departments provided reports to library administrators on either an annual or regular basis (28, or 50%). This is in line with what would be expected, as 53 of respondents (95%) reported library personnel who had outreach responsibilities specifically written into their position descriptions, illustrating that they would need to be evaluated on outreach. Nine respondents (16%) stated that no reporting on outreach was required in their library. Finally, the survey asked respondents to identify how much time libraries provided for establishing impact and demonstrating success of outreach activities. The majority (34, or 61%) said that there was no defined time frame, with fewer responses saying success and impact could be demonstrated incrementally (14, or 25%), or after two or three iterations (4, or 7%). Only one respondent said that success and impact had to be demonstrated immediately. One comment described how the expectations for reporting differed based on the type of activity: “[o]ngoing assessment and reporting of impact is expected for well-established outreach programs. Those reports come out soon after the events. Other activities may not require formal assessment, but are reported to show impact. Success of newly developed events can be shown incrementally.”

Case Studies

In the Case Study section of the survey, respondents shared an outreach event or activity their library conducted in the last two years. This section revealed the wide variety of events, activities, and programs that ARL institutions offered within their outreach programs. Common activities included resource fairs, open house events, and finals de-stressing activities, but respondents also mentioned activities such as high school internship programs, seed lending libraries, and “human library” events, among many other activities. Libraries frequently partnered with other campus units, including both academic departments and student support units such as wellness centers or writing centers, on outreach activities. The budgets for these programs varied widely. Some programs, such as a social media-focused Archives Hashtag Party, had a \$0 budget, while others, such as a common reader program, had a budget of up to \$50,000 for an annual event.

One consistent theme throughout the free-text responses was the need for administrative approval, which was also discussed earlier in the survey. Some respondents did not indicate an approval authority or indicated that individual librarians, such as an outreach librarian, had the authority to approve the event. However, many respondents indicated that a library director/dean or other administrator had to approve the event, even for low and no-cost events. Respondents frequently connected administrative approval to budgets.

Finally, case study respondents revealed that outcomes and assessment plans varied widely. Some institutions had defined and measurable outcomes for their case study activity. For example, one library listed specific goals, objectives, and outcomes for their human library event, and also administered a participant survey in order to measure achievement of the outreach outcomes. Several other institutions listed more general outcomes for their activities but lacked any assessment plan. This suggests that, while

a few ARL institutions have adopted a programmatic approach to library outreach, others may still be in the early stages of this process and may adhere to a more *ad hoc* approach to outreach programming.

Limitations

This survey included a number of limitations. The survey was filled out by a single individual at each ARL institution, but the data seemed to indicate that outreach was highly distributed across multiple staff in library organizations and not centrally managed. It is difficult to claim that the survey data was comprehensive as many of the individuals actually doing the work did not have the ability to fill out the survey. In addition, many respondents indicated that they had difficulty answering some of the questions because answers were highly dependent on the context of a single event or activity. Focus groups or structured interviews could be used to get a more nuanced picture of library outreach activities. Further, the response rate to the survey was 46% and represents only a partial picture of how outreach occurred at various ARL institutions.

Recommendations

Throughout this survey we have seen evidence that outreach services did not occur on a programmatic level or were not as well-defined as other common library functions, like reference, instruction, and collection management. Since most definitions of outreach were broad, generic, and catch-all statements, this contributes to a lack of a systematic and assessment-driven approach for outreach.

Institutions could be more effective with a programmatic approach that includes a clear definition, meaningful and measurable outreach outcomes and goals, a defined budget, and utilization of various assessment methods. Further, the discipline would benefit from more training around goal-writing and assessment strategies as the data suggests that most professional development and training was self-initiated.

As seen in various sections of this survey, in many cases staffing and planning were distributed among many individuals and groups and we do not know to what extent they communicate among each other. Instituting high-level planning and a programmatic approach would allow for a distributed model of staffing that works towards the same institutional objectives. In addition, a dedicated outreach budget would allow staff to plan for outreach programming throughout the year yet remain nimble enough to respond to opportunities and outside requests for participation. As it stands, many libraries reported needing administrative approval for events that required funding—a challenge that could be removed if dedicated budgets existed. There also seemed to be issues with oversight of outreach programs; for example, many individuals participated in disparate outreach events, but no one person or group was responsible for overseeing institution-wide outreach programs. Instead, it appeared that the labor of outreach, including event planning and staffing, mostly fell to public services librarians and library staff, who were tasked with creating outreach activities without programmatic oversight or alignment. By developing a programmatic approach to outreach, similar to the approach many libraries have taken with other public services programs such as instruction and reference, library outreach activities will be more likely to be intentional, strategic, and impactful. If outreach is to grow and evolve like other library services, it needs to be more than just “nice to have” and instead seen as essential to student, faculty, and staff success and wellbeing.

Conclusion

Library outreach is still an emerging practice, as librarians struggle with a professional definition of outreach that transcends local context. Libraries seem dedicated to the concept of outreach, but are still struggling in the application of what an intentional and systematic outreach program might look like. Many respondents had difficulty answering questions in the survey because their libraries lacked

a consistent and unified approach to outreach. Clearly, there are many librarians and library staff who are devoting time and financial resources to outreach activities. However, more often than not, outreach was seen as a series of disassociated events with no clear overarching goals or programmatic oversight. Furthermore, developing methods to assess the impact of outreach activities is still an evolving practice that deserves continued conversations among outreach librarians. Constraints including timing, lack of a defined budget, resources, and staffing often make strategically planning for an intentional outreach program problematic. It is our hope that this SPEC Kit offers some insight, but also inspires libraries to take a closer look at their own activities and consider how they can craft intentional outreach programs that align with their mission, allocate resources to match their goals, and assess the impact of their activities to tell the story of their library's value.

Survey Questions and Responses

The SPEC Survey on Outreach and Engagement was designed by **Sarah LeMire** and **Stephanie J. Graves**, Texas A&M University Libraries, and **Shannon L. Farrell** and **Kristen L. Mastel**, University of Minnesota. These results are based on responses from 57 of the 125 ARL member libraries (46%) by the deadline of August 6, 2018. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

Within ARL libraries, the term **outreach** encompasses a variety of patron services and activities. This survey will allow us to further the conversation around outreach mission, vision, responsibilities, activities, and assessment with the hope of providing various models that libraries could adopt. The topic of outreach is timely, as it combines many areas of the ARL strategic mission around engagement, library value, and assessment. This survey also investigates the relationship between outreach and related patron service areas such as marketing, assessment, and instruction, which are increasingly a part of many liaison job responsibilities.

The purpose of this survey is to capture a snapshot of how ARL libraries are defining their outreach programs, how they are assigning and structuring outreach responsibilities, and how they are measuring the success and impact of their outreach efforts. This survey will gather information from ARL institutions regarding their organizational definition of outreach in order to help establish a professional baseline. Survey questions will ask respondents to reflect on the intentionality of their outreach and engagement programs by addressing levels of planning, established outcomes, assessment measures, and reporting practices. The level of funding and staff support for outreach activities will be surveyed. Survey questions will also gather information about mapping outreach activities to goals and learning outcomes. In addition, participating institutions will be asked to provide information regarding who is responsible for outreach activities in their organization, including data about how outreach activities are evaluated in both institutional reports and in individual job performance ratings. Survey responses will paint a picture of the variation in approach, value, and intentionality of outreach programs in ARL libraries.

DEFINITION AND EXAMPLES OF OUTREACH

Many institutions define outreach as promoting library services to campus or parent institution units, departments, students or other patrons, and underserved groups. Others define outreach as community-based programming to reach constituencies external to the institution. The following questions are aimed at capturing data on which groups your library serves (internal or external audiences) with your outreach programming. Examples of library outreach activities include orientations, scavenger hunts, game nights, tours, final exam events, and resource tables or booths at events, among many others.

1. Please briefly describe how outreach is defined at your library. N=55

Activities we undertake to promote library services, resources, and programs to internal and external stakeholders with an emphasis on creating awareness among faculty and students through liaison relationships.

As a land grant institution, outreach promotes library services to the campus community and users across the state.

At this time, there is no single definition of outreach that covers all 12 libraries that span three separate campuses and fall under three separate administrative entities.

Collaborating with campus and community partners to promote library services, support underserved populations, provide access to our collections to a broader audience, and advance our land grant mission.

Concerted efforts are made to identify focused user populations at the university, whether it be a specific college, academic department, or program. Designated subject specialist and service-focused librarians serve as liaisons to these populations and provide research consultations, classes, programs, and targeted research support.

Creating moments of discovery, learning, and exchange with the university community (students, faculty, staff, alumni, donors, friends) and the broader public through the library's people, services, collections, and access.

Each of our major campus libraries defines outreach activities that are appropriate for their clientele. We do not have one overall definition.

Efforts to connect with specific population of students, staff, faculty, or community members as a means of engaging with our services and collections, as well as providing opportunities for dialogue within and between these populations.

Engagement

Engagement with both university and external communities that is not classroom based.

For the purpose of responding to your survey, we are defining outreach as activities that connect with our core constituents—faculty, staff, students, alumni, and the public—to provide awareness of our services, collections, spaces, technologies, etc. and to provide these populations with information, training, and knowledge to help them with their research, teaching, and learning goals. We are not including the activities we do with donors and alumni that are more specifically focused on cultivating relationships for fundraising, development, and stewardship.

Internally and externally focused activities to encourage current and prospective students to come to the library and feel welcomed and supported there.

Librarian outreach is primarily directed at university students, faculty, researchers, staff, and affiliates.

Marketing the library's services and collections to faculty, students to support teaching and research, student learning and success. Outreach is also partnering with campus departments to collaborate on events, programs, and activities to promote the services and collections of the library. Examples include orientations, game nights, tours, end of semester events, resource tables, and events.

Our campus defines outreach as purposeful engagement with campus (internal) and external constituencies, in the form of services, programs, tailored support, and partnerships.

Our definition encompasses both services to campus and outside communities with the goal of engaging people with our programs, services, and spaces.

Our definition of outreach includes promoting library services to both university and outside constituents. These include faculty, staff, students, schools and colleges, departments, and other units on

campus. It also includes other librarians and professionals in the region, as well as alumni, donors, and members of the community.

Our library does not have a coordinated outreach program, nor a formal shared definition for what constitutes outreach. Survey answers here address planned group activities, events, and exhibits that are not course-related, and that intentionally reach out to specific defined groups/communities. We have recently hired an outreach and engagement staff member.

Our outreach is primarily (but not exclusively) designed for students and employees at the university. We host a great number of events every year.

Outreach includes promoting services to the university, as well as community-based programs, especially outreach and engagement partnerships.

Outreach includes promotional and student engagement campaigns/materials aimed primarily at undergraduate and graduate students to ensure strong engagement between students and the library. Outreach involves developing, coordinating, and delivering student-related events and initiatives and promoting the library's services and resources to new and current users. There is close collaboration with student-related organizations and campus partners, as well as with internal library units and committees.

Outreach includes specific programs and events that are designed to increase our users' engagement with the library and its collections, particularly our special collections.

Outreach includes the efforts that the library undertakes to raise awareness, promote, and enable use of our programs, services, collections, and products by anyone who might benefit from them. The targets of outreach activities include scientists, health professionals, patients, students, the general public, policy makers, the media, historians, librarians, other information specialists, and system and product developers. Outreach activities encompass: public communications in all media; training focused on enabling and enhancing access and use of services (but not formal fellowships and training programs in informatics and librarianship); exhibits, public lectures, and related events; partnerships to promote and enhance awareness and access; funding specific projects designed to increase access and use (e.g., by underserved populations); collection and analysis of user feedback; studies of use and impact; and the use of all of these mechanisms to promote interest in careers in biomedicine, health, and information sciences. Depending on the specific population and circumstances, outreach activities may include provision of enabling technology (e.g., equipment, Internet access) and basic training (e.g., use of computing devices, Web development, health information literacy, information and data management).

Outreach includes the promotion of our offerings and services to educational institutions, teachers, students, and underserved groups. It also includes community-based programming to reach constituencies external to our organization. NARA includes facilities including Presidential Libraries and National Archives field locations, all of which manage their own outreach activities. We interpret "library director" here to be each of these facilities' directors.

Outreach is a major component of the Libraries' commitment to student and faculty engagement and success.

Outreach is about meeting students where they are. This means we want to make them aware of what the library has to offer them and sometimes that means we leave the library to bring resources to the students (in the residence halls, in the student union building, etc.)

Outreach is an umbrella word and underneath fits both internal outreach to campus services and external outreach to the broader community.

Outreach is defined as activities directed to students, faculty, and staff at the university. We use the term community engagement when speaking about external outreach activities.

Outreach is defined as library services to internal groups other than those delivered to faculty and students via their subject liaison or via traditional reference services.

Outreach is defined as promoting the positive impact of library services, resources, and expertise on academic excellence, transformative research, integrative scholarship, and local, regional, and global health and well being.

“Outreach” is multi-faceted, and focused on our campus community (students, staff, and faculty), as well as the broader community of city residents, and our international community of researchers. It takes many forms, both physical and digital. We do not include classroom instruction in this category.

Outreach is not well defined and is not centralized at our library. We do not have a traditional public services unit, given our team structure. For example, this survey was completed by three different teams to capture all the different information.

Outreach is two-fold. That which is campus focused directed at faculty, staff, and students and community focused directed at Friends of the Libraries members, donors, and the community at large.

Promoting collaboration with university partners to offer a seamless array of services to support learning, research, and teaching. Community engagement. Facilitate collaboration and interdisciplinary research partnerships. Build collections and conduct digitization initiatives with global and local partners to meet the teaching, learning, research, and clinical care needs of the university community.

Promoting library services and resources to campus and community.

Promoting library services and resources to our university’s constituents.

Promoting library services to internal university community and minimally to externals.

Relationships, events, and services that the libraries have established in order to more effectively inform our users of library services and programs that will enhance their experience of the libraries and the university.

Since this position was recently filled and the committee has been reconstituted, outreach is best defined by the position description for the Instruction and Outreach Librarian as “the pursuit of new opportunities on campus, cultivating new constituencies for existing services, and identifying new services for those populations that can be better served by the Libraries.”

The Libraries outreach furthers the Libraries’ role as an intellectual and cultural center of the university. The Libraries sees its outreach as including its workshops, programs, and activities available to students and faculty in all disciplines to help them explore and apply tools and systems to enhance their research and learning. It includes programming intended to reach a broad and diverse audience within the university and to create an inclusive environment. Libraries outreach also includes events and programming that reach alumni, Friends of the Library, and the community at large. In answering the questions in this survey, we are not including course-based programming such as instruction.

The library does not have a formal definition of outreach, but outreach and engagement activities are intended for campus patrons, as well as those outside the university community.

The library’s outreach program serves to create and execute programs and marketing communications to increase awareness of and promote the use of the library’s services and resources, as well as our contributions to the library profession.

The outreach program comprises events & exhibitions, student success, and communications. The library’s events program strives to showcase the richness of scholarly and creative work at the university and to connect researchers, teachers, students, and audiences from multiple disciplines in our central campus location to learn, collaborate, and engage with ideas. Events sponsored by the library highlight faculty and student scholars, as well as visiting scholars, authors, curators, and artists. The Student

Success Librarian develops and implements programs aimed at engaging students with the library and ensuring that the library is contributing to their academic success. Investigates challenges particular to students, especially first years and those in traditionally underserved populations. Follows students through their cycle from prospective student status through graduation, leading library outreach programs during Spring Insight, Graduate Student Orientation, and Week of Welcome, among other milestone events.

The university clearly defines outreach as community engagement with external constituencies. Within the library we have such activities but many of our liaison librarians work with campus partners and have “outreach” in their titles or as part of portfolio. Definition of outreach for the library is somewhat murky.

The University Libraries inspire learning, research, scholarly inquiry, and service in an environment dedicated to the open exchange of ideas and information. The University Libraries are engaged in scholarly, cultural, and artistic interactions with the university, and its regional and global communities.

There are multiple units within the library that engage in promoting library services to different audiences and in different formats. Education and Outreach (E&O) focuses on promoting library services to campus constituents (e.g., students, faculty, departments) and to K-12 and other bridge groups. Special Collections and Archives engages in community programming, particularly around their community archives, while promoting library services and resources. Communications and Events focuses on events, exhibits, tours, open houses, and other programming for alumni and other external audiences (e.g., potential donors) while also overseeing social media, email campaigns, newsletters, and other communications. Design Services produces promotional materials, creates graphics for exhibits, manages digital displays, provides photography, etc. Additionally, the university librarian and director of development spend a great deal of time in outreach and engagement by marketing the libraries’ services/resources and building relationships and engaging various donor and support groups, alumni groups, as well as community and government groups.

There is not an official definition for our library. Answers to this survey will use the broad definition to campus and community-based communities.

Though not explicitly stated, “outreach” is identified in the goals listed in our Strategic Plan 2016–2019. Under Goal One “Learning,” Objective 1, “outreach” is implicit in this goal: “Lead and partner in developing information literacy programming and transformational learning experiences...” An example of this is our Graduate Research Information Program (G.R.I.P), a workshop series that our faculty members develop and lead to reach graduate students and help them learn about and enhance their research skills. Additionally, Libraries faculty are often instructors of record or co-instructors of record in courses (undergraduate and graduate) across the many disciplines and subject areas taught at the university. Under Goal Three (“Engagement and Emerging Opportunities”), “outreach” is also included in the four objectives listed under this goal. We facilitate this outreach in various ways, including through teaching, hosting events, workshops, conducting research, and collaborating with other entities and departments at the university.

We define outreach as proactive information sharing and advocacy for the Libraries. Our outreach efforts include both internal partners (within the library and with our campus constituents) and external partners (community, peer-institutions, consortia, professional organizations, etc.)

We definite outreach fairly broadly: as a way to connect our services and resources with the institution’s staff, as well as the outside world. For staff, this includes trainings, open houses, flyers, etc. For the outside world, it includes social media, lectures, and tours. We also have an education department to help reach a growing K-12 audience. Outreach to staff is usually handled by library branches and individual staff, while outreach to the general public is coordinated by the Outreach Librarian.

We define outreach as promoting library services to the campus community. We use a variety of tactics/ activities for outreach. Examples: events, student wellness activities with campus partners, digital/ web/print promotions, social media, campus infofairs, student orientations, blog and traditional media stories, sharing our spaces with student groups, contests (Images of Research), theme weeks (Science Literacy Week, Research Data Management Week), U/X tests for website and other library services.

We have a multi-branch library system, which means that we can sometimes have varying definitions for outreach. We do try to distinguish outreach from information literacy/teaching. Typically, we define outreach as resource tables, events, and other outreach activities in which a presentation is generally NOT given, but rather engagement is done in small groups. Outreach on our campus is done with our primary clientele (students and faculty), as well as outreach to the community.

We have defined different types of outreach activities at the University Libraries, mainly geared towards students. Definition of Outreach Types. Mobile Outreach: Outreach, learning, and engagement programming typically offered using InfoMotion or similar roving structure or location specific set-up. May be affiliated with other outreach or event programming. Content may highlight Libraries' learning opportunities, community, research experts, collections, services, or a combination. (Example: InfoMotion, Pop up libraries) Tabling Outreach: Outreach, learning, and engagement programming typically offered in concert with campus or community or welcome event. Content may highlight Libraries' learning opportunities, community, research experts, collections, services, or a combination. (Example: Academic Fair, New Faculty Welcome) Whole Learner Outreach: Social, mental, physical, or intellectual programming to promote learner well being. May be affiliated with other outreach or event programming. (Example: therapy dogs, stress relief kits, finals teas, yoga, coloring stations) Book Displays: A small scale public display of books, collections, promotional materials, etc. The display may highlight Libraries' learning opportunities, community, research experts, collections, services, or a combination. May be affiliated with other outreach or event programming. Events, Receptions, and Celebrations: A hosted event scheduled at a specific date and time meant to draw targeted awareness. May be offered in connection with a national, international, campus, or regional event. May also be associated with another outreach activity (such as a display). May include screenings/unveilings, speakers/lectures, collaborative activities or general socializing. (Example: New faculty reception, Donor's reception, National monthly celebrations, Wikipedia edit-a-thon) We consider many of the activities below (orientations and tours) to fall under teaching interactions. We also consider many below (such as social media) to be marketing.

We use the term engagement and define it as programming, events, activities, and partnerships that build relationships with the university community and raise awareness of the library staff, services, and resources available. This includes both internal and external potential users.

We use the term outreach to encompass both services to the institution and its units, as well as to external bodies.

2. **In a typical calendar year, how frequently does your library conduct outreach and engagement activities for each of the following populations? Select one choice per row. Select NA (not applicable) if your library does not conduct activities for a particular group. N=57**

Populations	NA	1X	2X	3X	4X	5X	6X or more	N
Undergraduate students	0	0	1	0	2	0	54	57
Graduate students	0	0	0	2	4	1	50	57
Faculty (tenure-track and/or adjunct)	1	2	1	4	3	0	45	56
General public	6	3	3	4	3	1	36	56

Populations	NA	1X	2X	3X	4X	5X	6X or more	N
External groups (e.g., community groups)	7	2	6	3	3	2	33	56
Donor groups (e.g., Friends of the Library)	7	4	7	3	3	1	31	56
K-12 schools	11	3	5	5	4	4	24	56
Staff	9	5	5	3	0	0	33	55
Alumni	12	10	6	3	4	3	17	55
Extension and agricultural experiment stations	39	6	6	2	0	0	1	54
Other population	21	0	3	1	0	1	10	36
Total responses	48	24	27	22	17	12	56	57

If you indicated above that your library conducts outreach and engagement activities for an “Other population,” please briefly describe that group. N=16

2X

Distance/online learning students and faculty; social media users

International students, prospective students

Outreach to extension/continuing education groups

3X

The university special collections department conducts outreach with other unique populations that include colleges & universities, conferences, and the Missouri Historical Museum.

5X

We have a strong veterinary library program and our medical science library will go to veterinary professional organization conferences and provide resource tables for vets in the state to encourage them to use library resources.

6X or more

“Other” refers to indigenous campus community.

Academic library partners, state and local governmental agencies, disciplinary societies, granting agents, vendors

Health professionals, researchers, disaster and emergency responders, historians, journalists, librarians, and professional associations and organizations

International visitors and scholars

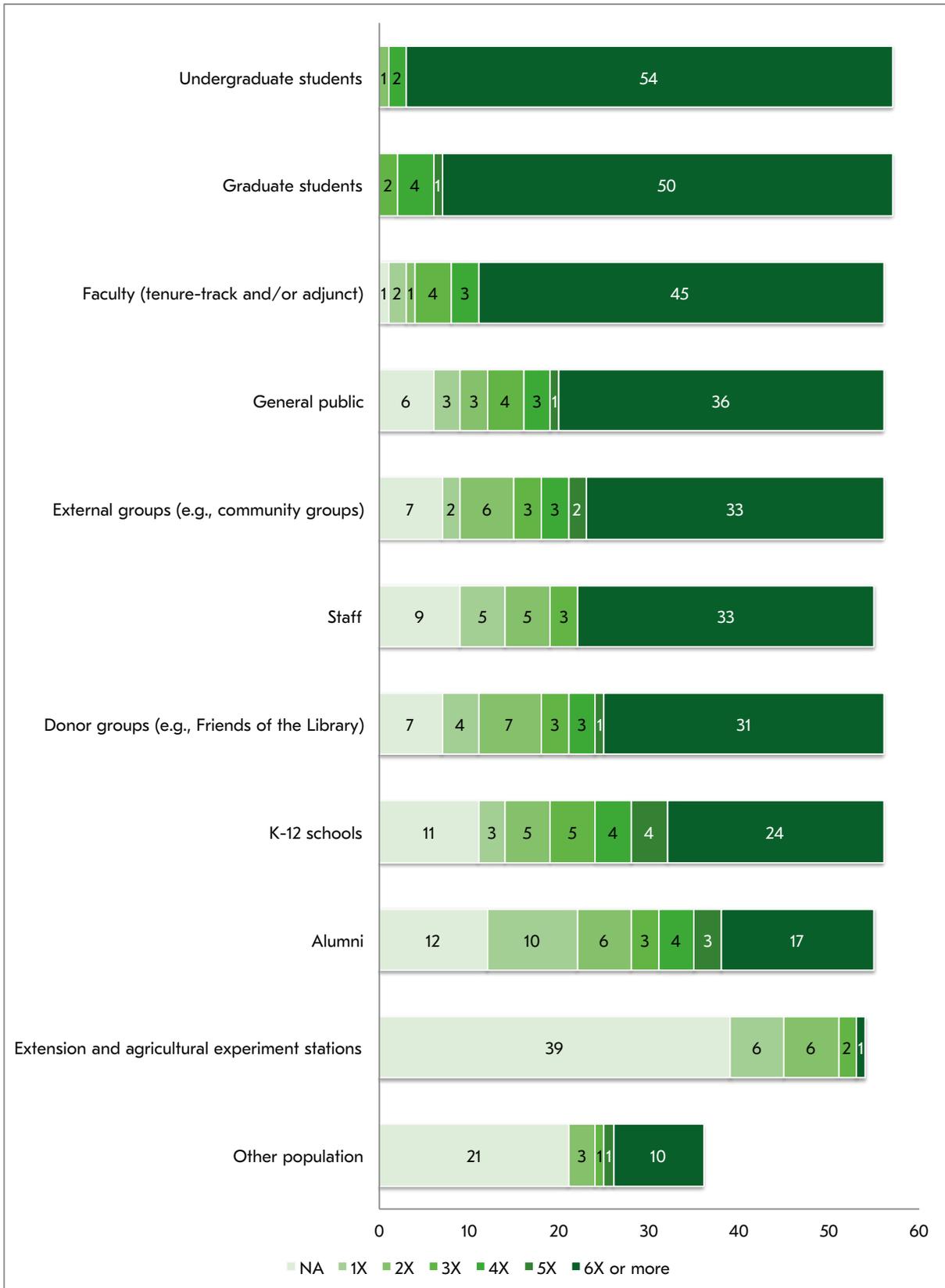
NARA engages with a vast variety of populations even beyond those listed, such as tours and presentations for foreign heads of state.

Parents, Young African Leaders Group, library volunteers, former library staff

Prospective students

Visiting scholars; SUPA (SU Project Advance) Instructors, high school teachers who are teaching introductory college-level courses.

Frequency of Activity by Population (N=57)



We have an active community engagement office on campus that does a lot of local events to various populations and the library often has a table/booth: examples are Hispanic Day, College Park Day, Maryland Day, etc.

Additional comments N=2

The library does have one USPTO designated patent & trademark librarian whose mission is to serve as a patent resource for university constituents, but also for citizens of the state.

We have a group of librarians working on a project called “Decolonizing Description” where they have been working with First Nations groups in Alberta.

3. For which of the following underserved or special populations has your library developed targeted outreach and engagement strategies? Check all that apply. N=54

International college students	45	83%
First generation college students	33	61%
LGBTQIA+ patrons	29	54%
People of color	26	48%
People with disabilities	23	43%
Veterans	22	41%
Non-traditional college students	17	32%
Rural, tribal, and native patrons	17	32%
Older adults	13	24%
Low-income patrons	10	19%
Commuter college students	9	17%
Adult literacy patrons	6	11%
Incarcerated or ex-offenders	4	7%
Homeless patrons	2	4%
Bookmobile patrons	1	2%
Other population	17	32%

Please briefly describe the other population. N=17

Distance students

Employees of area non-profit organizations

English as an additional language students (not all are international students)

First Nations students

High school students

High schools students from underserved populations

K-12 students from underserved groups

Little Free Libraries project is for the wider community and was done in conjunction with the university’s Office for Sustainability.

Over the past 10 years, have had a great variety of regular programming covering trending diversity and inclusion topics, including #metoo, cultural communication, etc.

Refugees; Human Library event; Parents Cafe (families of students); Research/lab group presentations; graduate student social event (speed dating the research experts) as introduction to research services

Retirees of the university (Oak Hammock); study-abroad participants; offsite cohorts such as CityLab in Orlando and Sarasota (architecture graduate program)

The university and the library aim to be inclusive and provide outreach programming that is universally accessible.

This year we have a specific program targeted toward HIV/AIDS activists, which includes a great number of people living with HIV. This is an inter-sectional group that includes many people of color, LGBTQIA people, and low-income people.

Transfer students

TRIO Programs, transfer students, Women in Science and Engineering

Undocumented students, transfer students, and Southeast Asian community

We do not specifically target outreach and engagement with each of the above groups, but we do incorporate representatives of these groups into our advisory councils, and we consider diversity and inclusion engagement generally within many of our library programs and services.

4. Which of the following outreach activities did your library engage in during the last calendar year? Check all that apply. N=57

In-person tours	56	98%
Open houses	55	97%
Resource tables	55	97%
Orientation presentations	54	95%
Social media	54	95%
Author talks	50	88%
Film screenings	44	77%
Friends of the Library events	40	70%
Scavenger hunts	33	58%
Gaming events	31	54%
Virtual or self-guided tours	28	49%
Other activity	38	67%

Please briefly describe the other activity. N=38

Academic programming support with an emphasis on academic integrity, mental health and wellness/ stress reduction activities, and events including therapy dogs, yoga breaks, Bell Let's Talk

Activities during finals, Museum Gallery tours

Art projects, poetry readings, "DIY" music and maker space event, workshops (in person and online), "Office hours" (faculty drop-in support sessions)

Book talks, faculty presentations/talks, exam relief—including both scheduled activities and drop-in / time of need activities—displays & exhibits, white-board engagement question walls, pop-up librarian,

Write Night/long night against procrastination, opening the library spaces to student organization activities, students filming class projects in the library

“Brain Break”: stress-reducing night prior to finals

Button making events, stress busters, panel/roundtable events, musical concerts, jam sessions, celebration of campus scholarship, Rutgers Day festival, puzzle stations, receptions

Concerts (for example, musical performances by faculty and students)

Giving to Hoos Day, 3D and VR programming

Hack-a-thons and Wikipedia edit-a-thons

Hack-a-thons, openLabs for technology engagement, bootcamps, wellness and mental health activities

History “gathering days” for members of the public, where oral histories might be conducted, images and documents digitized, etc.

Homecoming, colloquia, exhibits, author award

Ice Cream Social during orientation, Rare Books and Special Collections talks, Science Literacy Week, OA Week

In partnership with the English department we held a search the marginalia of books activity. We also sponsored Sci Pop lectures (focusing on popular science culture topics, i.e., Magic of Harry Potter) that highlight library resources. Genealogy at Lunch and Family History Day also highlight library resources. Exhibits highlight collections and faculty subject expertise, i.e., graphic novels, Black Panthers, Poetry Month events (inclusive of international students).

Internship opportunities for high school students. Partnered with a local non-profit to provide career readiness training for high school students. Mentoring grade school students. OSU Reads program with 1st and 2nd grade students (focused on literacy and wellness). Partnered with a campus group to support programming for autistic children and their families.

Kislak Center Dedication Ceremony. Music Festivals series was hosted at the Libraries’ Kislak Center. Open Lectures and panels. Open workshops. Special collections and Cuban Heritage Collection exhibitions and joint initiatives with the Lowe Art Museum. Mindfulness sessions held at the library. U-Link initiative (UM Laboratory for Integrative Knowledge): a university-wide platform for incubating ideas, fostering interdisciplinary collaboration, and providing funding to facilitate new approaches to difficult problems. Community Engagement: The third issue of the Libraries’ newsletter **access** has been published.

Lectures, panels, and workshops

Makerspace, student public presentations, Digital Humanities public demonstration, Study Jams, Welcome week events with crafts, collaborative activities with UWPD, and more....

Midterm and finals study breaks in the library for students (with food and stress-relieving activities)

Mobile Making events to demonstrate the Libraries’ 3D printing and data-visualization resources.

Outreach regarding the dedication of one of our recently renovated buildings, and also the Brown School of Social Work library offers outreach to field instructors and their community partners.

Partnering with campus groups on workshops and programs, 1st year advisors, library awards and prizes for research and scholarship, personal librarian program

Personal librarian outreach to first year students

Personal librarian program, stress-relief events, welcome week events (e.g., shaved ice), pop up library at departments/schools, exhibits and displays, newsletters to faculty and community.

Programming in residence halls, murder mysteries, escape rooms, film contest, maker fair, bookplate reception

Receptions

Refugees; Human Library event; Parents Cafe (families of students); Research/lab group presentations; graduate student social event (speed dating the research experts) as introduction to research services

Storytime with K-12 daycamps on campus

Stress-relievers during finals, e.g., snacks, puzzles, button-making, therapy dogs; workshops

Student exhibitions, unveiling of new art in library spaces, graduate photo competition, research data management week, SciLit Week, displays with events (don't judge a book by its cover)

The National Archives engages in a variety of events throughout the year. Additional types of activities include examples such as special exhibitions, travel trunk programs, living history programs, naturalization ceremonies, genealogy programming, and national issues forums.

Therapy dogs, Long Day Against Procrastination, "Take A Break" snacks for students during final exam study time

Virtual tours in production; Hack-a-thon

We do a number of exhibits each year, an Edible Book Festival, and a Human Library event.

We have a robust exhibits program that often has outreach activities associated with the exhibits. The exhibits are also a form of outreach.

Wellness breaks

Wellness events (study breaks, massage, etc.)

Workshops and events in Makerspace, VR/AR space, and around data and visualization

INSTITUTIONAL SUPPORT FOR OUTREACH

5. How is outreach and engagement addressed in your library's mission/vision statements? Check all that apply. N=56

We do not explicitly include outreach in our vision or mission statement, but it falls under a broader category	27	48%
It is explicitly included in our mission statement	13	23%
It is explicitly included in our vision statement	12	21%
We do not include outreach in our mission or vision statements	10	18%
We have a separate outreach mission statement	4	7%
We have a separate outreach vision statement	3	5%

Comments N=22

As part of the land grant mission of the university, outreach is implied in the mission and vision statements.

Goal 2 of NLM's Strategic Plan for 2017–2027 is "Reach more people in more ways through enhanced dissemination and engagement." NLM carries out its mission of enabling biomedical research, supporting health care and public health, and promoting healthy behavior in part by providing access to biomedical and health information across the country in partnership with the over 7,000 members

of the National Network of Libraries of Medicine (NNLM®). The mission of the National Network of Libraries of Medicine (NNLM) is to advance the progress of medicine and improve the public health by providing all US health professionals with equal access to biomedical information and improving the public's access to information to enable them to make informed decisions about their health. The Division of Specialized Information Services creates information resources and services covering toxicology, environmental health, HIV/AIDS, outreach to underserved and special populations, drugs and household products, and disaster/emergency preparedness and response.

Included in the Libraries' (and university's) values and mission statements and referenced in multiple categories, not as a distinct item.

It is explicitly included in our strategic plan and values.

It is included in several of our goals within our strategic directions; also, it is included in the Information Literacy Committee charge.

It is part of our student success goals in the strategic plan.

Many of our other initiatives and goals are engagement-based and contain outreach components. In our organization all faculty are expected to include outreach in their jobs.

NARA as a whole addresses outreach in its overall mission and vision.

Our foundation for outreach derives directly from our university's academic plan and "Eyes High" strategic mission.

Outreach and engagement are not addressed in our mission/vision statements, but they are in our Strategic Roadmap.

Outreach falls under the "Connect" category in our Strategic Directions for FY2018–2020. It is described as "Expand intersections and connections between students, faculty, and University & Library staff."

Outreach is articulated in our campus mission/vision statements. Various campus libraries and units have outreach explicitly called out in their respective vision and/or mission statements. Outreach is also integral to the role of liaison librarians, and included in their position descriptions.

Outreach is best articulated in our strategic directions.

Outreach is coupled with instruction in our library's strategic plan, under Goal 3: "Develop and strengthen the library's information literacy instruction and outreach to support education and research at all levels of the university;" and in Goal 3, Object 2: "Strengthen and expand relationships with our constituents by promoting our expertise through partnerships with campus units and the community."

Outreach is implicitly included in our vision and values, where it is connected to values around communication and partnership and collaboration. Some units in the library also have mission and vision statements that include outreach.

The library is deeply engaged in the research, teaching, and learning at the university.

The mission statement refers to "connecting communities, within and beyond the university." More detail about engagement is included in the "engage with communities" section of the library's strategic plan.

The vision statement will have outreach and engagement explicitly included. This statement is a work-in-progress.

We do not have a vision statement specific to outreach and engagement, but this is addressed in our statement of strategic actions and operating principles.

We have a library mission statement to be the "indispensable hub of discovery, learning, and creativity" at our university. In addition, our instruction program also has a mission statement: The University

Libraries Instruction Program supports the educational mission of the university and the missions of the University Libraries for discovery and learning through instructional initiatives that develop skills for information discovery, scholarship, and academic excellence. Working collaboratively with faculty, students, and the community, the Libraries' Instruction Program promotes critical thinking and challenges learners to consider their role as consumers, producers, and creators of information. Learners will be empowered to effectively identify, find, evaluate, create, and ethically use information in their academic pursuits, in their future careers, and as life-long learners in an information-rich society.

We include collaboration in our mission statement and values. Student outreach and experience is also listed in our strategic priorities.

While it is not explicit in either mission or vision statements, outreach is explicit within our strategic plan (engagement is one of our eight pillars of excellence).

6. How are your library's outreach activities funded? Check all that apply. N=57

Library's central budget	47	83%
Special projects or events budget	41	72%
Departmental budget	39	68%
One-time administrative funds	32	56%
Grant funding	28	49%
Personal donations	18	32%
Other source of funding	16	28%

Please briefly describe the other source of funding. N=16

Academic faculties and departments

Alumni Association

Donor funding through the Friends of the Library

Donors and endowments

Endowed professorships

Friends of the Libraries membership fees (which are counted as donations)

Gift funds

Graduate Students Organization (GSO)

In addition to using departmental budgets, we have an endowed fund that can be used for outreach activities.

Large campus-wide events often include the Libraries. They are funded by their sponsoring departments.

Other campus units provide funding for events. The Academic Integrity Office hires Library Ambassadors to deliver academic integrity outreach programming in the library.

Private sponsorships from business/community

Some funds come from special organizations such as the Friends of the Library and a parent group called Aggie Mom's. The Learning and Outreach unit has two budget lines made up from soft monies from several revenue sources. One-time administrative money is also available for special projects.

Some of the funds for outreach to our indigenous student population come from a community-funding source where we share the cost for hiring students 50/50.

Some of the outreach functions are funded through the Federal government appropriation process, but the bulk of the funding is through private support organizations such as the National Archives Foundation and the Presidential Libraries' individual foundations. Those foundations are funded through private donations, and other streams of funding.

Sponsorships

7. Please enter an estimate of the total annual expenditures for your library's outreach activities, including promotional materials and event support, but excluding personnel costs. N=42

Minimum	Maximum	Mean	Median	N
4,000	12,100,000	375,270.50	30,000	36

Amount	N
<10,000	3
10,000–14,999	6
15,000–19,999	2
20,000–24,999	5
25,000–29,999	1
30,000–34,999	4
35,000–39,999	1
40,000–44,999	3
45,000–49,999	1
50,000–54,999	1
55,000–59,999	0
60,000	3
75,000	2
100,000	1
>100,000	3

Comments N=6

3% (approx.)

Many: distributed among facilities

Not available

Not available; the library has many branches across two campuses and outreach activities are not coordinated centrally.

Our library does not have a coordinated outreach program, nor a single shared definition for what constitutes outreach, nor a single budget line to support all outreach activities, promotional materials, and event support. It would be difficult to track or estimate this figure.

Outreach activities that are not specific calendar events annually hosted by our outreach group and promotional materials are funded through different departments.

8. Does your library have a defined budget line for outreach activities? N=57

Yes	16	28%
No	41	72%

If yes, who is responsible for managing the budget for outreach activities? N=16

Other library administrator	6	38%
Librarian	2	13%
Non-librarian staff	2	13%
Library dean/director	1	6%
Department head	1	6%
Other individual	4	25%

Please specify the other individual. N=4

Some portions of the budget used for outreach are managed by the special collections department or a committee focused on engagement with campus. The libraries' business administrator oversees the budget for outreach as a whole.

Strategic communications manager with chief librarian

The Student Engagement Committee co-chairs in collaboration with committee sponsor and the library's financial administrator.

There are several budgets from which these monies derive and they are managed by the dean, the senior associate dean, and the director of marketing and communications. Additionally, each branch chair has discretionary funds that can be used for outreach activities.

Answered No N=7

All monetary requests go to our senior leadership team. We also will tag certain items in our annual budget planning process to the university.

Dean with help of Libraries' budget director

Department heads, orientation chairs, the dean, librarians: it's a collective effort.

Friends of the Libraries coordinator

Managing the budget is often a joint activity, depending upon the event and its complexity. While the initial budget is set by the librarian or curator responsible for the program, it is vetted by the person's manager, and, for our major exhibits, coordinated with our dean, budget officer, and finance department.

Outreach programs can be suggested by any member of our faculty and staff. They will work with the program director of outreach & engagement to finalize a proposal, which must be approved by the library director.

The management of budgets related to outreach is distributed at the department level but there are also certain programs that have specific budgets and are treated more as being managed by the committee.

ESTABLISHING GOALS AND OUTCOMES

9. Has your library established library-wide outcomes or goals specific to outreach and engagement?

N=57

Yes 30 53%

No 27 47%

If yes, what time period do the goals cover (e.g., semester, 1 year, 1–3 years, etc.)? N=30

Timeframe	N
1 year	13
2 years	2
3 years	1
1–3 years	4
4–5 years	1
5 years	5

Comments N=11

FY18: Develop collaborative partnerships both on and off campus. Collaborate and provide critical information management services beyond the library in a cooperative effort to share resources. Contribute to state and national open access efforts. Explore and use social media and evolving technologies for discovery, communication, and stakeholder feedback.

Goals are established in library strategic plans. The most recent plan covered a five-year period.

Goals are revisited annually. However, the libraries are committed to continually scanning the environment for opportunities for engagement that may arise suddenly. One of the on-going library goals is to identify on-campus and off-campus university audiences that traditionally have not been targeted by the library or who may be under-utilizing available library services and resources.

Goals cover a 1–3 year span in line with our strategic plan and have semester goals to ensure we are meeting the needs of the users.

Goals span 4–5 years; objectives and strategies to achieve are set and reviewed annually.

No specific time frame indicated.

Our library establishes goals/outcomes for each outreach activity separately. The time period for the goals varies from one initiative to the other.

Our strategic communications plans are made for 2-year terms (generally). There are different communication plans for special projects that have their own timeline.

Outreach goals are set at a unit level rather than at a library-wide level. Some units set yearly goals while others set goals for a semester.

We recently completed a student engagement plan for the next academic year.

Yes, as part of Libraries component of the university's assessment process; in the Libraries' 5-year strategic plan.

10. Articulating goals and outcomes for outreach can occur throughout the library organization. Please indicate how outcomes or goals specific to outreach and engagement are established at your library. Check all that apply. N=55

Individual librarians establish outreach goals/outcomes	40	73%
Library units establish outreach goals/outcomes	39	71%
Our library establishes goals/outcomes for individual outreach activities	29	53%
Our library establishes goals/outcomes for specific populations (e.g., outreach goals for first year students)	26	47%
Our library establishes goals/outcomes for groupings of outreach activities	19	35%
Our library establishes goals/outcomes for our overall outreach program	18	33%
Our library does not have outreach goals/outcomes established at any level	3	6%
Other process	5	9%

Please briefly describe the other process. N=5

Goals for special projects

Library-wide priorities are established cooperatively on an annual basis, and various initiatives that match library priorities are lined out at that time. Initiatives can be added throughout the year as opportunities present themselves, but cohesive planning on a larger level happens at least annually. Goals and outcomes are also developed by the respective departments.

We establish some outreach goals in collaboration with campus partners.

We have an outreach librarian who sets goals for individual activities and programs. Sometimes those goals are set in tandem with sponsoring units or other librarians or staff.

We have an over-arching goal to do the work but have not specified specific goals for each population/activity. Assigning goals to academic staff to complete this type of work is tricky. We ask that, generally, they participate in any way they can.

11. Please briefly describe any established outcomes or goals specific to outreach and engagement in use at your library. You can copy and paste into this box or provide a link to a document at the end of the survey. N=24

ACRL Framework; still being articulated for new strategic directions

An example: Goal & Rationale: Coordinate, develop, and deliver outreach activities to the university community so users are aware of the Libraries' services, facilities, and collections, etc. Objective 1: Work across functions and locations to gather information about their areas. Objective 2: Plan and develop programming, events, and associated outreach materials. Objective 3: Co-ordinate staffing of outreach events. Expected Outcomes & Planned Assessment Method: 1. Contact function chairs, etc. for information/contact person for various projects—summer 2018. 2. Orientation events for undergraduate and graduate students happen—August/September 2018 (the events, partnerships, number of people at events, observation study re engagement at event, patron use of event hashtag, etc.) 3. Outreach materials created, e.g., new display board for OWeek (the materials created). 4. Attend WU International Week meetings, help coordinate Opening Ceremonies for International Week—November 2018 (library visibility in IWeek, number of people attending events, observation, hashtags etc.) 4. Various outreach events/activities occur throughout the year (number of events, number of people reached). 5. Wellness initiatives occur throughout the year (number of people reached, partnerships created/maintained, engagement through social media etc.)

Build awareness among users of the Libraries' spaces, services, and expertise. Support students' transition to the university. Students will be able to identify their personal librarian. Students will experience the library as a welcoming, safe environment. Considering the whole student, the library will provide spaces and activities so that they can succeed.

Connect with every first-year student. Reach out to every graduate student. Participate in orientation activities. Provide reference services through chat on a regular basis. Make regular contact with liaison department.

Create an information literacy program as part of the university's pledge to "identify and develop a set of core competencies that give all students the critical skills that inform academic, personal, and professional success. Build upon existing relationships with other areas that support student academic excellence on campus such as Academic Integrity, the Writing Center, and Information Technology Services.

For instance, a specific goal for an activity might be to reduce library anxiety (typical for our Open House event).

Increase educational outreach and support for scholarly communications. Continue to provide dedicated services to students in the Educational Opportunity Program.

Nothing formal

One specific outcome/goal is to increase our social media following and reach more students, faculty, staff, alumni, and other stakeholders online. From mid-FY2017-18, we have increased our social media following on: Facebook more than 85%; we have close to doubled our followers on Twitter; we established in Instagram account June 2017 and now have more than 633 followers.

Our Strategic Roadmap includes broad outcomes related to "User Experience & Engagement": Create a welcoming, comfortable, safe, and inspiring experience, both physically and virtually. As the intellectual and cultural commons of campus, serve as a forum for students and faculty to share their work and knowledge. Integrate resources and services into non-library learning spaces through partnerships across campus. Optimize delivery systems to provide access to relevant resources and services regardless of location, resource type, or technological platform.

Outcomes and goals for a specific engagement program with university partners: Increase in student engagement. Increase accessibility. Increase use of the library as a center for learning. Increase partnerships across campus.

Progress is tracked by measuring the number of new and continuing strategic partnerships between the library and various university audiences. Examples of recent new partnerships include increased outreach to the following groups: alumni, non-teaching university staff (who may not realize their access to library services and resources), and students involved in research while away from the university (i.e., students in study-abroad programs).

Sampling of actual outreach goals from some of our departments: Evangelize availability of new and emerging technologies to the university community. Increase programmatic offerings for students to include instructional workshops and co-curricular events hosted by and/or supported by Student Digital Life services. Increase focus on outreach and community engagement efforts to better promote the use of services. More specific goals in support of these broader outreach goals are assigned to certain staff.

Student Engagement Committee goals: 1) Coordinate the library's participation in library and campus-wide events such as: Library Month celebrations, Library Day, March Break Open House, Wellness Fair, Dons' Orientation, Student Services Fair, campus campaigns (i.e., 16 days, Veterans' Day, GIS Day), other campus orientation activities. 2) Create and deliver material and content that promotes the library's services and resources, such as: posters, postcards, and other print materials; displays for various events;

general displays within the library; social media postings and campaigns; news items and web-based events postings; buttons and other swag. 3) Engage students in wellness and de-stressing activities, such as: Blind Date with a Book, board games, puzzles, colouring pages, handing out snacks and treats. Critical Partnerships: Work closely with other library committees/departments and campus partners to identify opportunities and potential partnerships. Library Ambassador program goals: Intentional alignment with other campus services and initiatives during and beyond the university's traditional business hours, will: foster knowledge sharing, skills sharing, and collaboration amongst students and staff; support student experiential learning and the development of skills required for overall academic success; enable connections for the integration of student services in support of learning, professional, and academic skills; enabling undergraduate students access to information and services required for their academic endeavors; new employment opportunities for students who may have little to no employment experience and less opportunities through their degrees.

The Friends of the Libraries will be establishing goals to increase membership. In the past few years, we have worked to promote more broadly and have achieved success measured in increased overall attendance at eight named events and many additional co-sponsored events, including exhibition openings.

There are four primary goals of the strategic communications plan: 1. Provide libraries' with a shared approach to communications that also highlights each library's unique culture. 2. Create opportunities for outreach, engagement, and promotion to increase the visibility of the libraries' on campus. 3. Share and demonstrate the value of the library to the academic community through promotion of services. 4. Promote the library's extensive collection.

There are some known events/programs that recur each year.

(These are still being finalized.) 1) Goals for Exhibits: increases the awareness and use of library resources, provides an opportunity for user feedback on resources from the audiences served so that resources are enhanced, and remain current based on industry trends. 2) Goals for Training, Career Development & Education: Reach (how many participants completed the course), learners' perceptions/qualities, knowledge, skill set, use. 3) Goals for Persistent User Engagements and Partnerships: activities align with strategic plan goal 2. 4) Goals for Communications & Social Media: TBD

We aim to increase participation year over year.

We are working on establishing library-wide outcomes and goals but this has not yet been realized. We have both semester and annual goals. Current annual goals for teaching and learning include: Library engagement through a research class or tour for at least 75% of first year students; build relationships with directors/coordinators of transfer students, international, and underrepresented students that result in substantive interactions with students; and, for fall semester, create a series of student-led tours and events to raise awareness of library resources.

We create learning outcomes for specific outreach and engagement events (examples would be our Open House, our Human Library, and our escape rooms). This is how we assess and also how we work with stakeholders who might be interested in helping and/or supporting these outreach and engagement events.

We have clear social media goals, as well as goals for our internship program. Individual branches may have goals for trainings and presentations.

We have an events/programming plan in progress (not ready to share).

We will achieve a 90% visitor satisfaction rate across museum, education, and public programs.

12. Who is responsible for setting outreach goals and objectives at your library? Check all that apply.
N=56

Department head	40	71%
Librarian	40	71%
Other library administrator	35	63%
Library dean/director	30	54%
Non-librarian staff	24	43%
No one is responsible for this activity at this time	7	13%
Other individual	8	14%

Please specify the other individual. N=8

Director of Communications and Marketing

In collaboration with campus partners

Library Outreach & Communications Administrator

Our Communications and Outreach Working Group is comprised of librarian and non-librarian staff.

Our organization as a whole helped develop our outreach goals as stated in our strategic plan. These efforts are led by the Program Director for Outreach & Engagement.

Strategic Communications Manager

The AUL for Research & Learning leads the planning for outreach efforts across the organization. A recent cross-library committee established outreach goals and outcomes for the organization. The committee included department heads, non-librarians, and librarians. Campus stakeholders and our Student Library Advisory Committee vetted the proposal as well.

We have a Communications and Marketing Steering Committee and a Programming Task Force with members across the library.

13. Do your library's outreach activities align with broader institutional initiatives, goals, or strategic priorities? N=55

Yes	53	96%
No	2	4%

If yes, please briefly describe an example of an institutional initiative, goal, or strategic priority with which your library's outreach activities are aligned (e.g., retention of first generation students, diversity recruitment, etc.) N=47

A strategic priority is, as a land grant university, to invite non-academic community members onto our campus. By participating in city-wide First Friday art events, Special Collections and Archives lectures, and Family History Day, we encourage state-wide and local engagement with library activities.

Advancing Cultural Understanding and Creative Expression, helping to provide a Welcoming and Collaborative Campus Community

Although each NARA unit sets their own local objectives, they all support NARA's broader outreach goals. "Strategic Goal 2: Connect with Customers: Connect with Customers challenges us to continuously improve customer service, cultivate public participation, and generate new understanding of the importance of records in a democracy. We continuously engage with and learn from our

customers: individuals, organizations, and other Federal agencies. We build long-term and strategic customer relationships to ensure our services are valued by our customers and we work together to improve overall efficiency and effectiveness.”

As part of our Eyes High Strategy for the university there are foundational commitments and within in these three commitments there are some elements of outreach either internally or externally. One of the three commitments is “Integrate the university with the community.”

Be a leader among public universities in enrollment of talented low- and moderate-income students.

Broadly, the activities support the student experience and student wellness goals of the university.

Community engagement. Increase diversity and inclusion across campus. Support areas of focus for the university, including data science and entrepreneurship. Partner with campus departments engaged in supporting student success, i.e., academic integrity, writing and research support, academic technology. Provide expertise and digital tools to support integrative scholarship in the humanities. Provide targeted outreach and support for health science and medicine programs/innovative medical education. Provide innovative lab and classroom space for the creation and dissemination of digital scholarship.

Community service and engagement are institutional priorities.

Diversity

Equity, Inclusion, and Diversity Initiative

Example 1: From the university mission statement: 4. Serve society through coordinated statewide outreach programs that meet continuing educational needs in accordance with the university’s designated land-grant status. 5. Participate extensively in statewide, national, and international programs and encourage others in the university system, at other educational institutions and in state, national, and international organizations to seek benefit from the university’s unique educational resources, such as faculty and staff expertise, libraries, archives, museums, and research facilities.

Example 2: Finding Yourself in STEM: Staff from the Science and Engineering Libraries partnered with STEM Diversity Network and WISCIENCES Integrated Mentoring Program and Core Training (IMPACT) to develop a program to help students from underrepresented groups to find their place in STEM.

Example: Internationalization: Provide library sessions to international students; participate as partner in International Week; allow international campus and community groups to book library space for events, etc.

From the university mission statement: It expects all areas of the university to advance knowledge and learning at the highest level and to convey the products of its efforts to the world. Our Scholarly Communication outreach program focuses, in part, on advancing knowledge through dissemination in our IR and helping scholars amplify their research through social media and other visible channels.

From university strategic plan, the following three (of five) goals: enhance student success, foster interdisciplinarity to address society’s grand challenges, engage in strategic partnerships.

Goal 2 of the Strategic Plan for 2017–2027 is “Reach more people in more ways through enhanced dissemination and engagement.”

Goal 3 of strategic plan: Broaden access to and promote use of collections for new and diverse audiences using a variety of methods and tools. Strategic Initiative: 3.1 Develop and engage new audiences through social media, exhibitions, and communications that focus on our unique role.

Goals support the university’s focus on undergraduate student retention and achievement goals; additionally, to support diversity and international efforts, collections are managed on that basis. Services focus on serving students’ needs such as physical and visual impairments (ADA facilities),

student study needs met by UProctor spaces and services; and other facility enhancements such as lactation rooms and gender neutral restrooms.

Highlighting rare and special collections

Initiative 1: Whole-Person Education. Graduates have a reputation for strong technical skills and initiative, but, increasingly, other skills are needed for success in the twenty-first century workplace, including cognitive skills, such as problem solving and creativity; interpersonal skills, such as communications and leadership; and intrapersonal skills, such as adaptability and discipline. The commission found that virtually all employers consider these skills to be a distinguishing characteristic for long-term success. Employers look to leading colleges and universities to provide graduates who have not only deep disciplinary knowledge but also these additional skills. This initiative consists of four interrelated projects that address important aspects of delivering whole-person education to learners: Experiential learning that embeds the learning experience in authentic, relevant contexts. Globalization at home to develop a culture in which critical thinking and collaboration can be taught in the context of a multicultural world. Professional development of graduate students that fuses whole-person education with the more research-oriented training typical of graduate education. A new whole-person curriculum that emphasizes interpersonal and intrapersonal dimensions of education in addition to cognitive dimensions.

Institutional initiative: Developing a High Quality Environment for Students. The library's Student Engagement Committee creates and delivers programming to support student mental health and wellness.

Institutional priority: Promote and enhance student access, retention, and success. Expose all undergraduates to meaningful research experiences and global perspectives.

Library goal: Continue to provide dedicated services to students in the Educational Opportunity Program. Institutional goal: Student success. Enhance the student experience.

Lifelong learning (and other Jesuit values) underpin almost all of our programming at the library.

Many are tied into the strategic goal of student success. We work to foster engagement and to care about the whole student.

Not always aligned, but sometimes.

One of our institutional strategies is transforming education. This includes a wide variety of things, but outreach and engagement squarely fits within this goal.

One of the goals in the institution's strategic plan is to "lead as a model public institution, fostering discourse, knowledge exchange, and engagement.

One of the university's goals, expressed in its "10 X 20" document, is to "Build undergraduate experience so it stands among the top ten in the nation." This covers both curricular and non-curricular activities, so the outreach we do supports the non-curricular side.

Ongoing outreach and collaborations with university's office for multicultural students to create library book exhibits align with strategic priority of creating a welcoming and inclusive environment.

Our campus has an athletics success initiative and the libraries contribute to this by providing outreach to student-athletes and support staff about the unique library services that we have created for them. We offer office hours, on-demand consultations, and in-office consultations, with the outreach about these services directed to the student-athletes, as well as their advisors and any instructors who teach significant numbers of athletes.

Our outreach activities are aligned with the library's strategic plan. For example, one of our strategic directions is to "Contribute to Strategic Campus Initiatives," and these campus initiatives include retention and internationalization.

Student experience; scholarly communications; equity, diversity, and inclusion; research data management; and preservation—digital and print

Student retention and graduation; programming in support of experiential and service learning

Targeted support for non-traditional and unique student populations. Partnering with the county community to preserve the legacy and experiences of the region's diverse individuals and communities. Engaging the community, students, and alumni through friendly services, welcoming spaces, and relevant programming.

The Office of First-Year Experience's mission is to create environments that help students to discover, engage, and belong at the university. The Libraries offers outreach programming in each of these areas, including orientation and information tabling, undergraduate student programming, and events and activities that get students into our library spaces.

The Libraries align themselves with the university's mission statement and goals. The following two goals of the university clearly capture our activities with outreach: To welcome students, faculty, and staff from all backgrounds to create an inclusive community that is welcoming, nurturing, and intellectually rigorous; to be an institution that excels by its accomplishments in our home community, as well as in the nation and the world.

The Libraries' goals are aligned with the university's strategic plan: Goal 1.2 Sustain an inclusive, accessible campus of opportunity for a richly diverse student body, including international students, students with disabilities, underrepresented students, and veterans. 1.2.1 Strengthen and coordinate outreach/recruitment strategies that highlight our commitment to inclusion. The Libraries are currently developing a series of programming opportunities to support graduate students. Of the graduate student population at the university, about 40 percent are international students.

The library's first generation student mentoring program provides connections to the university retention efforts.

The university is a land grant institution. As a result, our community (external) outreach satisfies the mission to make our resources available to the public. The Friends activities serve to advance awareness of the Libraries' impact on campus, that our resources are available to all, and that our programming draws people to the university.

There is a renewed interest on campus in first-year retention, first-generation students, and students from underrepresented populations. The library's outreach activities tie into these by targeting certain populations. We provide a resource table at the Rainbow Resource fair for LGBTQ+ students and also do programming for student veterans. We also have a partnership with a program in Residence Life that is providing programming to students of color.

They align with university and library strategic planning, including services and retention of first-generation students, outreach to traditionally underserved populations, and engagement with the community at large. The launching of Digital Humanities Certificate program, diversity recruitment, and advancement goals in the library support university advancement goals and inclusion initiatives.

Through "Purdue Moves," Purdue University has embarked upon a "transformative education" initiative to transform teaching and learning. One part of this transformative education initiative is the IMPACT (Instruction Matters: Purdue Academic Course Transformation) program, a course redesign program that focuses on making courses at Purdue more student centered. In this program, Libraries' faculty and staff collaborate with partners across the campus. Within IMPACT, interdepartmental teams work

closely with Purdue instructors to help them redesign courses following evidence-based educational practices. In addition to helping instructors adopt a student-centered approach to their courses, team members from the Libraries work with instructors to uncover how students use information to learn within the course. Approaching courses holistically, the Libraries team members work with instructors to develop informed learning solutions to allow students to engage with information in sophisticated and purposeful ways.

University strategic initiatives: Undergraduate Student Success. To be the university of choice for aspiring undergraduate students, within the commonwealth and beyond, seeking a transformational education that promotes self-discovery, experiential learning, and life-long achievement. Diversity and Inclusivity: Enhance the diversity and inclusivity of our university community through recruitment, promotion, and retention of an increasingly diverse population of faculty, administrators, staff, and students, and by implementing initiatives that provide rich diversity-related experiences for all, to help ensure their success in an interconnected world. Community Engagement: Leverage leading-edge technology, scholarship, and research in innovative ways to advance the public good and to foster the development of citizen-scholars.

We are the state’s land grant institution so have a broad mission of serving the citizens.

We align with broad university-wide mission statements, strategic plans, president’s statements.

We have established program partnerships with the Division of Undergraduate Education based on institutional priorities. We have a Transfer Student Center located inside the library and are about to open a Teaching & Learning Center.

We will close the gap between intentions and outcomes to connect individuals from widely diverse backgrounds and life experiences to a truly inclusive community.

PLANNING OUTREACH ACTIVITIES

14. Which of the following best describes the timeline on which your library determines its outreach activities? N=57

On an annual basis	21	37%
One semester at a time	8	14%
One event at a time	6	11%
One month at a time	0	—
Other timeline	22	39%

Please briefly describe the other timeline. N=22

All of the above, depending on the scope of the activity or program.

Annual planning, however, other items are added as opportunities arise.

Certain events are determined on an annual or semester basis. Others are determined one event at a time. Much of that is up to individual librarians and departments.

Decentralized efforts. Some planned annually, others one semester at a time.

Depends on unit planning. Could be all or any of the above.

Different timelines depending on the activity.

Each unit within the library may have its own timeline.

It depends on the planning group and the event.

It depends on the program or activity; some are recurring, some are one-time.

It varies. Some events are planned on an annual basis and others on a semester-by-semester basis, or one event at a time (including piloting) depending on need.

Most units plan on an annual basis, but the committee that organizes a significant majority of activities directed at undergraduate students plans on a semester basis.

On a case-by-case basis as needs or opportunities arise.

Our exhibit program is usually scheduled three years out, and we have some events that we do annually or each semester. We leave ourselves flexibility for events on the fly if something comes up; for example, we put together a last minute eclipse viewing party two years ago.

Our outreach program is in its second year and continues to grow. We don't have a set timeline for determining outreach activities. We have strategic goals related to outreach and specific programs that we have committed to for 1-3 years. We also consider additional requests/outreach activities one event at a time.

The timeline can vary across the institution. Progress is measured annually, but the outreach activities themselves are developed on an ongoing basis.

The timeline for outreach activities varies across the Libraries, there are strategic directions and outcomes set by the Libraries and departments that happen annually or on a semester basis, but then interactions may happen on a needs basis determined by the schedules of the departments and programs we collaborate with and support.

Timeline and planning vary by activity/event, with some things occurring annually, others with different timelines.

Typically, during annual budget request periods. In addition, on an ad hoc basis as opportunities are identified.

We broadly map out our plan on a yearly basis, through goal setting and strategic alignment. However, that timeline does change and react to things happening at the institution (and relationships that evolve with our stakeholders throughout the year).

We do an overview of annual events, try to be agile and participate if an opportunity comes up a month in advance, and some events on their own timeline.

We have outreach activities that happen each year and those are planned for each quarter: orientations, Library Week, Exam Relief, etc. Several other activities come up throughout the year and are factored in as needed: exhibits & displays, pop-up library, campus events & partnership activities.

We plan annually, but take advantage of opportunities as they arrive.

15. Do outreach events require approval from library managers or library administration? N=57

Yes, for some activities	43	75%
Yes, for every activity	9	16%
No	5	9%

If yes, please describe the types of outreach activities that require library administrative approval and who in your library is responsible for approving those activities. N=42

For some activities N=36

Any event that requires additional funds.

Any events that require central resources such as graphic design, advertising, or other funding require approval of the dean of the libraries.

Any project or outreach that would utilize a considerable amount of library resources (either in terms of funding, supplies, or personnel) is usually run through an individual's department head or associate dean. Larger, extensive projects get run past the dean.

Anything requiring a budget. For instance, print materials for outreach programs.

Anything requiring funding.

Approval is needed for all exhibits and for program-level outreach (not every activity).

Approval processes for programs vary widely across the institution. Ultimately, the director of the facility is responsible, although they may delegate decision-making authority as appropriate.

Department chairs approve individual events within their departments.

Department heads or the university librarian usually approve events that will require significant funding or resources, or that may have a high impact socially or politically.

Event approval is tied to funding approval. Associate deans are responsible for approving funding for events in consultation with the dean. Department/unit heads, and individuals may approve activities in consultation with ADs.

Events for external audiences, new events requiring new sources of funding.

Events that need funding or substantial staff or other types of resources.

For a consistent approach we would like to keep all activities coordinated and accounted for. We ask that if there are activities that require funding, then there must be approval from the director of learner support and engagement services.

For large-scale activities that will require the disruption of regular library activities due to space use (such as our Open House), we typically inform library administration of our plan. This process looks less like approval and more like feedback and discussion.

Funding for food and giveaways; requests for advertising.

If financial commitment is involved.

If outreach activities involve library staff from a variety of departments, or library funding, then approval or communication about the event with department supervisors should occur.

If special funding is being requested, library administration approves.

Individual outreach activities by a liaison librarian that requires funding will need approval from a library administrator. But usual annual outreach activities like fall semester "RATS Night" for freshman event where we welcome new students or during finals the "therapy dogs de-stress" event does not.

Information about renovation activities, and new services.

Large-scale activities with significant funding needs. Activities that require access to special mailing lists (e.g., donor lists).

Major public events need approval from library director, as well as an outside campus and community relations team, if we expect their support in any capacity. For things like tours or show and tells, approval comes from the department head or the outreach librarian.

Most activities do not require approval, but some activities that involve potential donors may need to be approved.

New Faculty Orientation, finals activities, financial literacy workshops

Only if it is an activity that requires a budget or funding that has not been previously approved. This is then vetted by the library administration.

Outreach events that require funding need approval from a library administrator.

Supervisor (of Libraries' staff members) approval for scheduling; assistant dean or associate dean approval for scheduling at times.

Therapy Dogs, Library Day, Tattoo Tuesday: final approval rests with library executive.

The dean makes those decisions. Events that require additional funding or outside partners need her approval.

Those requiring budgetary approval and overall fitness to mission.

Typically, approval is necessary for activities/events that require budget support, as well as large-scale activities/events that have not been done before. Since we do not have an overall coordinated outreach program, these activities and events are approved by administrators of the library divisions sponsoring the activity.

Typically, approval is necessary if people request funds, which are reviewed by the library's admin team.

When funding is required (senior leadership team). When it is part of a libraries strategic goal (unit head for which it is a goal), e.g., developing and expanding library peer programs in Learning Skills and Residences, my supervisor knows/approves, as well as head of teaching and learning unit.

We have an exhibitions committee that reviews proposals, and the dean has final approval over the budget for each exhibit.

When significant funding (\$1000+) is required outside of approved budget allotments; certain types of innovative activities not previously funded.

Yes, for some activities. Department heads, AULs, and the dean of the library approve events at different levels, particularly when considerable staff time is devoted to the task, staff are working outside of their own areas of responsibility, or resources are required.

For every activity N=6

Activities do not always need high-level administrative approval, but at a minimum a branch/unit head approves outreach activities.

All proposed events require approval and are managed by the communications and outreach working group with guidance from deans.

Approval necessary by associate university librarian for research, learning & engagement.

Events that require funding for food or speaker fees require the dean's approval. Other, more routine outreach activities are generally approved by the supervisor.

Every activity, and they have to be approved by the dean.

Yes. Outreach activities with no cost associated with them can be approved by the program director for outreach & engagement. Other activities that include funding must be approved by an associate director or the library director.

16. In the last calendar year, how frequently did the following situations constrain your library’s ability to create or continue an outreach activity? Select one choice per row. N=54

Constraints	Never	1X	2X	3X	4X	5X	6X or more	N
Facility constraints	22	9	8	4	5	0	6	54
Timing and scheduling issues	9	15	9	6	5	1	7	52
Funding constraints	22	8	5	6	2	1	7	51
Staff member with expertise was unavailable	25	11	6	2	3	1	1	49
Library administration did not like idea for the event	24	12	4	6	0	0	2	48
Lack of interest from strategic partners	29	7	8	2	0	0	0	46
Insufficient staffing for the event	28	6	6	1	2	0	3	46
Lack of availability of strategic partners	28	9	5	3	0	0	0	45
Other constraint(s)	8	4	3	1	0	0	2	18
Total responses	44	36	29	17	11	2	12	54

If you indicated above that an “Other constraint(s)” affected your library’s ability to create or continue an outreach activity, please briefly describe it. N=10

Never

We are renovating our library and that has caused some temporary restraints on some activities.

1X

Trying new things that need vetting for alignment with library and university policies.

Weather

When an event no longer serves its purpose or has run its course, we discontinue it.

2X

Library space

Not aligned with strategic priorities

Security

3X

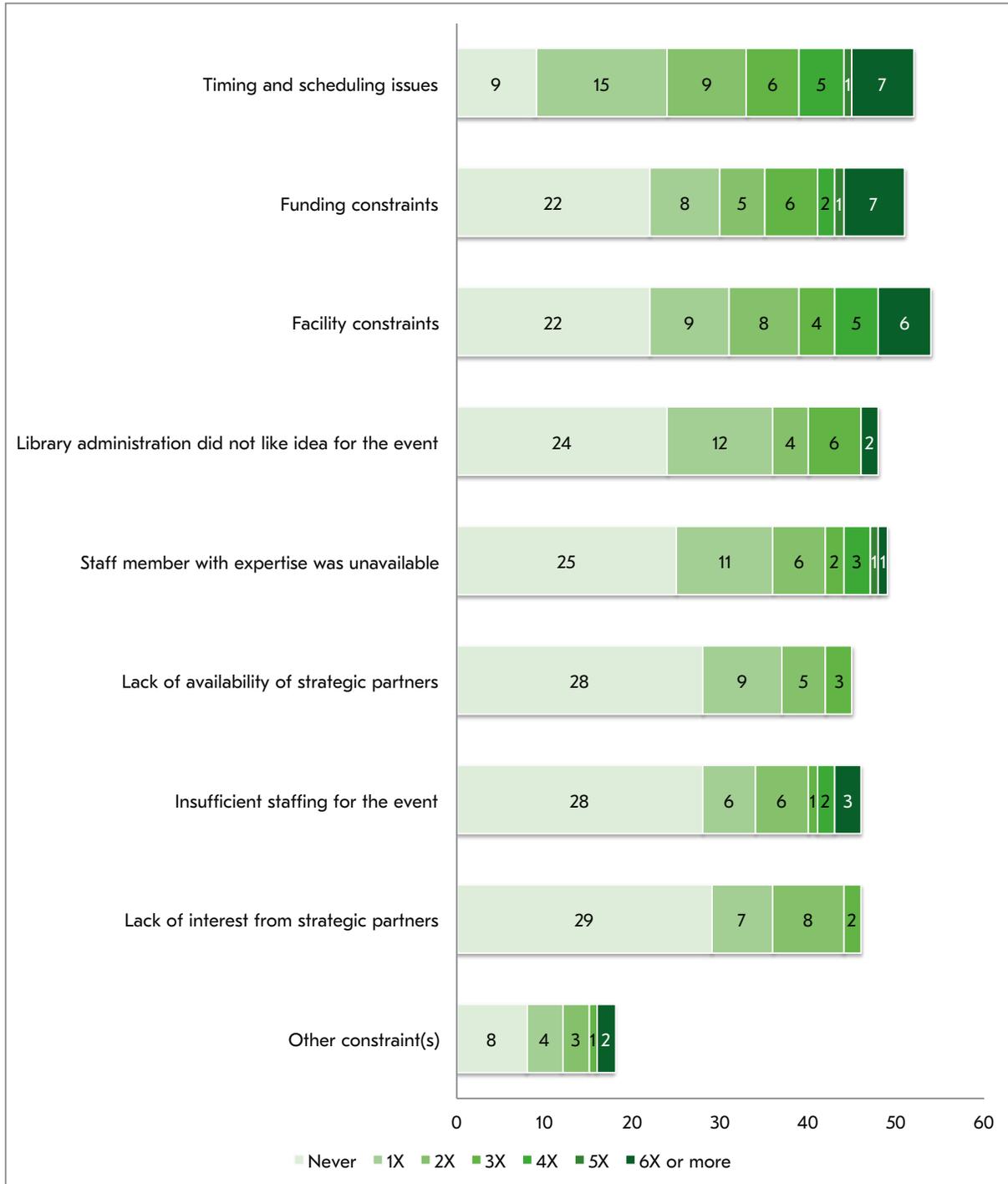
Weather and special speakers (Richard Spencer) have disrupted programs. Funding constraints are more applicable at the branch level.

6X or more

Lack of tables

The library conducted a functional audit of outreach activities in FY17. The result of the audit includes refocusing our outreach efforts. Many outreach activities were not continued in FY18.

Frequency of Constraints (N=54)



Additional comments N=6

Library renovation project inhibited our ability to host our annual Open House.

These situations are not reported from individual librarians so this is an estimate.

This information about events NOT held is not gathered so the selected items communicate anecdotal reports.

We are going through a major library facilities renovation and have been constrained by lack of space.

We experience all of these constraints at one time or another, but are not able to report accurately on frequency because our activities are distributed across multiple branches.

We turn down suggestions that wouldn't provide an appropriate ROI.

STAFFING THE OUTREACH PROGRAM

17. Please indicate who is responsible for the following activities for outreach events at your library. Check all that apply. N=57

Planning prior to outreach events N=57

Librarian	53	93%
Non-librarian staff	47	83%
Department head	46	81%
Other library administrator	39	68%
Event planning committee	35	61%
Library dean/director	29	51%
Library event planner	23	40%
Other category	17	30%

Please specify the other category. N=17

Certain events are planned by an outreach group. Others are planned by faculty and staff (either in a group or individually).

Communications & marketing team

Communications and marketing library staff

Depends on the event

Development officer, marketing and communications coordinator

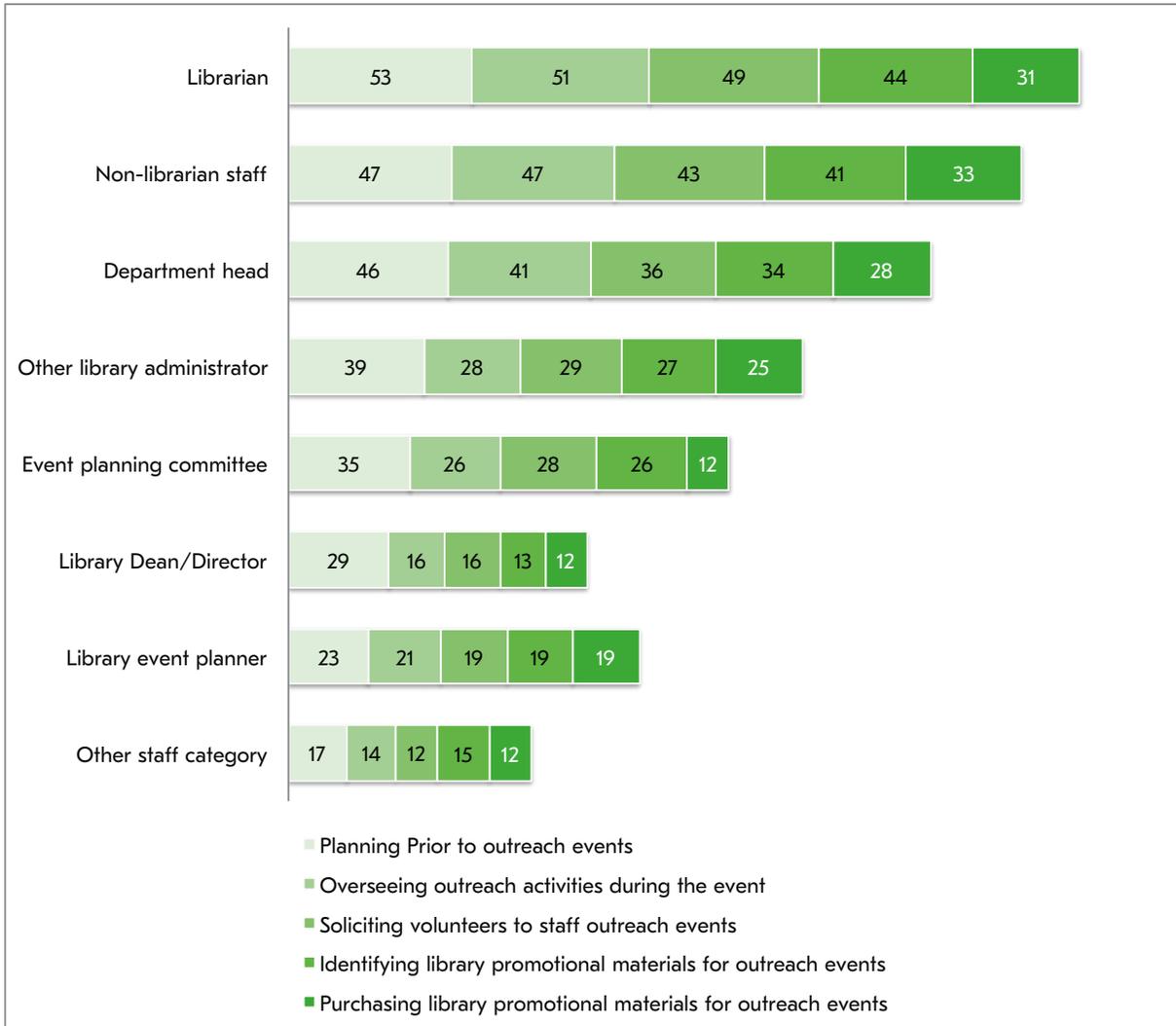
Development staff, marketing staff

Faculty and other community members

For large events, sometimes we will create an event-specific planning committee. This is the case for our large scale Open House event.

It depends. Again, anyone in our organization can “sponsor” an outreach program or event. The sponsor will be supported by the program director of outreach and engagement and our event planning staff as needed. Often times, we partner with campus departments or community organizations, so they will be involved in the planning, as well.

Program Activity Responsibility by Staff Category (N=57)



Library Ambassadors, campus partners

Library grantees and contractors

Occasionally, graduate students

Some events, such as orientation, are planned by a team that is pulled together specifically for that event. This team changes year-to-year, event-to-event.

This duty may be assigned to various staff at any given facility but ultimate responsibility rests with the facility director. Wide variety across locations, and the options in this question don't reflect our staffing categories.

Various groups that may be combinations of the above list. Ad hoc committees/teams. Please note that event planning committee here is interpreted as an ad hoc committee set up to plan an event, rather than a standing committee whose ongoing role is to plan events. This note also applies to all the questions pertaining to event planning committee.

We have a director of communications and marketing with whom we work, depending upon the nature of the event. If it has a large, external audience component, she is brought in at the planning stages.

While there is an event planning committee, none of the librarians consulted for survey answers had an example of the event planning committee assisting with their activities.

Overseeing outreach activities during the event N=57

Librarian	51	90%
Non-librarian staff	47	83%
Department head	41	72%
Other library administrator	28	49%
Event planning committee	26	46%
Library event planner	21	37%
Library dean/director	16	28%
Other category	14	25%

Please specify the other category. N=14

Ad hoc committees/teams

Alumni & development staff

Communications and marketing library staff

Depends on the event

Development staff, marketing staff

Facilities director, department of public safety

It depends. See the response above.

Library Ambassadors (student casual staff)

Library grantees and contractors

St. John's Ambulance volunteers for therapy dogs sessions.

This duty may be assigned to various staff at any given facility but ultimate responsibility rests with the facility director. Wide variety across locations, and the options in this question don't reflect our staffing categories.

This is dependent on the event.

Varies by activity/event and by which library division is responsible for the activity/event. In most cases, answers would be a range or combination of positions selected here.

We have student workers in our learning and outreach unit that will staff some repetitive events.

Soliciting volunteers to staff outreach events N=56

Librarian	49	88%
Non-librarian staff	43	77%
Department head	36	64%
Other library administrator	29	52%
Event planning committee	28	50%
Library event planner	19	34%
Library dean/director	16	29%
Other category	12	21%

Please specify the other category. N=12

Ad hoc committees/teams

Communications & marketing team

Communications and marketing library staff

Depends on the event

Development staff, marketing staff

It depends. See the response above.

Library Ambassadors (student casual staff)

Library grantees and contractors

The outreach group will solicit volunteers for certain groups. Otherwise, the individuals planning the event (faculty and staff) will solicit volunteers.

This duty may be assigned to various staff at any given facility but ultimate responsibility rests with the facility director. Wide variety across locations, and the options in this question don't reflect our staffing categories.

University Advancement staff for Take A Break, and Student Wellness for therapy dogs.

Varies by activity/event and by which library division is responsible for the activity/event. In most cases, answers would be a range or combination of positions selected here.

Identifying library promotional materials for outreach events N=56

Librarian	44	79%
Non-librarian staff	41	73%
Department head	34	61%
Other library administrator	27	48%
Event planning committee	26	46%
Library event planner	19	34%

Library dean/director	13	23%
Other category	15	27%

Please specify the other category. N=15

Communications and marketing library staff

Communications and marketing staff

Communications and marketing team

Communications staff

Depends on the event

Development officer, marketing and communications coordinator

Libraries communications/social media staff

Library communications director, ad hoc committees/teams

Marketing and communications manager

Marketing staff

Library grantees and contractors

Our director of communications and marketing will work with an outside designer for large-scale events and exhibits. For smaller events like orientations, either a librarian or our marketing and outreach coordinator will design fliers and promote via social media.

The sponsor of the event and the program director of outreach and engagement will work with our communications staff to identify and purchase any promotional materials.

This duty may be assigned to various staff at any given facility but ultimate responsibility rests with the facility director. Wide variety across locations, and the options in this question don't reflect our staffing categories.

This is a joint effort between the communications manager and whoever is planning the event.

Purchasing library promotional materials for outreach events N=57

Non-librarian staff	33	58%
Librarian	31	54%
Department head	28	49%
Other library administrator	25	44%
Library event planner	19	33%
Library dean/director	12	21%
Event planning committee	12	21%
Other category	12	21%

Please specify the other category. N=12

Although many people can request promotional materials, purchasing is centralized and design goes through Marketing and Communications Coordinator

Communications and marketing library staff

Communications and marketing staff (director and designer)

Communications manager

Communications team

Libraries communications/social media staff

Most purchases are approved and then purchased by business office.

Library grantees and contractors

Our internal public relations and marketing department

Procurement personnel, ad hoc committees/teams

The sponsor of the event and the program director of outreach and engagement will work with our communications staff to identify and purchase any promotional materials.

This duty may be assigned to various staff at any given facility but ultimate responsibility rests with the facility director. Wide variety across locations, and the options in this question don't reflect our staffing categories.

18. How often do the following individuals or groups staff library outreach events? Select one choice per row. Select DNE if the individual or group does not exist at your institution. N=56

Individuals or Groups	Never	Occasionally	Frequently	Always	DNE	N
Public services librarians (non-administrative)	0	7	32	13	4	56
Institutional strategic partners (e.g., writing center)	11	36	8	0	1	56
External (non-library) student organizations	21	26	6	0	3	56
Other non-administrative librarians	2	23	27	1	2	55
Communications and marketing staff	2	15	24	11	3	55
Library event planner	7	3	15	7	23	55
Library administrators	4	36	14	1	0	55
Volunteers (e.g., library friends groups, etc.)	30	17	3	1	4	55
Non-librarian staff	3	12	30	8	1	54
Student workers	9	29	14	2	0	54
Event planning committee	3	12	15	6	17	53
Other category	3	4	2	2	4	15
Total responses	37	55	51	28	31	56

If you indicated above that an "Other category" staffs library outreach events, please specify that category. N=8

Occasionally N=4

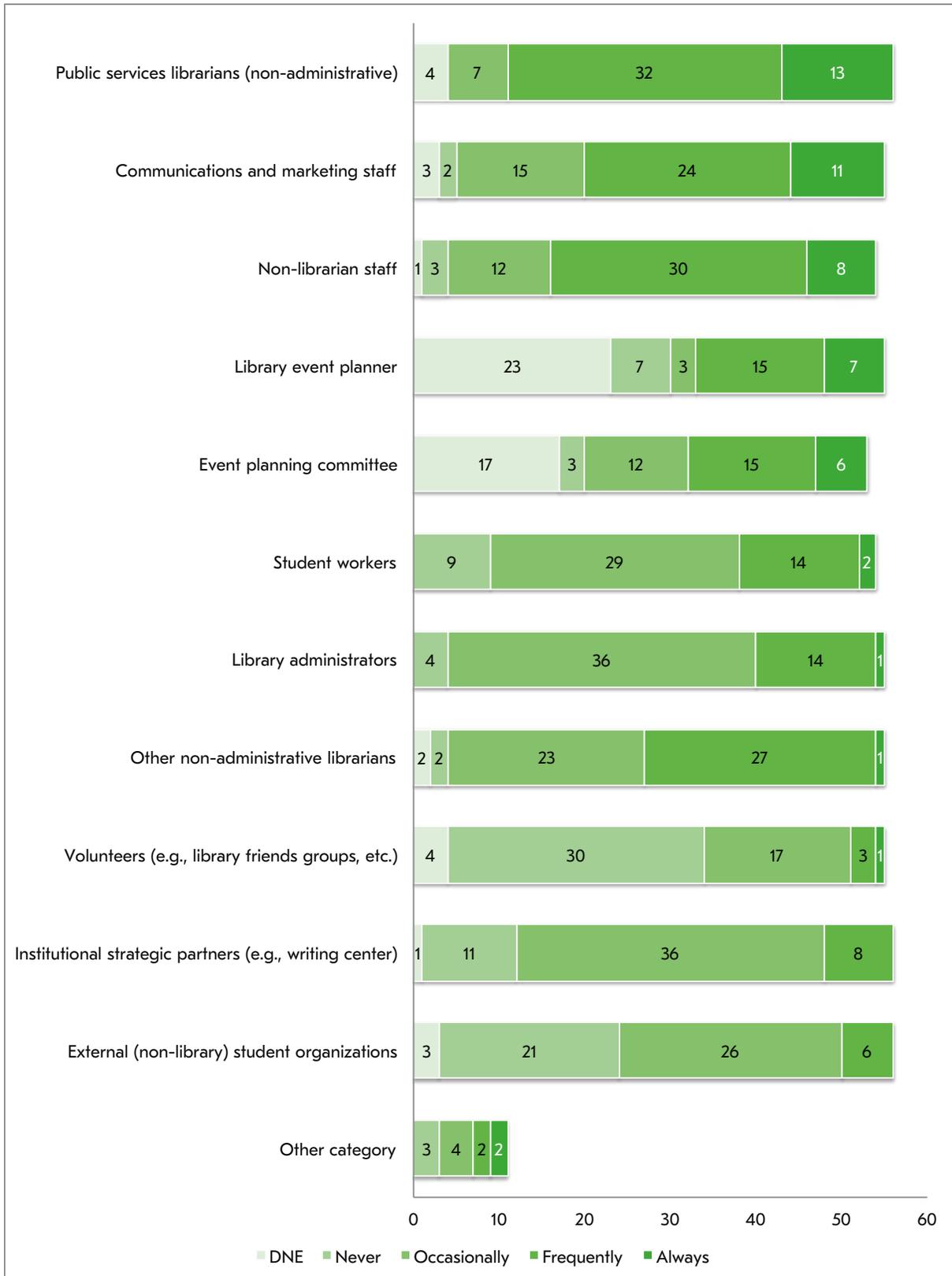
Campus partners such as alumni association

Central university development staff

External partners such as Cinema St. Louis

Library Ambassadors

Frequency of Event Participation by Staff Category (N=56)



Frequently N=2

Library grantees and contractors

People staffing our events include managers, volunteers, student workers, strategic partners, and others. The ratio of these workers varies across facilities and is dependent on various factors including funding, the function of the facility, the existence of a support organization on site, the existence of a campus on site, etc. These answer categories do not reflect our staffing and there is wide variation, as with the other answers.

Always N=2

Multimedia and technical staff

Student Engagement and Outreach Librarian (SEOL). Moving forward in new functional organizational model, SEOL will not have to be involved in all outreach activities.

Additional comment

Comments from above: Institutional strategic partners: The library is just the space/place for various groups to do their own activities/promotions. Other than allow space use, the library is not involved in active programming to writing center (similar to student org tables in lobby; CELT, Grad College, etc. who make use of library space but no intentional or collaborative library program or activities takes place). Librarians providing answer to this survey felt this “use of space” does not constitute OUTREACH. Event Planning Committee: Reflects events committee programs, i.e., Barks @ Parks, Banned Books, WelcomeFest.

19. Staffing outreach events can take significant staff time. If your library outreach event staff includes individuals from across the library who don't have formal outreach responsibilities, please briefly describe how you recruit them and how you ensure supervisor support and approval for their time. N=48

A call for participation, training of tasks and responsibilities, supervisor support and approval are encouraged by management. Generally, email requests are sent to library department heads soliciting volunteers. Training, if needed, is provided by the outreach activity planner/leader.

Call for volunteers has always been successful.

Committees that sponsor events will act as planning groups; email solicitation for volunteers within the library. Each volunteer needs to obtain supervisory support.

Dean, associate dean, department head, or librarian sends a request via email for participation. Dean or associate dean encourages supervisors to have their staff participate.

Email recruitment, either staff or student engagement committee co-chairs check with supervisors to get approval for participation.

Email requesting volunteer and supervisor cooperation.

Faculty and student engagement is a priority and described as mission-critical. Support for events and other activities can be documented in promotion and review materials and for merit increases.

For some outreach activities there are general calls for participation to our full staff email lists. More commonly, there are calls for participation to specific departmental groups or individuals. Staff check in with their supervisors about their capacity to participate.

Generally by email

Ideas for larger outreach events are presented to library council consisting of department/unit heads across the Libraries and, in some cases, members of library council are asked to solicit input participation. As a library, we are sensitive to this issue and careful to work with supervisors.

Libraries staff are recruited through one-on-one discussions between the event planner, through announcement in regular libraries communications (weekly staff memos), through internal listservs and Google groups, and through individuals expressing interest in participating at previous events. Supervisor support is done through informal conversations for smaller events, and specific time percentage conversations for those events taking more strategic time.

Library administration sends out an email for a call for volunteers to assist with an event, program, or conference and will work with the individual supervisors on support needed.

Many employees have the latitude to engage in outreach activities that interest them and can opt in if the event is open to volunteers. The same groups of people tend to work on events. We don't have a uniform procedure for ensuring support of supervisors but event planners will sometimes reach out to supervisors to summarize time commitments and request support for that individual.

Many of the events we host are coordinated by our library event planner, situated in our marketing/communications unit. However, some events (e.g., our study break events for prep and finals weeks at the end of each semester) are coordinated by the staff in the individual libraries (so supervisor approval is not needed). The marketing/communications units provide support for these activities. For events that our marketing/communications team coordinates, we send out messages (via our internal listserv) and use Google docs to distribute schedules and provide opportunities for individuals to sign up. Generally, getting supervisor approval has not been a problem, as the Libraries' operations managers are very supportive of having staff serve on the "front lines" during our many outreach events.

Many supervisors allow volunteering work time to outreach events. Librarians and staff largely value interacting with students, and many will prioritize activities that allow them to do so.

Mostly volunteer, occasionally required. Supervisors in public services areas generally support participation.

Non-librarian staff sometimes participate dependent on the location of the event, for example, Carnegie Library has limited staff, so when there are building outreach events, there is an understanding that people will participate, which is supported by supervisors.

Often done on a voluntary basis. We encourage all department heads/managers to allow time for service activities for all employees.

Often, they have their own initiatives that they want to promote so being present at an event is a good incentive because they have their own goals that need to be met.

Open calls on all staff listservs, personal requests. Staff may need to ask for permission from their supervisors for approval of time.

Our library does not have a coordinated outreach program, thus staffing outreach varies by program and sponsoring departments. Staff may need to secure their supervisor's approval for involvement.

Our outreach efforts are fully supported by our administration. When soliciting volunteers, we generally send an email to all employees encouraging them to support the event if their schedule allows. All volunteering is done on paid time.

Recruit through personal communications and library newsletter. Require approval by supervisors, especially for hourly staff.

Recruitment for staffing library outreach events often includes a call for volunteers (by the planning committee or individual responsible for coordinating the event) via the library listserv. This call usually includes a note on obtaining supervisor approval prior to volunteering.

Recruitment is done via a library-wide email. Staff are encouraged to ask their supervisor for the time to devote to the event. Since outreach has become so ingrained in our work flow there is very little opposition to staff taking the time to participate and it is often viewed as a reward and exciting opportunity to take part in these types of activities.

Recruitment is usually done by sending out an email call for volunteers. There is general support for this kind of activity; most supervisors would not discourage participation unless there is a problem with the employee's general performance. The dean will send an email encouraging participation if necessary; this also signals support of a particular activity to supervisors.

Requests for volunteers are often sent through a weekly internal newsletter, and sometimes by informal email from the planning group. Requests may target individuals with expertise in specific areas.

Send email to all managers letting them know about the request for volunteers and then send email to all staff asking for volunteers (and for them to check with their managers). At this point, staffing for almost all events is voluntary by staff. In the new organizational structure there will be two staff who will be assigned outreach duties. We will still need to recruit volunteers.

Solicit staff volunteers by email, and within the email always state, "Please clear your attendance at this event with your supervisor."

Solicitation of staff participation in outreach events is largely via email.

Staff members from across the library have always been encouraged to participate; supervisor approval is managed at the department level.

The branch and unit chairs will coordinate needs.

The major events committee is nominated by the library directors. We review the membership regularly to ensure supervisor support and approval. We meet regularly and assign tasks out of these meetings. Major new projects have work plans that are shared with supervisors and management group.

The outreach group keeps a list of Library Ambassadors. We send a group email to that list asking for volunteers when needed. Individual librarians and staff conducting other outreach activities recruit as they see fit. Individuals work with their supervisors for support and approval.

This process can vary. Supervisors are ultimately responsible for staffing decisions, including assigning responsibilities to staff.

To generate support and volunteers, event planners will approach the library's management team and ask team heads to assign/call for volunteers.

Traditionally, we use library-wide emails soliciting volunteers from within the organization, and this messaging always carries with it that they should check with their supervisor as appropriate.

Usually a call is put out via email. Employees are instructed to check with their supervisors prior to volunteering.

Volunteer basis that requires supervisor approval.

Volunteers self select. An all-staff e-mail is sent out recruiting volunteers, often using Sign Up Genius software. Volunteers are expected to receive approval from their supervisors for time spent. This is usually not a problem.

Volunteers are often needed for events such as open houses and lectures. They are recruited via email to a library-wide list. Overtime/comp time is often approved for after-hours activities, but events that take place during the day only require supervisory approval.

We ask for volunteers from across the staff after making sure that all unit heads are aware and approve.

We have only one event in fall semester where we ask for volunteers to staff a freshman welcome night of games and pizza. Anyone can volunteer.

We make an “ask” and then each person is responsible for getting their supervisor’s approval.

We promise reserved seating at events for staff who volunteer. And we write thank you letters to any staff who volunteered and cc: their supervisors.

We send emails and reminders, calling for team support for events from all across the library. Occasionally, we will approach individuals directly. Supervisor support for staff to work events is expected by the administration.

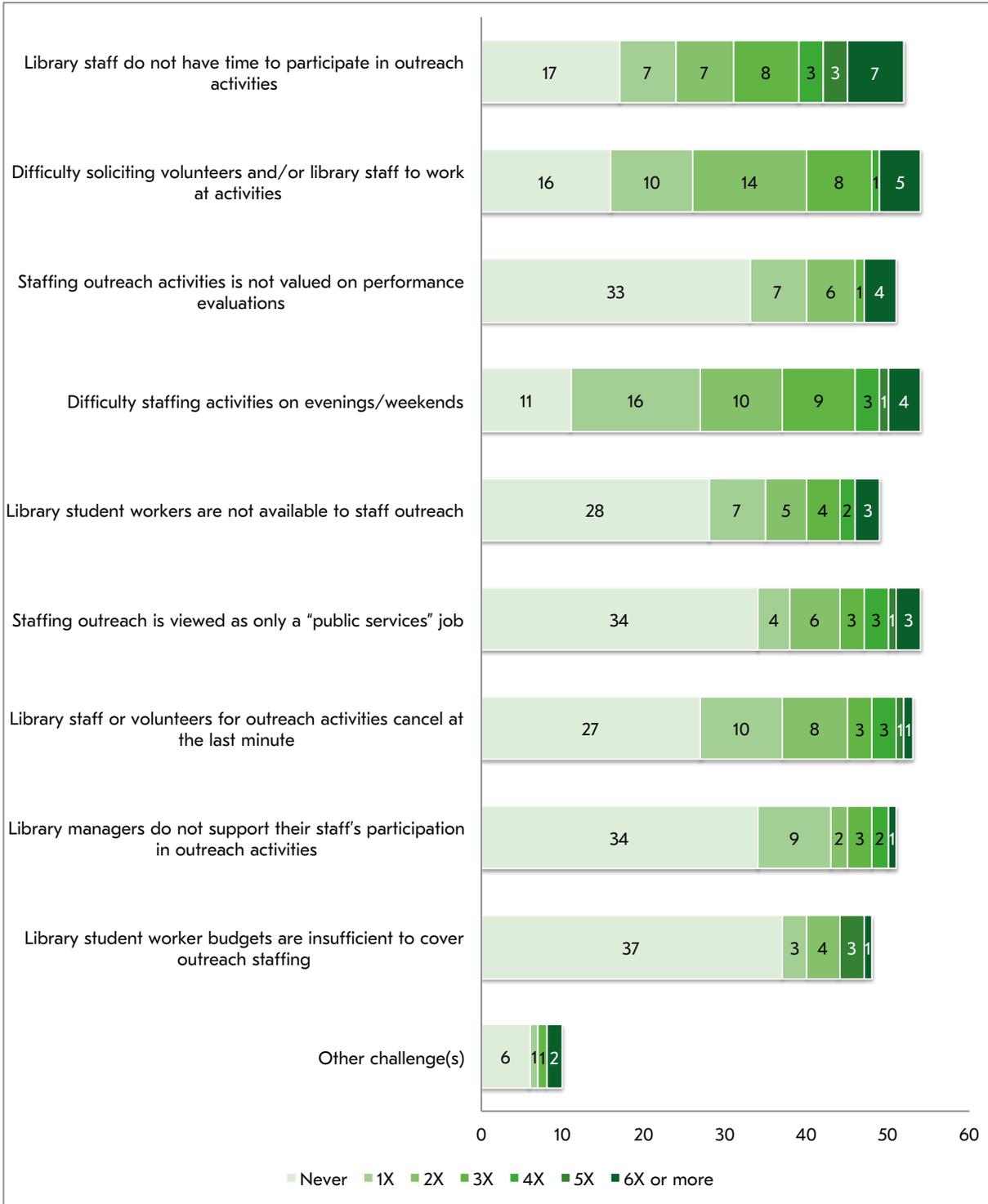
We send requests for staff volunteers through email. In these emails we indicate if they wish to volunteer, they must seek approval from their supervisor and these hours must fit within their total hours work (no overtime). If there are any issues, our outreach coordinator handles those more difficult individual circumstances.

We typically send out a call for volunteers per event. Staff must check with their supervisor, but we generally enjoy positive support from library administration. It is typical for faculty librarians to include their outreach activities in their annual evaluations.

20. In a typical calendar year, how frequently does your library experience the following challenges in staffing outreach events? Select one choice per row. N=55

Challenges	Never	1X	2X	3X	4X	5X	6X or more	N
Difficulty soliciting volunteers and/or library staff to work at activities	16	10	14	8	1	0	5	54
Difficulty staffing activities on evenings/weekends	11	16	10	9	3	1	4	54
Staffing outreach is viewed as only a “public services” job	34	4	6	3	3	1	3	54
Library staff or volunteers for outreach activities cancel at the last minute	27	10	8	3	3	1	1	53
Library staff do not have time to participate in outreach activities	17	7	7	8	3	3	7	52
Staffing outreach activities is not valued on performance evaluations	33	7	6	1	0	0	4	51
Library managers do not support their staff’s participation in outreach activities	34	9	2	3	2	0	1	51
Library student workers are not available to staff outreach	28	7	5	4	2	0	3	49
Library student worker budgets are insufficient to cover outreach staffing	37	3	4	0	0	3	1	48
Other challenge(s)	6	1	0	1	0	0	2	10
Total responses	52	35	33	20	12	6	13	55

Frequency of Challenges (N=55)



If you indicated above that your library experienced an “Other challenge(s)” in staffing outreach events, please briefly describe it. N=6

Never

Some facilities have noted challenges in recruiting and maintaining volunteers, especially those facilities that are in rural areas or out of proximity to a university. In general, we have been impacted by budget and staffing cuts.

Staff collective agreements make staffing evening and weekend events difficult.

1X

Managing time and expectations for events

3X

It is a particular challenge to schedule students or non-professional staff on evenings or weekends.

6X or more

Budget for travel and program expenses.

We have so many supervisors and inconsistent expectations for evaluations. Some supervisors value and reward participation in outreach while others do not. The inconsistency can lead to issues staffing events and sending consistent messaging across the library system about participation in outreach events.

Additional comments N=5

Library students are typically not used for these activities but this is a branch-by-branch logistic.

Making outreach a priority at the library can be challenging. Staff are always welcome at events, but it isn't considered a professional priority.

Most of the above apply to us, but frequency is difficult to determine.

Student workers do not staff outreach events. Other questions are hard to answer because some volunteers may choose not to volunteer due to time. We do not track those who do not volunteer, only those who do.

There is ongoing perception from some library staff, especially at the paraprofessional level, that they do not have time nor receive support/recognition for what they see as volunteer or elective activities.

21. Do any library personnel have outreach responsibilities specifically written into their position descriptions? N=57

Yes	54	95%
No	3	5%

If yes, please indicate which positions. Check all that apply. N=54

Library liaison/subject specialist position(s)	48	89%
Dedicated outreach librarian position(s)	29	54%
Dedicated outreach staff (non-librarian) position(s)	29	54%
Institution's marketing position(s)	29	54%
Public services staff position(s)	29	54%
Library administrative position(s)	26	48%
Other staff position	15	28%

Please specify the other staff position. N=15

Communication positions

Communications and marketing library staff

Communications and outreach working group

Content specialist librarians such as our open access & copyright librarian who is responsible for doing outreach to educate the campus on open access, copyright, and scholarly communications-related topics. User experience (UX) librarian.

Director of advancement

Grants administrator (librarian), rare books librarians, assessment librarian

Librarians on certain teams have outreach responsibilities (we use a functional model rather than a liaison model, so different teams have different outreach needs).

Libraries IT

Not staff position but some librarians who are non-subject specialists but have outreach written into their positions. We do not have a dedicated outreach librarian but rather a team of faculty and staff who host certain calendar events and provide support for others.

Outreach support staff

Social media manager

Student success and instruction librarians

Three positions constitute our "outreach" team: 1) event & exhibitions librarian, 2) communications & marketing manager, 3) student success librarian. All are overseen directly by the associate university librarian for research, learning & engagement. Additionally, all subject librarians have "outreach" written into their job descriptions.

We have a user experience team that is primarily responsible for outreach activities. We hire students as peer guides to assist with activities, social media, etc.

While not every facility has an education specialist, public program specialist, or public affairs specialist, some facilities do.

22. Are outreach activities reflected and evaluated in performance standards for your library employees? N=56

Yes	47	84%
No	9	16%

If yes, please briefly describe how outreach activities are reflected and evaluated in performance standards. N=40

Activities are reflected and evaluated in individuals' performance reviews, as well as through assessing impact of outreach activities (e.g., through informal surveys, anecdotal evidence, online evaluation forms, etc.)

All positions are expected to participate as part of the professional performance criteria and under the criteria for collegiality.

As part of the outreach librarian's performance plan, as well as individual branch librarians

As per job title and description

Department and university community service

Dependent on position. Faculty report outreach activities as part of annual evaluations when relevant.

For employees with formal outreach responsibilities, goals related to outreach are identified at the beginning of the year and evaluated mid-year and at end-of-year.

For faculty, outreach is an expectation of service. For non-librarian staff, it is a core value.

For faculty: When outreach is job-related, the activities are rated as part of performance evaluation. In other cases, activities are evaluated as services activities. For staff: activities are considered as part of performance and are reflected in evaluations in evaluative categories such as teamwork, flexibility, etc.

For library staff with outreach responsibilities, outreach program goals are part of the critical job elements that make up employee performance standards.

For our outreach coordinator, she sets yearly goals for specific outreach work and at the end of the year, she evaluates if she has met those goals for outreach.

For roles where outreach is a job duty, it is incorporated directly into performance standards. This includes liaison and special collections roles. When outreach is not a job duty, it would be seen as a positive, assuming job performance is strong.

For the people who have outreach activities in their position descriptions, yes, they are evaluated on their outreach performance.

For those who have outreach as part of specified responsibilities.

If it is part of their position description.

In general, in promotion and tenure applications and administrative annual reviews

In our annual reviews

In performance reviews, especially for liaison librarians, outreach is considered in both performance and goal setting.

Included as part of annual performance appraisal process.

Included as part of the service category for librarians. For staff, it is not generally evaluated since these are largely volunteer activities.

Included in individual performance appraisals.

Individuals are evaluated based in part on their primary assignments, so when outreach is written into those primary assignments, they are evaluated specifically on those outreach activities. Outreach activities can also be evaluated in sections detailing service to the library, the university, and the profession.

Outreach activities are assessed based on their alignment with team and library goals, and based on their impact.

Outreach activities are considered part of core duties.

Outreach is seen as an essential part of subject/liaison librarian duties. Documenting participation in these activities is included in promotion packets. We often use the term “engagement” rather than outreach and look for quality of engagement, as well as quantity of encounters. Quality can be measured by outcomes of the engagement, and we are interested in developing new metrics for these outcomes: new research publications by students or faculty, new partnerships, etc.

Participation is often noted in supervisory evaluations, though the evaluation template does not prompt nor require doing so.

People who have outreach as part of their position descriptions may be evaluated on how well they were able to connect with their assigned user groups.

Performance standards and evaluation are tied to individual position descriptions. If written into their job descriptions, it should be included as a piece of their evaluation. If outreach isn’t written into the description, individuals may include it if they feel that a percentage of their time was devoted to outreach activities.

Quantitatively through monthly reports and statistics collected through LibAnalytics; Reflected in annual performance reviews; reported on through post-event follow-up.

Research services librarians and other library staff classified under the library broadband classification system. Essential functions outreach activities are reflected in the associate director for public engagement and library administration’s position description.

Several members of the communications and web departments have this written in their performance standards.

Some staff have outreach as part of their annual performance plan.

Staff members who are on the communications and outreach committee have an evaluation update yearly.

Staff with outreach in their job descriptions are evaluated by their supervisors on performance standards for their outreach activity.

The outreach librarian for special collections, the student engagement librarian, and the outreach and marketing coordinator have goals focused on outreach. The goals include measures including attendance, new connections made, and quality of feedback.

There is no formally articulated performance standard for outreach, but outreach activities would be part of the annual performance review for relevant positions.

Yes and no. We do not have consistent performance standards for faculty librarians. If they are public service librarians, then there is an assumption that they will participate in outreach, even if it’s at a minimal level. Non-faculty staff have performance indicators that are defined by the university system, so the library does not have the ability to add outreach to their evaluations. However, we sometimes are able to talk about outreach as customer service in staff evaluations.

Yes, the public services liaison librarians are evaluated on outreach activities.

Yes, employees who have “outreach” specifically written into their job descriptions are evaluated on their performance in this area.

Yes. Colleagues who have outreach spelled out in their job description often have goals related to outreach and are evaluated on those goals annually.

23. What personnel support is available to assist with outreach events at your library? Check all that apply. N=57

Facilities personnel	46	81%
Administrative assistants	44	77%
Student assistants	43	75%
Event planning committee	33	58%
Library event planner	24	42%
Other individual	30	53%

Please specify the other individual. N=30

- Centralized promotions team and photographer
- Communication officers
- Communications
- Communications and marketing library staff (Creative services). At the Libraries we have a dedicated library marketing professional team that supports outreach activities.
- Communications and marketing staff
- Communications and marketing staff
- Communications and web department
- Communications team
- Communications team, librarians, library executive
- Dependent on time of year and availability of hours, a graduate student employee may be available.
- Librarians and administration
- Libraries IT
- Library Ambassadors
- Library committee for university orientation
- Library event planner plans internal events. Event planning committee does not exist. Facilities personnel assists in the same way they would at any other event the Libraries is hosting.
- Library marketing and communications department
- Library grantees and contractors
- Note: while an events committee exists, librarians submitting answers to this survey indicated the committee does not assist with their outreach events.
- Participants from the library staff as needed; engagement librarians
- Planning committees are sometimes put together per event.
- Professional staff (associate directors, librarians, library assistants)
- Staffing for outreach varies across facilities.
- Student engagement & outreach librarian
- Student success librarian, communications & marketing manager, development staff, subject librarians

The Brown School of Social Work library also receives support from the information technology department and the transportation department.

The business administrator often assists with budget and purchasing for outreach activities.

The library's marketing director serves as an event planner for certain programs, and committees are formed on an ad hoc basis for selected events when needed.

University faculty and non-library staff on an ad hoc basis, student library council

Volunteers (including Friends of the Libraries), ad hoc teams/committees

We have a marketing and outreach coordinator in the academic liaison department, who works closely with our director of marketing and communications.

24. What is the relationship between marketing and outreach at your library? Check all that apply.

N=57

A dedicated library marketing professional or unit supports outreach activities	45	79%
Librarians and staff perform marketing functions for individual outreach activities	40	70%
Marketing for outreach activities is outsourced to an external company	5	9%
Marketing for outreach activities is outsourced to a central institutional unit	4	7%
There is a dedicated library marketing professional or unit, but they do not support outreach activities	2	4%
Other marketing/outreach relationship	13	23%

Please briefly describe the other marketing/outreach relationship. N=13

Campus partners help promote engagement events and programs.

Library grantees and contractors

Marketing and outreach is coordinated between our director of marketing and communication and the marketing and outreach coordinator. Our director of marketing and communication works with the university's central communications office to ensure local, and where appropriate, national coverage of an event.

Note: librarians submitting answers to this survey indicated the committee did not know if there is a dedicated library marketing professional.

The relationship between marketing and outreach varies across facilities. It varies based on funding, staffing, the existence of a related private foundation/support organization, and other variables.

The University Libraries work with writers associated with campus-wide publications and with graphic designers on pamphlets, exhibit materials, and also will contact local and regional news sources and publications. The Brown School of Social Work library also receives support from internal departments at the Brown School that help with marketing. For example, the academic affairs staff provide marketing for the orientation to incoming students and adjunct faculty. The field education staff provide marketing for the library instruction for field instructors. The community partnerships staff provided marketing for the library instruction at a community partner's site.

The university is a large institution so there is a lot of teamwork involved in projects. This has enabled us to do MANY activities over the course of the year. Orientations in September are arranged by various units of the university and we participate in partnership. Sometimes we have a large event that is aided by an external event planning company (rare).

There is a dedicated marketing unit that will provide print materials, social media support, signage, and staffing support for large-scale events. The staffing of outreach events is primarily done by librarians, staff, and student workers outside of the marketing unit.

Volunteers (including Friends of the Libraries)

We have a communications staff member who can give some of her time to help with promotional activities and the odd event here or there but is not dedicated solely to this type of work.

We have a marketing committee with rotating membership but not a unit. They coordinate some outreach activities, and librarians who do outreach as part of their jobs are often on the committee.

We have a marketing coordinating committee and a communications coordinator that help librarians and staff with their events and activities.

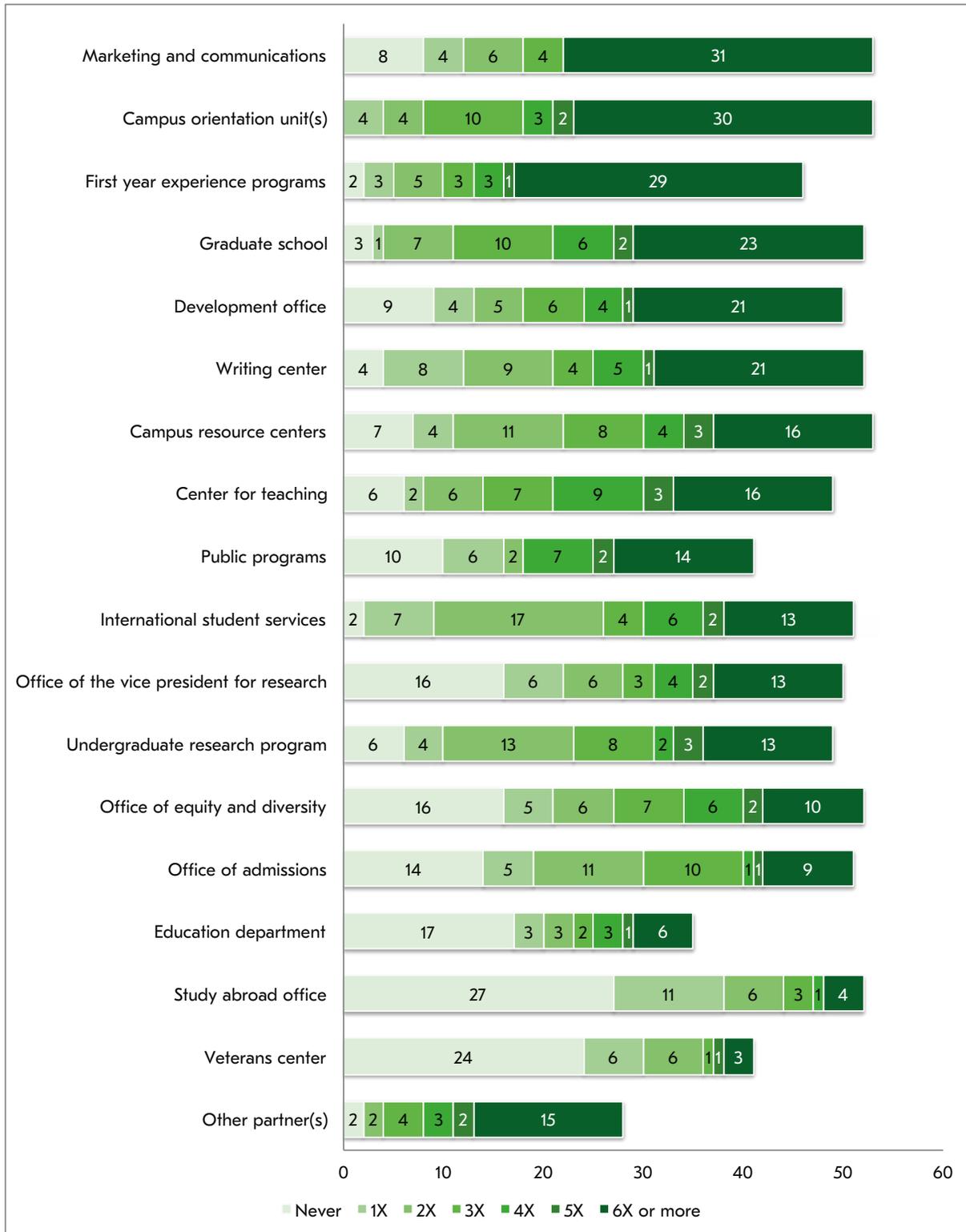
We have a public affairs specialist who focuses primarily on print materials (newsletters, press releases). She sometimes assists with advertising, depending on the audience.

COLLABORATIONS AND STRATEGIC PARTNERSHIPS

25. In a typical calendar year, approximately how often does your library collaborate with the following partners in outreach activities? Select one choice per row. Select DNE if the individual or group does not exist at your institution. N=56

Partners	Never	1X	2X	3X	4X	5X	6X or more	DNE	N
Writing center	4	8	9	4	5	1	21	4	56
Campus orientation unit(s)	0	4	4	10	3	2	30	3	56
Undergraduate research program	6	4	13	8	2	3	13	7	56
Center for teaching	6	2	6	7	9	3	16	7	56
Study abroad office	27	11	6	3	1	0	4	4	56
Veterans center	24	6	6	1	0	1	3	14	55
First year experience programs	2	3	5	3	3	1	29	9	55
Graduate school	3	1	7	10	6	2	23	3	55
Campus resource centers (e.g. Women's Center, LGBTQIA+)	7	4	11	8	4	3	16	2	55
Office of admissions	14	5	11	10	1	1	9	3	54
Office of the vice president for research	16	6	6	3	4	2	13	4	54
International student services	2	7	17	4	6	2	13	3	54
Marketing and communications	8	4	6	4	0	0	31	1	54
Office of equity and diversity	16	5	6	7	6	2	10	1	53
Development office	9	4	5	6	4	1	21	3	53
Education department	17	3	3	2	3	1	6	17	52
Public programs	10	6	2	0	7	2	14	10	51
Other partner(s)	2	0	2	4	3	2	15	2	30
Total responses	44	36	41	42	32	19	46	31	56

Frequency of Collaboration With Partners (N=56)



If you indicated above that your library collaborates with an “Other partner(s)” in outreach activities, please specify the partner. N=27

Never

We participate in an “Exam Stressbusters” event that includes the following partners: College of Business, Ontario Veterinary College and OVC Pet Trust, St John’s Ambulance, Jack.org, Central Students Association, Wellness Services, Student Nutritional Awareness Program, Hospitality.

2X

Equal Opportunity Program (EOP), Dream Scholars/Undocumented Student Services, Freshman Summer Start and Summer Transitional Enrichment (bridge) programs, Transfer Student Center, Student Government (undergraduate & graduate). We are also just getting ready to open a new Center for Teaching & Learning in the library in partnership with the Division of Undergraduate Education.
Honors College

3X

Information Technology Services, New York State Writer’s Institute
Other professional and cultural area institutions
Public library system
Rutgers University Student Assembly (RUSA)—student association; New Jersey Public Interest Research Group (NJPIRG)—student activist group; University Career Services; Accessibility Office

4X

Academic departments and athletics
Alumni office
Bell Museum, University Honors Program, individual colleges, Loft Literary Center, Alumni Association

5X

Academic programs and departments on campus (most often), staff council, student clubs, art museum on campus, centers associated with specific schools on campus
External organizations

6X or more

Academic technology/central IT, dean of the college, dean of sophomores, dean of juniors, dean of seniors
Alumni Association, Lifelong learning, Wake County Public Library, Academic and Student Affairs, corporate partners
Athletics, Campus Wellness, Federation of Students, Student Success Office, Academic Integrity Office, Centre for Career Action & Cooperative Education
Cinema St. Louis

Disability Office, university schools and colleges, Office of Sustainability

Graduate and undergraduate student groups; Counseling Center; Residential Life

NARA participates with a variety of collaborators including public and private museums, non-profits, and federal agencies. We selected several buttons (veterans centers, undergraduate students, graduate students) because we do outreach with these groups, not because they exist at our institution.

Office of Continuing Education, the Chazen Museum of Art, Madison Public Library, Wisconsin State Historical Society, other campus libraries, librarians serving on a residential hall board and residential hall common book selection committee

Other departments, funded symposiums, student events, other institutions, K-12, public library

Residence Life, Corps of Cadets

Residence Life, Student Union, Athletics, Fraternity & Sorority Life, Off Campus Life, Sustainability, Office of Fellowships. Note: "Campus Resource Centers" needs more description. Lots of departments fall under this category on campus from Career Advancement to Multicultural Student Affairs.

Schools and departments; provost's office; academic centers

Student affairs; College of Design, Construction and Planning; College of the Arts

Sustainability, Stratford Festival, Blue Met literary festival

Transfer center, Shakespeare center, Illuminations, campus volunteer programs, first-generation faculty initiative, individual schools, campus-wide honors, office of inclusive excellence (OIE).

Additional comment

Some of the above use our space, but librarians submitting answers to this survey did not see this as OUTREACH.

26. Has your library identified any new strategic partners for outreach activities in the last three years? N=56

Yes 50 89%

No 6 11%

If yes, please specify the partner(s). N=49

Alumni, Office of Research, First Year of Studies

Athletics, Campus Wellness, GradVentures, Student Unions (faculty/department/school specific)

Campus art museum; Campus Division of Equity and Inclusion; nearby small university

Chilocco National Alumni Association; Oklahoma Historical Society; Association for Tribal Archives, Libraries, and Museums; local public radio; Associate Provost for Undergraduate Education; McNair Scholars; Office of First Year Student Success

Community groups (arts, advocacy, social), local public library, local K-12 schools, international consulates, Emory Integrity Project from the Center for Ethics, Office of International Student Life, Counseling and Psychological Services, Emory Arts Underground

Development Equity, Inclusion, and Diversity

Dream center, campus-wide honors, OIE

Federal Reserve Bank, AARP, Community Engagement Initiative

Georgia Tech Arts Council, OER Advisory Group, Greek students groups, Student Veterans, Student LGBT group

Graduate Student Council Office of Post Doctoral Affairs

Graduate student organizations

Hennepin County Libraries

HopIn, a program for first-year, Pell-eligible students; student athletes, particularly men's and women's lacrosse

Increased focus on Division of Academic and Student Affairs

Indian Residential School History and Dialogue Centre; Vancouver Writers' Festival; Indian Summer Festival; University Neighborhood Association.

Learning Skills (Student Experience), Residences, Wellness Centre, Grad-Life Committee, International Week Committee

LGTBQ+, First Nations, International office, Dean of Students office

Math Lab Center for Academic Resources (Peer Tutoring), Student Technology Help Desk, Department of Modern Languages and Literatures' Modern Languages Lab, Department of Chemistry (CAS), Department of Biochemistry and Molecular Biology, First Year Fellows (Peer Academic Advisors), Office of Orientation & Commuter Student Involvement, Office of Academic Enhancement (supports at-risk students and top-performing students), Toppel Career Center instructional designers. Commercial: Adobe Systems, Inc. Lowe Art Museum (we're busy!! woohoo!)

Montreal Museum of Fine Arts, Ville de Montreal, bookstore

New programs in Residence Life for underserved populations, AggieFamilia for Hispanic students and AFAM, for black students, New partnerships for veterans services

New York State Writer's Institute

Office of Technology Commercialization

Office of University Life, Counseling and Psychological Services, Public Safety, Data Science Institute, Campus IT

One of which includes the Pulitzer.

Ontario Ministry of Agriculture, Food and Rural Affairs

Other federal agencies, academic medical centers, industry, public libraries

Our coffee vendor, Dunkin' Donuts, has been an active partner in terms of donating coffee and donuts for events. The planning committee for a campus-wide event series now includes a library staff member.

Our Institute for Teaching and Learning is new and has become a great partner.

Our program is approximately two years old, so all of our partners are new. Here are a few campus partners: Office of Diversity & Inclusion, Hospitality Listens (supports autistic children and their families), Office of Outreach & Engagement, the Writing Center, the Institute for Teaching & Learning. Off campus partners include: the Expanding Visions Foundation, Big Brothers Big Sisters of Central Ohio, Columbus City Schools.

PostDoc Affairs, International Office, campus bookstore, Academic Support & Learning Advancement (peer tutoring), Off Campus Life

Public library

Rec sports; campus food pantry; Americorps Vista; e-sports club; The Center for Enhancing Education in Math and Science (CEEMS) & community non-profit organizations

Recent partnerships include the career center on campus, a couple of LGBT community groups, and a company.

Smithsonian Affiliations, who coordinate a network of museums around the country associated with the Smithsonian.

Student Wellness

The Office the Undergraduate Research (which as of late July 2018 reports to the dean of libraries).

The Writing Center; individual programs for students from underrepresented groups; technology venture office

Transfer Student Center is a new center that opened inside the library in 2016. Center for Innovative Teaching, Research, and Learning is a new center that is about to open inside the library in fall 2018.

Both are partnerships with the Division of Undergraduate Education.

TRIO, Adidas Leadership Scholars Program

University Housing Residence Life

University Press, the iSchool, Wisconsin Veterans Museum, Madison Children's Museum, UW Milwaukee's Special Collections and Archives. Local public libraries, local nonprofit organizations (e.g., Boys and Girls Club, etc.), WISCIENCE, Science Alliance, UW Makerspace, STEM Diversity Network, Master Gardeners, Division of Diversity, Equity & Educational Achievement (study jam), L&S Honors Program, Undergraduate Research Scholars Program, Data Science Hub, D2P, Data and Software Carpentry Group, Madison March for Science, International Student Services, New residence hall partnerships. Sub-committees of Center for the First-Year Experience (CFYE)

University Relations, Social Media Manager; Alachua County Public Library

Veterans' Office and Georgetown Community Partnership

We are always identifying new potential partners including new offices to work with such as departments at universities, new museums, education service centers, etc. Examples include the Smithsonian's National Zoo, and the Google Cultural Institute.

We are partnering with various campus groups focused on first-generation and low-income students. We are also working closely with major student research and humanities related initiatives on campus. We also have close relationships with a variety of interdisciplinary programs, both for undergraduates and graduate students.

We have planned events with the regional public library system and formed new partnerships with faculty leading university-wide initiatives. Mellon-funded initiative for first-generation students interested in graduate school. Regional, multi-university community-building partnership.

We initiated two new programs: ORCID@Rutgers and Open and Affordable Textbooks (OAT) Program, which have required us to work with new strategic partners in education departments, university administration, Office of Research and Economic Development (ORED), Office of Information Technology (OIT), Post-Doc Office, New Jersey Public Interest Research Group (NJPIRG), registrar, and more.

When new schools, programs, or centers are created, we contact new leaders.

Yes, over the past three years our Libraries have continued to identify (and strengthen) new stakeholders. These include: Schreyer Honors College, Multicultural Resource Center; Student Engagement Network; Veterans; Residence Life; Special Living Options; Fellowships Office; Liberal Arts Advisors.

27. Please briefly describe how the library identifies and selects strategic partners for outreach. N=47

Actively seeks out opportunities and funding.

Align with strategic goals. Collaborators bring us in on new projects or areas of focus because of existing relationships. We identify emerging opportunities.

Aligns with the university's mission and vision. Collaborate on any new initiatives in alignment with the Libraries strategic plan.

Campus agencies that serve populations that the library serves or has an interest in serving.

Can working with the partner help us improve student academic success? Can working with the partner help us improve student success after graduation? Can working with the partner help us improve faculty research? Can working with the partner help us improve faculty teaching?

Common goals and topics, other partner activities, and requests for partnerships

Common target audience, shared or related resources

Depending on our strategy and current opportunities, we meet potential partners to discuss and factor in staff availability.

Driven by programming and user needs.

During our initial planning stage, we did a listening tour by meeting with potential partners on and off campus. The goal was to find outreach programs that aligned with our strategic intent that we could support and enhance.

Each location will have its own process, but generally speaking, we will identify partners and projects that align with our mission.

Five years ago, we created a student engagement position to identify opportunities to partner outside the curriculum. We focused initially on our core strategic partners in academic advising and have since expanded to first-year experience and the writing center. We also look for partners outside the university, particularly as it relates to our exhibitions program.

For bigger partnerships, this happens in conversations and planning between the university librarian and the executive vice chancellor or another dean.

Identify target populations we are trying to reach.

Identify the impact of the library and partner to support student learning and success.

Institutional priorities, interest on part of the other campus unit, opportunities that arise, awareness of special challenge or issue related to student success or learning.

Liaison librarians identify a new partner.

Libraries' personnel identify and select partners for outreach based on the event type, topic, subject, or audience and/or desired outcome (e.g., to reach students).

Library or partner suggests collaboration. Successful events are repeated.

Library strategic plan goals guide the search for and solicitation of new partners.

Matching the strategic directions of the library and our campus partners.

Offices with shared vision and similar constituents. Many offices that support student success.

Often, the strategic partners approach us or we identify an event on campus where we can tag-in to provide outreach services.

Our library does not have a coordinated outreach program, thus there is no coordinated way we do this library-wide.

Partnerships arise in a variety of ways, but the community engagement and partnerships committee can help identify and prioritize potential partnerships.

Read campus newsletters to see what is going on and make connections that way. Utilize donor relationships. Based on unexpected opportunities that come our way.

So far we have never really laid out a plan to identify partners. It has been more grassroots planning and outreach. Someone will share a piece of news that a new partner might be on campus or in the community and we may brainstorm ways to reach out to them if the outreach can be seen as a benefit to both them and us. But this is very ground level, nothing is specifically done at a high level.

Some are solicited based on outreach activities that the library initiates; other partnerships occur when campus offices approach us.

The examples above were identified after we were charged with piloting programs.

The libraries review institutional strategic goals and new initiatives to determine which campus or community partners might offer opportunities that align with these broader goals. We also may work with partners who come to the libraries with a partnership if their goals align with the libraries' goals and institutional goals.

The university has several key programs that prominently connect to our curriculum and interdisciplinary research. They are featured in our strategic plan and have important funding associated with them. It's important for us to connect to these key campus initiatives.

There needs to be an investment of resources on both sides. All parties need to get something out of it. That "something" could be different for all partners involved but we try to make sure that the partnership is a 50/50 split in terms of work involved.

This happens at various levels, from the dean to the subject specialists/liaison librarians.

Typically, simply opportunistic, however, we do reach out for appropriate partners for specific events.

Typically, these are reviewed/discussed at a library management team meeting.

Units that have a clear overlap in mission, especially those that support student success, research excellence, public engagement.

Varied and up to individual librarian and department.

We are well known on our campus as being good academic partners and very student-centered. Many opportunities come our way organically and we weight those opportunities against our goals, primary mission, and time constraints. Other opportunities are identified to align with campus priorities.

We choose partners when their goals align with our goals and/or services.

We identify new partners based on university and library initiatives, grant opportunities, event-based outreach.

We look for partners who are supporting the success of students outside the classroom and that support diversity in STEM on campus. We also collaborate with partners doing science outreach to the public. Additionally, we look for partners that are supporting the research enterprise. Purposefully brainstorm to create a list of potential strategic partners. Can also be serendipitous.

We look for partners who share some of our key goals and objectives and try to find ways that we can work together on projects of joint interest. Largely dependent on the interest level of potential collaborators.

We look for partners with shared goals, and who are responsive and proactive.

We look for stakeholders that share similar values to us. Those values include: student-focused perspective, diversity and inclusion; previous experiences with partners.

We look to programs and departments that support the whole student experience, not just academic. This can happen through conversations with departments we have existing relationships with, campus news, or simply looking at the university organizational structure.

We will partner with any campus partners after a discussion and identification of shared goals and outcomes.

We work with partners whose audience and goals most closely align with our own.

28. Please briefly describe the benefits of working with strategic partners. N=45

Always have interesting perceptions and insights; provide access to more people.

Amplify our reach, cost-sharing, and additional staffing.

Better alignment with campus priorities and better ability to communicate the outreach efforts increasing impact.

Better reach to populations that we may not already connect with. Exposure to new ideas and processes. Builds trust between partners on campus.

Better support for users by sharing outreach; users know which academic departments provide the services they need. Clarifies programs and services and builds opportunities for working together and amplifying positive impact.

Brings expertise not in the library; broadens the reach/scope of what is offered.

Broadens the potential audience, and helps promote library services and resources to that broader audience.

Broader organizational perspectives. Increases capacity. Greater reach. Shared responsibilities. Broader scope of activities resulting in more integrated support for our students and other participants. Campus mission/vision alignment. Combine resources and efforts to support common goals, mutually beneficial outcomes. Networking.

Builds community awareness, gives an opportunity for partners to better understand each other, and may bring political clout.

By working with strategic partners, we are able to leverage a larger amount of financial and human resources to create events, have greater brainstorming power, and a wider reach to more communities of people.

Collaborate to promote mutual goal(s); advance teaching, learning, and research.

Combine resources, research new audience, amplify impact, added value for stakeholders.

Connecting more people to our resources, taking our resources out of the campus environment, realizing possibilities for new affinities.

Connecting to important campus initiatives. Finding ways to tie our services, collections, and expertise to key areas of teaching, learning, and research. Important marketing opportunities.

Cost sharing; leveraging each other's marketing venues.

Develops a greater reach to students. Each of these departments has a different insight into the student experience and allows us to better understand students and support their success. Partnerships allow us to be more efficient and effective by combining resources.

Due to decreasing budgets we are able to collaborate and share expenses and combine resources.

Financial support, synergy, networking, building good will, development of positive relationships

Further exposure for the collections and library services, and reaching new and unique audiences.

Further our mutual goals.

Greater campus awareness, ability to reach more students, ability to have more impact on students, spurs creative thinking.

It drives new target populations into the library. Librarians are on the advisory committees of new centers and can help shape strategic directions. Librarians have partners with specific expertise with these populations to help plan and execute new targeted programming (e.g., library workshops specifically geared to transfer students).

It expands our reach, and provides new perspectives.

It's the power of "more" in that it allows us to reach into communities we would not ordinarily intersect with.

Leveraging resources for programming, increasing networks and campus contacts, greater student engagement opportunities.

NARA, and ultimately, the American public, sees a wealth of benefit from the creation of strategic partnerships. NARA will continue to nurture these relationships for maximum benefit (such as cost efficiency) to the American public.

New collaborations can foster long-term projects that lead to innovative programming and efficient ways of conducting outreach and promoting initiatives.

New networks for promotion; enthusiastic about trying new things; have a lot of good ideas (but often don't have the money, that's where we help with that).

New perspective

Our partners bring diverse expertise to improve our programs and also participate in promotions, expanding our reach.

Partners have established outreach mechanisms that we can tap into, that have better reach than the library on its own.

Results in better services because all are better informed; cost sharing; less duplication of effort; wider market reach.

Sharing resources and knowledge for mutual benefit; increasing research and awareness of library services.

Strategic partners are great if there is a benefit to both you and the partner. We often see an increase in our visibility to other groups on campus or an increase in referral of our services.

Students, faculty, etc. learn about library in method/space/from person they are comfortable with. Broadens our reach when messages come from more than one place/person, etc.

Synergy, increased participation, audience development, cross marketing, resource sharing, access to different segments, funding

The benefit of working with strategic partners is the opportunity to share resources toward planning and funding our efforts, as well as sharing an audience/people to attend/participate.

The benefits include sharing of costs, marketing efforts, planning efforts, and staffing for events. We also see better engagement with campus and the community through closer partnerships.

There's not enough space here! We learn more about the student and faculty experience, we are able to make wiser decisions about what improvements to make in our services, we help each other grow,

We are able to bring in more stakeholders with the expanded resulting networks, and we are able to work more efficiently when combining efforts. (Efficiently from the point of expense, time, and workflows.)

We are able to reach more users and let them be more aware of the wide variety of services and collections we provide. We're also able to insert our services strategically where our users might need them.

We extend the scope of our reach if we work with strategic partners and tag-in to pre-existing programs and events. We also make relationships with other professionals on campus and can get invited to participate in upcoming events because we aren't forgotten by our partners.

We have greater impact on the communities we are supporting. Many times, we (libraries) bring unique expertise and support services to the partnership that is different than the expertise that our partners bring.

Working with strategic partners enables Libraries' personnel to promote and share the Libraries' resources and faculty expertise and overall value.

Working with strategic partners reduces barriers for students, faculty, and staff. It promotes greater visibility for all partners. It avoids duplication of effort, which can strain resources and reduce attendance. Working with partners brings a level of perspective shifting that encourages creativity. Volunteer recruitment becomes easier.

29. Please briefly describe any challenges of working with strategic partners. N=43

Being sure that they understand the processes that we have to follow as a public institution.

Challenges include differing or unrealistic timelines, unreliable partners, and potentially soured relationships if an event or initiative goes wrong.

Communication and event planning and coordination. Sometime partners volunteer to do more than they are actually able to do; finding a common ground for program goals; sometime space and finances need to be negotiated.

Communication, timelines, coordination

Continuity and sustainability; unrealistic demand for services of the libraries and librarians; over-committed by faculty member to students.

Coordinating logistics and timing; deciding on finances; determining how formalized the partnership will be (e.g., developing memoranda of understanding)

Coordinating schedules and meetings.

Coordination of effort, communication

Different reporting structures, budgetary lines, decision-making processes

Differing expectations, logistical preferences

Differing priorities, timelines, audiences, and desired outcomes at times

Funding support may be different. Timelines and pace may differ (including scheduling and planning).
Communication. Prioritization.

It has been overwhelmingly beneficial; just have to manage expectations and clarify roles in partnership from the beginning.

Lack of interest, different priorities across partner units

Lack of understanding of role of library

Like in any organization, activities and events can yield territorial issues; however, this can be ameliorated by communicating clearly and being mindful of all the stakeholders' goals.

Logistics and timing of events, booking needs, booking anything on campus due to parking limitations and current large scale construction efforts. Also, the campus is very active and there are many groups competing with similar or additional events in the same time periods.

Managing expectations and lack of resources

Many of our strategic partners come from the world of student affairs. These partners are often extremely busy and might drop the ball on following up on programming ideas. Other partners do not fully realize what the library can do (and how we support students) so it takes time to get them on "our" side.

More communication is required and that communication can take more time.

Not all partners are as receptive as others; some relationships are lopsided. Partnerships take time and investment.

Not sustainable due to lack of staff, funding, other support, space limitations; differing alignments with strategic goals/visions/plans.

One of the challenges of having new people from different units working in the library is they have different expectations about work cultures and rules (e.g., staff bringing bicycles or dogs into work). Another problem we have had with co-sponsored programs is people referring incorrectly to the name of the library. We have seen promotional materials that we did not approve and that have included a warped and fuzzy library logo that was obviously pulled from our website. We have also co-sponsored events where we were not in charge of marketing and barely anyone showed up. To combat this, we are in the process of defining exactly what "co-sponsorship" of a program means.

Partners do not always follow through.

Partners with fewer resources or skills may require us to contribute heavily to shared goals.

Quite often, depending on how big the partner unit is, there can be hold ups due to bureaucracy on their end. Additionally, they can require often, awareness updates/training in regards to what we do. People can be easily confused by the continual changes in our services/programs/collections, etc. Their staffing can change and so this often impacts the work we have to do to keep them updated.

Resource sharing, different priorities

Scheduling and budgeting

Some partners may hijack the project or may disappear mid-project.

Sometimes there is inexperience in doing events.

Sometimes we miss the opportunity to work with new partners because we don't know about an initiative or are invited to join after the opportunity to contribute to the formation is well underway.

Challenge of time and/or cost justification. Difficult to plan far in advance with many strategic partners (e.g., turnover of students, priorities, etc.)

Sometimes we're not brought into the process of working with strategic partners as early in a specific initiative, process, or program as we'd wish so we're working on this.

Space and facilities to host events is a major issue for us. We will often get approached by partners, not because they are interested in library outreach, but because they want to use our space for their event.

The challenge of working with strategic partners is juggling multiple priorities and schedules.

They may have different approaches to outreach, or they may not understand how our services align with the work they are doing.

Time constraints and sometimes partners taking advantage of our large library staff asking for more support than we can provide.

Time. Most partners operate on their own schedules, and we on ours, so it can often be a challenge to sync.

Timing is everything. Personnel changes can radically affect the partnership. Shared funding, priorities, and staffing can be a challenge. Need to determine what each partner gains and contributes. It is hard to plan ahead with partners.

Timing of events; control over how library should be involved.

Unit organizational structures and cultures across campus vary. While individuals in the Libraries may have latitude for decision-making and committing resources, decision-making in other units may require many levels of approval. Understanding and appreciating diverse work cultures is critical. Schedule conflicts also create challenges.

We can often be seen as the 250lb gorilla in the room, so when we collaborate with non-university partners, we have to be sensitive to not overstepping our bounds. We generally don't have challenges with university-based strategic partners.

We have not encountered any significant challenges.

We sometimes have different views on messaging. Arranging initial contact to discuss partnership. Arranging flexibility within library staff to accommodate change.

30. Library outreach can involve participation in larger institutional activities (e.g., a resource table at first-year orientation). How much of your library's outreach program is dedicated to responding to requests for library involvement in larger institutional and external outreach activities? N=57

All of our outreach activities	0	—
The majority of our outreach activities	5	9%
About half of our outreach activities	28	49%
A few of our outreach activities	24	42%
None of our outreach activities	0	—

ASSESSMENT AND REPORTING

31. What assessment methods has your library used to evaluate the success of outreach activities? Check all that apply. N=56

Headcounts	55	98%
Observations	53	95%
Feedback from outreach volunteers and partners	49	88%

Surveys	46	82%
Collecting comments	46	82%
Usage statistics	44	79%
Compiling social media comments	33	59%
Focus groups	21	38%
Interviews	16	29%
Minute papers	11	20%
Other method	8	14%

Please briefly describe the other method. N=8

Counting swag and supplies given out at events

Feedback/articles written in the media, for example.

Number of swag items taken

Offer chance for prize (a draw) if they answer questions they should have learned at event.

Online registration

Review of annual reports for indications of outreach.

Standardized evaluation forms for outreach workshops and similar programs.

Worked with academic partners to measure student learning.

32. How often do the following people design and analyze assessment tools for individual outreach activities? Select one choice per row. Select DNE if the individual or group does not exist at your institution. N=56

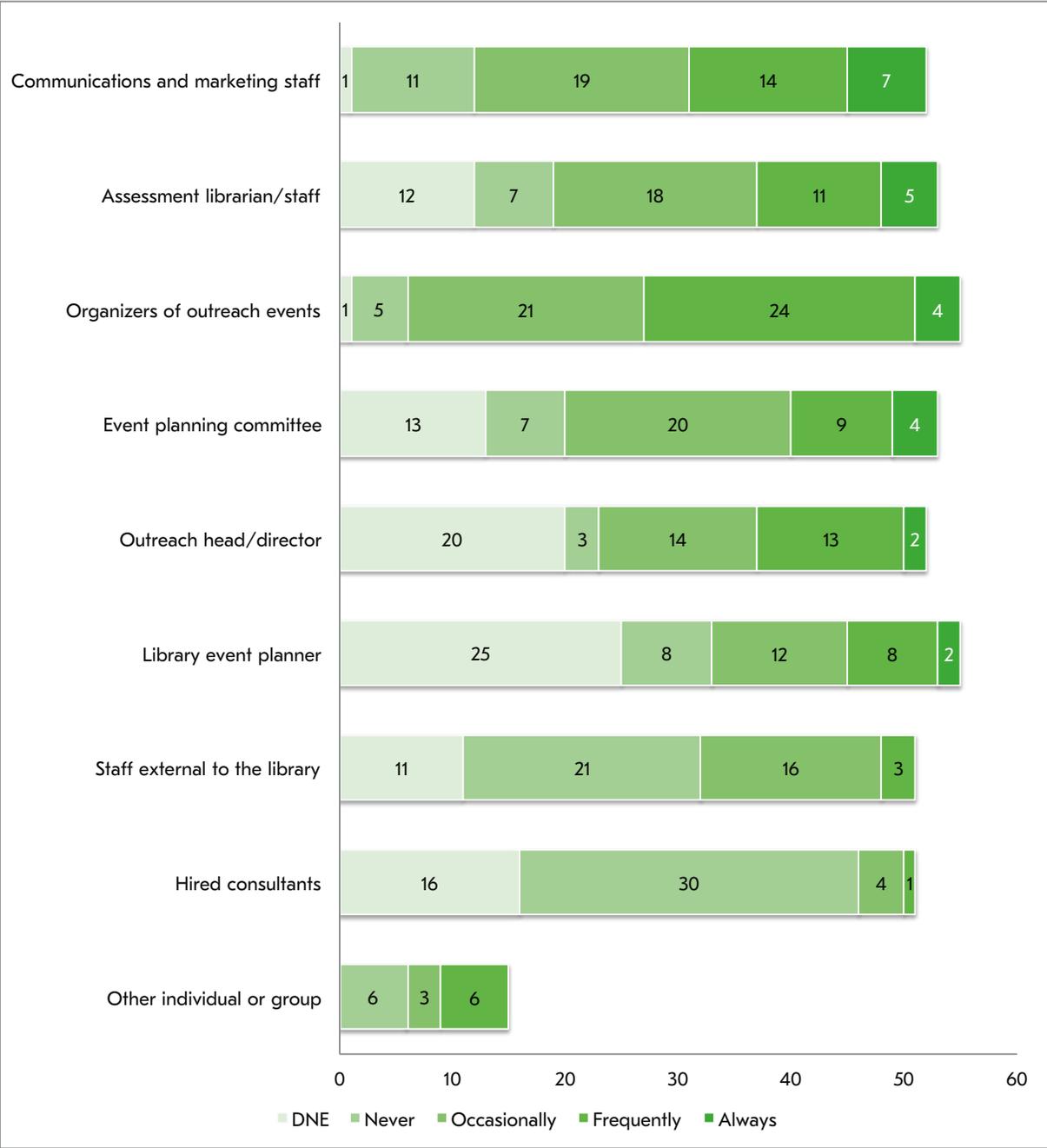
Individuals or Groups	Never	Occasionally	Frequently	Always	DNE	N
Organizers of outreach events	5	21	24	4	1	55
Library event planner	8	12	8	2	25	55
Assessment librarian or dedicated assessment staff person	7	18	11	5	12	53
Event planning committee	7	20	9	4	13	53
Outreach head/director	3	14	13	2	20	52
Communications and marketing staff	11	19	14	7	1	52
Staff external to the library	21	16	3	0	11	51
Hired consultants	30	4	1	0	16	51
Other individual or group	6	3	6	0	8	23
Total responses	37	48	36	14	41	56

If you indicated above that an “Other individual or group” designs and analyzes assessment tools for individual outreach activities, please specify that position. N=9

Occasionally N=3

Each facility has their own assessment plan which may include staff from any other department such as the archives or administrative staff.

Frequency of Assessment Tool Development by Staff Category (N=56)



Instruction librarian. The standardized evaluation forms that we use for some outreach workshops were designed by instruction staff for instruction purposes. Because they are standardized, they do not need to be constantly redesigned or recreated.

Student success librarian

Frequently N=6

Ad hoc committee/team

Collaborating faculty

Faculty members whose courses engage the library staff and collections. Program leads for special groups such as the Mellon Mayes Scholars.

Individual librarians and staff members from a variety of positions

Staff member in the learning and outreach unit often assesses outreach events.

The outreach coordinator in the liaison department; a team within the libraries managing outreach to residential life.

33. Who is responsible for assessing the overall outreach program at your institution? N=56

No one is responsible for overall program assessment at this time	15	27%
Other library Administrator	7	13%
Outreach head/director/librarian	7	13%
Library dean/director	6	11%
Assessment librarian or dedicated assessment staff person	5	9%
Department head	2	4%
Event planning committee	2	4%
Communications and marketing staff	2	4%
Library event planner	0	—
Parent institution assessment unit	0	—
Other individual or group	10	18%

Please specify the other individual or group. N=10

A combination of marketing staff, assessment librarian, orientation committee, associate dean of user services, and rare books staff.

Assessment happens at the level of the department.

At the Brown School Library the library director is responsible for assessing their overall outreach program. There is no one responsible for the overall program assessment at this time with regard to the other campus libraries.

More than one of these

No one is responsible for overall program assessment at this time. Although we have an assessment staff person, the lack of a coordinated approach to all outreach means there is no coordinated assessment of outreach.

Outreach group comprised of faculty and staff.

Responsibility for assessing outreach lies with department heads and supervisors for departments conducting outreach activities, with a committee managing the libraries engagement with the rest of campus, or with an individual or group planning an event. On the large scale, outreach activity may also be assessed by a group monitoring progress towards the libraries' strategic goals.

Strategic communications manager

The dean, library admin, assessment librarian, coordinator of outreach, and individuals contribute to the assessment.

We do not have a single overall outreach program, so no single person is responsible.

34. Please describe the professional development opportunities and/or training that the library provides or funds for those who assess outreach activities. N=38

Ad hoc. The librarian or staff member must be interested and self select to attend a program at a national conference.

All library administrators attended an assessment workshop hosted by the university administration this past year. This was in support of a new Middle States requirement to conduct assessment of administrative units like the library. This training helped us as we conducted strategic planning and identifies outcomes and metrics for each goal.

All of our employees have dedicated professional development monies that they can use each year. Our associate university librarian for research, learning & engagement and our events & exhibition librarian have both attended the Library Assessment Conference. Our events & exhibition librarian also participated in a 6-month learning cohort with the California Association of Museums California Networks for Collaboration project on "Audience Research."

Annual potential for applying for funds to support specific events or projects. Professional development support for attending conferences.

Assessment conference; training with statistical programs

Because this is a growing area for the Libraries, our program director for outreach & engagement has been encouraged to participate in conferences focused on university level O&E, not just libraries. Our program director also serves on the planning committee for the university's outreach and engagement conference.

Conference attendance funding

Conference attendance, tuition assistance program benefits, consulting with library assessment, lynda.com

Each associate director is allocated a budget for professional development based on the previous year's allocation and the number of requests received for the next fiscal year. Staff are asked to submit travel request for conferences, training, etc. on a travel request form. The full amount is paid for staff for at least one conference.

Equal to all in professional librarian positions

Funding for conference attendance, training with other staff who have assessment expertise.

Funding for conference, training, and workshop attendance.

Human resources provides training and development. Libraries have a supportive professional travel development program.

In addition to providing funding for staff and faculty development, which can include assessment training, the Libraries has funded an expert in data visualization this past year to provide a series of

workshops to Libraries' faculty and staff. The Libraries head of assessment provides resources and consultation across the Libraries.

Individuals self select for training. This continues to be a challenge for us.

Information literacy librarian is conducting training on embedding outreach and assessment activities in planning for those activities.

Librarians and managers have personal professional development funds (collective agreement). We can also ask for central library funds. Staff members can ask managers for central library funds for professional development. Library will also pay for webinars, etc. that all staff can participate in.

Library Assessment Conference, marketing webinars, workshops, etc.

National assessment conferences, regional/national conferences for liaison librarians

Not known at this time, as we are operating under an interim dean, who is also serving as the dean of another college.

One staff member attends the annual Library Assessment Conference. Individuals based on specific areas of interest in programmatic assessment. By project (participation in the coding of chat transcripts, LibQUAL+ comments, qualitative interviewing techniques through participation in research projects)

Professional development funds are available per individual roles and job descriptions. Webinar training options are very available. The Brown School library also has funds for professional development. For the Brown School library, time to attend sessions on campus, as well as off campus, is strongly supported.

Professional development funds for conferences, workshops

Registration and travel to the Library Assessment Conference

Social media training (one conference per year), mental health training, video creation training, free webinars on outreach, emotional intelligence, or topics regarding strategic plan

Staff can submit requests to participate in professional development opportunities, which are subject to supervisory approval.

Staff may attend conferences or online discussions where assessment of engagement is discussed. All librarians have funds for professional development.

Storytelling for the digital landscape, media training, DIY video production

The assessment is done at the AUL for research & learning level.

The libraries provide and fund professional development or training, including on assessment and outreach, based on the interest of the librarian or staff member doing the training, and need for the skill.

There is no in-house training offered. If webinars come up, then staff will attend as a group and it will be funded by the department director.

Travel and training funds are available for external conferences. There are also several internal groups who meet and discuss outreach initiatives.

Travel money to attend (and present at) conferences

University-based programs and opportunities

We encourage staff to attend the Library Assessment Conference and provide financial support to do so.

We have an assessment and user experience department with staff who can advise and train on strategies for assessment. They can partner with groups to design assessments.

We have one assigned assessment librarian who has received professional development training.

We have several budgets to support professional development and training activities and travel. We do differentiate staff involved in assessing outreach for these purposes.

35. Has your library canceled or discontinued events based on assessment data? N=56

Yes	38	68%
No	18	32%

If yes, what data was useful for making that decision? N=36

Attendance (2 responses)

Attendance (head count)

Attendance data

Attendance numbers; weighing the costs and impact on staff time versus the outcomes from assessment

Attendance statistics

Attendance, survey data

Attendance/participation numbers (tours, library evening hours, reference desk)

Based on attendance numbers we have cancelled smaller, non-institution-wide events.

Cost analysis, staff efforts, audience reached, and strategic plan goals

Cost of event, observation of popular/non-popular activities, attendance

Decline in attendance stats; feedback from users about preferences for different event formats

Feedback and comments

Financial data

Headcount, participation rates

Headcount, staffing challenges, comments by volunteers and attendees, observation.

Headcounts (3 responses)

Headcounts and observation (3 responses)

Headcounts; feedback from participants, staff, and partners

In some instances we have cancelled events based on past attendance data.

Information gathered at past events tells us that it is not worth the time and effort to continue.

Lack of attendance

Participation rates

Poor attendance (head counts); staff time, budget, and ROI analytics; comments; interest indicated via social media

Statistics related to usage and/or attendance, user feedback

The wellness break program was offered during a semester every Friday and we didn't have many participants in the mindfulness sessions.

Traffic, survey, and observational data have been used to make decisions about overnight library hours.

Our new student orientation was modified based on usage statistics. Use of the library exhibits has been collected and used to inform potential or existing donors of the value of the library collections.

Usage counts and feedback from volunteers. We have cancelled several events for low attendance.

Usage stats, observations

Usage; head count; on occasion, social media usage/followers

We are in the process of canceling a long-standing reference service based on data showing use of the service.

We use survey data, observations, and other tools to make program decisions.

Additional comment

Not sure how to make this answer relevant or useful. We have not canceled events, but that does not mean we wouldn't, if evaluation of a program showed it wasn't worthwhile.

36. Has your library made either small or substantive changes based on assessment data? N=56

Yes 49 88%

No 7 13%

If yes, what data was useful for making that decision? N=46

All methods from question 31 above

Attendance and results of surveys

Attendance, survey responses, participant feedback

Changes to content or scheduling. Changes based on feedback from particular audiences. Changes based on enrollment data.

Comments shared from survey of grad students helped shape activities that are offered.

Comments, qualitative assessment (e.g., new ideas, suggestions based on user feedback)

Cost analysis, staff efforts, audience reached, and strategic plan goals

Developing more user-centered workshops of strong interest/usefulness to overall campus. Feedback and comments

Feedback from our student advisory board (used as a focus group) has been very useful in helping us design services and events.

Feedback from participants and volunteers is typically most useful. We've even used heat maps to look at traffic patterns during our large Open House and make adjustments to the placement of booths.

Feedback from participants

Free-form comments, especially on structure of events. Likert scale responses that assess understanding of holdings/topics before and after. Volunteer and partner feedback and observations. We adjust frequency and timing of events based on attendance data.

Headcount, staffing challenges, observations, comments

Headcounts and qualitative data

Headcounts, observations, participant comments

Headcounts; feedback from participants, staff, and partners

Headcounts, participant feedback

In our standard event survey, we ask, “If you are from the university, which department are you affiliated with?” We use this information to identify who we are and are not reaching. We also ask, “How did you hear about this event?” which helps us in planning our promotional efforts. And “How could this event have been better?”

Information on promotion outlets

Libraries’ office in residence hall

Monitoring and tracking our social media following (users, likes, shares, followers, reach, etc.) has enabled us to better develop and target content (e.g., for paid ads on social media).

Mostly qualitative data such as evaluation forms

Observation and surveys

Observational data, headcounts, requests for materials. Not all activities (e.g., types of games at wellness stations during exams) work in the different library locations. Changes made to reflect use and engagement at the different libraries.

Observational, comments, room sizes, usage statistics, and web counts

Observational, headcount, and participant surveys

Observations, comments

Participant comments (usually written feedback forms)

Qualitative data from a variety of sources combined with usage/attendance data has shaped space planning and development.

Responses on minute papers (workshops and classes); feedback at registration or end of the session; evaluation of outreach strategies alongside attendance to see what was effective.

Statistics related to usage and/or attendance, especially related to days and times of events.

Student feedback; trends over time

Survey responses

Surveys from past events

The success of our summer internship program in 2017 (as indicated in the surveys from the interns, mentors, and supervisors), led to us doubling the program in 2018.

This happens frequently so we can improve our outreach and events. We use feedback from users, student and faculty surveys, targeted focus groups, post-outreach/program assessments (e.g., feedback, post-event surveys, feedback forms).

Traffic, survey, and observational data have been used to make decisions about overnight library hours.

User satisfaction from formal and informal feedback, surveys, engagement/attendance data, social media data

We decided to have these breaks only during finals and added food, massage chairs, yoga, and mindfulness sessions.

We have made substantive changes to the Author Talks series based on assessment data (expanding the scope to include non-university authors, for example). Also, our celebration of books has been tweaked over the years to include more types of scholarship and to be a local event in response to survey and feedback from attendees.

We have scaled back our outreach services around the IR based on a faculty focus group and assessment about faculty investment in our IR.

We saw through numbers that there is a healthy interest in library events. We have found new ways to contact people, change our program length, and the time of day of events from survey data.

We're able to prioritize audiences more effectively using the available data, consider topics that would be relevant to our potential audiences.

We use survey data, observations, and other tools to make program decisions.

Yes, and often. We collect relevant information to determine if the program met the intended goals—that can be head counts, staff feedback, participant feedback/information, etc. When goals aren't being met we look for ways to adjust or improve the program, or determine if there are other valuable goals that are being met and adjust accordingly.

37. How are the impacts of outreach and engagement activities reported? Check all that apply. N=56

Library employees include outreach activities as part of their performance evaluations	44	79%
Outreach assessment data is gathered and compiled to respond to intermittent administration requests	32	57%
Individual departments provide a report to library administrators on an annual or regular basis	28	50%
A library-wide report is compiled and provided to library administrators on an annual or periodic basis	20	36%
A library-wide report is compiled and provided to institutional administrators on an annual or periodic basis	13	23%
No reporting on outreach is required in my library	9	16%
Other reporting method	7	13%

Please briefly describe the other reporting method. N=7

Headcounts/transaction numbers kept for most outreach activities across the Libraries.

Information is gathered and then drawn upon to justify service and staffing considerations; also reported on in the context of a specific topic.

Report on various projects to related committees and strategic leadership team.

Reporting is done on an ad hoc basis, depending on the activity. It might be shared at the full library level, the department level, division level, or team level.

Reporting is not required, but is still provided to demonstrate the value of outreach to library administration. Individual librarians will include it in their annual evaluations to demonstrate evidence of librarianship, if applicable.

Student engagement committee report is submitted annually and reviewed by library managers.

The university librarian's annual report to Senate includes information about outreach activities.

38. How much time does your library provide for establishing impact and demonstrating success of an outreach activity? N=56

There is no defined time frame for demonstrating success and impact	34	61%
Success and impact can be demonstrated incrementally over time	14	25%
Success and impact must be demonstrated after two or three iterations	4	7%
Success and impact must be demonstrated immediately	1	2%
Other time frame	3	5%

Please briefly describe the other time frame. N=3

It is a combination of all three, depending on the format and goals of the program.

Ongoing assessment and reporting of impact is expected for well-established outreach programs. Those reports come out soon after the events. Other activities may not require formal assessment, but are reported to show impact. Success of newly developed events can be shown incrementally.

This is in development in our library system. The plan is to include outreach assessment in other communication assessment data.

CASE STUDIES

39. Please select one of your library's outreach and engagement activities that was conducted within the past two years and briefly answer the following questions about it. N=48

Please describe the activity. What were the goals? What did it look like? Who did it serve?

Who had to approve the event? What was its budget?

Who was involved in the planning, implementing, staffing, and evaluation of the event?

How was the event advertised and/or promoted?

Please describe any collaborators, both internal and external. Who were they, and how were they selected?

Please describe the assessment plan for this activity. What assessment methodologies were used?

How did you know if the activity was successful? Please provide any assessment reports, if applicable.

Case Study 1

1) Be Involved Fair for students hosted on campus level. University Libraries has an annual presence. Estimated 7000 students attend. Goals are to welcome students to campus and share information about the Libraries. 2) Therapy dogs at finals across all branches of University Libraries. Goals are to provide welcoming and stress-free environment. Provide care for the whole student.

1) Be Involved Fair is free for campus departments. Swag is given out and that is requested from the communications director. 2) Therapy dogs budget is requested annually through Libraries administration. Often Office of Student Affairs partners and provides some financial support. Budget can be between \$500 and \$1000.

Outreach group planned, implemented, staffed, and evaluated each of those events.

Be Involved Fair is advertised at the campus level. Therapy dogs is promoted through a request to the communications manager. This past year the following communications were requested: flyers in Libraries, social media, flyers on campus, table tents, digital signs in Libraries, digital signs on campus. Word of mouth is helpful.

Office of Student Affairs collaborated with therapy dogs. Long-standing partnership for this event.

Headcounts for both

Success is defined differently for both events. Comments and feedback provide measure of success for therapy dogs. Headcounts provides measure of success of Be Involved Fair. Also, quality of interactions considered most important.

Case Study 2

An event was held to inform students about how to improve their professional portfolio via LinkedIn. Informational presentations were offered along with the opportunity to have a professional portrait taken, and the opportunity to work with a career counselor, employer, or librarian to improve their LinkedIn portfolio. Undergraduate, graduate, professional, and post-doctoral students attended.

Within the library the event did not need approval. The only cost for the event is snacks for the attendees.

The libraries campus engagement committee with collaborators from the career center, and the libraries communications department. Career counselors, employers, and librarians volunteered to work with students on their LinkedIn portfolios.

The career center does some marketing, including via email. The libraries advertise on social media and via digital signs in library spaces.

The campus career center was included because of their mission and goals. The libraries communications department was included because of their expertise, including a professional photographer.

Some assessment is done by the career center. The libraries collect headcounts and have access to surveys distributed by the career center.

High attendance and positive comments (both through surveys, and verbal comments) from students, the career center, and employers who volunteered for the event.

Case Study 3

Annual Open House for Smithsonian Interns. The Smithsonian hosts hundreds of seasonal interns each year, most during the summer. During this now-annual event, we invite interns to learn more about library services and resources that can help them with their research.

Department head. A few hundred dollars.

Primarily the outreach librarian, with assistance from reference/training staff.

Primarily through email (to intern lists and to unit intern coordinators) but also a Smithsonian Intern Facebook group.

The Office of Fellowships and Internships helps to promote the event and puts it on the main Smithsonian Intern calendar.

There is no firm assessment plan, we typically note the number of attendees and observe how long they stay and their level of engagement.

Number of attendees, level of engagement, number of attendees who sit-in for trainings

Case Study 4

Big Red Ruckus is a library sponsored “fun night” targeted at incoming students to explore services provided by the libraries and its partners. The goals are to orient students to the library and introduce them to student success services.

The dean approves it. The budget has ranged from \$1600–\$2250.

There is a planning committee with representation from partnering units.

Social media, parent newsletter, campus-wide digital signage and website, posters, promotional material included in New Student Orientation activities.

Collaborators are based on partners located in the Love Library complex. These partners are Information Technology Services, First Year Experience, Education Abroad, Office of Undergraduate Research and Dunkin' Donuts.

We produce a final report with mostly anecdotal information. We also include gate counts and social media engagement. We also gather information from a "passport" that students use to visit booths and register for prizes.

Attendance and participation numbers

Case Study 5

BioCommons Study Jam. Served students studying in the library and students associated with the Division for Diversity, Equity, and Education Achievement (DDEEA). Academic partners, including tutoring services, were on hand to lend assistance near finals. Students were encouraged to work on final project, study for exams, while breaks for snacks and hands-on crafting were provided.

Approval by Head of Library, Director of BioCommons, Director of DDEEA academic support services.

Librarians, BioCommons staff, Director of DDEEA academic support services

Social media, flyers, posters

BioCommons (Learning commons partnership with WISCIENCE & the Libraries), DDEEA Academic Support Services, and The Writing Center. Selection was based on programmers of the space and key partners in academic support.

Attendance, what services were accessed, and some feedback from students

Over 300 students attended. Drop-in tutoring was accessed. Students shared that they were having a positive experience during their breaks.

Case Study 6

Brain Break: Stress-reduction event for students completing final projects and preparing for finals. Included therapy dogs, massage chairs, meditation and stretching, coloring books, puzzles, etc.

Initially the university librarian approved the concept. Now it is repeated each semester with only the budget being approved by the UL.

Initially planned by the library, tutoring, and IT to be an academic/technology support event. Tutoring, reference, and technology support were not popular, so now just a stress-reduction event.

Posters, digital displays, table tents

Originally, tutoring and IT collaborated, but now it is just a library event.

Surveys, head counts, and observation

Surveys and head counts

Case Study 7

Club Alex: Once a year, we partner with the Rutgers University Student Assembly (RUSA) on a senior week event where the anchor library at Rutgers-New Brunswick is converted into a ticketed dance club event. This popular event is available only to graduating seniors. The goal is to engage with graduating seniors and create good memories for future alumni.

The director of the New Brunswick Libraries must approve the event. The budget is paid for by RUSA.

RUSA representatives, the undergraduate experience librarian, communications and web team, computer admins, library staff

It is promoted via email, website, and social media.

[Collaborators not identified.]

Unknown. RUSA is the lead on this event and performs assessment. Library staff and faculty attend, so we have anecdotal data about the success of the event.

The event sells out very quickly and we can see lots of social media posts from happy participants.

Case Study 8

Designing day-long workshop with hands-on activities for pre-collegiate minority student leadership group. Students were encouraged to reflect on family, culture, and community. Hands-on activities included making their own memory book, assembling images and content into collages for the book, and creating an audio file.

Administrator for the sponsoring division approved. Budget/costs were \$450 for snacks and lunch for participants, plus acquisition of a Polaroid camera and film for instant hardcopy selfies.

Administrator, librarians, and staff from the sponsoring departments, with invited participants from another library department

It was promoted directly to the targeted group as participants could choose from among several campus activities. The pre-collegiate program handled all of the promotional information and communication to encourage registration.

Internal collaborators were librarians and staff from the library's preservation unit, special collections and archives, and instruction department. External collaborators were staff from the pre-collegiate program. Participants in sponsoring units (preservation, special collections, and archives) volunteered; instruction librarians were invited to help design, teach, and assess the workshop.

We use a standardized evaluation form created by instruction department staff for evaluating the learning outcomes and participant satisfaction with the programming. The standardized evaluation form includes minute paper questions, Likert-scale questions for participants to rate the effectiveness of the instructors and session in helping them learn, plus anything else they would like to say. Headcount was also used as another measure of interest in the program.

Evaluations were enthusiastic and positive, with strong agreement on effectiveness of instructors and effectiveness of session. All participants were able to come up with a short list of concrete things they learned as a result of participating in the program. There were no negative comments submitted. Headcount also showed increased attendance from an earlier iteration of this program.

Case Study 9

Expanding Visions Foundation Internship Program. The goals are to provide high school students from underserved groups an opportunity to gain hands-on work experience, introduce them to careers in libraries, and encourage them to consider higher education after graduation.

The program was approved by our executive committee. The budget is approximately \$20K per year.

We have two liaisons for this program: one faculty librarian, and our Program Director for Outreach & Engagement. The liaisons do most of the planning, evaluating, and managing the program. A variety of staff and faculty participate as mentors or supervisors.

We included information about the new program in our weekly newsletter and hosted an informal meeting for any faculty and staff who were interested in participating. Finally, we accepted proposals from colleagues who wanted to serve as a supervisor or mentor in the program. The liaisons made recommendations to our executive committee, who made the final selections.

Our primary collaborator is the Expanding Visions Foundation. This local non-profit group holds a nine week Career Institute in our main library. The high school students who participate in this program are eligible to apply for our summer internships. Initially, we were approached by the EVF to help support their career institute by helping with the weekly sessions. We quickly realized that they were already doing an awesome job with the sessions, and thought we could have a greater impact by offering internships to some of their participants.

The students, supervisors, and mentors participate in a post-program survey to evaluate the program and make suggestions for improvement. During the program, there are touch base meetings and frequent emails with supervisors and mentors to address any pressing issues. The liaisons also meet with the interns as a group every week for a tour or workshop, and also discuss any concerns they might have.

Last year, we reviewed the survey results and made changes to the program based on the feedback received. Again, we are only in year two of the program.

Case Study 10

Graduate student event series. These events were designed to connect with graduate students beyond traditional opportunities (orientation, classes, research groups) to introduce them to services and individuals that they may not have encountered otherwise. The events included “speed dating the research experts,” an evening event with food and drinks in a casual environment outside the Libraries, where students briefly met with librarians who could help support their research activities at the university. There were five librarian presenters, including our Open Access & Copyright Librarian, Data Services Librarian, and subject librarians who addressed topics such as citation management, research reputation, and publishing a dissertation/thesis. Subsequent events were planned based on the feedback received from attendees. Three research round tables were scheduled in the evenings throughout the remainder of the semester. The events required advanced registration ensuring a smaller number of attendees and ample opportunity to connect with event speakers. Topics included an introduction to Library Services and Resources; Data Services & Thesis Support; and Career Research, Resources & Funding Opportunities.

Supervisors from the event coordinators’ department approved the event due to the fact that it involved multiple librarians from within the department and a few others outside of the department. Departmental funding was also approved by department supervisors and library administration. The event was jointly funded by the Libraries and two graduate student groups.

The primary organizers for the event were the STEM librarian, who serves ~25% of the graduate student population, along with the STEM graduate student employee, and the engineering graduate student groups (ASEE & ECS-GSO). Librarians from the Department of Research and Scholarship and the Learning Commons presented at the events and helped with some day of event logistics. Paper and online surveys were distributed to event attendees. Pre-registration forms were also used to collect attendee contact information.

Fliers, Graduate Student Association listservs, via graduate student group listservs, library news & events website, targeted emails to anyone who attended the previous graduate student events.

Collaborators from the GSO and graduate student groups (ASEE & ECS-GSO), whom the STEM librarian had connections with. Librarians were chosen based on expertise, with an emphasis on services and skills to support graduate students with their research pursuits. The Graduate Programs Office, specifically the director and career services coordinator, the Writing Center, and Office of Sponsored Programs were also contacted to contribute handouts although they weren’t available to attend.

Pre-registration & post-surveys to both graduate student participants and staff participants.

Event feedback was positive, including comments like: “I learned a lot from the sessions this semester. I’m glad we have them. They help navigate life outside the course bubbles we live in.” The Libraries also made key connections with the Graduate Student Organization and were encouraged to apply to be a service provider who would submit an annual funding proposal to receive funds that would be used for developing programming in support of graduate students.

Case Study 11

Ice Cream Social: Orientation event whereby 2000 frozen treats were handed out to students on the library terrace. Students were asked to visit two “themed booktruck stations” to learn more about the library in order to redeem their treat.

Dean of libraries, \$3000

Orientation committee made up of librarians and professional staff

Online, paper flyers, orientation schedules, tabling at events

Staff members from across the library system were recruited

Scanning of ID cards, follow up email survey to see if students remembered the event, what they thought of the event, and if they used library services

Report attached

Case Study 12

Information Fair for first-year students. The event was held in the library with other campus partners’ participation. The goal was for students to meet their personal librarian (PL). Each student who came by the table to meet their PL received a messenger bag and an opportunity to put their name in a drawing to win a foldable bike.

Associate provost/university librarian, personal librarian, program coordinators, \$8,600 dollars

PL coordinators: 2 team lead of planning, budgets, and assessment; library administration staff: library assistants and department assistants; personal librarians: staffed the table during the event.

Letters were sent to all first-year students from their PLs and all promoted through the First-Year Experience and Family Programs Office.

Cain Park Bicycles. The owner donated a foldable bike worth \$400.

The event was included in the PL year-end survey.

Verbal feedback during and after the event; response to the questions in the survey. Survey data is not shareable.

Case Study 13

International Snack Giveaway. Student Engagement Activity Goals: Create a welcoming and inclusive environment for international students by providing snacks from a variety of cultures. Create an environment of exploration for students unfamiliar with snacks from other cultures. Provide library materials and information to participants. Consisted of two days of tabling in the main library, and also supplies were provided to the eight other distributed libraries on the Danforth campus. The event served students, but it was available and welcoming to campus faculty and staff, as well.

The event was part of an ongoing collection of events that fall under the activities of the Student Engagement Committee. The event is every fall and spring semester and each semester the budget is approximately \$250.

The Student Engagement Committee plans the event. Library staff from across the libraries are given the opportunity to participate. Evaluation of success is based on comments and also the remaining stock of international snacks.

The event is advertised via the library website and also through the committee member's outreach and relationships with campus groups.

N/A

The assessment is based on comments gathered, supply usage, and enthusiasm expressed by students.

The event is one of many designed to create inclusiveness in the libraries for all populations served.

Case Study 14

International Student Orientation for incoming international students (roughly 250), a dinner and scavenger hunt based on the game Pokemon Go. Goals: 1) Become familiar with the University Libraries, including the different study spaces. 2) Understand how librarians can help them. 3) Feel confident in their interactions with library staff and when asking for help.

Library administration had to approve this event it's first year and it was given a budget of \$5000.

The library's engagement librarians and the international office planned the event, though it was based off of the previous year's new student orientation game. Library facilities were also involved with implementing the activity. It was staffed by library staff from departments across the library, not just public services or librarians. Evaluation was developed with assistance from one of our assessment librarians.

It was part of their orientation program. All promotion was through the International Office.

The International Office for coordinating the event. Library facilities for keeping the building open after hours and working around active construction projects. Library Assessment & Planning for developing the assessment of the program.

Outcomes assessment: With the help of the IO staff, we distributed an online survey designed to assess the outcomes that we had identified. The survey questions can be found in Appendix 1, and aggregated responses mapped to outcomes are below. The response rate of the survey was 13%. Staff input: We held a debrief meeting with the Libraries staff who participated in the event. The goal of this session was to gather information about their experience, including their opinion on what had been the most successful aspects and what could be improved in the future.

See above.

Case Study 15

Last academic year, the Purdue Library of Engineering & Science faculty and staff hosted a twice-monthly event called Mobile Making. The event was held on the main floor of the Wilmeth Active Learning Center every second and fourth Thursday. The purpose of the event was to give students the opportunity to make things and be creative with materials and resources we have available for them through the Libraries. We set up tables and chairs and had all sorts of materials out for students to use. It gave the Libraries an opportunity to talk with students in a fun and informal way, while promoting what we have to offer. Examples of activities included 3D printing keychains and jewelry, 3D scanning students from the shoulders up to make a 3D printed model of them, stop motion photography, wood block carving with the Inventables' Carvey, zine making in collaboration with Purdue Archives & Special Collections, among others. These activities highlighted our 3D printing services available to students and tools such as 3D pens, 3D scanner, and light box kits, among others available for check out. These Maker events served students from all programs, undergraduate and graduate.

The physical sciences, engineering, and technology (PSET) Libraries division head approved the ideas and passed on the budget to the dean. The budget for the year was a little under \$4,000, but that included purchasing the Inventables Carvey, the wood cutting machine, which was a one-time purchase.

The PSET division head asked the engineering technology information specialist to organize and run the events. She asked the libraries instructional developer, a library assistant, a library assistant IV, and the libraries graduate assistant from civil engineering, to brainstorm ideas and collaborate on running the events. Regular meetings were held with the group to assess the effectiveness and success of the events. The plan for next year is to have a Qualtrics survey ready for students to take before leaving each event to gather data for better assessment.

The event was promoted through social media, the Libraries' main website, the Libraries Data-Visualization Experience Lab of Purdue (D-VELoP) webpage, through the university's newsletter (Purdue Today), and the digital signs/screens behind the reference desks in the Wilmeth Active Learning Center (where the Library of Engineering and Science is housed).

We collaborated with Archives & Special Collections, the Krannert Leaders Academy, Summer Transition, Advising and Registration (STAR), Purdue Engineers Week, and the Hicks Undergraduate Library's activities ("Study Breaks") for the end-of-the-semester prep and final exam weeks. We reached out to each of these collaborators, with the exception of the Krannert Leaders Academy, who asked us to host an event for their class.

Regular meetings were held with the group to assess the effectiveness of the events. At a few of the events, we handed out a paper survey to participants. We regularly forgot to hand them out to participants, so we decided to start fresh and be consistent with surveying participants for the 2018/2019 academic year. The plan for next year is to have a Qualtrics (online software we use at Purdue) survey ready for students to take before leaving the events to gather data for better assessment.

We learned this was successful from the handful of participant surveys we collected, and by talking with students that spent time at our events. The response was all positive. We were consistently asked to offer more, especially with 3D printing. Students regularly asked how much it would cost them to participate. Students often approached with skepticism, thinking they had to pay for something. We never received negative feedback, all feedback was positive, and there was a lot of appreciation with many thanks for the events.

Case Study 16

Library "Open Doors Event": Part of a weekend event for alumni, provided a reception and a few "stations" for alumni to visit (media lab, archives, digital scholarship). The tours were self-guided and stations were staffed to provide information and giveaways. The goal was to showcase what the library has to offer current students, in hopes of encouraging donations.

University librarian, office of alumni affairs

Alumni, library communications team, university librarian and executive assistant, co-op students, department heads

Website, campus signs, social media, e-newsletter, special invites to past donors

Alumni, library communications team, university librarian and executive assistant, co-op students, department heads. Collaborators were selected based on the areas in the library that would be involved in the events of the day.

No assessment plan

Anecdotal reports from interactions with participants. No formal assessment reports were developed.

Case Study 17

Library Day: The goals were to increase awareness of the library, engage with students, faculty, and staff, and showcase resources. Library staff interacted with the campus community in a fun, fall fair themed event.

Library executive approved the event plan. Budget was \$400 CDN.

Student engagement committee, Library Ambassadors, library staff

Social media, Daily Bulletin (campus newsletter), Library News, word of mouth, Library Events listing

Ireland Kettle Corn, Martins Apples, Grand River Inflatables – chosen by price

Observations, comments, how much was given away, ballots collected for games

Student engagement committee event reflection

Case Study 18

MADE@UF: VR for Social Good. The UF Libraries hosted an open house with a professor to showcase the virtual reality apps created by students taking a VR for Social Good course. Goals were to make students aware of the space and also meet the needs of students taking the course. ARTBASH Open Hour: We participate as part of a larger open house (evening, party atmosphere) sponsored by School of Art & Art History. We have refreshments, an activity (this past year it was a 'drawing/comment' poster and displays of art collections).

Library chair. Budget was around \$250 for food. Budget of \$650 for refreshments from marketing & communications director and senior associate dean.

Two librarians planned and implemented the event. Four people staffed. Evaluation was based on attendance (which was very high). Librarians, staff, student assistants

Posters, media, student clubs, and on various listservs. Yes, as part of the larger event.

Computer Science & Engineering department, various student clubs. Selected based on overlapping interest. College of the Arts organizers

Assessment was based on attendance. No methodologies other than general counts. Headcounts >450.

VERY well attended and the course is increasing in size based on demand. Very well attended and great follow-up comments.

Case Study 19

Make-a-thon was a three-day student challenge to address campus sustainability issues in the areas of energy, waste, and water while learning design and making processes. The third annual Make-a-thon was held January 26–28, 2018, at the James B. Hunt Jr. Library. The Libraries partnered with several campus living and learning villages including the Albright Entrepreneurs Village, EcoVillage, Engineering Village, and Women in Science and Engineering Village along with the NCSU Sustainability Office. Students registered in teams that were required to be discipline diverse. We accepted 166 students in 45 teams representing 10 academic colleges. The students spent the weekend vying to create the best sustainable solution in the categories of campus energy, campus waste, or campus water using the resources of the NCSU Libraries Makerspace along with hosted workshops including design thinking, database research, and 3D design tools. Each student team was provided actual campus energy, water, or waste data and challenged to create a solution that would boost sustainability or efficiency on campus. On the last day of Make-a-thon, community and industry sustainability experts evaluated submissions and awarded prizes to the top student team in a variety of categories, as well as a grand prize to the overall winner.

Libraries administration approved the event. The budget was about \$15,000. However, for 2018, the Libraries did not contribute funding for the event and the costs were covered by grants from the NCSU Foundation and the NCSU Sustainability Fund.

One representative from each of the units collaborating on the event served as the core planning group, which included one member from the Libraries. During the event, the Libraries supported the audio visual setup and operation with a staff member, librarians provided instructional support for the workshops portion, three Makerspace staff members (and multiple student workers) supported the build sessions on the Saturday of the event, and three members of library administration served as judges of the final projects. The core planning team oversaw evaluation and volunteers from the Villages help support the event. Libraries External Relations provides some publicity of the event.

The event was promoted in the NCSU Libraries Makerspaces, in our newsletter and on our website, and on digital signage. A significant number of participants were recruited through the living and learning villages, which were able to promote the event directly to students through email, hall meetings, and signs.

The living and learning villages (Albright Entrepreneurs Village, EcoVillage, Engineering Village, and Women in Science and Engineering Village) are residential programs that bring students of similar interests together. The NCSU Sustainability Office has established programs to engage students with their mission of education and collaboration in support of sustainability-related information and activities. The NCSU Libraries were searching for avenues to conduct a hacker or maker-related event and discussions quickly led to these partners who have very similar interests of interdisciplinary collaboration.

Success of the event was evaluated through the following: Number of participants at Make-a-thon and during the pre-events. Feedback from judges and event mentors. Social media (students were incentivised to document their solution through the offering of two social media awards). Post-event survey and evaluation. Post-event follow-up with student teams about whether their project is being pursued at the next level (e.g., other campus events such as eGames, Sustainability Fund, beta-testing on campus, etc.)

Case Study 20

NARA has been organizing a social media series called the Archives Hashtag Party on Fridays in 2018. NARA invites archives, libraries, museums, and the public to share their collections related to a specific hashtag theme.

NARA management approved the theme. The budget was \$0.

Planning involved various offices at the National Archives including Presidential Libraries, web, and communications staff.

Ongoing promotion occurs in the week leading up to each event. The new theme is shared with a call to action to feature collections related to the theme. There is no paid advertising.

Over 750 cultural organizations have participated in the Archives Hashtag Party to date. The National Archives posts from our different social media accounts that are managed by different NARA offices and locations. We also have reached out to peer organizations to “co-host” themes. Co-hosts have included the National Museum of African American History and Culture, the National Zoo, the Folklife Festival, American Antiquarian, LAPL, and more. Partners have either pitched ideas to us and asked to be co-hosts, or we have approached organizations with collections related to a specific theme.

After the hashtag parties, we look at the social media analytics data to measure the success of the hashtag and participation. We also look at the comments themselves to review the quality of the interactions. Each theme is followed up by a brief report on the impact of the digital event.

We have various markers we look for, including quality and quantity as it relates to participation numbers.

Case Study 21

One hundred fifty public librarians will be joining the Medical Library Association (MLA) annual meeting for a public health information symposium that runs concurrent with the last day and a half of MLA '18, including the Tuesday Silver and Gold Networking Dinner. MLA '18 attendees can attend symposium sessions as part of their meeting registration. The symposium, of interest to both public librarians and health sciences librarians, offers programming in the area of health information for the public. It also provides a unique opportunity for public and health sciences librarians to network.

Approvers: Library administrator, department head. Strategic Partners: Medical Library Association and Public Library Association. Budget: \$167,835.

NLM staff, grantees, and strategic partners

Through NNLM.gov, the Medical Libraries Association conference site, <https://www.mlanet.org/page/mla18-symposium>, and the Public Library Association "Promoting Healthy Communities" initiative.

NLM staff, grantees, and strategic partners. NLM staff involved oversee the grant-funded National Network of Libraries of Medicine (NNLM). NLM grantees proposed the project in partnership with MLA and PLA. MLA and PLA were selected as professional associations for health and public librarians.

The evaluation online survey will include the standard Medical Library Association (MLA) evaluation questions, as well as integrate the evaluation tool from the NLM National Evaluation Office (nml.gov/neo). Symposium participants will complete their evaluation on MLA's learning management system (www.medlib-ed.org), in a workflow similar to all MLA CE evaluations, including those for NNLM courses that provide MLA CE. Symposium participants must complete the evaluation in order to receive credit for the CHIS.

Final evaluation report was compiled based on participant survey. The final activity assessment indicated that the majority of participants strongly agreed that the event was effective in communicating the advances in precision medicine, raising awareness of health information resources, and learning what other libraries are doing for health programming. The assessment results are not shareable.

Case Study 22

Open Access Day program: A free five-hour program that included a keynote, a panel, a demonstration, and more. It was open to all faculty, staff, students, and members of the community, and it included a continental breakfast and lunch.

The dean had to approve; the budget was approximately \$2,000. This included travel for several of the speakers, honoraria, and meals.

We have an open access committee that plans the event. The dean's secretary also provides some support.

On the Libraries' website; press release to university communications department; on university's news page; emails to Libraries' faculty, staff, students, and donors.

One of the panels includes a speaker from ITS.

Mainly a headcount and informal feedback. We plan to do more this year, including a feedback survey.

Informal feedback was positive; however, I would like to be more systematic about collecting feedback this year.

Case Study 23

Open house for first year students and families; introduce library services, resources, and spaces in an engaging way; library-wide open house for three hours on a Saturday during New Student Orientation
Our UL (dean) approved, \$3,000 for promotional materials.

Planning was done at the high level by events coordinator and our communications and marketing coordinator; every department was involved in planning an engaging activity for their area and staffing the event; Library assessment gathered feedback on iPads as people left the event.

Part of the NSO schedule on the event app and in the student and parent electronic newsletter

All library department staff, plus Writing Center; external, NSO staff

Exit questionnaire to assess satisfaction, interest in various activities, general level of knowledge gained about resources, spaces, services

High level of attendance (ran out of materials and felt overwhelmed by the quantity of visitors); vast majority of respondents said that they “learned something” or “learned a lot” at every station that they visited; the majority of comments were positive (3:1 positive to neutral/negative).

Case Study 24

Our patent librarian hosted ten IP (intellectual property) seminars during 2017–2018 academic year. These seminars were around lunchtime (lunch usually provided) and featured an invited speaker or a panel of speakers. A few of the topics, “Copyright 101,” “Trademark for Business,” “Patent Claims Workshop,” “Patent Ceiling at Georgia Tech Research Corporation,” “Patent Infringement Litigation.”

The AD for research & learning services. The patent librarian applied for a small, internal university grant to pay for the lunches.

The patent librarian did most of the planning and evaluation. She was assisted by two other librarians for staffing and implementation.

Through social media, the library’s monthly newsletter, various IP units on campus, word of mouth

The speakers for the seminars included faculty, patent attorneys, USPTO patent examiners, director of Georgia Tech Manufacturing Institute, director of Technology Licensing at Georgia Tech.

Assessment data included the number of attendees, demographics (student, faculty, or public), and any comments made by attendees. Attendees were also asked to rank each seminar from 1–10.

Very favorable feedback from seminar attendees about how much they learned and how they were looking forward to attending the next seminar. The attendees ranked the seminars a 9 out of a possible 10.

Case Study 25

Our public program series, Beyond the Page, gets people to the library, encourages idea sharing across the campus and community populations.

Dean approves budget; \$45,000

Library outreach & communications coordinator, administrative specialists, editor, designer

Social media, website, digital signage around campus, targeted email to instructors

We collaborate with many campus partners from institutional schools and colleges to Office of Sustainability, as well as subject specialists within the library.

Survey (paper), headcount, compiled comments

Anecdotal evidence, social media

Case Study 26

Pet Therapy Study Break: Goal was to help students relax during finals. We had a six-hour event with four therapy dogs every hour. Students could come in and pet the dogs for 10 minutes.

Approval: outreach librarian; Budget: \$150

Outreach & education team and librarian planned, implemented, and evaluated. Volunteers and team members staffed the event.

News release and postings on twitter, Facebook, and Instagram

Collaborators included two pet therapy groups: Pet Partners and Canine Assistants.

We collected comments, got feedback from volunteers (both internal and external)

Based on attendance, as well as formal and informal feedback.

Case Study 27

Read It & Eat It: The Sheridan Libraries' Edible Book Festival now in its sixth year. Read It & Eat It: The Sheridan Libraries Edible Book Festival is a celebration of literature, food, and fun at the Johns Hopkins University. With over 300 attendees at each annual event, the festival gives students an opportunity to channel their inner baker by creating cakes and pastries based on their favorite works of literature. Every entry is judged by popular vote on appearance, creativity and—of course—flavor. It's become the JHU community's signature way to ring in the spring and to promote reading, creative thinking, teamwork, and remind students that the library is a friendly and accessible place for them.

The initial festival was approved by the library's dean. Given its success in terms of the number of entries and attendees, we had full support to make the event a yearly tradition. The funding for the first festival was made possible through support from the library's dean; all subsequent festivals have been funded through the Special Collections departmental budget. The event costs around \$1,200 to successfully implement; it fluctuates slightly year-to-year based on the number of donations we receive from local restaurants and bakeries.

All aspects of planning, implementing, staffing, and evaluation are overseen by the outreach librarian for special collections and student library assistants.

The event is advertised via flyers that are distributed throughout campus, university communications channels (campus-wide e-mail announcements, the university calendar, etc.), and the library's own communication channels (for example, social media and the library website). Campus tours for prospective students also mention the event when discussing undergraduate life. We also send targeted emails to student groups and distribute promotional information to students during Freshman Orientation week. In addition, we create small displays within the Special Collections Reading Room to promote the event. The Reading Room is located in a high-traffic area, so we showcase a rotating display of photographs featuring popular entries from years past.

Collaborators, all internal, volunteer based on their availability.

The assessment model involves looking at the number of entries and the number of attendees over the life of the festival. The number of entries has increased every year, whereas the number of attendees has stayed roughly at the 300 mark. Attendees and bakers are encouraged to leave feedback; based on their feedback, we have implemented some changes involving the time of the event and how judging occurs. The student employees also talk to their peers about the event to see where the awareness level is. We then work toward a marketing strategy to raise awareness or smooth over any pain points, such

as creative ways to participate if one doesn't have access to an oven or encourage students with dietary restrictions to contribute edible books that are vegan or gluten-free.

We consider the increased number of entries each year a success. We also have anecdotal evidence of its impact on student life; we have had students who have told us that they started planning their entries as soon as they received their acceptance to Hopkins, since they remembered it being mentioned on their tour.

Case Study 28

Screening of select portions from three documentaries: Copyright Criminals, Something for Nothing: The Art of Rap, and Hip Hop: Beyond Hits and Rhymes along with a panel discussion. Panelists included faculty/staff from the Africana Studies Department, Music Department and Hip Hop artist, PMD, an east coast rapper from Smithtown, Long Island. The event provides insight into the history of this American music genre. It also examines the culture and artistry of Hip Hop music.

Associate deans; Budget was \$0.00.

Event organizer: Communications and outreach working group; equity, inclusion, and diversity working group, and development

Social media, library website, digital signage, university calendar, campus announcements, posters, and university broadcast email.

Africana Studies Department, Music Department, Hip Hop artist, Parrish Smith: They were selected by their specialties and their affiliation with the theme of the event.

Headcount, feedback, and registration information

Turnout, engagement during the event, and feedback after the event

Case Study 29

Staff participate in Campus Expo for first-year, incoming undergraduate students. Goal is to engage with the students at a booth but outside and with a focus on fun, hands-on activities. Goal is set by the orientation unit on campus. Our booth always has activities like library collections-based trivia, hand outs, snacks, and one piece of marketing swag (like a library bag) for students to take with them.

Approval is given for this event as it is a standard outreach for all campus partners. Budget has to be approved by director of learner support and engagement services. Roughly costs \$1000.

Planning falls to librarian and support staff to brainstorm activities, update them yearly, and ensure they fall in line with orientation unit's goals. As it is a large event, evaluation can be done through a count of conversations with students and numbers that attended to partake in the activity.

Always promoted through campus orientation unit. Digital screens in our library usually promote event, as well.

All campus partners participate. Student Success, Sustainability, Writing Centre, Wellness, etc.

Assessment is done informally through conversations, generally. There is no specific methodology.

Shear numbers tell us students stop in to take handouts, engage in the activity. The booth is so busy it takes multiple staff members to host it and to answer questions about the library. There are no assessment reports.

Case Study 30

The Big Orange STEM Saturday is approaching its 8th year and continues to reinforce student transition from high school to college from year to year. BOSS contributes to the University of Tennessee's

campus-wide outreach mission and has been instrumental in developing academic relationships with local Knoxville and surrounding county schools. Each annual BOSS program is designed to increase the STEM learning experience of the participants, continue to develop new community and campus partnerships, and prepare a strong college-level information literacy foundation for high school students.

The concept for the event was approved by library leadership.

A committee of librarians, staff, community partners, campus partners, program attendees, and participating volunteers are involved in evaluation of the event.

The event was advertised and/or promoted by our library marketing department.

Librarians and The Center for Enhancing Education in Math and Science (CEEMS). The College Access and Persistence Services (CAPS) Outreach Center and university upward bound program. They were selected based on their work with the K-12 schools.

We used an IRB-approved survey instrument.

We knew the activity was successful from our assessment feedback, new partnerships, ongoing funding, and opportunities for publishing and national presentations.

Case Study 31

The Conversation Project at the University of Miami: The faculty conversation project was implemented as a pilot in fall 2015 as a way for us (librarians) to meaningfully connect with University of Miami faculty. The goals were to engage faculty in conversation about their research and teaching and to facilitate collaboration and interdisciplinary research partnerships. Multiple conversations were held between UM liaison librarians and their faculty. Four open-ended questions were chosen to spark dialogue and for both departments to learn more about each other, our work, and how to collaborate better. The initiative has been implemented since then, and it's now part of our outreach & engagement strategic plan.

These were individual meetings held between library liaisons and faculty; there was no budget.

Dr. Martin A. Tsang, Cuban Heritage Collection Librarian and Curator of Latin American Collections

Martin Tsang gave presentations to the library at several internal events; he also presented the findings and process at the ALA in Chicago, 2017, "Talking so Faculty will Listen, Listening so Faculty will Talk: Engagement Strategies for Library Liaisons." Guest speaker for the Association of Research Libraries sponsored panel at the American Library Association Conference, Chicago. June 26.

Following the success of The Conversation Project, Martin Tsang partnered with ASERL Library Liaison Institute and helped organized the ASERL Library Liaison Institute conference held in Atlanta 27–28 April 2018.

Project results analysis: AntConc 3.4.4 for Word frequency and concordances was implemented as a way to identify common themes discussed. Assessment activity: Feedback and experiences data in conducting these conversations was gathered and analyzed.

The initiative has been implemented in our library outreach & engagement strategic plan. Martin Tsang work has been written up in several places.

Case Study 32

The event was to launch and promote UBC's Seed Lending Library, which allows anyone to "borrow" seeds free of charge and provides opportunities to learn about gardening, seed saving, and agricultural research and teaching at UBC. The timing coincided with Earth Day, and the event was held at an on-

campus community centre. Participants were invited to partake in family-friendly activities, browse the collection of seeds and books, and take seeds to start their gardens. Though open to everyone, the expected audience was people who live on campus.

Approval came from branch heads. Budget from University Neighbourhood Association UTown Grant for two events totaling \$800.

The event was planned and staffed by the two UBC librarians who implemented the Seed Lending Library branch collections, as well as other liaison librarians and library staff.

It was announced through the library's social media channels and it had an event page on Facebook. Promotions were also distributed through partnering organizations such as UBC Farm and the University Neighbourhood Association, and related faculties such as the Faculty of Land and Food Systems and the Faculty of Education.

University Neighbourhood Association (partnered to fund the event through a UNA UTown Grant and stock local seeds for distribution); Wesbrook Community Centre (where the event was held); UBC Farm (provided expertise at the event and donated seeds); West Coast Seeds (donated seeds). Other organizations such as FarmFolk CityFolk helped to provide information and promote the event.

Headcount; feedback from participants; feedback from partnering organizations, particularly the University Neighbourhood Association and UBC Farm

Estimated over 300 community members participated. Feedback was very positive and many who attended returned to the Seed Lending Library later.

Case Study 33

The largest event is our annual Open House, a three-hour long, carnival-like event in the library the week before classes start in the fall. Our event is a signature event during a week of events on campus from new student programs. As a signature event, it is open to all students, faculty, and community. In the last several years, our attendance has been around 4,000.

The budget is typically between \$18–\$20K.

A member of the learning and outreach unit will develop a leadership team that involves “booth” leaders from across library units and the library marketing unit.

Highly. We promote the event at Fish Camp, our new student orientation camp, T-Camp, the transfer student orientation camp, and at other resource fairs throughout the summer. Ads are placed on our website and social media pages.

The Writing Center typically has a booth in our open house. It is also advertised as a signature event.

Assessment varies year to year. We always have a “head-count” to track attendance. We have also used a “vote for your favorite booth” activity, an online survey, a comment wall, and have counted “tickets” to understand how many giveaways we distribute.

Assessment report will be attached at the end.

Case Study 34

The Libraries supported a new program called the Laidlaw Scholars to support undergraduate research. 1st and 2nd year students participate in a two-year research project in support of a faculty member and their own interests. The Libraries coordinated the workshops on research fundamentals and act as personal librarians to the individual students throughout the duration of the program.

This is an ongoing program that was possible due to years of relationship development with the college. The approval for the program happened at the AUL and associate dean of the college level. The budget was fully provided by the college.

The AUL and director for digital scholarship scoped the curriculum for the program. A team of three librarians coordinated with the college to schedule workshops, recruit librarians to participate, and to do assessment.

The college did all the promotion for the program.

We partnered with the Center for Teaching & Learning on the curriculum, the college, and internally within the library to make this program happen.

We gave all students post-workshop assessment form. As the program continues we will continue to use assessment surveys, focus groups, and informal check-ins with the faculty to ensure their goals are being met.

The program began this summer (2018) and so we are too early in the process to declare success. However, we believe the fact that the libraries were so thoroughly integrated into this program is a form of relationship building success.

Case Study 35

The Libraries/Friends of the Libraries brought Pulitzer Prize winning journalist Elizabeth Kolbert to campus. She was chosen to support one of the University's Grand Challenges—climate change. The goal was to attract a wide swath of students and faculties, as well as the broader community.

The university librarian and dean of libraries approved the event. \$40,000

The internal events team planned and executed the event. Over 2,000 people attended.

Through direct mail, email invitations, advertising on MN Public Radio, and partner promotions.

Ten colleges or departments on campus contributed financially. An online newspaper was the media partner. We also partnered with 11 non-profit environmental entities.

Strictly assessed by the numbers and anecdotal feedback.

We filled the house. Over 800 students signed up for tickets in the first week.

Case Study 36

The library had been involved in activities welcoming new freshmen to campus for many years as part of our campus "1743 Welcome Days" by providing tours, staffing information tables, and giving lightening talks. However, attendance at library tours and library-centric events had grown increasingly low, and the amount of money spent on giveaways at information fairs was high without resulting in substantial conversations or connections to the library/librarians for students. To solve these problems, the library partnered with the Office of New Student Orientation and the Office of Academic Enrichment to host a workshop and information fair focused on student success, which was held within the library. The workshop, titled "First Day" is designed to help students think about how they will tackle academic challenges in their first year. Following the workshop, students attend an information fair staffed by librarians and representatives from across campus that support students academically. Library tours are also available. The goal of the information fair is for students to become familiar with the offices and services that are available to help them succeed.

The assistant head of instructional services co-designed the event with the Office of Academic Enrichment in the first year. The first year experience and student success librarian now routinely plans the event, bringing together library staff members to provide tours and staff information tables

as part of the information fair. The event is funded by the Office of New Student Orientation. To plan for the workshop, the first year experience and student success librarian works alongside the Office of Academic Enrichment to plan activities that help students begin to think about how they can leverage information skills to solve academic challenges, while the Office of Academic Enrichment provides guidance on how these challenges can be overcome. The library works with the director of assessment for the Division of Student Life to plan the assessment questions related to the event.

The library worked with a graphic designer from the Division of Student Life to create digital displays, posters, and signage related to the event. It was also placed on a new student orientation calendar and embedded in an app that students use to navigate the required and optional sessions that are available during the several days prior to the start of classes. Following the event, the library put together an article in UDaily to discuss the event and its impact on students through their words. Advisers who were meeting with their students were also asked to refer students to this session as a useful learning opportunity.

Collaborators were selected based on their missions and ability to provide academic support to students. These included student orientation leaders, as well as campus offices such as the Student Support Services Program (for first-generation students), Disability Support Services, the Horn program in Entrepreneurship, UDream (business student support services), the Foreign Language Media Center, the Open MathLab (tutoring), the Center for Black Culture, UD Writing Centers, the ASPIRE program (support for minority students in the College of Education and Human Development), Center for Counseling and Student Development, AgCelerate Program (student support in the College of Agriculture), and the Office of Academic Enrichment. We assessed the program by asking students to respond to a four-question survey after they attended the event. Questions investigated the extent to which students agreed that the program had met its goals of connecting them with support services and helping them address concerns about finding strategies for academic success. The survey also asked how the event could be improved. Informally, we also assessed attendance at the event. Attendance at the event has steadily increased from 60 students in the first year to around 200 students last fall.

Extent to which students surveyed reported a positive experience at the event and agreed that the event helped them to connect to academic support services (including the library). Number of attendees at the event and attendance at library tours that were attended as part of the event. Extent to which the event helped librarians to meet and network with other student support services, as judged by any subsequent, resulting collaborations.

Case Study 37

The Library launched a summer internship program for high school students. The purpose of the program was to introduce and hopefully inculcate young people into the library professions. The program is also part of UVa's ACRL Diversity Alliance Initiative directive, where we agree to begin a pipeline program, as well as create a resident librarian program for new MLS graduates. Planning began with a call for volunteers to create the program. That committee began with about 15 staffers and winnowed itself to seven or eight. The committee determined the first cohort of interns should number five. The committee decided the program would run for six weeks. Students would work one day/week during that stretch. The committee created a rudimentary application form, which we would soon learn, requested very little salient information. Committee members began planning within their own units and recruiting staffers who would act as interns' site supervisors and mentors.

Students were paid \$11.54/hour from the dean's discretionary fund. All told, the total out-of-pocket cost of the internship was around \$3,100. We provided lunches and snacks. Costs were paid from the inclusion, diversity, & equity director's budget.

The director of inclusion, diversity, and equity and about 7–8 library volunteers.

The director of inclusion, diversity, & equity reached out to the high school principal, teachers, and counselors in five counties, roughly the same population served by the local public library (Jefferson Madison Regional Library, JMRL). She made applications to the program available only to those high school administrators and faculty. Nineteen students applied. The self-selected internship selection committee assessed applicants based on three criteria: 1) it preferred rising seniors or rising college freshman, 2) it preferred those with an interest in or had worked in libraries, and 3) activities. Four girls and a boy were selected. They were an inclusive group: two Asians, one black, one with a hidden disability, and one white. One of the Asian students would begin college at UVa in August. For such a disparate group, it coalesced very quickly.

All interns completed an entrance survey about their knowledge of/experience within academic libraries. All interns completed an exit survey on the final day of the program.

Each intern reported learning something new as a result of their participation in the program. One shared that he learned how to use a 3D printer and that the library employees are “incredible and knowledgeable” people. Another learned how to create and read call numbers, sort and catalogue books, and make a book cart. As a result of her internship at the UVA Library, she discovered that academic libraries have vast value and resources to offer. She acquired a deeper appreciation of academic libraries and learned to not stereotype librarianship as a profession. She also acquired foundational knowledge of computer coding and was delighted to discover that she could utilize the Makerspace as a Charlottesville resident. Another found that websites could disappear over time yet she (and everyone) should still be careful about what she circulated over the Internet. She also learned how to create boxes to store fragile materials within. Yet another was pleased to find that quite a few librarians entered into the profession “by accident” and that librarianship was not necessarily their first career choice. Nonetheless, the librarians he met found their work to be rewarding. Additionally, he learned how to digitize books and improved his collaboration skills and learned how to share his ideas within a group setting.

Overall, interns enjoyed the time they spent within their departments. They acquired new skills and built relationships with fellow interns and library staff. Some shared that they could apply to positions in libraries at their colleges because of their experiences within the UVA Library. Interns were not reticent to point out areas needing improvement. They would have appreciated spending more time in their placement sites; three hours was not enough was a shared consensus. They indicated that tours of certain libraries could be shortened from one hour to thirty minutes. They said meeting with their mentor for one hour was too long. A final critique pertains to lunches. All interns valued having more variety in their lunches. In 2017, the internship program occurred for one day per week for six weeks. This year the internship was one full-week. Although the same lunch was offered to both cohorts, having the same lunch seven days in a row proved to be tiring and uninspiring to this year’s cohort. A final thought: All interns shared that they would recommend the internship program to their peers because it provided them with an incredible learning opportunity and opened the door to a potential career they may not have previously considered.

Case Study 38

The Oklahoma Oral History Research Program (OOHRP) and Archives collaborated with the Chilocco National Alumni Association on a project documenting the history of this Native American boarding school. The library units collaborated very closely with the CNAA to set the goals (which included documentation of history in the form of oral histories, participation in the Library of Congress Veterans History Program, creation of a documentary that might help the CNAA get further funding for cultural programming, associated curriculum, and a public website. There were three years of very close cooperation, and the project served the alumni, former Native American boarding school students more generally, and the overall public.

The project was proposed by the OOHRP head and approved by the associate dean and dean as it expanded over the years. The budget was funded by a combination of foundation grants, endowed professorship funds, and library in-kind.

Most of the work was done by two faculty in the OOHRP (the head and another oral historian), with large changes or developments being run past the dean and associate dean. Faculty and staff from Archives and students from Archives and OOHRP helped with a number of the outreach events. Evaluation was done by the OOHRP head.

Traditional media, social media, tribal newspapers and announcements, and alumni group communications

OOHRP, Archives, and Communications internally. Externally, the Chilocco National Alumni Association. I believe we were the ones approached for this collaboration, so they spoke with us, we didn't select them.

Project is not completely finished at this point, but assessment throughout has been based upon reactions (in writing, social media, other formats) from members of the alumni association and the public. Reactions were solicited regularly throughout the course of the project.

Still in progress, but the reaction so far has been positive.

Case Study 39

The Personal Librarian outreach program was an email campaign targeted to all incoming first year and transfer students (9950 students). The goal was to raise awareness of library resources, services, and events while also promoting the idea that a "personal" subject librarian was available to each student should they need help. In the first quarter of the academic year, biweekly messages were sent to each student via Constant Contact. The messages would appear to come from that student's subject librarian, as determined through their declared major at the time of registration (all information was gathered from the Registrar's Office). During winter and spring quarters, students would receive monthly messages. Each message promoted a timely resource or service that might benefit the student (e.g., how to reserve group study rooms as midterms approached).

The program was approved by the department head of education and outreach, and then by the AUL for public services, and then through Leadership Council. The budget was \$500 for increased capacity in the existing Constant Contact account.

A sub-group of the Department of Education and Outreach worked with the registrar's office to obtain student email addresses, developed all of the copy for the email messages, communicated with subject librarians, and conducted assessments of the program. A staff assistant in communications developed templates within Constant Contact for the messages and sent the messages from the system.

The initiative itself was advertising. After the program began, it was promoted to faculty and community members through the university librarian's newsletters and involvement in campus committees

Department of E&O collaborated with Communications. We also made a request to the Registrar's office through an "ad hoc data request" form, but this is not exactly "collaboration."

Constant Contact allowed us to track email opens, click throughs, and unsubscribes. In addition, we sent a five-question survey to all students in the program, inquiring about whether the program was helpful, what services they learned about through the program, who their personal librarian was, the frequency of messaging, and other feedback.

Constant Contact reports indicated a 60+% open rate and 30% click through rate, which is higher than any other email campaign our library has conducted. We saw a higher rate of attendance at library

events promoted through the program. The assessment survey also indicated that two-thirds of students found the program at least somewhat helpful in learning about library resources and services.

Case Study 40

The Research and Collection Resource Facility (RCRF) Open House Celebration: This is a brand-new archive and high-density storage facility that is located on our South Campus. It serves the entire university and it was a multiple year project that deserved a big open house event.

The strategic leadership team and the RCRF Move group team

We had a RCRF communications team that was responsible for planning. We also hired an external event planning company. Facility managers were also closely involved.

Personal invites, emails, listservs, website, online calendar, institutional website, social media

Please see planning/staffing question.

Survey, social media engagement and analytics, attendance (RSVPs and check-in)

We had good feedback from the survey, great media coverage and press, great social media engagement, and in-person comments from staff and attendees. I've attached the RCRF Communications Plan as example and overview.

Case Study 41

The Secondary School Art in the Library (SSAIL) outreach project is a collaboration between the University Library, the Department of Art & Art History, and Student Recruitment. The goal of this project is to connect art students who are currently in high school (Grade 11 or 12) to the University of Saskatchewan, and to the University Library, by providing free exhibit space for their senior years' work within our library. This connects the art students to the Department of Art and Art History, encouraging them to consider a program of study at the university. Hanging the artwork within our library provides exposure for the student artists and beautifies our spaces.

The dean of the university library approved this annual event. The budget is approximately \$2000 per year.

Team members from the three collaborative units (University Library, the Department of Art & Art History, and Student Recruitment) plan, implement, and evaluate the event.

This outreach project is advertised to local high school teachers through the Student Recruitment office. The success of this project has also resulted in word-of-mouth promotion among the local cohort of high school art teachers.

On an annual basis, Student Recruitment works with one high school on an art project for senior high school art students. The project involves each student creating a work that is of importance or meaning to them; students are also expected to write a short explanation of the work's meaning and/or the student's reflection on the work. At least one workshop session delivered at the school by a representative(s) from the Department of Art & Art History is included as a component of the project. The high school art teacher(s) are responsible for selecting the student works to be hung in the University Library. The selected art pieces are delivered to the University Library for framing and hanging. The University Library, in consultation with Student Recruitment, the Department of Art & Art History, and the high school, will hold a reception where the students and their families and teachers are invited to campus to see their work hanging at the University of Saskatchewan. The goal is for the reception to occur in February or March; pieces will hang in the library until the end of December of the same calendar year before being returned to the school.

No formal assessment plan, just debriefing meetings amongst the team members with informal feedback gathered from the high school art teachers.

The SSAIL project is yielding results; this year, the Art Department has already reviewed portfolios from nine local high school students who want to pursue studio art programs at the University of Saskatchewan. And only one day after this year's Opening Reception, the University Library was contacted by another high school art teacher who wants to work with us for next year's SSAIL project. This very successful collaboration has brought beauty to our library spaces and has helped to further promote the university within the community.

Case Study 42

Two of our librarians created a Diversity Immersion Program to bring in underserved high school students during a week in the summer. Students learn about libraries/research and are given an introduction to college life.

Library administration, approximately \$3,000 each year

The two librarians who proposed and run the program.

Mainly via social media and direct targeted promotion.

Faculty from different academic units, librarians, career center personnel, iSchool graduate students

Evaluations, interviews with participants

Feedback from the evaluation forms and staff from the schools who participate.

Case Study 43

UCSB Reads is an award-winning campus-wide and community-wide "one book" program started by the UCSB Library and executive vice chancellor in 2007. Each year, a committee of faculty, staff, students, and community partners convene to select an intellectually stimulating, interdisciplinary book by a living author that appeals to a wide range of readers and can be incorporated into the UCSB curriculum.

The university librarian approves the event with input from a Selection Advisory Committee made up of university faculty, students, and staff, as well as community partners. The budget for the event is between \$40–\$50,000. The majority of the budget pays for the author talk and to purchase customized books to distribute for free to students. We usually raise about \$35,000 from on-campus partners to offset the costs.

The events & exhibitions librarian is in charge of UCSB Reads planning and implementation, in consultation with the associate university librarian for research, learning & engagement.

The program is made up of multiple events that take place over four months. The events are promoted in various venues, including digital signage in residence & dining halls (paid advertising), local newspaper (paid advertising), campus online events calendar, print & digital signage in the library, print signage on kiosks around the campus, library e-newsletter, library social media, etc.

Our main collaborator is Arts & Lectures, the performing arts venue on our campus. Our community partners include two other local higher education institutions and one high school. We raise money from internal campus departments, deans, and offices, all of whom are listed as our sponsors on all event collateral. Our main sponsor is the Office of the Executive Vice Chancellor. We usually offer multiple co-sponsored events leading up to the author talk. Depending on the topic of the book, these can include the MultiCultural Center, the Pollock Theater, Student Affairs, and other departments, centers, and organizations on campus. The chancellor always attends our book giveaway and personally hands out free books to students in the library.

We distribute surveys at all of our events.

We look at various factors for success: attendance at events; number and range of faculty who teach the book in a course; number of students reached through above courses; number of books distributed to students; number and range of sponsors.

Case Study 44

Undergraduate Research Award: Highlight high-quality undergraduate research that used library resources and services. Forty undergraduates submitted research papers. Eight undergraduates were chosen as winners and each received \$1,000.

Dean

Outreach librarian, committee of both librarians and teaching faculty, library administration staff, donor relations staff, subject librarians, access services staff

Digital displays, email, postcards, poster, subject specialists

N/A

Internal post-award review

Eight students won this undergraduate research award in 2018. The students gave presentations on their research and showcased their use of library resources and services and how the research and the library contributed to their academic success. Minimal cost beyond staff time.

Case Study 45

Unstudy session: Students are encouraged to unwind and take breaks while studying in the library during examination periods.

Deputy chief librarian. \$150

Student engagement librarian, communications librarian, student assistants, librarians from other campus libraries interested in hosting a similar event

Social media, posters, information on library website

N/A

Surveys left on table for users to complete; amount of materials consumed (e.g., Sudoku, origami paper, puzzles completed)

Positive feedback from surveys. Asked “how did you find out about this?” and most users found it by walking by. As a result we plan to scale back poster, website content.

Case Study 46

We established a Personal Librarian program with the goal of building awareness among new students of the services offered by the library to help them achieve academic success. It also gives them an individual they can reach out to for help. It serves all incoming first-year students, transfer and visiting students, and returning students from the Undergraduate Experience program. Each student is assigned a personal librarian upon arrival on campus and receives four emails paced throughout the academic year that offer personalized help and support. Each librarian is assigned approximately 65 students annually.

Associate university librarian for research and outreach services approved the program. The budget was roughly \$500 for a welcome event.

Primary planners included the AUL for research and outreach; the head, instructional design; and staff members from Research and Outreach Services and Access Services. Gate counts are used for kick-off event, contacts/followups are reported with outreach statistics.

Direct emails to each student from their personal librarian

Internal collaborators are across library departments and were self-selected based on interest and capacity. External collaborators are the dean of the college's office, which provides student contact data.

Student interactions are tracked in LibAnalytics. Attendance at the welcome event. Student narratives

While we know that this is reaching a fraction of the students who make contact following a personal librarian email, the impact is proportional to the effort: the program requires very little staff time and effort so any positive interactions make it successful.

Case Study 47

We have hosted a Human Library for two years. Program Goal: Participants will further their understanding of, and tolerance for, individuals with experiences different from their own. Objectives: Participants will recognize their privilege and others' barriers, as well as their personal prejudices. Participants will recognize that some individuals have had to cross social barriers that they have not. Participants will relate the experiences of others to the experiences of their own lives.

Outcomes: Participants will be able to summarize/articulate the importance of listening to, and understanding, another person's experience. Participants will be able to compare and contrast their privilege to the privilege of another.

The event lasts one day, where participants could either sign up or walk in to listen to a human book tell their story. The event also had a showcase panel with some of the participating books. This event was intended for the whole Penn State community (faculty, staff, students, and community).

Our Risk Management department had to approve the contract to host a licensed Human Library event. The budget was \$1,000.

Our Libraries' outreach coordinator was in charge of the event and had a committee made up of library staff and representatives from a variety of student affairs units. This planning group oversaw the whole event (and all the elements).

Press release (which generated local, statewide, and national attention); print materials distributed throughout the campus community; digital social media (also widely distributed).

LGBTQA Resource Center; Gender Equity Center; Multicultural Resource Center; Paul Robeson Cultural Center; Adult Learner Program; Presidential Leadership Academy/Honors College; Center for the Performing Arts; (internal): interested employees and a member of the Libraries' Diversity Committee. They were selected based on interest.

Participants completed surveys after each book to assess our program outcomes. The group also has general observations and solicited participant feedback.

We know that the activity was successful because our participant feedback was overwhelmingly positive. And because we asked the participants to assess based around our measurable learning outcomes, we know that our outcomes were met. Our event also garnered local, state, and national attention, so we also see that as a sign of a successful event.

Case Study 48

Wellness Stations during exam periods: Partnered with Wellness Education Centre and Psychological Services to provide services & engage students about health and mental wellness during exams. Table

staffed by WEC and Psych in public space in library. Games, etc., coffee and apples and granola bars provided by library in adjoining area. Goal: reach students before they reach crisis point.

Senior Leadership Team (for library portion of budget: \$600.00)

User services manager; Wellness Education Centre director; head, Psychological Services

Mass email, posters, social media (cross promoted across the campus), Visx screens, post cards, flash mob

Wellness Education Centre and Psychological Services (we asked WEC and they brought in Psych).

Observational, usage stats, number of counseling appointments booked, social media comments from students, food and resources taken

Very good usage stats (also number of consults booked continued to increase during exam period).

ADDITIONAL INFORMATION

40. Please enter any additional information regarding outreach and engagement activities at your library that may assist the authors in accurately interpreting the results of this survey. N=21

As mentioned previously, we have a two-pronged approach—internal/campus audience and external/community audience. Both efforts are substantially successful given the limited resources of time and treasure.

Many different units within the libraries manage the outreach relevant to their role. In most cases outreach is not coordinated on the library scale.

Only some of the outreach activities that the library initiates are captured through central tracking. Significant outreach activities are an integral part of the practice of subject librarians who work more closely with academic departments, centers, and schools. These activities include participation in events, faculty meetings, informal meetings such as coffee with a faculty member, teaching classes, and the many informal conversations that are part of relationship building. Our library website can also be considered an outreach tool if curated content is highlighted, especially exhibits and programs that support teaching and learning, and scholarly resources. Outreach among colleagues across campus is also a focus—faculty, students, and staff benefit from strong collaborative relationships with administrative partners that offer complementary programs and services who can point them in the right direction, such as the Center for Teaching and Learning, the School of Professional Studies, and Academic Technology Services.

Our library does not have a coordinated outreach program, which makes it difficult to answer a number of questions in this survey. The survey questions that ask for the specific number of times something has happened (ranging from Never to 6x or more) are very difficult to answer, and the answers we have provided are anecdotal at best.

Our reference librarians all have “outreach” written into their job description, e.g., “Serves as a member of the Reference Services Department and is involved in all aspects of the Library’s Reference Services, including reference, instruction, collection development, training, outreach activities, and the development of online guides to library resources.”

Outreach and engagement are not the same thing and we caution against using them interchangeably. Outreach is often a one-way information sharing effort, whereas engagement is a sustained, strategic undertaking to create mutually beneficial collaborative relationships that advance shared goals. Engagement also includes teaching/instruction, which could be more explicitly included in this survey.

Outreach and engagement is an initiative in the university's strategic plan. Although there are numerous outreach and engagement activities within the library system in support of this initiative, these activities are highly decentralized and autonomous with no overall coordination.

Some of the questions are not able to be answered based on the data we collect (especially reasons why employees are not involved). Basic outreach structure is a defined group of faculty and staff, based on position, who meet regularly to discuss outreach best practices and plan certain events. Data gathering is also conducted through this group. Faculty and staff also conduct individual outreach initiatives through their departments. This is based on interest and position. Statistics are submitted to the outreach group.

The library student engagement committee handles the majority of outreach and engagement planning and implementation. The student engagement committee has an annual retreat to plan events and subcommittees are created to manage each event. Event documentation and sharing of planning documents is an important part of the committee's work. There are many more opportunities to collaborate with campus partners and we anticipate that these relationships will continue to grow.

The National Archives is actually many institutions under one umbrella, with each institution having their own set of programming and structure. This survey was not easy to answer for this structure, so we made some decisions that affected the way we answered: except where noted otherwise, we interpreted library director to mean a local facility's director (such as the director of a Presidential Library). Most outreach is done at the local level.

The university has upwards of 42 libraries on campus. It is challenging to complete a survey that incorporates every library and reflects a collective response. This is particularly challenging when some of the libraries report independently to their respective colleges and academic units, making it difficult to track their activities, practices, and budgets for outreach. Therefore, the responses in this survey attempt to aggregate the information that was provided by libraries/units that responded to the call for input. The libraries/units that responded to the survey represent some of the largest libraries/units where outreach occurs, and so the survey responses should still be a reasonable ballpark.

This survey is not designed to capture the variety of activities that occur at a large university library with multiple branches; we have centrally driven activities but a lot of branch activities that would have provided much different answers to many of these questions. I have tried to capture the scope of activities but this survey is really looking at an aspect of our Libraries that have many, many dimensions.

This survey represents a combination of responses from two different librarians/offices. One heads diversity and external programs, while the other heads learning, research, and engagement more generally. A recent reorganization will move these key outreach functions into a single reporting line.

We are in the middle of a process to create an institutional home for outreach at the library. To date, outreach activities have been diffuse and largely uncoordinated. The first step in creating a new outreach office was conducting an audit of all outreach activities in FY17. At the same time, we are developing a new outreach and evaluation reporting system that will standardize outreach activity reporting, establish a centralized approval process, and instantiate standard evaluation metrics for different types of outreach activities. The new office will be implemented in the next year. As a result, much of the documentation requested for this survey is being drafted or revised currently, and therefore not available to be shared.

We are in the process of thinking hard about outreach activities and accountability in the University Libraries. In the coming years, we will use the annual review to help define goals for outreach and introduce measures to motivate liaisons to do more active outreach in the future. We are hiring several new positions to help create a leadership level in the organization focused on outreach in an attempt to rebalance outreach activities and collections activities.

We are in transition this year with regard to assessing our activities. A new Middle States requirement for all administrative units on campus (including the library) to conduct an administrative assessment as part of accreditation requirements every five years has caused us to be more methodical about how we assess all of our activities, including outreach. We will be collecting much more data going forward as part of this requirement.

We believe we have a fairly robust outreach program here, supported by a dedicated department, a cross-functional strategic steering team for outreach & communication, and individual outreach by librarian subject liaisons.

We have a specific librarian with the title of community and outreach librarian, which includes outreach and promotion of library services and resources. She is charged with leading outreach planning and activities. She is also a member of our user experience team, which works on marketing and the libraries' online presence. For the purpose of this survey, we defined this particular librarian as the library event planner and the librarian responsible for communication and marketing. (She is on sabbatical, so was not able to provide input for this survey. Members of the UX team and our instruction coordinator participated in its completion.)

We've just gone through a re-organization and advocated at the early stages for some people to have outreach in their job descriptions (as everything was voluntary except for student engagement and outreach librarian). This has happened. We feel that outreach is being recognized as valuable work.

While our assessment for these activities is not as robust as it could be, we have developed a more robust, intentional program through the work of our outreach librarian for special collections, our student engagement librarian, and our outreach and marketing coordinator. We are in the process of formally defining the goals for our outreach program.

With such a disparate organization (we have 21 library branches, including locations in Panama and New York) and serving so many different audiences (the general public, Smithsonian researchers, K-12) and so many levels of outreach, it's hard to answer some of these questions on the whole. Though we have an outreach librarian to coordinate some of the bigger categories like social media and lectures, many different staff members may be involved in outreach on the branch level with different goals for their branch.

Responding Institutions

University at Albany, SUNY

University of Alberta

Boston College

University of British Columbia

Brown University

University of Calgary

University of California, Irvine

University of California, Santa Barbara

Case Western Reserve University

University of Colorado at Boulder

Columbia University

University of Delaware

Duke University

Emory University

University of Florida

Georgetown University

University of Georgia

Georgia Institute of Technology

University of Guelph

University of Hawai'i at Manoa

University of Houston

Indiana University Bloomington

University of Iowa

Iowa State University

Johns Hopkins University

University of Kansas

University of Kentucky

McGill University

University of Maryland

University of Miami

University of Minnesota

National Archives and Records Administration

National Library of Medicine

University of Nebraska—Lincoln

North Carolina State University

Northwestern University

University of Notre Dame

Ohio University

Ohio State University

Oklahoma State University

University of Oregon

Pennsylvania State University

Purdue University

Rutgers University

University of Saskatchewan

Smithsonian Institution

Stony Brook University, SUNY

Syracuse University

Temple University

University of Tennessee

Texas A&M University

University of Toronto

University of Virginia

Washington University in St. Louis

University of Waterloo

Western University

University of Wisconsin—Madison