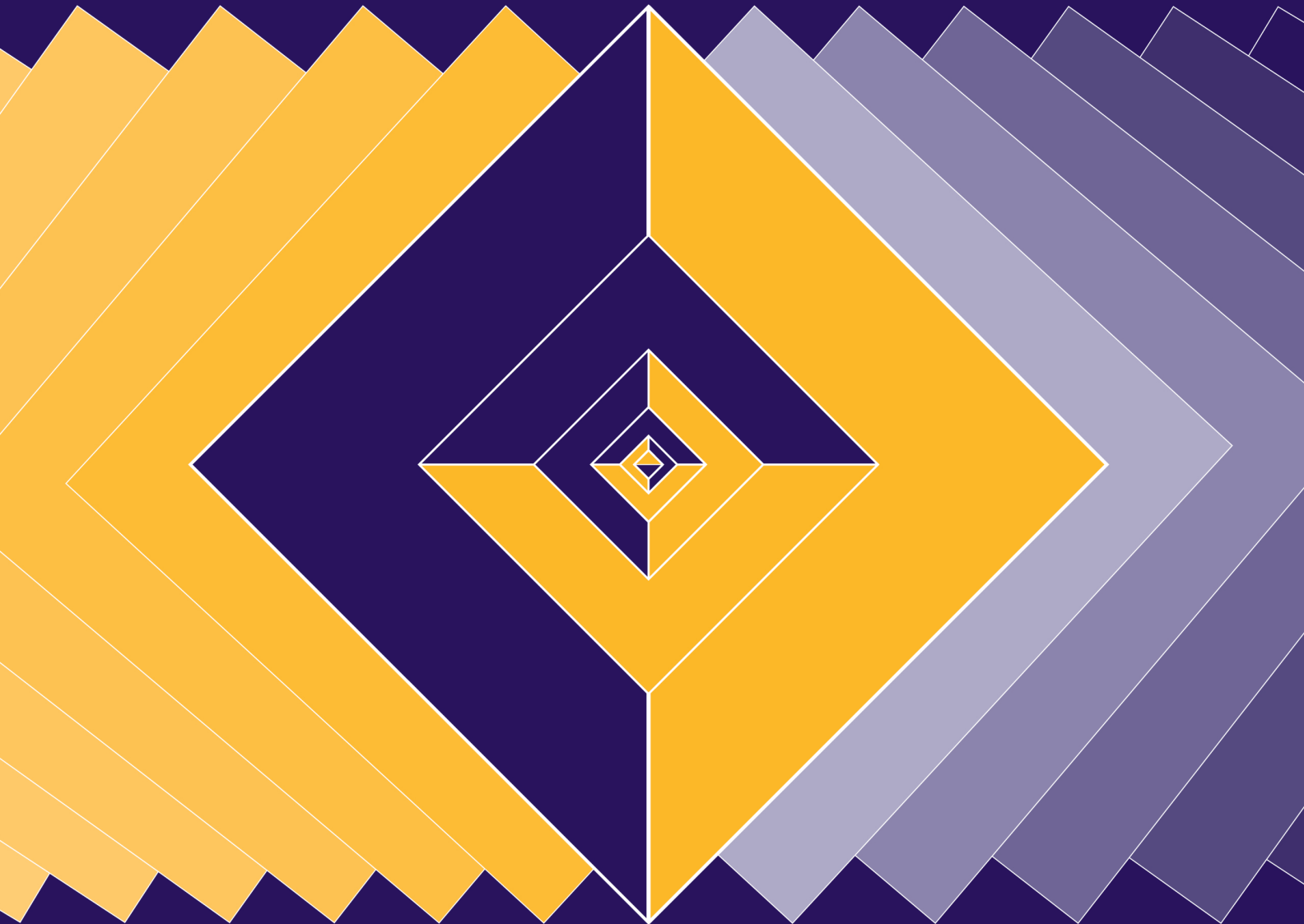




Kit 306

Promoting the Library
September 2008



ASSOCIATION OF RESEARCH LIBRARIES

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SPEC Kit 306

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ASSOCIATION OF RESEARCH LIBRARIES

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SURVEY RESULTS

EXECUTIVE SUMMARY

Introduction

Research libraries expend considerable effort to be perceived as vital to students, faculty, and researchers. They continually promote their potential to enhance teaching and learning, to facilitate research with appropriate resources and expertise, and to gain credibility in a world that competes for the information consumer's attention. But exactly what promotional activities and objectives are today's research libraries pursuing? Who organizes them, how are they evaluated, and what challenges do they face? This survey sought to answer these questions and provide an overview of the promotional efforts that ARL member libraries are working to achieve. This SPEC Kit also reproduces samples of promotional materials, position descriptions, and marketing plans that research libraries are currently using.

This survey was distributed to the 123 ARL member libraries in February 2008. Eighty-seven libraries completed the survey for a response rate of 71%. The respondents were primarily US academic libraries, 74% at public institutions and 20% at private institutions. Six percent of the respondents were Canadian academic libraries, all public institutions. Three national libraries also participated in the survey. All of the responding libraries indicated that they currently engage in some form of promotional activities.

Organizational Models

Sixty-four percent of the responding libraries indicated that they have at least one library staff member with

"promotion" as part of his/her position description. Example position titles include "Communications Manager," "Development and Outreach Librarian," and "Marketing & Communications Specialist." These positions typically report to library administration and are charged with strategic planning, media relations, and guiding the communications vision. However, they are usually not involved in the day-to-day promotional activities of their libraries.

The survey responses indicated that day-to-day promotional activities are handled by a wide array of committees, task forces, and ad hoc groups. These teams tend to be interdepartmental and focus on hosting events, developing print and Web materials, fundraising, and other outreach-related duties. Similarly, respondents also indicated that individual departments and branch libraries typically produce their own material to increase awareness and explain particular services.

Skill Sets

With research libraries committing staff time and resources to promotional efforts, additional skills are required in the library workforce. Survey participants indicated that most of these skills are available internally and that they place the most emphasis on writing and message crafting, Web design, public speaking, and graphic design. Survey respondents also indicated that other skills, such as event planning and coordination, digital media design, and media relations, are valuable to their organizations.

The responding libraries also rely on institutional departments outside of the library for promotional support. More than a third of the survey participants reported using other units on campus for photography and video editing, print production, and graphic design. Nearly 60% of the respondents stated that they outsource the production of large-scale projects, such as brochures, posters, and booklets.

Budget

Funding for promotional activities varies greatly among the responding libraries. Forty percent reported having a designated budget for promotional activities, while 60% indicated that they fund projects as needed. Of the 34 respondents who indicated that they have a designated budget for promotional activities, 22 reported specific budget amounts. The minimum amount reported was \$2,000, the maximum was \$88,500. The mean was \$28,750 and the median was \$26,750. (One respondent reported a budget amount of \$1,800,000, which we excluded from our summary calculations because the reported amount is far beyond the budget range reported by the other survey participants.)

Twenty of the research libraries provided a detailed breakdown of their budget allocations, revealing that they spend the most on print services (\$15,500 average; \$11,000 median). Other budget items include food (\$7,917 average; \$2,750 median), giveaways (\$4,826 average; \$2,000 median), and paid advertising (\$4,646 average, \$3,500 median). Of the 51 respondents who indicated that they do not have a designated promotion budget, 32 provided estimated promotional expenditures. The minimum reported was \$500 and the maximum reported was \$150,000, with a mean of \$27,400 and a median of \$17,000.

Priorities & Objectives

Survey participants were given a list of 12 promotional objectives and asked to indicate which ones apply to their organizations. Most indicated that nearly all 12 of the objectives apply to their institutions. Participants were also asked to select three of

the 12 objectives that they consider high priorities in their libraries. This process generated 181 responses. Sixty percent of these responses indicated that an awareness of reference assistance and specialized support is a high priority. The other objectives rank as follows: awareness of library print and electronic collections (55%), awareness of displays, exhibits, presentations, lectures, or other events (46%), awareness of fundraising or development initiatives (36%), the library's value to the organization (30%), awareness of training and instruction (28%), awareness of the library Web site and contents (26%), awareness of special or targeted collections (23%), library study space or work areas (23%), orientation for new users (23%), awareness of equipment and technology (16%), and awareness of library policies (10%).

Determining Activities

Survey participants were asked to indicate how they decide which promotional activities to pursue. Eighty-three percent of them indicated that they pursue promotional activities upon the introduction of new collections and services, while 81% indicated that their promotional activities are guided by their strategic plans. Participants also reported that they use many user-centered strategies for gathering information to guide their promotional activities, such as user observation (66%), feedback from advisory groups (56%), surveys and polls (51%), and focus groups (49%). In addition to these methods, 74% percent of the libraries indicated that they develop activities sporadically as needs arise. Several of the participants also noted other methods of determining which promotional activities to pursue, including the campus calendar of events, institutional priorities, special events, and usage statistics.

Major Characteristics of Promotional Activities

Library promotional activities share a number of important characteristics. These include the use of taglines and slogans, the need to target specific audiences, the need to convey messages across numerous communication channels, and the need to evaluate

their effectiveness. This section summarizes these characteristics in the activities described by survey respondents.

Taglines and Slogans

Thirty-five percent of the survey participants reported that their libraries use taglines or slogans in their promotional efforts. Most of these are associated with reference services and incorporate the keyword “ask” into their formulations. Variations include “Even if it is Rocket Science, Ask a Librarian,” “Save time, Ask a Librarian,” “ASK for research help,” “Ask A Librarian,” and “Ask a Question.”

Research libraries also use taglines or slogans to raise awareness of their libraries, in general. Example taglines and slogans from this category include “Be brilliant,” “Connect for Success,” “Get Connected to a World of Knowledge,” “The Library. It’s Yours. Use It.” “Get it done,” “Great minds think alike,” and “Embracing the Future.” Several of the respondents also indicated that their taglines and slogans build on the American Library Association’s “@ Your Library” campaign, such as “Brew Ideas @ Your Library,” “Big changes @ the OSU Libraries,” “Open House @ Your Library,” “You’re @ the Library,” and “Research Help @ your library.”

Audience

Fifty-one percent of survey participants reported that their promotional campaigns target “all library users,” but promotional campaigns also target specific user groups. Participants indicated that their campaigns commonly target undergraduates (56%), faculty (48%), graduate students (45%), and alumni or potential donors (36%). When asked to identify “other” audiences that their promotional campaigns target, respondents listed groups such as international students, parents, and distance learning students.

Communication Channels

The placement of the marketing message is important to the success of a marketing campaign; you want to be sure that your message is seen. To under-

stand the placement of library messages, the survey divided communication outlets into three categories—Library Channels, Campus Channels, and Web 2.0 Technologies—and asked respondents to indicate all of the channels that they use for their promotional activities. This section summarizes the findings of all 181 high-priority objectives.

“Library channels” are the communications channels over which library staff has full control. According to the survey data, the library Web site is the most frequently used channel (96%), followed by flyers and brochures (82%). Other commonly used channels are posters (68%), targeted e-mails (61%), and library events (55%). Less commonly used channels include classroom instruction (34%) and library discussion lists (20%).

“Campus channels” are those locations and media outlets that are affiliated with the institution but that are generally outside of the direct control of library staff. Campus newspaper articles were the most frequently indicated outlet for sharing library information (52%). Campus calendars (35%), campus newspaper advertisements (34%), and campus Web portals (30%) are also frequently used. Survey participants also indicated that they use campus residence halls and dorms (23%) and campus student centers and dining halls (15%) to distribute their promotional messages. Other less commonly used campus channels include faculty or student electronic discussion lists (14%), campus radio (16%), campus television (14%), departmental Web sites (13%), and course management systems (10%).

“Web 2.0 technologies,” such as blogs, wikis, and social networking sites, are also used by libraries to share information. Blogs (32%) and social networking sites (27%) are the most frequently used technologies. Less commonly used are podcasts (9%), videos (8%), wikis (8%), social bookmarking (3%), and virtual worlds (3%).

Survey participants also reported that they use other outlets to deliver their promotional messages. These include bookmarks, plasma TV monitors, bus stops, giveaways (pens, magnets, sticks, Frisbees,

etc), bulletin boards, faculty meetings, newsletters, magazines, and pamphlets.

Evaluation

Only 34% of the respondents indicated that they have evaluated their promotional activities. LibQUAL+, surveys, focus groups, Web traffic, usage statistics, observations, and unprompted user feedback were the most commonly reported assessment metrics. When asked to describe which promotional activities they found most successful, participants indicated that giveaways, flyers, and campus newspaper articles and advertisements are the most effective ways to reach users.

Challenges

Just as there are many ways to promote the library, there are many challenges associated with these activities. One hurdle that many participants shared was deciding what to promote and how to craft an appropriate message. Respondents also remarked that reaching the appropriate audience could be difficult—some campaigns aim for the widest visibility possible, while others focus on narrower segments. Staff time, costs and funding, production, design work, skill sets, and assessment were other challenges that many of the participants specified. Finally, several internal factors materialized, such as gaining support or buy-in throughout the entire organization, as well as updating, communicating, and collaborating across library departments.

Conclusion

Promotional activities are now a necessary part of a research library's strategic plan. Rather than asking, "Do we need to promote the library?" librarians are asking, "What kinds of promotional strategies best target specific segments of our intended audience?" In other words, now that research libraries must compete with other information providers and spaces on campus for the attention of their users, librarians are focusing on promotional activities that target users across a variety of communication channels.

While each ARL member library is unique in terms of its staffing, budget, and production capabilities, each one faces similar challenges to achieving its promotional objectives. Research libraries are experimenting with new technologies and communication channels as a means of communicating with their users. These experiments reveal the extent to which libraries must adapt their outreach efforts to their local academic and campus cultures—what works for one library will not necessarily work well for another. Furthermore, because many of these marketing and promotional initiatives remain experimental, librarians have not yet reached a consensus about how to assess their effectiveness.

Although it is true that research libraries have begun to target specific segments, or categories of users, the responsibility for coordinating those campaigns remains distributed throughout the library. Just as various departments within the organization provide users with a variety of resources and services, the librarians and library staff working in those departments engage in a wide array of promotional activities: Reference librarians tend to promote databases and instructional assistance, archivists and special collection librarians emphasize unique holdings and primary source materials, and development officers typically target alumni, potential donors, and university stakeholders.

In short, library promotions is thriving and will continue to grow. Librarians are adopting new techniques and seeking new opportunities to interact and share information with their users. For this progress to continue, a more consolidated effort must guide the communications effort. Furthermore, dedicated budgets, better assessment, and media related skills are crucial for the advancement of the marketing effort. However, perhaps the single most important aspect that is necessary for better promotions is a shared vision and buy-in among library staff. Without everyone working together on the same page, research libraries cannot expect to be effective communicators.

SURVEY QUESTIONS AND RESPONSES

The SPEC survey on Promoting the Library was designed by **Brian Mathews**, User Experience Librarian, Georgia Tech, and **Jill Stover**, Undergraduate Services Coordinator, Virginia Commonwealth University. These results are based on data submitted by 87 of the 123 ARL member libraries (71%) by the deadline of February 29, 2008. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

Research libraries expend considerable effort to be perceived as vital to students, faculty, and research scientists. They continually promote their potential to enhance teaching and learning, to facilitate research with appropriate resources and expertise, and to gain credibility in a world that competes for the information consumer's attention.

Research libraries exist in a marketplace characterized by competing options, efficiency-minded consumers, and difficult-to-penetrate social systems. Public relations and marketing, core elements of promotion, have taken on increasing importance. Library communication strategies attempt to build loyalty and name recognition with students, faculty, and researchers. A broad assortment of promotional techniques are employed to raise awareness and engage the consumer, including creation of library brand and logos; posters, flyers, and giveaways; community events, activities, and press releases; or simply creating a "buzz" among constituents. Experimentation, innovation, and assessment gain traction as initiatives are floated, new communication channels are utilized, and branding campaigns are launched.

Insight can be gleaned and ideas appropriated from compelling efforts to promote resources, services, and the image of the research library. There is increasing interest in our community in the ways that libraries frame and deliver their promotional efforts, in the new directions and initiatives that are tested, and in the tools and techniques employed to assess the impact on target populations.

This survey seeks to identify how academic and research libraries are working in these promotional arenas to foster greater understanding of the critical roles they play in the lives of their constituents. It seeks to identify the purposes of promotional activities and strategies, promotional tools and techniques, samples of promotional materials, how libraries organize to do promotion, the nature of library branding campaigns, and coordination of activities and reporting structures.

BACKGROUND

1. Does your library engage in any coordinated activities (such as those listed above) to promote its products, collections, and services to users? N=87

Yes	87	100%
No	0	—

2. What are the primary objectives of the library's promotion activities? Check all objectives that apply to the library's promotional efforts. Check up to three of those that are the current highest priority objectives starting with High Priority 1 (this is not a ranking). N=87

Objective	Applies	High priority		
		1	2	3
Awareness of library print and electronic collections	86	32	9	7
Awareness of the library Web site and contents	85	12	5	6
Awareness of displays, exhibits, presentations, lectures, or other events	85	13	18	9
Awareness of reference assistance and specialized support services	83	22	16	14
Awareness of training or instruction	82	10	9	5
Awareness of special or targeted collections	79	6	9	5
Orientation for new users	79	7	7	6
Awareness of library study space or work area	77	4	10	6
Awareness of equipment and technology	74	4	2	8
Fundraising or development initiatives	74	12	12	7
To describe the library's value to the organization (branding campaign)	67	14	4	8
Awareness of library policies	65	2	3	4
Other objective	21	4	2	2

Please describe the other objective. N=16

"Awareness of library services or changes in services."

"Visibility of friends' group and its history of significant support for more than fifty years. High Priority 1: Speakers who speak programmatically in relation to a specific library collection, library exhibition, or library-related event. High Priority 1: Issuing of exhibition publications/catalogs with intent to be physically handsome with substantive content and reflect well on importance of library collections."

"Raise awareness of the relationship between the university's strategic aspirations and library services and resources."

"Support renovation of main library and also to support the university's goal of recruiting and retaining the best faculty and students by making the uniqueness and value of the library known."

"Awareness of Information Literacy."

"Awareness of all library services and resources."

"On everything we promote, we include the Web address of the Libraries in a branding effort."

"Awareness of special services (e.g., digital library)."

"Renovation of library spaces."

"Publicizing digitization and other grant-funded projects."

"Awareness/promotion of award/prize programs for students that are sponsored by the Libraries, that is, annual poetry and research prizes."

"To differentiate the library from other information providers."

"Library etiquette."

"Promotion of other academic services provided in the library space and collaborations with other organizations within the university (i.e., The Writing Center, Tutoring, Academic Technologies, University Writing)."

"Capital Campaign promotional material."

"Understanding the value added to research activities of the university. Services for alumni and community service."

ORGANIZATION MODEL

3. Which of the following describes your library’s organization model for promotion activities? Check all that apply. N=86

Seventeen respondents indicated their library had one of the organization models listed below. Three indicated they had another model. The remaining 66 respondents indicated they use a combination of models to manage promotional activities.

	Single Model	Combination of Models	Total	%
One library staff member has library promotion as part of his/her job description	6	49	55	64%
Each unit/department/library handles promotion activities individually	2	40	42	49%
Promotion activities are centralized in one unit/department	8	27	35	41%
A library committee or taskforce is responsible for promotion activities	1	31	32	37%
Promotion activities occur on an ad hoc basis	1	26	27	31%
Other	3	—	3	4%

Please describe other organization model.

“Library has dedicated communications and development departments that work in cooperation with one another and also in support of promotional and outreach activities that take place at the unit/department/library level. Director of Library Communications and Director of Development each report to the University Librarian.”

“Ongoing newsletters and events promotions are located in centralized units (Development, Design Services). Promotions of other special resources, events, services are done as needed, with professional services from Development or Design Services departments.”

“There are 2 of us (assistant to the dean and me) that work together on media relations and some special project promotions. In addition, each team within the library handles their own promotion activities as needed. Each team is given a budget annually from which their promotional expenses are provided. Members within the team that have programs/events/trainings that require promotion must work within their teams to negotiate funds. If funding is not required, then individuals proceed as necessary, except if working through the UANews campus media that is an online news bureau. This relationship is managed centrally through myself and my colleague as described above. My colleague also promotes events and distributes news releases to the local media as needed.”

SINGLE ORGANIZATION MODEL

4. If one library staff member has library promotion as part of his/her job description, please give the position title of the individual, their department, and the title of the position to whom he/she reports. N=5

Position Title	Department	Reports to
Communications Manager	Library Administration	Assistant to the University Librarian
Director of Library Communications	Library Administration	Dean and University Librarian
User Experience Librarian (Assessment & Communications)	Public Services	AD Public Services
Special Assistant to the Dean for External Relations	Library Dean’s Office	Dean of University Libraries
Marketing, Communications, and Outreach Librarian	Library Administration	University Librarian
Coordinator, Marketing and Communications	Administrative Services	Director of the Library System

5. If promotion activities are handled by each unit/department/library, is there any coordination of individual efforts across units/departments/libraries? N=2

Yes 1 50%

No 1 50%

If yes, please describe how coordination occurs.

“Nearly all such efforts have in the end some sort of cost/budget involved. As a result, they all eventually wend their way to my office for approval (dean).”

6. If promotion activities are centralized in one unit/department please give the name of the unit/department, the title of the position that has primary responsibility for coordinating promotion activities, and the title of the position to whom that individual reports. N=8

Name of Unit/Department	Position Title of Promotion Coordinator	Promotion Coordinator Reports to
Administrative Services	Marketing & Communications Specialist	Director, External Relations
Library Communications	Director of Library Communications	University Librarian
Development & Outreach Office	Development and Outreach Librarian	Dean of Libraries
Public Relations	Director of Library Public Relations	University Librarian
Administrative Services	Communications Coordinator	Assistant Director, Administrative Services
Public Relations and Marketing (PRaM)--3 full time employees	Manager	Associate Dean for University Park Libraries
Communications and External Relations	Director, Communications and External Relations	University Librarian and Dean of Libraries
Office of Communications/ Public Affairs Office	Director of Communications	Chief Operating Officer (COO) and Asst. COO

7. If promotion activities are ad hoc, please provide a description of which category of staff members are usually involved and explain how they were selected to participate. N=1

"Librarians, e.g., Information Literacy Committee, Reference Department; Administration, e.g., Associate University Librarian for Information Services - extension of services role."

8. COMBINATION OF ORGANIZATION MODELS

Respondent 1

Promotion activities occur on an ad hoc basis; One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually

This really depends; I can provide a few examples that illustrate how different projects are promoted. The Liaison Advisory Team at the Libraries will be working on a project to 'rebrand' the liaison services offered to the campus community. This will be a major project with periodic updates. The Team is made up of librarians only. Other teams (such as Reference Services) or unit libraries may pilot a new service, for which they coordinate promotion. Librarians and higher grade levels of associate staff would be most likely to be involved. Each unit library has LCD screens for use in promotion; while the project start-up was coordinated centrally (via committee of librarians to purchase equipment and software, and two librarians tasked with content recruitment, orientation & training), content will be developed & updated by associate staff in individual units (in consultation with their unit heads).

These associate staff were designated by the unit heads, for their communication, design, and technology skills. The Assessment Librarian (in Library Administration, reports to Director of Libraries and Information Resources) has library promotion as part of his/her job description. For the library blog, individuals across the system can submit content (images and text) for posting, which are reviewed and published by the Assessment Librarian. Note: the Assessment Librarian has 'library communications' as part of their job description (primarily a library news blog at this time). Other units and individuals contribute content to the blog, which is moderated by the Assessment Librarian. As individual units present instruction sessions or special events, they promote the events locally, in addition to the centralized communication via blog.

Respondent 2

One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually

The Coordinator of Instruction, Outreach, and Marketing (reports to Associate University Librarian) has library promotion as part of his/her job description. As the outreach/marketing coordinator, I support the department's individual efforts as best I can. I provide promotional materials (giveaways, brochures, etc) as well as other supplies needed (banner, imprinted tablecloths, brochure holders, etc.).

Respondent 3

Promotion activities occur on an ad hoc basis; One library staff member has library promotion as part of his/her job description; Promotion activities are centralized in one unit/department

Electronic resources librarian promotes electronic resources, subject librarians promote to individual departments, department leaders promote to their departments, development activities promoted by development officer and events coordinator. There is a targeted orientation that is developed and promoted to graduate and undergraduate students through the outreach committee. The External Relations Officer (in Office of the University Librarian, reports to University Librarian) has library promotion as part of his/her job description. Promotion activities are centralized in the Instruction and Outreach Group and coordinated by the Outreach and Instruction Librarian who reports to the Leader, Gateway Services.

Respondent 4

Each unit/department/library handles promotion activities individually; A library committee or taskforce is responsible for promotion activities

Coordination: Department and branch heads report activities for approval to University Librarian. Funding is held centrally for activities that require it. UL reviews for content and 'branding' issues.

Respondent 5

Each unit/department/library handles promotion activities individually; Promotion activities are centralized in one unit/department; A library committee or taskforce is responsible for promotion activities

Respondent 6

One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually; Promotion activities are centralized in one unit/department

The Communications Officer (in Development, reports to Director of Development) has library promotion as part of his/her job description. Each unit/department handles promotion activities related to services at the branch level. Library-wide promotion activities are centralized in the Development Office. Communications are centralized in Development (Communications Officer). Promotion activities related to the Irving K. Barber Learning Centre

are centralized, but library committee(s) also provide input/advice. The structure and positions are evolving. Promotion activities are centralized in Development and coordinated by the Director of Development who reports to the University Librarian.

Respondent 7

Promotion activities occur on an ad hoc basis; Each unit/department/library handles promotion activities individually
In some cases, there is coordination by the Library Development Office Publication Coordinator. In other cases, it may be groups working together that cross departmental lines, such as the Library Web Advisory Group.

Respondent 8

Promotion activities occur on an ad hoc basis; Each unit/department/library handles promotion activities individually
Librarians who are most knowledgeable about a particular issue or topic that needs to be promoted. Issues and topics dependent on importance to meeting the campus research, teaching, and patient care needs. Coordination: Quasi-coordination. For official printed or Web-based messages that are not instruction or exhibit focused, senior administrative team is the "vetting" body. For instruction handouts, class schedules, exhibit descriptions, the specific department or unit is responsible for the content and look.

Respondent 9

Each unit/department/library handles promotion activities individually; A library committee or taskforce is responsible for promotion activities
Coordination across units may be handled: 1) by direct collaboration between units and/or 2) by a libraries-wide outreach committee.

Respondent 10

One library staff member has library promotion as part of his/her job description: Promotion activities are centralized in one unit/department
The Outreach & Marketing Coordinator (in Information Services, reports to the Head of Information Services) has library promotion as part of his/her job description. We have a newly created Outreach & Marketing taskforce that is a unit within our Information Services Department. Some areas of the library (for example, Special Collections) continue to handle their own promotion, although we are exploring ways in which we might collaborate more effectively.

Respondent 11

One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually
The Director of Communications (in Library Administration, reports to the Director of the Library) has library promotion as part of his/her job description. The new Director of Communications advises units and is developing a communications plan that will focus the promotional efforts of the Library on its strategic goals going forward.

Respondent 12

One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually
The Assistant Director for Development and Communication (in Administration, reports to the Dean of the Libraries (with a close relationship with Director of Development)) has library promotion as part of his/her job description. Departments communicate their initiatives with the communications staff member and the staff member orchestrates the communication effort (designing collateral and placement in target markets) with input from stakeholders. If services/resource being marketed cross departments a 'matrix' type approach is used to

involve all stakeholders in the communication effort.

Respondent 13

One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually

The Assessment & Marketing Librarian (in Access Services, reports to the Director, Access Services) has library promotion as part of his/her job description. The Assessment & Marketing Librarian attempts to maintain awareness of the marketing efforts of libraries throughout the system, though all efforts are not centralized. The Library Communications Committee existed from 1996 to 2007, and is now temporarily disbanded, in light of the new coordinator for marketing. This committee mainly worked on the publication of Libraries brochures.

Respondent 14

One library staff member has library promotion as part of his/her job description; Promotion activities are centralized in one unit/department

The Assistant to the Director (in Office of the Director, reports to the Director of Libraries) has library promotion as part of his/her job description. Coordination: Via Assistant Directors, to Assistant to the Director, to the Director of Libraries. In addition, one library staff member having promotion as part of his/her job description, it sometimes happens that the Director of Libraries designates a different or an additional person for promotion of a specific thing.

Respondent 15

Promotion activities occur on an ad hoc basis; One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually

Reference librarians, staff in the centers affiliated with our Rare Book, Manuscript, and Special Collections Library, staff in our Center for Instructional Technology [are involve in promotion activities.] The Director of Communications (in Communications, reports to the Director of Development) has library promotion as part of his/her job description. Coordination does not always occur. If it does, it is usually in the form of shared staff resources (Graphic designer reporting to Director of Communications designs newsletters, ads, plasma screen slides for staff throughout the Libraries.), financial resources (My office might pay for a reception hosted by the Special Collections Library's Archive for Human Rights.), or expertise (Director of Communications assists in the development of a promotion strategy for an event.)

Respondent 16

Promotion activities occur on an ad hoc basis; One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually

The Communications Director (no real department, reports to the Vice Provost/Director of Libraries) has library promotion as part of his/her job description. Coordination: We have some market councils who have done that in the past, but it's unclear what the future of these councils is. We are deciding that now. I've only been here for about six months. I envision some activities being centralized and others being conducted in a dispersed manner, with basic tools provided to ensure consistent branding, look, etc.

Respondent 17

One library staff member has library promotion as part of his/her job description; A library committee or taskforce is responsible for promotion activities

The Public Information Officer (in Administration, reports to the Associate Dean for Advancement) has library promotion as part of his/her job description.

Respondent 18

Promotion activities occur on an ad hoc basis; One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually; Promotion activities are centralized in one unit/department

Communication and publications are the responsibilities of a handful of librarians and full-time staff members. It is written into their job descriptions. Generally department heads make decisions on needed promotion for specific events or collections and gather resources as needed. The Communications/Public Affairs Associate (in Undergraduate Information Services and Programs Department, reports to the Undergraduate Programs Librarian) has library promotion as part of his/her job description. There are designated persons within the libraries with expertise that is specific to signage, brochures, Web design, etc. For example, Public Services has a staff member who assists with desktop design for signage and a librarian with a talent for graphic design provides library-wide support. The appropriate person is then consulted with the project. Promotion activities are centralized in the Undergraduate Information Services and Programs and coordinated by the Undergraduate Programs Librarian who reports to the Associate Director of Public Services.

Respondent 19

One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually; A library committee or taskforce is responsible for promotion activities

The Reference, Instruction, & Outreach Librarian (in Reference Department, reports to the Coordinator of Reference) has library promotion as part of his/her job description. Our second library, Eckles, sends their Outreach Coordinator to the Outreach Group meetings that occur weekly. We work together for Gelman's Outreach initiatives, and Eckles participates within that. However, they also have their own goals and priorities that they are marketing towards.

Respondent 20

Promotion activities occur on an ad hoc basis; One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually

Both classified staff (Web support, print and Web designers) and librarians (primarily for content) are involved. The AUL for Campus Engagement, Communication and Community Outreach (in Administration, reports to the University Librarian) has library promotion as part of his/her job description. We have recently reorganized to focus more attention on outreach and promotion. We expect to enhance the coordination and quantity of promotional activities. We expect to have a standing committee to coordinate the activity. Two positions currently include promotion as part of the job description.

Respondent 21

Promotion activities occur on an ad hoc basis; One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually

Reference, special collections and development staff are usually involved. Even or project coordinators designate people to develop promotional material. The Reference Librarian/Graphics Artist (in Reference, reports to the Head of Reference) has library promotion as part of his/her job description. Coordination is limited to using the Libraries logo on flyers, etc.

Respondent 22

One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually; A library committee or taskforce is responsible for promotion activities

The Senior Communications Officer (in Organizational Services, reports to the Director, Organizational Services)

has library promotion as part of his/her job description. We have a User Communications Committee that provides oversight, coordination, and support for a range of outreach efforts occurring across the library.

Respondent 23

Promotion activities occur on an ad hoc basis; One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually; Promotion activities are centralized in one unit/department; A library committee or taskforce is responsible for promotion activities

Promotion activities are centralized in Administration and coordinated by the Special Events Coordinator and Communications Assistant who reports to the University Librarian. We are trying to better coordinate all activities.

Respondent 24

Promotion activities occur on an ad hoc basis; One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually; A library committee or taskforce is responsible for promotion activities

Faculty, academic professionals, and staff (clerical) participate, usually according to the functional area of the service or collection that is promoted. Sometimes department heads assign people to these tasks; sometimes people volunteer for tasks. The Coordinator of Communications and Marketing (in Administration, reports to the University Librarian) has library promotion as part of his/her job description. We have adopted a template for in-house handouts. The University provides us with identity standards that should be followed in all materials. Many units send final drafts to coordinator for approval/consent.

Respondent 25

Promotion activities occur on an ad hoc basis; One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually; Promotion activities are centralized in one unit/department; A library committee or taskforce is responsible for promotion activities

Faculty and staff become involved based upon the particular event or resource publicized; frequently, the Director of Advancement, Communications and Marketing, becomes involved and or provides strategic direction. The Director of Advancement, Communications and Marketing (in Office of Library Advancement, reports to the Assistant Dean for Library Advancement) has library promotion as part of his/her job description. In a recent effort to coordinate promotion activities, a Strategic Communications and Marketing Committee has been established. The Director of Advancement, Communications and Marketing, serves as ex-officio member of the committee.

Respondent 26

Promotion activities occur on an ad hoc basis; One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually; Other

Librarians from departments most closely associated with the target audience volunteer or are recruited to assist with the efforts aimed at those audiences. First-of-the-year orientation activities, for example, may involve librarians from all over campus; more specific activities may involve librarians from only one or two departments. The Director of Communications (in Administration, reports to the Dean) has library promotion as part of his/her job description. Coordination occurs through cross-pollination of library committees, oversight by the Director of Communications, and teamwork. We refer to a marketing communications plan, put in force by a marketing group comprised of a cross-section of librarians. Promotion and marketing activities are broadly distributed, but are coordinated by one staff member who provides oversight and direction. A marketing group advises in overall strategies, and ad hoc committees plan and execute targeted initiatives (such as orientation or archives awareness month).

Respondent 27

Promotion activities occur on an ad hoc basis; One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually; A library committee or taskforce is responsible for promotion activities

If a person in a department approaches me with a project (something they would like to promote), we work together to reach their target audience. The Coordinator, Public Relations (reports to the University Librarian) has library promotion as part of his/her job description. I try to learn about what promotional efforts individual units are doing and give advice. As well as share with them what has worked for other units.

Respondent 28

One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually; A library committee or taskforce is responsible for promotion activities

The Program Coordinator II - Public Relations & Instruction (in Reference & Instruction, reports to the Head of Instruction) has library promotion as part of his/her job description. No coordination. The Library's major PR is handled by the PR Coordinator, however individual units and/or committees still promote some specific unit or committee activities.

Respondent 29

One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually; A library committee or taskforce is responsible for promotion activities

The Director of Public Relations and Advancement (in Administration, reports to the Dean of Libraries) has library promotion as part of his/her job description. The [Director of Public Relations and Advancement] oversees a strategic communications plan (a guiding document to establish continuity among all marketing efforts) while providing support to units, departments, and libraries who engage in their own promotional efforts. [He/she] assembles and manages a strategic communications committee, a group of 12 librarians and staff members who have an interest in marketing or actively work to promote their own individual areas.

Respondent 30

Each unit/department/library handles promotion activities individually; A library committee or taskforce is responsible for promotion activities

Most promotion activities emerge from individual departments within the library. In the past year a task force developed within the Reference and Instruction Department to promote their services has expanded its membership and focus in an effort to develop a more unified marketing effort by Libraries and Media Services.

Respondent 31

One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually; Promotion activities are centralized in one unit/department; A library committee or taskforce is responsible for promotion activities

The Associate Dean of Libraries (in Administration, reports to the Dean of Libraries) has library promotion as part of his/her job description. We communicate regarding promotion activities through my office when a unit has an event or activity they would like to promote. This does not preclude a unit from contacting media outlets themselves but we do strive to keep all units informed and coordinated and to have a uniform 'look.' We have an Outreach Committee composed of members from various library departments. They coordinate with my office.

Respondent 32

One library staff member has library promotion as part of his/her job description; Promotion activities are centralized in

one unit/department

The Assistant to the Dean (in Administrative Office, reports to the Dean) has library promotion as part of his/her job description.

Respondent 33

One library staff member has library promotion as part of his/her job description; A library committee or taskforce is responsible for promotion activities

The Executive Assistant (in Libraries Administration, reports to the Director of Libraries) has library promotion as part of his/her job description.

Respondent 34

Promotion activities occur on an ad hoc basis; Promotion activities are centralized in one unit/department

Reference, instruction, and liaisons to academic departments do a great deal of promotion targeted to their constituencies. Promotion activities are centralized in Development and Communication and are coordinated by the Director of Development and Communication who reports to the Director of Libraries.

Respondent 35

One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually

The Communications Officer (in Director's Office, reports to the Director of Development and Communications) has library promotion as part of his/her job description. The Communications Officer is the central point of contact for promotional activities that involve more than one library or unit and that are promoted campus-wide. Individual libraries or units may handle smaller outreach activities targeting a specific audience (not campus-wide) on their own.

Respondent 36

Promotion activities occur on an ad hoc basis; One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually; Promotion activities are centralized in one unit/department; A library committee or taskforce is responsible for promotion activities

The Director, Access, Information, & Research Services (in Access, Information, & Research Services Division, reports to the Deputy University Librarian) has library promotion as part of his/her job description. Promotion activities are centralized in the Office of the University Librarian and coordinated by the Deputy University Librarian who reports to the University Librarian. Promotion of special events (friends of the libraries events, exhibit openings, etc.) are promoted in campus e-newsletters several weeks prior to the event date. These are done by the heads of the Libraries' special collections departments and the Libraries' Development Office. Library course-based instruction and workshops are announced on poster-sized signs in the lobby and near the elevators. These are done by Information, Research, & Instructional Services support staff. Promoting new services (e.g., federated search, new OPAC interface) takes place prior to the launching of the new service, during the test phase. Data collected during the test phase is used to target the new service. This activity is handled by the task force coordinators. Unit-level promotion activities are coordinated with library administration. Friends events are coordinated with the Libraries' Development Office and library administration.

Respondent 37

Promotion activities occur on an ad hoc basis; Promotion activities are centralized in one unit/department

While promotional activities are not officially structured to be handled by individual units or departments, sometimes when an individual unit or department has an event, they handle their own promotion for it. There

is no official selection mechanism for choosing when this happens or who is involved in the promotion when it does. If the unit/department has the staff/time/resources to handle the promotion, they may choose to do so, perhaps getting advice from Marketing and Communications along the way. Promotion activities are centralized in Administration and coordinated by Director of Marketing and Communication who reports to the University Librarian.

Respondent 38

One library staff member has library promotion as part of his/her job description; A library committee or taskforce is responsible for promotion activities

The Communications Officer (in Administration, reports to the Library Director and Development Officer) has library promotion as part of his/her job description.

Respondent 39

One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually; Other

The Bibliothécaire-communications (Communications librarian) (Direction générale (Office of the Director of Libraries), reports to the Adjointe du Directeur général (Assistant Director General)) has library promotion as part of his/her job description. The various libraries that are part of the Direction des bibliothèques (Direction of Libraries) coordinate their efforts, and inform each other and their users about their activities. The Direction générale de la Direction des bibliothèques (General Direction of the Direction of Libraries) handles some of the promotion activities (Annual Report, Web site of the Direction des bibliothèques, guides on general subjects, etc.) but each library or department is free to create individual promotion activities. The Direction générale also has the role of coordinator of promotion activities proposed by individual libraries or departments.

Respondent 40

One library staff member has library promotion as part of his/her job description; A library committee or taskforce is responsible for promotion activities

The Communications Specialist (in Office of the Dean, reports to the Dean) has library promotion as part of his/her job description.

Respondent 41

Other

Library has dedicated communications and development departments that work in cooperation with one another and also in support of promotional and outreach activities that take place at the unit/department/library level.

Director of Library Communications and Director of Development each report to the University Librarian.

Respondent 42

One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually; Promotion activities are centralized in one unit/department; A library committee or taskforce is responsible for promotion activities; Other

The Librarian for External Relations (in Administration, reports to the Assistant Director for Capital Management and External Relations) has library promotion as part of his/her job description. Units/departments work through the established process for development of materials and publicity on the Web; the Librarian for External Relations is usually involved if publicity is directed to donors and the community. Promotion activities are centralized in the Administration-External Relations Unit and are coordinated by the Librarian for External Relations who reports to the Assistant Director for Capital Management and External Relations. For specialized events, the staff involved

are responsible for making sure the event is publicized, and they usually work with the Librarian for External Relations. The library has an External Relations Council. Promotion activities are handled by External Relations staff and by public services staff.

Respondent 43

Promotion activities occur on an ad hoc basis; Each unit/department/library handles promotion activities individually

Promotion activities are coordinated through the Associate Dean of Libraries for Public Services. Individuals organizing the event/services generally draft the promotion activities information (press release, flyer, Web announcement). Coordination through the Associate Dean of Libraries for Public Services.

Respondent 44

Promotion activities occur on an ad hoc basis; One library staff member has library promotion as part of his/her job description; Promotion activities are centralized in one unit/department; A library committee or taskforce is responsible for promotion activities; Other

Ad hoc committees are typically comprised of both faculty (librarians) and staff. The Coordinator of Communications & Publication and the Fiscal Officer are usually members along with other employees who have a logical connection or special knowledge of the activity. The Coordinator, Communications & Publications (in Dean's Office, reports to the Dean of Libraries) has library promotion as part of his/her job description. Promotion activities are centralized in Communications & Publications/ Dean's Office and are coordinated by the Coordinator, Communications & Publications who reports to the Dean of Libraries. We conduct promotions both through annual outreach campaigns and as needed on ad hoc basis. The Communications & Publications Office currently consists of 1.5 FTE, soon to be 2.5 FTE. Many promotional activities are the joint effort of a committee or taskforce.

Respondent 45

Promotion activities occur on an ad hoc basis; One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually; Promotion activities are centralized in one unit/department

Library department staff members notify the communications director of promotional needs and then work in tandem to carry out the promotional activities. The Communications Director (in Library Administration, reports to the Dean of Libraries) has library promotion as part of his/her job description. Coordination: On occasion, individual departments promote their own services/activities, but usually after consultation with the communications director. In addition to the promotional activities described below, announcements and updates about library events and activities are shared at various meetings (library council, subject specialists meetings, etc.) Word-of-mouth promotions take place through subsequent contact between library staff and individual members of the campus community. Promotion activities are centralized in Library Communications and are coordinated by the Communications Director who reports to the Dean of Libraries.

Respondent 46

Promotion activities occur on an ad hoc basis; Promotion activities are centralized in one unit/department; Other

Those ad hoc promotions that occur are under the purview of specialists in public services and departmental units. Promotion activities are centralized in Planning and Communication and are coordinated by the Director for Planning and Communication who reports to the Vice Provost and Director of Libraries. Most promotional work is centralized in the directorate for planning and communication, along with the wider communication effort which includes relationships with external media. Exhibitions and public service events (e.g., student social) are exceptions.

Respondent 47

Each unit/department/library handles promotion activities individually; Promotion activities are centralized in one unit/department; A library committee or taskforce is responsible for promotion activities; Other

A centralized marketing office focuses on strategic, system-wide projects. The marketing office also assists individual units with smaller projects as needed. Major projects are given to standing committees for feedback. Promotion activities are centralized in the Marketing Office and are coordinated by the Marketing Associate who reports to the Director of Advancement. A centralized marketing office plans and carries out marketing activities for system-wide programs. At the same time, units and committees also do some of their own projects.

Respondent 48

One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually; A library committee or taskforce is responsible for promotion activities

The Communications Manager (Library) (in Marketing but 100% time devoted to Library, reports functionally to the University Librarian) has library promotion as part of his/her job description. Four cross-system functional teams (Access Services; Electronic Gateway; Information Services & Instruction; Resources & Collections) exist to coordinate library services in partnership with library units. The teams define operational policies and shape the Library's messaging. Reporting to the Library's Management Team, a new Communications Advisory Group works with the Communications Manager to articulate and record system-wide messaging for use in promotional initiatives. The Communications Manager is currently working with each unit to implement a new system-wide visual identity across all promotional and communications materials.

Respondent 49

Promotion activities occur on an ad hoc basis; A library committee or taskforce is responsible for promotion activities

Respondent 50

Promotion activities occur on an ad hoc basis; One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually; Promotion activities are centralized in one unit/department; A library committee or taskforce is responsible for promotion activities

Library faculty through collection development, reference, and instruction staff for services. The Communications Director (in Public Communications, reports to the Dean) has library promotion as part of his/her job description. Coordination [is] through efforts of outreach coordinator and communications officer. Promotion activities are coordinated by the Outreach Coordinator who reports to the Director of Collections and Services.

Respondent 51

One library staff member has library promotion as part of his/her job description; Promotion activities are centralized in one unit/department; A library committee or taskforce is responsible for promotion activities; Other

Promotion activities are centralized in Communication & Development and are coordinated by the Director, Communication & Development, who reports to the Associate VP for Libraries (Dean equivalent). To clarify, while one staff member has overall responsibility, on occasion a taskforce will organize and conduct a specific promotional effort.

Respondent 52

Promotion activities occur on an ad hoc basis; One library staff member has library promotion as part of his/her job description

A good example might be a special event like the freshmen orientation; this would involve the staff members

assigned to the committee; it is usually public services staff; they are selected to participate by their supervisors who appoint them. The Communications Manager (in Library Administration, reports to the Director of External Relations and Development) has library promotion as part of his/her job description.

Respondent 53

Promotion activities occur on an ad hoc basis; One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually; Promotion activities are centralized in one unit/department

Whoever may be leading implementation or organization of a program, etc. may be involved in promoting it. For instance, a librarian who may be organizing a film showing or series, may also lead efforts to publicize it. Or an instruction librarian may initiate and design promotional efforts for a workshop series because that is part of her job. The Information Specialist II (in Outreach Services, reports to the Executive Associate Dean) has library promotion as part of his/her job description. There is not really 'coordination' across the library in a true sense. However, there is one office that anyone goes to for publication support and graphic design assistance and production. This office (Outreach Services) does handle all PR that comes from the Deans office and from library development, as well. Promotion activities are centralized in Outreach Services and are coordinated by the Information Specialist II who reports to the Executive Associate Dean.

Respondent 54

One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually

The Communications Specialist (in Office of the Vice Provost, reports to the Assistant Director for Development) has library promotion as part of his/her job description. We don't coordinate the promotional efforts, but we do coordinate the design, ordering, and distribution of promotional materials (pens, pads, stickers, posters, etc.).

Respondent 55

One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually; Promotion activities are centralized in one unit/department

The Development & Promotion Coordinator (in Administration/PR, reports to the Dean) has library promotion as part of his/her job description. Promotion activities are centralized in Public Relations and are coordinated by the Development & Promotion Coordinator who reports to the Dean.

Respondent 56

One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually; Promotion activities are centralized in one unit/department; A library committee or taskforce is responsible for promotion activities

The Assistant to the University Librarian (in the Office of the University Librarian, reports to the University Librarian) has library promotion as part of his/her job description. Undergraduate services are promoted through a consortium of the four libraries that directly serve that population. A number of system-wide Web-based resources are utilized by library directors to promote their school library's activities. Many of these promotional activities are funneled through a system-wide Communications Committee. Promotion activities are centralized in the Office of the University Librarian and are coordinated by the Assistant to the University Librarian who reports to the University Librarian.

Respondent 57

Promotion activities are centralized in one unit/department; A library committee or taskforce is responsible for

promotion activities

Promotion activities are centralized in the Reference Instruction Services Department.

Respondent 58

Promotion activities occur on an ad hoc basis; Each unit/department/library handles promotion activities individually; A library committee or taskforce is responsible for promotion activities

Respondent 59

Promotion activities occur on an ad hoc basis; One library staff member has library promotion as part of his/her job description; Promotion activities are centralized in one unit/department

The Director of Communications (in Communications & Special Events, reports to the Associate Dean for Administration) has library promotion as part of his/her job description. Promotion activities are centralized in Communications & Special Events and are coordinated by the Director of Communications & Special Events who reports to the Associate Dean for Administration.

Respondent 60

One library staff member has library promotion as part of his/her job description; Promotion activities are centralized in one unit/department; A library committee or taskforce is responsible for promotion activities

The Communications and Liaison Librarian (reports to the Manager, Library Communications and Development) has library promotion as part of his/her job description. Promotion activities are centralized in Communications and are coordinated by the Communications and Liaison Librarian who reports to the Manager, Library Communications and Development.

Respondent 61

One library staff member has library promotion as part of his/her job description; Promotion activities are centralized in one unit/department

The Information Officer II (in Library System Dean's Office, reports to the Assistant to the Dean) has library promotion as part of his/her job description. Promotion activities are centralized in Public Relations and are coordinated by the Information Officer who reports to the Assistant to the Dean.

Respondent 62

Each unit/department/library handles promotion activities individually; Other

Two staff members in the Office of the University Librarian (OUL) have 'communication' as part of their roles: Student Services Liaison Librarian and Assessment Librarian. These two OUL members recently presented a communication/marketing proposal to the Libraries and as a result a coordinating Communications/Marketing Team has been established. One member from each library/department is on the committee, including marketing team representatives from the two larger libraries. Questions 2 and 6 have been answered from the perspective of the representative of the Allyn & Betty Taylor Library marketing team as this group has been more active and has a longer history of formally promoting its library than other libraries. There is a newly formed coordinating Communications/Marketing Team for all the libraries with representatives from each library either as members (attending meetings) or communication contacts (attend meetings as available or not at all). The representatives from the two larger libraries are also members of their own library marketing teams.

Respondent 63

One library staff member has library promotion as part of his/her job description; Promotion activities are centralized in one unit/department; A library committee or taskforce is responsible for promotion activities; Other

Promotion activities are centralized in Library Communication and are coordinated by the Senior Editor who reports to the Associate Director. We have a professional editor/public affairs officer and a professional graphic designer. They are not librarians trying to do journalism and graphics. They are specialists who happen to work for the libraries. Global messages that represent the collective of libraries are managed by the Library Communications staff. Smaller efforts targeted to subsets of faculty and students sent by individual program officers and library directors are managed by those individuals. We have also launched a campus library marketing committee to facilitate those smaller efforts and to keep those activities at a professional level.

Respondent 64

One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually; Promotion activities are centralized in one unit/department

The Communications Coordinator (in Development and Communications, reports to the University Librarian) has library promotion as part of his/her job description. Staff with promotional responsibilities often liaise, both formally and informally, with the Library's Development and Communications office. Formal coordination includes face-to-face meetings to plan/coordinate activities, e-mail discussions, etc. Informal activities include lunch meetings, conversations over coffee, etc. The Communications Coordinator also periodically checks in with colleagues across the system to discuss upcoming events or current activities that may either be in planning stages or underway. Promotion activities are centralized in Development and Communications and are coordinated by the Communications Coordinator who reports to the University Librarian.

Respondent 65

One library staff member has library promotion as part of his/her job description; Each unit/department/library handles promotion activities individually

The Director of Development (in the Development Office, reports to the Director) has library promotion as part of his/her job description.

Respondent 66

One library staff member has library promotion as part of his/her job description; Promotion activities are centralized in one unit/department

The Communications Officer (in Planning & Resources, reports to the Associate Director, Planning and Resources, and Director of Libraries) has library promotion as part of his/her job description. Promotion activities are centralized in Planning & Resources and are coordinated by the Communications Officer. Person whose major responsibility it is has various advisory groups. Coordination occurs through committees as well, e.g., orientation, also through Senior Advisory Library team.

9. What kinds of skills are needed by the staff who are involved in promotion activities? Please indicate if the staff who have these skills are in the library, in other units of the parent institution, or whether some amount of work is outsourced. Check NA if the skill is not applicable to your activities. Check all that apply. N=80

Skill	Library staff	Institution staff	Outsourced	NA	N
Writing/message crafting	79	10	2	—	80
Public speaking	73	3	—	6	80
Graphic design	63	30	27	—	80
Print production	44	33	47	—	80
Web design	73	15	9	—	78
Photography/videography	56	34	28	—	78
Other skill(s)	16	5	2	2	18

Please describe other skill(s).

Library Staff

"Project management: in coordinating the creation and final delivery of the materials, ensuring they are released at appropriate times, etc."

"Strategies for media relations (pitching stories, press release distribution and follow-up protocol); Ad placement and strategy; Sponsorship strategy; Cooperative marketing strategy."

"Marketing (developing marketing plans and strategies), event planning, public relations (dealing with the media)."

"Copy writing and editing."

"Event coordination, press relations."

"Networking, Program coordination."

"Learning to record podcasts."

"University has its own printing production for final product, camera ready material is produced by library staff. Some photography is shared and we do get some of it from the Institution's photography and publications office."

"Graphing and other statistical capabilities and software knowledge as part of the general skill in presentation of quantitative information."

"Event planning."

"Event scheduling and promotion; liaison with institutional PR office."

Library and Institution Staff

"Event Planning, Media Relations."

"Media relations, event planning."

"Media relations."

"Digital media production."

Library and Institution Staff and Outsourced

"Getting newsletters or other things communicated on campus, creation of newsletters and 'survival guide' combination of library staff and private consultant."

"Branding, understanding of communication theory and its application, understanding of Web 2.0 and social networking, understanding of how to craft surveys and collect and interpret data, and at the very least, a contact who can apply branding to tools such as Word, PowerPoint, etc., which higher-level print designers don't usually offer."

Unspecified

"Interviewing skills."

"Very strong interpersonal skills."

"The Libraries graphic identity was created by the university's Department of Publications, all other design is done by PRaM library staff members."

"Photography/videography combo of outreach/inreach used for events planning, curating exhibits, multimedia authoring."

"Ability to identify appropriate spaces for events, understanding of equipment & staffing requirements, knowledge of catering services, decisiveness, people skills, ability to juggle multiple tasks."

BUDGET

10. Is there a separate budget designated for promotion activities? N=85

Yes	34	40%
No	51	60%

If yes, how much is budgeted for this fiscal year (2007/2008) for Paid Advertising (e.g., in campus newspaper); Printing Services (e.g., for flyers, posters, bookmarks); Food; Giveaways (e.g., pens, key chains, stress balls); Professional Services (e.g., for graphic design, video editing); and Other? N=32

Paid Advertising	Printing Services	Food	Giveaways	Professional Services	Other	Please describe other items.
0	1,500	—	500	—	—	
—	20,000	8,000	500	—	—	
—	30,000	—	—	—	—	
2000	12,000	500	2,000	1,000	500	Postage
1000	55,000	20,000	5,500	5,000	2,000	Stock photos, photography
0	40,000	0	200	4,000	5,000	Signage
599	19,999	1,999	1,999	—	—	
—	—	—	—	—	14,000	Gelman Outreach Budget=\$7000 and Eckles Outreach Budget=\$7000
15,000	8,000	19,000	2,000	—	—	
5,600	14,000	21,000	9,000	1,400	—	
0	15,000	15,000	12,000	4,500	0	Printing includes newsletters, annual report, bookmarks, thank you cards, notecards. Food includes catering, rentals and other arrangements for two major events a year.
10,000	17,000	3,000	8,000	30,000	—	
500	1,000	—	3,000	1,000	—	
10,000	8,000	1,000	1,000	0	—	
3,500	37,000	—	1,500	3,000	—	Special events (expositions, inaugurations, symposiums, etc.): 5,000\$ CAN
—	—	—	—	—	3,000	Unrestricted funds for use in all categories above.
4,000	2,500	500	2,000	1,000	—	
5,200	10,000	0	27,000	0	8,000	Exhibits 3,000, in-house print production 5,000
1,000	12,000	—	6,000	7,500	3,500	Portable display, market research (focus groups)

2,000	10,000	2,500	5,000	2,500	3,000	Room rental for events, mailings. Please note that above totals include costs of major publications, such as annual Progress Report, holiday card, and other fundraising/development items.
—	6,000	2,500	2,500	—	—	
—	9,000	—	2,000	—	—	
—	—	—	—	—	20,000	Covers entire PR/marketing budget without designated categories as above

“Communications to campus community are budgeted separately from donor relations.”

“External Relations print publications budget is \$10,000; many expenses are shared between External Relations and Development; total expenditures for these types of materials is estimated to be \$30,000.”

“We don’t break it up that specifically. I have a budget of approximately \$10K to manage on all areas listed above.”

“We have an amount budgeted (through our Dean’s restricted accounts), but it is not neatly divided into your categories above. Our expenditures for this fiscal year will be about \$30,000.”

“Determined by head of the Department of Reference Instruction Services from Department Budget allocation.”

Four respondents listed only a total for the budget: 5,000; 25,000 (includes 5,000 for printing); 30,000; and 1,800,000.

If no, please estimate the total expenditures for promotional activities this fiscal year. N=32

Minimum	Maximum	Mean	Median
\$500	\$150,000	\$27,406	\$17,000

<1,000	1
1,000–5,000	4
6,000–10,000	7
11,000–15,000	3
16,000–20,000	5
21,000–25,000	1
26,000–30,000	2
31,000–35,000	—
36,000–40,000	1
41,000–45,000	2
46,000–50,000	1
51,000–55,000	2
>55,000	3

“This is the narrative response to the question above about total expenditures. Annual costs are not available and the cost of an individual exhibition catalog usually costs about \$10,000–\$12,000 (excludes staff time) and such publications are widely distributed.”

DETERMINING ACTIVITIES

11. How are appropriate promotion activities determined? Check all that apply. N=87

Upon introduction of new collections/services	72	83%
Guided by objectives in the strategic plan	70	81%
Sporadically, as needs arise	64	74%
Observe use of collections/services	57	66%
Get feedback from a constituent advisory group	49	56%
Survey/poll constituents about their needs and promote services/collections that meet those needs	44	51%
Conduct focus groups about user needs and promote services/collections that meet those needs	43	49%
Other	19	22%

Please describe other criteria.

"Also influenced/guided by fundraising/development objectives/plans."

"Based on calendar of events for each semester or academic year."

"Collaboration and suggestion from the campus community and staff. Completion of a marketing survey and goals."

"Collaboration with state and local cultural institutions."

"Communication activities are determined broadly by a marketing communications plan created by a marketing committee. Promotion activities complement institutional priorities."

"Each event/exhibit/lecture has its own promotional strategies based on topic or type of event being promoted."

"Guided by the Library's mission statement."

"In conjunction with special events (e.g., speakers, exhibits)."

"Librarians, faculty, and deans offer feedback through informal channels and committees. Based on the input, the Advancement team creates an annual communications plan."

"Ongoing activities evaluated and prioritized by committee."

"Some of these apply primarily to development and fundraising activities (strategic plan, feedback from constituency groups). The others are carried out informally as necessary."

"Statistics (Web, gate counts, etc.), university priorities, events."

"University priorities, such as Diversity initiatives."

"We also rely on studies of national trends in library perceptions and expectations."

"We have not yet begun to use focus groups, but plan to incorporate them in the future."

"We produce an informational newsletter twice per year. For special events such as exhibitions we hold opening or closing reception, send out press releases and flyers. We also produce an extremely popular post card series from our special collections. This year we began a series of books for the University Press based on research in the Libraries Special Collections."

"Whenever the library has news to share. Whenever the library is advocating a Library issue: e.g., space needs, digitization initiatives, scholarly communication and open access initiatives across the province or country."

"With the different Directors of Libraries when they wish to market a particular service."

"Particular events are targeted, e.g., Open House, Homecoming, Friends activities, exhibitions."

DESCRIPTION OF SPECIFIC ACTIVITIES

For each of the high priority objectives you identified in question 2, please briefly describe a promotion activity that has been undertaken and answer the following questions accordingly.

Awareness of Library Print and Electronic Collections

12. Briefly describe the activity that was undertaken to reach this objective. Was a tagline or slogan developed for this campaign? N=37

Yes	6	16%
No	31	84%

Developed a Tagline or Slogan

"A monthly blog was created to promote new titles and other resources; an RSS feed was linked to the library home page to announce new resources. 'Be brilliant!'"

"A Question of the Week on the Library Web site, that focused on a specific electronic resource. 'Question of the Week.'"

"During the closing of the system's Main Library, print materials were relocated to several other library facilities on-campus, and a temporary, off-campus library site was opened. The Libraries' renovation, Web services, and electronic resources groups discussed the service impact of these relocations on print services, as well as the complementary electronic services that became more critical to individuals who now found traveling to library resources to be inconvenient. 'Big changes @ the OSU Libraries.'"

"Poster and Bookmark series has been developed. The first series focused on athletes and the Library. The second series features students from specific faculties. 'Brew ideas @ your library.'"

"Regular publication of a library newsletter (print and electronic). 'Library Links.'"

"Specific highlighting of our electronic resources in orientations, tours, promotional materials (custom post-it notes) and brochures. In addition a marketing group project designed posters to be placed around campus in specific buildings they identified. 'We're your gateway to free full text.'"

"Wisconsin Week (staff newspaper) stories; student newspaper stories about specific programs; promotions on individual campus library Web sites; online newsletters from larger campus libraries; screen savers promoting specific services and resources; READ posters for National Library Week promotions; brochures for individual programs/libraries; mass e-mails targeted to specific segments of the campus population; fliers promoting instructional programs and lectures; bookmarks; social networking sites. The taglines/slogans vary according to target audience and the specific program. For example, we are currently expanding an existing 'Ask a Librarian' promotion of campus reference services (originally targeting freshmen in an effort to break down barriers to asking for help) to include graduate students. These will include a series of posters, fliers, and screen savers, all with similar branding, such as: 'Graduate School is Hard Enough. Ask a Librarian.' 'Even if it is Rocket Science.'

Ask a Librarian.' Naturally we brand these with the UW-Madison Libraries. Other efforts may be a bulleted mass e-mail sent to faculty and instructors at the start of the semester promoting library instruction services. On another occasion, we created table tents for campus dormitory dining rooms."

Did Not Develop a Tagline or Slogan

"A new sector has been developed on our Web site. SFX has been acquired. Highlighting of new acquisitions of electronic resources. Development of news briefs online. Meetings with the deans of the University to inform them of our offer."

"A poster with book covers and other interesting graphics as well as text was printed. This was sent via campus mail to all faculty."

"A variety of activities are undertaken to promote collections. One example is a rotating display that features items from our government documents department. The exhibits are listed on the Library's calendar of events, covered in press releases, pitched to the media for possible coverage, and highlighted on the Library's Web site."

"At the beginning of each academic year, we publish in print and electronically a faculty bulletin listing new acquisitions and services. The faculty bulletin is distributed electronically to faculty and is used by librarians selectively on their Web pages. We also distribute an executive summary at the start of the academic year for library council (faculty) and the student advisory group."

"Created an e-mail newsletter, UCLibraryLINKS, that is e-mailed to all faculty monthly. In the newsletter, we highlight 4 to 5 electronic resources with direct links to that resource. The newsletter is very well received with faculty judging from feedback I receive from them."

"Created library Web page which featured a specific resource and another page which featured resources in trial use. Sent targeted messages to specific faculty, graduate group listservs which described the highlighted resources."

"Currently have a new agenda developing in order to improve faculty awareness of the impact of digital resources and publishing venues. Much of the educational effort is carried on by information services librarians."

"Developed a template to be completed by the appropriate bibliographer for each new resource to be promoted, rendered it into a press release, added content to library news blog and distributed to News Services for campus print and online distribution."

"Electronic newsletter sent to faculty, Web page featured site promotions, flyers, classroom instruction."

"Extensive walk-in and course-integrated instruction. Redesign of Library Web site."

"In fall 2007 the Library announced a major partnership with Microsoft to digitize 100,000 out-of-copyright English-language books from the Library's collections. This major initiative meant that many of Yale's unique holdings would now be available online to readers around the world regardless of their location. The initiative further promoted the Library's existing online collections and activities. In announcing the partnership, as well as the partnership with a vendor to scan the books themselves, the Library sought to promote its collections, the unique strengths of the collections, as well as its full commitment to making some of its holdings online via the Internet. The activity also aimed to promote Yale as an important center for digital initiatives and integrated digital access in North America."

"Fall program targeted at students to introduce them to library resources and services."

"In a campaign targeted to undergraduates, we created a cheeky but reassuring survival guide to offer real answers for real issues: What to do if you flunk your first test; how to get through a presentation; how to make the most of your time at your university. Solutions promoted library resources and services. The guides—the centerpiece of an overall awareness campaign—showed students that libraries can save them money, time, and effort. What's not to love?"

"Library staff worked to increase knowledge and use of the library's resources, both print and electronic."

"Library Web site—bulletins and spotlights classroom instruction targeted e-mails, flyers, and brochures. Library events—seminars such as on 'RefWorks.'"

"Make a concerted effort to promote ALL prominent new collections via our RSS feed. Forward copies of the articles to our university's Daily News. For example, when we acquired the Hardy Boys collection in our archives, ran several pieces. Was picked up by several newspapers including the Globe & Mail (Canada's national newspaper)."

"Meeting with the librarian who has curated the collection or built the resource followed by the creation of a communications/publicity plan to reach internal and external target audiences."

"Multiple ongoing initiatives: New resources are highlighted on the Library's home page; course-integrated instruction highlights relevant disciplinary resources for students; departmental liaison librarians promote resources at the academic department level (e.g., at departmental meetings); presently working on development of next-generation catalogue interface (a promotional campaign will be associated with the launch of the new interface); exploring options for integration of new resource highlights in subject guides and opportunities for syndication to academic department Web sites."

"Newsletter articles; e-resources blog."

"Orientation for international students."

"Posters in various sizes & libraries; Flyers; Press release for faculty/staff newspaper; Daily University announcements; E-mail to all library users."

"Prepared and mailed out annual print brochures; discuss this in hundreds of information literacy sessions; tell users about at reference and other service points."

"Print collection—most recently the library's physical 'New Book Shelf' was featured in the electronic version of Library News on the Web site. E-Collections—new collection are always featured on the library Web site; promoted in academic departments by librarian liaisons; University Librarian featured interview in campus daily electronic news on 'Google and the Open Content Alliance.'"

"The UL Marketing Group creates two annual guides to library services and collections that are distributed widely on campus."

"These activities are ongoing. For example, special exhibits of materials from our Special Collections Library often have presentations, lectures, or discussions associated with them, which we aggressively publicize."

"This is a more haphazard effort that isn't well organized but there are occasional efforts to reach the objective as opportunities arise."

"This is an ongoing activity—as new resources become available we promote them. We promote the new resources in the library Web site 'new resources blog.' New books display. RSS feeds about new books and databases."

"This is an ongoing promotional activity, not a one-time activity. We approach this in several ways through ongoing programs such as our liaison to teaching departments headed by reference department faculty, our biannual newsletters, and workshops highlighting new and current collections. We also do special programming that may or may not be re-occurring such as our booth at the annual Louisiana Book Festival and celebrations such as the recent Federal Depository 100th birthday. New ideas for promotion of our collections are encouraged at all times. We also promote the collections through bulletins on the TV system throughout the campus and advertisements in campus publications."

"We created a communications effort aimed at faculty, staff, and students (as well as current and potential donors) to highlight the unique and high-quality resources available to library users."

"We promote library collections through an active exhibits schedule that has as its main priority to highlight and promote library collections."

13. What audience was targeted? Check all that apply. N=37

All library users	21	57%
Faculty	18	49%
Undergraduates	18	49%
Graduates	16	43%
Staff	12	32%
Potential donors	9	24%
Other, please describe	6	16%

All users	Undergrads	Grads	Faculty	Staff	Donors	Other, please describe
			✓			
						International students
			✓			After experiencing success with the faculty, we've expanded the newsletter to reach graduate students as well. They seem to especially enjoy it.

14. For this activity, what channels has the library used to convey the promotion message? Check all that apply. N=37

Library channels

Library Web site	36	97%
Flyers and brochures	23	62%
Targeted e-mails	19	51%
Classroom instruction	17	46%
Posters	13	35%
Library events	11	30%
Library discussion lists	8	22%

Campus channels

Campus Newspaper articles	17	46%
Campus Portal	9	24%
Campus Calendar	9	24%
Campus Resident Halls/Dorms	8	22%
Campus Newspaper advertisements	8	22%
Faculty and student electronic discussion lists	7	19%
Campus Student Center/Dining Halls	4	11%
Course Management System	4	11%
Campus Radio	3	8%
Campus TV	2	5%
Departmental Web sites	2	5%

Web 2.0 technologies

Blogs	15	41%
Social networking sites	8	22%
Podcasts	4	11%
Videocasts	3	8%
Wikis	3	8%
Social bookmarking	2	5%
Virtual worlds	1	3%
Other	13	35%

Please describe other channels.

"Academic department meetings"

"Bookmarks, displays."

"Custom messages to faculty, graduate students via their listservs."

"Electronic message on plasma TV monitors."

"E-newsletters, print newsletters, RSS feeds, news/press releases, and word-of-mouth promotion through public speaking and other outreach activities."

"Exhibit space."

"Individual meetings with faculty and groups of faculty."

"Library Calendar of events lists exhibits."

"Library newsletter for Faculty and Graduate Students."

"Library newsletter. YouTube video."

"Media relations effort to increase coverage in targeted outlets; targeted, semi-annual print and electronic newsletter."

"Press release."

"RSS feeds."

15. Has the effectiveness of this activity been evaluated? N=35

Yes	9	26%
No	26	74%

If yes, please briefly describe the evaluation method(s) used.

"All service related activities are evaluated through LibQUAL+ ."

"Assessment done for individual classes via online and paper surveys."

"Evaluation is ongoing (formal evaluation is scheduled for July 2008)."

"Focus group feedback and Web site traffic offered helpful but inconclusive analysis."

"Large increase of use of the libraries."

"LibQUAL+ ."

"Press in various campus, local, national, and library media. The story was picked up by several wire services and was broadcast globally. Items appeared in publications as far away as Australia."

"Primarily anecdotally. I receive numerous positive e-mails from faculty. I also receive questions about resources, which shows me that they are reading the newsletter. Also, this campaign was started after a LibQUAL+ survey in which faculty showed dissatisfaction with library electronic resources and complained about not knowing about those resources. The results in those areas have improved since the introduction of the newsletter."

"Site clicks."

"No, except that we have stats of how many people 'open' the newsletter."

"No, although as I walk through the space I always see people looking at the exhibits. I also get requests from people throughout the university to host exhibits."

16. Of the channels used above, which were most effective? N=18

"Although we have not done a formal evaluation of these activities we believe the liaison program and the newsletter to be the most effective."

"Campus news."

"Campus newspaper insert; Library Web site; direct mailing."

"Classroom instruction." (3 responses)

"Custom, targeted e-mails."

"E-lists, Web site, library discussion lists, campus portal."

"Library Web site."

"Media relations efforts/placement of articles in targeted media outlets."

"Most feedback is received as a result of the newsletter."

"News release distributed via news wire services."

"Point of need interactions and freshman 1000 course."

"Targeted e-mail to a targeted audience."

"Targeted e-mails to faculty."

"Targeted e-mails; library Web site."

"The poster and bookmarks have been well received."

"The printed guide itself was the centerpiece of the campaign; the accompanying Web site offered greater flexibility in reaching other audiences."

17. What was most challenging about this promotion effort? N=26

"As always, identifying the benefits most valued to the target audience and delivering that message in an appropriate medium."

"Coming up with a way to describe the value to the user."

"Competing with other units who are also targeting undergraduates with full-on campaigns about their campus offerings."

"Condensing a large amount of information into an easily scanned format."

"Convincing journalist that it was worth a visit to learn about surprising resources."

"Delivering relevant information to users at point of need without significantly increasing workload of liaison librarians."

"Finding the time to produce the newsletter. I also put the e-mail newsletter online, which takes some time."

"Generating interest."

"Getting academic departments to agree to send library messages on their listservs."

"It is a never ending effort."

"It is an ongoing challenge."

"It is typically difficult to secure press coverage for displays featuring collections."

"Just not nearly well organized enough."

"Liaising with central Public Affairs office."

"Only available in one location. Requires the user to come to us."

"Production costs."

"Reaching the entire campus community in an effective manner."

"Removing jargon and setting the right tone."

"Re-purposing space for both exhibits and presentations."

"So many new resources to promote."

"Sometimes turnout for walk-in classes is low; hard to assess impact of channels used."

"The effort of disseminating it."

"This effort was led by a task force, so that the planning, production, etc., took many months."

"Verifying information about the new service."

"We should have narrowed our audience more to better specifically target our message."

"While our exhibit spaces are in prime locations for walk-through traffic, we only have three exhibit cases. As the quality of our exhibits has risen, so has demand and with only three cases, it's hard to meet that demand."

Awareness of Reference Assistance and Specialized Support Services

18. Briefly describe the activity that was undertaken to reach this objective. Was a tagline or slogan developed for this campaign? N=30

Yes	15	50%
No	15	50%

Developed a Tagline or Slogan

"Ask Us!"

"A plan with many steps to promote reference services was derived. 'Ask a Librarian.'"

"A year-long outreach campaign was developed to showcase lesser known services for students. Each month a different service is highlighted using a variety of communication vehicles. 'You're @ the Library.'"

"Ask A Question: promotional table tent, signs, slide on PowerPoint slide show (running in Reference area), on What's New section of Libraries Web site, E-news announcement to faculty, staff, and students. Name of the Service: 'Ask a Question.'"

"Cameron Library Help: a chat service where users in the library building could approach staff via chat, who would then physically come to where the user was in the building and provide assistance at that location. 'In Cameron? Need help? We're here!'"

"Classroom instruction, consultations, library events featuring assistance with database or software, posters, meetings with faculty members. 'ASK for research help.'"

"Eckles: engaged in a three week coordinated campaign to promote the academic services available in the building. As part of this campaign, Eckles purchased custom fortune cookies containing specialized messages highlighting these services. The cookies were part of a display within the library, and posters throughout the Mt.

Vernon campus. Gelman: For our summer new student orientations, we created materials for dispersment to the new students and their families. Beyond printed materials, we bought pens, magnets, and bookmarks. All were focused on the theme of 'We Know Stuff.' Eckles: 'Don't leave your grades to fortune.' Gelman: 'We Know Stuff.'"

"Marketing strategy/program: Video and coordinated signage campaign: 'Save Time...Ask a Librarian.' Video runs sporadically on plasma screen TVs in several library units, and the video appears on Libraries Web site, campus portal, and YouTube. Signage appears throughout Arts & Sciences Libraries, in Student Union. Ads in campus student newspaper for Instant Librarian service (3 ads each semester). Table top tents in study and computer areas also advertise Instant Librarian on one side and Web site on the other. Series of brief one-question surveys about specific services/resources appearing on Libraries Web site. UB Libraries sites on Second Life, Facebook, YouTube. 'Save Time...Ask a Librarian.'"

"One example: Campaign to increase awareness/use by students, especially undergraduates, of instant messaging service. 'IM a librarian.'"

"Promotion of reference and instruction initiated efforts to develop a branding campaign for the library. 'Connect for Success.'"

"Recently a new pilot project, reference via text messaging, was launched. The Head of Reference and her task force requested that Design Services design a graphic for the Web page advertising the new service. This design was placed in a 'spotlight' place on the homepage and within the regular Web pages describing reference services. 'TXT a Librarian @ UCI.'"

"Roaming Librarian initiative: Our reference department instituted the Roaming Librarian. A reference librarian would set up a laptop in the student center on campus for a several hours a few times a week to answer reference and general library questions from students. This was undertaken both as a service to students but also as an opportunity to promote our reference and consultation services. 'The Roaming Librarian: We wander where you wonder.'"

"Several initiatives, concentrating on orientation/early term periods, including: library participation in orientation programs for new students/faculty; highlight reference services during integrated classroom instruction periods (targeting large first-year classes); postcard campaign (with iPod draw) for graduate students. 'Helping you navigate the world of ideas.' (undergraduates) 'Save time — consult a librarian.' (graduate students & faculty)"

"Signs within library buildings, student union, student dorms. 'Extreme Research: a survival guide.'"

"We hosted an open house at the beginning of the academic year. As part of that we created posters encouraging faculty members and students to meet their subject librarians. The poster featured individual photos of all subject librarians, along with a listing of their subject areas. In addition, we created a handout explaining a top-ten of the services we can provide. 'Save your time; ask us!'"

Did Not Develop a Tagline or Slogan

"A variety of promotional formats are used to spread the word to students and faculty."

"Ask a Librarian promotion campaign: Prominently placed on Web site(s), bookmarks created, featured in library blogs, posted on Facebook pages."

"Designed a new booklet and associated Web site to introduce new undergrads to the library."

"Fall program targeted at students to introduce them to library resources and services."

"Focused effort to promote annual undergraduate research award. A comprehensive promotional campaign was undertaken to raise awareness and encourage participation. The Dean of the College and University Librarian urged faculty to encourage students to apply. Other efforts have targeted students directly."

"In process, promotion is being developed. Current promotion includes in-house displays and signs."

"Largely promoted by liaison (reference) librarian visits to faculty and their departments."

"New signage/posters, Flyers."

"Posters around the libraries; Library news box (on home page); newsletter content; list-servs; campus news."

"Sponsored events to make students and others aware of library services such as reference, media assistance, and various other groups within the library. Added attractive signage to advertise various services."

"The Class Librarian Program, a liaison program for undergraduates, was established in 2002 to increase awareness of library services and resources by establishing a relationship between undergraduates and specific librarians throughout their four years in the College. Each class (e.g., Class of 2010) is assigned a specific librarian who is available to answer questions, address concerns, and connect them with all Library resources. The Class Librarian promotes Library resources and services through college mailings, quarterly e-mails, special events (such as study breaks and workshops), and a customized Web site that includes links to resources, current library news, and research tips. The Class Librarians are also available to meet with students to provide one-on-one instruction and reference assistance."

"We have established a weekly library presence in one of the residence halls on campus. Each Monday and Tuesday night, a reference librarian is available until 11pm to answer questions. We bring our laptop and offer free hi-liters and candy."

"We promote everything in the library using the same communications tools listed below. Each new promotional effort for collections, services, events, etc. uses those tools. We have many different promotional campaigns underway at any given time and we use the set of tools available to carry them out."

19. What audience was targeted? Check all that apply. N=30

All library users	8	27%
Undergraduates	26	87%
Graduates	19	63%
Faculty	15	50%
Staff	5	17%
Potential donors	2	7%
Other, please describe	2	7%

20. For this activity, what channels has the library used to convey the promotion message? Check all that apply. N=30

Library channels

Library Web site	25	83%
Flyers and brochures	23	77%
Posters	22	73%
Targeted e-mails	16	53%
Classroom instruction	16	53%
Library events	11	37%
Library discussion lists	8	27%

Campus channels

Campus Resident Halls/Dorms	9	30%
Campus Newspaper advertisements	8	27%
Campus Calendar	8	27%
Campus Newspaper articles	7	23%
Campus Portal	6	20%
Campus Student Center/Dining Halls	5	17%
Campus TV	3	10%
Campus Radio	3	10%
Faculty and student electronic discussion lists	3	10%
Course Management System	2	7%
Departmental Web sites	2	7%

Web 2.0 technologies

Blogs	11	37%
Social networking sites	11	37%
Wikis	3	10%
Social bookmarking	3	10%
Videocasts	2	7%
Podcasts	1	3%

Virtual worlds	1	3%
Other	11	37%

Please describe other channels.

"A joint initiative with the Columbia Center for New Media Teaching & Learning to pair reference librarians with Educational Technologists (from CCNMTL) to reach out to faculty together. Both organizations divide their staff by subject area. The Libraries has also co-hosted a luncheon for new faculty. Reference librarians work with each department to integrate the library into orientations for new students. LCD panels in three of the libraries highlight reference services, among other resources and services."

"Ads in the campus buses, slides on flat screens (there are four) in the libraries, Facebook ads, URL on mouse pads."

"Ads on campus buses."

"Bookmarks."

"Digital Information Network: video screens broadcasting content across campus & residences; Word of mouth marketing: equip key influencers (faculty, TAs & residence dons) to promote library services."

"Direct information shared in deans' meetings."

"Orientation mailings (letters are sent to incoming students before they arrive on campus), promotional items (bookmarks), and meetings with administrators."

"Partnership with Admissions office."

"Personal contact."

"Podcasts are planned. We also use a student e-newsletter and donor publications to promote and fundraise for our services."

"We use a monthly e-newsletter to encourage faculty to tell students about the featured service. We used A-frame ads at campus bus stops, and a continuous loop slideshow in library's cafe."

21. Has the effectiveness of this activity been evaluated? N=30

Yes	8	27%
No	22	73%

If yes, please briefly describe the evaluation method(s) used.

"After the first award was given, staff met to refine the campaign for the second year."

"Comparison of IM statistics for periods before and after campaign."

"Demand for classes and consultations is high."

"E-mail surveys to graduating seniors and LibQUAL+® survey."

"First-year student focus group to collect qualitative feedback on visual design elements & efficacy of messaging."

"Online surveys of Instant Librarian users. Traffic/use patterns of Instant Librarian. Results of brief surveys on Web site."

"Statistics and focus group feedback."

"The campaign is still in process so evaluation is not complete at this time. We plan to compare use stats for similar months in previous years."

22. Of the channels used above, which were most effective? N=17

"All of the above."

"Bookmarks."

"Centre for Support of Teaching list-serv."

"Classroom presentations."

"Flyers in campus mailboxes."

"Key influencers (dons & profs) are very important. Brief overview of available reference services presented during course-integrated library instruction can be effective."

"Large posters."

"Libraries Web site."

"Libraries Web site; posters (signage)."

"Library Web site and classroom instruction."

"Not sure."

"Partnership with admissions office."

"Placement of posters in student dormitories."

"Posting to the libraries' Web site."

"Targeted e-mails, Library events, and bookmarks."

"We have received the most positive feedback about the A-Frames at the bus stops."

"Web site."

23. What was most challenging about this promotion effort? N=23

"Again, getting out the word to a large university community."

"Choosing venues for advertising."

"Competition for student attention."

"Constant maintenance."

"Cost."

"Creating a message that indicates the ability to send a text message. Since the graphic has a phone number, people are calling the number rather than texting."

"Deciding which methods are potentially most effective."

"Design elements for posters."

"Developing the design and content."

"Distilling library messaging to a single, clear message that can be successfully delivered during busy orientation period and later recalled by targeted audiences. (Value in sustained messaging.)"

"Establishing a regular, reliable presence and getting students to feel comfortable approaching us for help."

"Evaluation and Assessment. Buy in from the staff."

"Generating interest."

"Getting submissions from students."

"Getting the attention of the audience."

"Having 23 departmental libraries on campus, consistency in promotional efforts can be a challenge. (Recognizing, of course, that different methods may be more effective with particular departments or schools.)"

"Making faculty aware of the program and encouraging them to promote it to their students."

"Paring down the librarian's jargon to make it more understandable by the general public."

"Production of video—keeping it very short yet appealing to undergraduates."

"Reaching all students & faculty."

"Reaching wider audience."

"We were encouraging users in the library to use this service; however, if users are not in the library in the first place, how can we broadcast the service more widely? (We do also have an IM service for all users, regardless of location, however.)"

"Well this is pretty straightforward, but I guess the challenge in reaching students is that how dynamic the population is. Since the audience is always changing, the promotion must be continuous."

Awareness of Displays, Exhibits, Presentations, Lectures, or Other Events

24. Briefly describe the activity that was undertaken to reach this objective. Was a tagline or slogan developed for this campaign? N=29

Yes	6	21%
No	23	79%

Developed a Tagline or Slogan

"Determined uniqueness of our exhibition (i.e., largest in the country, part of international celebration); identified audience; collaborated with University communications department and with outside media and groups who were interested in the exhibition; marketed exhibition by use of banners, posters, invitations, bookmarks, rack cards, e-mail lists, Web sites, calendar listings, exhibition catalog, podcasting/vodcasting; established affiliated events (receptions, tours, lectures) to bring greater and longer-term exposure; targeted key university administration to speak, brought in outside academic speakers; etc. Name of exhibition was used as a tagline."

"Most of our PR departments work falls under this category. We do a number of promotional activities based on the event and audience. A recent exhibit we held and promoted was our 'Rare African Maps' exhibit. This was part of the city of Chicago's Festival of Maps. For this event, we wrote a press release, made fliers, posters, and posted on our Web site. In addition the festival included us on their materials and advertising. The tagline for the Festival of Maps was 'You are here.' It was not generated from the library or library staff."

"Our last special event was the opening of a new exhibit that is also a development event. Design Services worked with Special Collections to mount the exhibit, develop the checklist, and a poster. Development advertised the event with flyers based on the Design Services graphic. E-mail was also used to advertise the event. Posters were placed in the Libraries' elevator cases."

"Promoting events, particularly the Spring Seminar Series, through postings, print and online, University Calendar, University newsletter, CELT (Center for Excellence in Learning and Teaching), use of online e-mail distribution lists (faculty/graduate students), event signs, e-Newsletter ('Your Library'), and e-Library Web page. 'Spring 2008 Library Seminars.'"

"Reception for the opening of an exhibit. 'Re-discovering Georg von Bekesey.'"

"This award-winning program engages the communities through conversations, lectures, readings, displays, and other activities that explore interdisciplinary issues which arise from the selected read. Copies of the book are distributed free to interested students, and faculty are encouraged to incorporate the book into their class curricula. 'Read, Learn, Change the World.'"

Did Not Develop a Tagline or Slogan

"A wide variety of publicity formats are used to help make those on and off campus aware of these kinds of events in the Libraries."

"A year-long project, funded by a grant, featured public programs related to a special collection."

"Banners, posters, flyers, advertisements."

"Coordinated advertising through posters, booklets, press releases, and paid ads in the student newspaper."

"Displays, events, and presentations are regularly promoted to ensure awareness in the community and audience."

"Every semester we present a wide range of public programming, employing multiple, customized tactics for publicizing each event."

"Execution of Distinguished Lecture Series featuring Amy Tan."

"Exhibition with accompanying lecture."

"Exhibits drawn from the Libraries collections and outside resources, combined with lectures and events introduce a wider audience to our value as an information source. An exhibit of masterpieces of art rendered for the blind to touch and to help them understand what a sighted person experiences with art was a great success. Public presentations and a filming of it for a local TV station made many people aware of the breadth of our services."

"Promotion activities vary depending on the event. One activity that is conducted for all events is submission to a network of calendars including: library online calendar, library homepage event sections, campus calendar (online & displayed throughout campus), residential life calendar, campus paper calendar, local newspapers calendars, local NPR affiliate calendar. Depending on the event and audience we may also use: e-invitations, print invitations, posters in the building, flyers to local libraries and bookstores, press releases, announcements at other events, library Web site features, university Web site features, Facebook event listings, PSAs, listserves, slideshow in the library cafe, articles in the library's donor newsletter or the University's magazine."

"Promotion of temporary exhibitions within the Bruce Peel Special Collections Library. Promoted as exhibitions are up (for a duration of 3 months), with different materials for different exhibition content."

"Regularly develop press releases for print and Web publication, distributed through University News Services. Releases are sent in daily e-mail distribution to campus and also appear in a weekly print newspaper, The Syracuse Record."

"Series of promotional efforts throughout the year. Most follow roughly the same pattern, including: design and production of fliers, posters, print ads for student paper; news release/media relations; e-mails to appropriate campus and community constituencies; communications through Friends of the Library group (mailings, e-mail list, calendar, invitations, etc.)."

"Signage and publicity for each exhibit in library buildings."

"The Libraries strategically allocated its budget toward direct, targeted publicity rather than (unaffordable) extensive print or outdoor advertising and took advantage of as many opportunities for free publicity as possible. The direct mailing included 20,000 exhibit post cards; of these, nearly 100 received exhibit posters as well. We installed 8 banners around the library building (outside). Thirty military reporters and feature writers were identified at major newspapers, radio, and television stations statewide; they were courted with invitations to the opening event, offers to interview the exhibit curator, and easy access to downloadable, print-ready images on a specially designed exhibit Web site."

"The library uses posters, online calendars, and press releases to the campus and local papers to promote library events."

"This exhibition, drawn from the collections of the Library's department of Manuscripts and Archives, displayed sketches, drawings, cartoons, watercolors, etc. and sought to demonstrate that the archives could be a place to appreciate and find works of art. The exhibition also placed the works of art within the context of the personal or family papers in which they were situated. In planning for the opening, staff from Manuscripts and Archives and Development and Communications consulted to plan the event, craft a focused guest list, and agree on publicity materials. Ads and publicity materials were later sent via targeted e-mail lists and various online campus publications and calendars."

"Use a variety of promotional vehicles to create awareness among the campus community."

"We do news releases for all these events which appear on our Web announcements and in the University's campus electronic newspapers. For major exhibits in Cushing Memorial Library & Archives (rare books & special collections) we do specially designed print pieces and catalogs with an opening reception and media coverage."

"We have many of the above events and use signage inside and outside the libraries, flyers, bookmarks, news releases to appropriate media, notices on home page, e-mails, Facebook groups, university electronic marquee notices, table tents on library tables, personal visits to related departments, librarians dressing up in character to hand out flyers outside on the lawn, banners, campus portal announcements."

"Write and distribute news releases. Pitch to media (local and library journals). Use library system Web site and university Web site. Use campus portal (Pipeline). Posters, fliers, bookmarks, brochures, dancing sandwich boards. Listservs. Desktop advertisements. Blogs. Student Newspaper and staff e-newsletter."

25. What audience was targeted? Check all that apply. N=29

All library users	26	90%
Potential donors	21	72%
Faculty	16	55%
Undergraduates	14	48%
Graduates	14	48%
Staff	14	48%
Other, please describe	15	52%

All users	Undergrads	Grads	Faculty	Staff	Donors	Other, please describe
✓	✓	✓	✓	✓	✓	Other affiliated organizations, media, general public
✓	✓	✓	✓	✓	✓	Local community, including Santa Barbara City College, high schools, and neighboring cities
✓	✓	✓	✓	✓	✓	
✓	✓	✓	✓	✓	✓	
✓	✓	✓	✓	✓	✓	
✓	✓	✓	✓	✓	✓	The targeted audience is determined by the event.
✓	✓	✓	✓	✓	✓	Community, high school students.
✓	✓	✓	✓	✓	✓	Local community
✓	✓	✓	✓	✓		Donors of materials on view; teachers/ school groups in New Haven, CT
✓	✓	✓	✓	✓	✓	Example mentioned above included the blind.
✓	✓	✓	✓	✓	✓	
✓	✓	✓	✓	✓	✓	Current donors, local citizens
✓					✓	General public
✓					✓	
✓					✓	These Library events are also open to the public and the Friends of the Library.
✓					✓	Local community
✓						
✓				✓	✓	
✓						
✓					✓	General public
✓						
✓						
✓					✓	
✓			✓	✓	✓	Local community

All users	Undergrads	Grads	Faculty	Staff	Donors	Other, please describe
✓					✓	Media outlets, specifically, feature writers and military reporters. Other targets included military bases, veterans groups and services, ROTC detachments in NC, SC, and VA, civic organizations, retirement communities, military historians, public libraries, military museums and archives, public middle and high schools, and ROTC alumni.
	✓	✓	✓			
	✓	✓	✓			
			✓			Community dignitaries, e.g., consulate

26. For this activity, what channels has the library used to convey the promotion message? Check all that apply. N=29

Library channels

Library Web site	27	93%
Posters	25	86%
Targeted e-mails	23	79%
Flyers and brochures	23	79%
Library events	18	62%
Library discussion lists	7	24%
Classroom instruction	2	7%

Campus channels

Campus Calendar	23	79%
Campus Newspaper articles	21	72%
Campus Newspaper advertisements	13	45%
Campus Portal	11	38%
Faculty and student electronic discussion lists	8	28%
Campus Radio	8	28%
Campus TV	6	21%

Campus Resident Halls/Dorms	6	21%
Campus Student Center/Dining Halls	5	17%
Departmental Web sites	5	17%
Course Management System	0	—

Web 2.0 technologies

Blogs	8	28%
Social networking sites	5	17%
Podcasts	3	10%
Videocasts	1	3%
Wikis	0	—
Virtual worlds	0	—
Social bookmarking	0	—

Other 10 35%

Please describe other channels.

“Alumni magazine advertisement, Alumni e-newsletter item, Athletics publication advertisement; off-campus newspaper advertisements; outdoor banners; direct mailing of promotional postcard.”

“Campus news bureau, postcards to friends of the library and other campus groups.”

“Direct mail postcards and an events calendar to Friends of the Library.”

“Invitations.”

“Library and university department print publications, electronic newsletters sent to local Friends and alumni.”

“Local government television channel produced a documentary on the exhibit for the blind.”

“Promotion via the general news media as well (daily and weekly newspapers).”

“The University communications department sends weekly e-mails with news briefs to both employees and students. We regularly submit to this.”

“Through press releases to local news media and events calendars in the community.”

“We used newsletters, internal and external; press releases; invitations, programs, and tickets (made to be used as bookmarks).”

27. Has the effectiveness of this activity been evaluated? N=28

Yes	12	43%
No	16	57%

If yes, please briefly describe the evaluation method(s) used.

"All service related activities are evaluated through LibQUAL+."

"Attendees are sometime offered the opportunity to complete brief questionnaires about the event."

"Had full capacity crowd at exhibition opening (larger than normal attendance), full crowd at lecture."

"Head count of attendees at opening reception. Informal survey of attendees to find out how they heard about the event (most cases: targeted e-mail)."

"In general, we track attendance, monitor media."

"Informal exit interviews with attendees."

"Monitored media coverage closely (2 TV news spots, 5 newspaper stories/briefs, 1 NCSU home page feature). Visitor counts (gate count of 355,000 between October 13 and January 12)."

"Not formally evaluated, however, two seminars filled to capacity (60 participants) within 24 hours. In the past, it's taken several weeks to get 20-30 participants. The use of the graduate student e-mail list is credited."

Not formally, but outstanding responses from attendees.

"Not officially for each events or exhibit."

"Other than to assess the number of people who attend events."

"Our branding is now more defined, and our outreach is more consistent. We've seen a difference (increase) in the number of attendants at events."

"Libraries received good press coverage, word of mouth appreciation from internal and external community members, and attendance was very high."

"Through comments and observations."

28. Of the channels used above, which were most effective? N=19

"A comprehensive media plan was developed and used to promote this event to the community."

"Brochures, posters/banners, Web announcements, media coverage on campus and community, targeted e-mail distribution."

"Campus news sources and e-mail."

"Direct mailings (postcards + events calendar)."

"Effectiveness varies by audience. For calendars, faculty often use the NPR calendar; students use are more likely to use the campus newspaper calendar."

"Flyers and advertisements."

"Flyers send to library supporters in the community."

"Graduate student e-mail distribution list."

"It varies with the event, audience, etc."

"It was a mix; no one medium is effective by itself. Word of mouth often is mentioned when we ask people how they heard about something."

"Mailings of postcards and posters."

"News releases, Web site announcements, e-mails."

"Posters, campus news notes, campus calendar."

"Print and online campus calendar."

"Probably the libraries Web site."

"Targeted e-mail."

"Targeted e-mails and discussion lists."

"The local television airing widened the audience beyond the Libraries."

"Varies by event."

29. What was most challenging about this promotion effort? N=17

"Amount of staff time to design posters and associated wording."

"Challenges were negligible."

"Crafting messages so that our events stood out from a flood of other programs."

"Dealing with the creation of the graphic and printed materials."

"Each calendar has a different submission style. Online forms are quite time consuming."

"Event logistics proved a challenge."

"Having sufficient time to plan and implement the promotional methods; we need more coordination and advance planning so that we do a better job of getting out the information."

"In general keeping exhibits streamlined and to the point."

"Keeping description short enough for online word limit and yet being accurate."

"Lead time."

"No particular challenge."

"Promoting events/activities that may only be of interest to a limited audience but promoting them in a way that appeals to the masses."

"Resources — time primarily."

"Spreading the word to a very large campus population without a concentrated news source."

"Staffing promotion for these events is challenging due to the increasing number of events."

"Time needed to design and distribute publicity for a very large number of events held through the year. It is a workload issue."

"We work in a very saturated environment. Lots of competition for time and attention of university community, public, media, etc."

Fundraising or Development Initiatives

30. Briefly describe the activity that was undertaken to reach this objective. Was a tagline or slogan developed for this campaign? N=17

Yes	7	41%
No	10	59%

Developed a Tagline or Slogan

"Friends Newsletter: Widened the audience receiving the newsletter to include past donors and others. Each issue has its own slogan and focus."

"Increasing awareness of Library needs and naming opportunities. Several glossy publications have produced, even placed in Alumni magazine, touting gifting opportunities. 'Embracing the Future.'"

"Slogans are not library specific. During a development campaign that is overseen by the University system as a whole."

"The Library is planning a major building expansion for which a significant fundraising goal has been set. To broaden understanding about the project needs, the University Librarian, a trustee, the senior vice president of University Resources and the director of development for the Library recently addressed a group of 50 fundraisers for the University. The goal was to provide these top-level professionals, who have international contact with a broad range of University alumni and donors, with information about the Library's project so that they can assist in the identification of donor prospects. Since that presentation, attendees have requested three things: (1) quarterly meetings about the project so that they can be updated regularly and therefore, be better equipped to

discuss the project with prospects; (2) online information about the project and (3) near-term, scheduled tours of the Library. While these recommendations were made within the context of the capital project, this provides opportunities to share more information about Library's role in the quality of student life and its contributions to scholarship, research and learning at this institution. At this time, there is an informal tagline that accompanies the case for support: 'The University Library Building: Collect, Preserve and Conserve.' Specifically, the above-mentioned presentation was entitled 'Expanding a Great Library for a Great University.'"

"We kicked off the campaign by having a gala (The Carousel of Knowledge) that was held during the day; this set the stage to involve the entire campus community. In 2006/07, we held two events: a) a fall brick installation and reception to encourage support of the grassroots 'Buy a Brick' fund-raising campaign; and b) a spring reception to thank donors who gave to the East Wing renovation, one of the most prominent campaign objectives. The campaign included three special inserts in the Friends' publication, one on the goals of the campaign, one on supporting the exhibits program, and one on grassroots giving opportunities (bricks, bookplates, incubator endowments). We also advertised in the basketball programs for the 'Buy a brick' campaign. 'Achieve: A Truly Great Library Within Our Grasp.'"

"Web site development for both Friends group and for Giving through the Foundation; regularly published newsletters for the Friends and local donors; an annual magazine distributed to 10,000 donors across the country; membership brochure; donor events, programming, lectures. Within this broad activity, we also pursue smaller initiatives associated with specific goals. 'A gift to the libraries is a gift to the entire university.'"

"1) 2 x yearly newsletter, also mounted online. 2) 2 to 4 x yearly advisory board newsletter. 3) Donor events and receptions—exhibits, lectures, films, co-hosted a civil war museum reception in Harrisburg. 4) Created an online alumni library; Refreshed every 2 months with new features, advertised in main alumni publication and via releases. 5) Bookmark series with highlights of Football Coach Joe Paterno's career, a benefactor of the Libraries--offered a bonus untrimmed collector's sheet plus gave away single copies. 'The Library: The Heart of the University.'"

Did Not Develop a Tagline or Slogan

"Annual fundraising dinner, supported by publications."

"Anniversary celebration of one of our library buildings. Celebration evening with invited guests."

"Creating a Case Statement brochure and re-designing the library giving Web site."

"Development officers in library administration work in tandem with the communications director to promote the library among donors and potential donors. In addition to the development officers' direct contact with donors, we use Building Knowledge, the library's donor publication, to keep donors apprised of the library's successes. The communication director produces Building Knowledge."

"Hired a development director who establishes fund raising goals based on priorities of the library; works closely with University Librarian and university development directors; identifies and cultivates prospects; etc."

"Just completed major campaign as part of university-wide development campaign."

"Promoting fundraising events."

"Targeted e-mails classroom instruction library Web site spotlights & bulletins events exhibits mailings other donor presentations."

"The Libraries developed a communications plan with specific goals and key messages to achieve this objective."

31. What audience was targeted? Check all that apply. N=17

All library users	3	18%
Undergraduates	5	29%
Graduates	4	24%
Faculty	10	59%
Staff	9	53%
Potential donors	16	94%
Other, please describe	8	47%

All users	Undergrads	Grads	Faculty	Staff	Donors	Other, please describe
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Known donors/friends of the library
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Note: potential donors were the top audience. Other audiences included University officials and government officials, since Penn State receives funding as a state-related school.
			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Previous donors, VIP's and dignitaries
						Development and alumni relations staff. Information provided to them can be shared with alumni donors and prospects.
			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
					<input checked="" type="checkbox"/>	
			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

All users	Undergrads	Grads	Faculty	Staff	Donors	Other, please describe
			✓	✓	✓	Campus and university administrators, state legislators, local/regional/national businesses
					✓	Campus development staff
					✓	Past Donors
					✓	
				✓	✓	University administrators

32. For this activity, what channels has the library used to convey the promotion message? Check all that apply. N=16

Library channels

Library Web site	12	75%
Library events	12	75%
Flyers and brochures	10	63%
Targeted e-mails	9	56%
Posters	6	38%
Library discussion lists	1	6%
Classroom instruction	0	—

Campus channels

Campus Newspaper articles	7	44%
Campus Calendar	4	25%
Campus Radio	2	13%
Campus Newspaper advertisements	2	13%
Campus Portal	2	13%
Campus TV	1	6%
Campus Resident Halls/Dorms	0	—
Campus Student Center/Dining Halls	0	—
Course Management System	0	—

Departmental Web sites	0	—
Faculty and student electronic discussion lists	0	—
Web 2.0 technologies		
Podcasts	1	6%
Videocasts	1	6%
Social networking sites	1	6%
Blogs	0	—
Wikis	0	—
Virtual worlds	0	—
Social bookmarking	0	—
Other	13	81%

Please describe other channels.

"As this fundraising effort gains momentum, more of the channels listed above will be used, i.e., Library Web site, flyers and brochures, small library events for top level prospects and donors, campus newspaper."

"Building Knowledge, see above."

"Development officer/dean contacts with potential donors."

"Exhibits, READ poster series."

"Invitations, advance notice via letter, and in Friends newsletter."

"Local media: newspapers, television."

"Mailing post card save-the-date, invitations, with return envelopes. Friends of the Library newsletter promotion. Phone solicitation. Word of mouth through Friends of the Library members and their friends/families."

"Mail-outs."

"Media relations effort to increase coverage in targeted outlets; targeted, semi-annual print and electronic newsletter."

"Personal meetings, interactions."

"Press releases, library publications, booths at athletic events, Athletics and Alumni Association publications."

"Print publications (Friends newsletter and other mailings). Work of library and campus development office."

"Talking papers targeting needs; personal contact."

33. Has the effectiveness of this activity been evaluated? N=15

Yes	8	53%
No	7	47%

If yes, please briefly describe the evaluation method(s) used.

"Attendance numbers, money raised."

"Campaign goals exceeded."

"Evaluation is ongoing (the strategic communications plan will be formally evaluated in July 2008). Early markers of success include increased event attendance and increased giving rates."

"Fundraising targets are development and success of the campaign is measured against success meeting those targets on a university level."

"Interest from donors."

"Not formally per se, but e-mails and other communications have indicated a positive response. The bookmark series raised money and contributions in general are good."

"The measurement, of course, for any such development promotion is tied to giving."

"We produce semi-monthly campaign reports."

34. Of the channels used above, which were most effective? N=13

"Again, a combination of approaches is what makes an effective communications campaign."

"Because the campaign is still in process, this information is not yet available. Evaluation will be conducted when the campaign is complete."

"Brochures." (2responses)

"It's a building of interest over time, hard to tease out one component."

"Magazine."

"Mailing invitations."

"Mail-outs - donations received."

"Media relations/expanded media coverage. During the 2007 calendar year, the Libraries saw 150 incidences of positive media coverage in targeted outlets--a tremendous increase over previous years."

"Personal contact to promote library needs."

"Print invitations."

"Probably personal contacts."

"Unknown, director is new."

35. What was most challenging about this promotion effort? N=14

"All development activities must be sanctioned by the university."

"Because the campaign is still in process, this information is not yet available. Evaluation will be conducted when the campaign is complete."

"Cost of producing additional newsletter to reach more people."

"Determining the right message."

"Developing a strong desire in the contact to want to donate to the libraries."

"Distribution/list management."

"Gaining the support of librarians—prior to this year, development had not been a majority priority."

"Giving a new tradition time to build; it is now a highlight of the year for our donors and friends."

"It's part of a larger, university-wide campaign."

"Keeping information simple yet exciting and getting it out in a timely manner."

"Keeping the message interesting over the course of a long campaign."

"Lead time."

"New director of development."

"Shear volume of work and the resources needed to do it well."

To Describe the Library's Value to the Organization (Branding Campaign)

36. Briefly describe the activity that was undertaken to reach this objective. Was a tagline or slogan developed for this campaign? N=17

Yes	9	53%
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No	8	47%
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Developed a Tagline or Slogan

"Efforts have been made to refine the library's logo and to develop a tagline to promote the library and its services. 'Connect for Success.'"

"Libraries Marketing Office integrated a new brand and brand promise across the libraries and the university campus. We promoted brand standards, graphics, templates and branded promotional pieces (e.g. Strategic Plan brochure), giveaways as well as the Web site. 'Access. Knowledge. Success.'"

"Press releases were created for the university's news resources to raise awareness of awards, events, and new resources in the library. 'Be Brilliant!'"

"Promote the Artbrary—a collection of student, faculty and staff artwork from the FSU community. We were busy with the posting of flyers and posters around campus, Passing out flyers, articles in the Toilet Times, information on the Webpage, e-mail announcements, and article write-ups in the newspaper, promoted through our Web site, Facebook and MySpace, advertising on library PC wallpaper and mouse pads, etc. 'Artbrary- a collection of student, faculty and staff art.'"

"Since June 2006, we have undergone a branding initiative with a standing group of key influencers from across the Library, with outside support. In late 2006, the Library's Executive Committee approved the broad messaging architecture for the 'editorial' phase. Over the next several months, key materials were developed, staff were briefed and trained, and an intranet site was built as a branding clearinghouse. A parallel process was begun for the Library's visual identity. That has culminated in the selection of a new logo and agreement by the Executive Committee on broad guidance. The final phase over the coming weeks/months will be the development of a detailed guidance document and delivery of finish art files, followed by initial internal awareness and implementation. An adjunct to the branding initiative is our effort in 2008 to 're-launch' the Library of Congress, with our New Visitors Experience as a centerpiece. The creative campaign has developed the tagline: 'Explore. Discover. Be inspired.'"

"The goal of this campaign is to introduce freshmen and transfer students to core library services and the personality of the library staff/faculty as helpful and friendly and the library as the information source of choice on campus. The Library took an active role participating and planning in the University-wide welcome event for freshmen and transfer students. The theme of the promotional effort was 'Get Connected' and activities involved hosting a themed booth during a street fair with activities and giveaways aimed at introducing students to each other and the library. For example, students were asked to 'Connect with New Friends.' During this activity students posed for pictures. The pictures were then printed as postcards and hung up for the first week of classes at library service points. Students were invited to "Find Your Face" and pick up their photos and therefore take a self-guided tour of the library. Activities also involved registering their library pin to win an iPod with pre-loaded 'how to use the library' podcasts. Students also received doorhangers explaining library services they can access remotely from dorms. Students were also invited to take part in making a video time capsule and therefore introduced to the University Archive. 'Get Connected to A World of Knowledge.'"

"The nineteen libraries that collectively form the University Library had, until recently, separate logos, different formats for their Web pages, etc. Approximately one year ago, we adopted a common logo, the 'MLibrary' logo that now appears on all University Library Web pages, we created an MLibrary pin which staff wear proudly at various events, adopted standardized business stationery, and created a folder of informative handbills about each library with the common branding on each flyer in the set. 'content, access, expertise.'"

"The promotion campaign for the new building: The Irving K. Barber Learning Centre. Phase 2 (final phase) is to open officially April 11, 2008. The branding refers primarily to the new vision of the building and its mission. 'The Irving K. Barber Learning Centre: Supporting lifelong learning and research at UBC, throughout the province and beyond.'"

"We offer free coffee at the library during Midterms, Dead Week, and Finals (Dead Week is the week before finals during which no classes are held. It is typically a time when the library is full of students). The campaign encourages students to bring their own coffee mugs, in the interest of sustainability and environmental awareness. The campaign was partially funded by UCSB's Associated Students association. 'Bring Your Own Cup!'"

Did Not Develop a Tagline or Slogan

"A giveaway is provided by the Library in the alumni-sponsored during homecoming."

"A targeted campaign of specific goals and key messages was developed to increase awareness of the libraries' impact to campus, the community and the state. This effort focused on decision makers like campus administrators, members of the legislature and taxpayers as they play an important role in ensuring the success of the Libraries. Whether they are making line-item budget decisions for the coming year or advocating on behalf of the entire campus during a legislative session, there is a clear benefit to keeping this group of stakeholders apprised of our successes and goals."

"Activity in progress: rebranding of liaison librarian services to campus, focusing on impact and benefits of our services, rather than just a detailing of what we offer. We hope to have faculty / student 'testimonials' that will speak to the benefits and impact, rather than having librarians write the copy."

"An update report was published that focused on the Library's role in assisting the University meet its 6th decade goals. The report highlighted our role in supporting research at UW."

"For Resident Advisor Orientation, we purchased branded dry erase pads for RAs to distribute dorm residents to attach to their doors to leave messages for each other. The pads included our name, logo, and URL."

"New student fee for library services prompted awareness campaign about library services. The library developed an ad campaign, posters and labeling of equipment (purchased by student fees)."

"Relationship building as part of the university management team in legislative liaison work. Public news stories about the impact of the libraries and their participation in the Wisconsin Idea concept that the university's borders are that of the entire state."

"We did a survey of undergraduate perceptions of the libraries and librarians. We have not completed this promotional effort yet."

37. What audience was targeted? Check all that apply. N=16

All library users	8	50%
Undergraduates	8	50%
Potential donors	5	31%
Faculty	5	31%

Graduates	4	25%
Staff	4	25%
Other, please describe	8	50%

All users	Undergrads	Grads	Faculty	Staff	Donors	Other, please describe
✓	✓	✓	✓	✓	✓	Legislators, administrators, peer institutions; community, prospective employees.
✓	✓	✓	✓	✓	✓	The British Columbia community and the global community
✓	✓					
✓						University administration
✓						Especially geared toward students, although anyone is welcome to the free coffee.
✓					✓	
✓					✓	Congress, tourism/travel industry, general public/tourists, public library community. Additional outreach will follow to school libraries, research libraries, etc. in 2008.
✓						
	✓	✓				
	✓	✓	✓	✓		
	✓					
	✓					
	✓					
			✓	✓	✓	Key personnel within the University as well as current donors including parents of UW students.
			✓			University administrators, state legislature, taxpayers
						Taxpayers

38. For this activity, what channels has the library used to convey the promotion message? Check all that apply. N=17

Library channels

Library Web site	13	77%
Flyers and brochures	13	77%
Targeted e-mails	10	59%
Library events	8	47%
Posters	7	41%
Classroom instruction	5	29%
Library discussion lists	3	18%

Campus channels

Campus Newspaper articles	8	47%
Campus Newspaper advertisements	4	24%
Campus Calendar	4	24%
Campus Resident Halls/Dorms	4	24%
Campus TV	2	12%
Campus Radio	2	12%
Campus Portal	2	12%
Campus Student Center/Dining Halls	2	12%
Course Management System	1	6%
Departmental Web sites	1	6%
Faculty and student electronic discussion lists	1	6%

Web 2.0 technologies

Blogs	6	35%
Podcasts	1	6%
Videocasts	2	12%
Wikis	1	6%
Social networking sites	6	35%
Virtual worlds	1	6%

Social bookmarking	0	—
Other	7	41%

Please describe other channels.

“Book bags, book marks.”

“Giveaway (which this year was internally produced notecards with a special university legacy logo.”

“Labels on equipment, purchased with student fee funds, that acknowledged the source.”

“Libraries internal and external newsletters; Strategic Plan brochure, staff training.”

“Local media.”

“Media relations effort to increase coverage in targeted outlets; targeted, semi-annual print and electronic newsletter.”

“Our media focus is on the national and DC levels, so the term ‘campus’ doesn’t pertain as much to us. We are rolling out a coordinated campaign that involves paid ads (primarily transit, but also some print and trade publications and local radio), outreach to third parties (travel/tourism industry), creation of an online ‘microsite’ and online pressroom, a direct outreach campaign to libraries (details TBA), congressional engagement, and event planning.”

39. Has the effectiveness of this activity been evaluated? N=15

Yes	5	33%
No	10	67%

If yes, please briefly describe the evaluation method(s) used.

“Again, the impact of tax support for the university is a direct measure.”

“Feedback from internal committees and external sources such as readers of publications has been received by marketing.”

“Feedback from student governing body indicated awareness of libraries’ use of student fee funds.”

“Formal evaluation will occur in July 2008.”

“Only informally, by means of a notepad on our coffee table (which generated comments such as ‘I [heart] you giver of caffeine! Awesome!!!!’). We also have a suggestion box nearby.”

40. Of the channels used above, which were most effective? N=10

"Brochures and newsletters were most effective for public; e-mails were most effective for internal customers such as libraries and staff."

"Campus newspaper."

"Event."

"I would imagine that the university newspaper articles were most effective."

"Media relations/coverage in campus and other targeted media outlets."

"Notepad for comments. Students are very comfortable giving feedback this way."

"Targeted e-mail and flyers."

"TBD."

"This was all about educating Resident Advisors about library services, so they could refer students to the Libraries for assistance. Students are using the pads on their dorm doors. We have no idea if this actually has increased usage of library services."

"Webcasts, newspaper ads, library events, advertising, campus portal."

41. What was most challenging about this promotion effort? N=10

"Choosing language to correctly communicate the message clearly: student fees = enhanced library services that students care about."

"Communicating the need for budget increases/illustrating the high costs associated with resources/services."

"Delay in opening day (construction delays). Reaching the widest possible audience."

"Funding (through private sources), and coordination of many diverse areas and strategies involving multiple staff and contractors."

"Lack of communications vehicles to reach university administration."

"The comprehensive nature of the roll out and getting system-wide buy-in proved to be a challenge."

"The logistics of making 600+ cups of coffee a night."

"This was not challenging."

"Time of the semester the advertising campaign was held- first of the semester."

"To find a giveaway that is reasonable in cost but also has some value."

Awareness of Special or Targeted Collections

42. Briefly describe the activity that was undertaken to reach this objective. Was a tagline or slogan developed for this campaign? N=11

Yes	6	55%
No	5	45%

Developed a Tagline or Slogan

"A general awareness campaign geared to the academic community distilled the primary messages from our marketing communications plan as follows: We deliver brainpower. (Expert librarians) We deliver 24/7. (Trustworthy online sources all day, everyday.) We deliver choices. (Libraries all over campus.) We deliver to everyone. (All academic disciplines.) We deliver information. (World-class collections, print or pixels.) 'We deliver.'"

"Exhibition and opening reception. 'Jean Charlot and the Way of the Cross.'"

"Glossy print newsletter, library events, tailgate picnics, white glove dinners, visits with potential donors. 'Engage, Enlighten, Enrich.'"

"Publicizing/advertising three connected collections/database: the George Kelley Paperback and Pulp Fiction Collection; a digital collection of cover art from the Kelley Collection; and an online interactive database created by the Libraries on crime fiction (based on the Kelley Collection): 'Gumshoes, Sleuths, and Snoopers.' The marketing campaign: Production of a series of magnets featuring cover art from detective fiction and science fiction in the Kelley Collection. Magnets are NUMBERED and have become collectors items. Three magnets have been produced to date. Magnets and flyers distributed at academic conferences, and in appropriate classes at UB, as well as to appropriate faculty. Presentations at academic conferences based on the Kelley Collection, the digital cover art collection located in UBdigit, and the 'Gumshoes, Sleuths, and Snoopers' research database. Newspaper articles about the Collection, database, and digital collection, and the donor in campus and local area newspapers and magazines. T-shirt featuring Kelley Collection cover when a book from the Kelley Collection became a milestone entry in OCLC. Also held reception. Web sites for the Kelley Collection, the digital cover art collection, and the 'Gumshoes, Sleuths, and Snoopers' database. Exhibits of Kelley Collection materials. Local area television feature interviews. 'Gumshoes, Sleuths, and Snoopers.'"

"UBC Library Vault: Unlock the Treasures (images and stories from special collections) Web site and promotion campaign (brochure) to serve as a gateway to the fascinating materials that reside within the nooks and crannies of the Library. To create a community of engaged and excited users. In addition, the site contains an array of distinctive gifts based on Vault images (e.g., card sets, prints, etc.) 'Unlock the treasures.'"

"We are beginning a project with the LSU Press this year. We will launch a book series through the press that focuses on books written from the research materials in the LSU Libraries Special Collections. 'Hill Collection Series, LSU Libraries, LSU Press.'"

Did Not Develop a Tagline or Slogan

“A campus-wide committee, convened by the library, developed a month-long series of programs to recognize the importance of archives and special collections. The first year this celebration focused on state-related materials; the second year it focused on film.”

“A publicity campaign was undertaken to promote the acquisition of ‘Le Roman de la Rose,’ an illuminated 14-century manuscript that is now one of the highlights of the University of Chicago Library’s collection of early manuscripts. The acquisition was publicized to audiences within and outside the University, through a press kit, a media relations effort, a Web site, an exhibition, an exhibition opening that was open to the public, and a private open house for interested faculty, students and staff from relevant departments. Fundraising appeals and follow-up communications were also made to the Library Visiting Committee and other targeted donors.”

“A special event was organized to promote a newly added collection to an existing archival collection.”

“Our goal is for special collections material to be used for publication.”

“The library, in partnership with the School of Design & Visual Art, inaugurated a new ‘modern graphic history library’ that acquires and preserves distinguished works of modern illustration and pictorial graphic culture.”

43. What audience was targeted? Check all that apply. N=11

All library users	9	82%
Potential donors	6	55%
Graduates	6	55%
Faculty	6	55%
Undergraduates	5	45%
Staff	5	45%
Other, please describe	5	45%

All users	Undergrads	Grads	Faculty	Staff	Donors	Other, please describe
✓	✓	✓	✓	✓	✓	Alumni, wider community
✓	✓	✓	✓	✓	✓	General public
✓	✓	✓	✓	✓	✓	Academics, others interested in pulp fiction/pop culture, including researchers, writers, fans
✓	✓	✓	✓	✓	✓	
✓						

All users	Undergrads	Grads	Faculty	Staff	Donors	Other, please describe
✓						
✓					✓	Chicago mass media, Chicagoans and University of Chicago alumni
✓						This celebration also targeted community members not necessarily associated with the university.
✓						
		✓	✓			
					✓	

44. For this activity, what channels has the library used to convey the promotion message? Check all that apply. N=11

Library channels

Library Web site	11	100%
Library events	10	91%
Flyers and brochures	10	91%
Posters	9	82%
Targeted e-mails	7	64%
Classroom instruction	3	27%
Library discussion lists	2	18%

Campus channels

Campus Newspaper articles	9	82%
Campus Calendar	4	36%
Campus Portal	3	27%
Campus Radio	2	18%
Campus Newspaper advertisements	2	18%
Campus TV	1	9%
Course Management System	1	9%
Departmental Web sites	1	9%
Campus Resident Halls/Dorms	0	—

Campus Student Center/Dining Halls	0	—
Faculty and student electronic discussion lists	0	—
Web 2.0 technologies		
Blogs	4	36%
Social networking sites	1	18%
Podcasts	0	—
Videocasts	0	—
Wikis	0	—
Virtual worlds	0	—
Social bookmarking	0	—
Other	6	55%

Please describe other channels.

“Exhibition announcements.”

“Exhibition guide, press release, pitching story to the media, fundraising appeals, visiting committee presentations.”

“Magnets - 4.5” x 4/5”. Exhibits. Academic discipline discussion lists (national/international). T-shirt with pulp cover image.”

“Mail-outs.”

“The cover story of the Libraries’ magazine focused on the Modern Graphic History Library. Most importantly there were two major exhibitions, one in a gallery of the campus museum and another in the library, showing off items from the collection. In addition, a fine catalog was published and has been available without charge.”

“The tagline and accompanying logo were used to unify library communications of many types, from online newsletters and annual reports to mouse pads and rub-on tattoos.”

45. Has the effectiveness of this activity been evaluated? N=10

Yes	5	50%
No	5	50%

If yes, please briefly describe the evaluation method(s) used.

“Attendance at events.”

"Attendance at the opening of the two exhibitions was exceptionally high, probably the highest of any exhibition we've hosted. We have had positive feedback to our magazine article and exhibition catalog."

"Hits to Kelley Web site, 'Gumshoes, Sleuths & Snoopers' database, UBdigit Kelley cover art collection. Research inquiries received regarding the collection, digital collection, and database. Visits by researchers using Kelley collection, digital collection, and research database. Resultant publications from research we know about. Attendance at and comments from conference presentations."

"Pledges to the Special Collections Building campaign."

"The campaign and its evaluation are still underway. Thus far, attendance and informal feedback from attendees at events have been monitored, mass media response is being monitored, and donations for the acquisition have been monitored."

46. Of the channels used above, which were most effective? N=9

"Campus newspaper."

"Integrating the programs with classroom instruction."

"Magnets; UBdigit collection of Kelley Collection covers; academic conference presentations."

"Not yet available."

"One-on-one outreach to faculty in subject areas related to the collections. Instruction sessions for students."

"Personal visits."

"Targeted e-mails, brochure."

"The exhibitions."

"We did not measure the effectiveness of individual elements of the campaign."

47. What was most challenging about this promotion effort? N=9

"Coordinating campus-wide committee."

"Funding series of magnets. Building recognition of pulp fiction as a research focus."

"Identifying potential donors."

"Managing the promotion process from initial contact to publishing of the material."

"Meeting a series of deadlines for various publications, some of which were written by staff from two different areas."

"Promoting to the mass media."

"There is no single e-mail or mailing list for distribution on this campus."

"This one was perhaps the most well coordinated but because the university PR was more heavily involved."

"This was our first broad-based, coordinated campaign. Although the messages were consistent, they could have been more fully integrated."

Awareness of Library Study Space or Work Area

48. Briefly describe the activity that was undertaken to reach this objective. Was a tagline or slogan developed for this campaign? N=11

Yes	5	45%
No	6	55%

Developed a Tagline or Slogan

"Annual reports; Report to Senate; Grand openings of completed renovations; campus news. 'Most learning takes place outside the classroom — the Library is the most best/preferred place for this learning.'"

"Dedication of beautifully renovated space to create the Learning Commons. 'The Learning Commons is here!'"

"Developed and recently launched first phase of a comprehensive multi-year, multi-phase communication plan targeted to stakeholders (on campus and off), determined best way to reach them, used renovation focus group and survey results to inform plan, etc. 'Making Room For Thought.'"

"Discussions with renovation committee and other units on campus in regard to the three-year closing of the central campus Main Library for renovations and the resulting loss of study seats during that period. The Libraries added seating in other central campus libraries, opened a new 'study center' and placed some study seats in non-library locations. 'Big changes @ the OSU Libraries.'"

"Fall of 2007 marked the completion of Phase One of the Morgan Library Redesign project, adding more seats to the building, new and improved group study spaces, and improved access to computers (therefore online resources). The Library hosted a 'grand re-opening' inviting students, faculty, and staff to visit the new spaces and be treated to coffee and cookies. The marketing of the improved spaces and 're-opening event' employed a multi-faceted approach involving a mix of print and electronic advertising, press releases, televised interviews, mailings, e-communications, etc. 'Research & learning just got a whole lot easier. Get Connected in Your New & Improved Morgan Library.'"

Did Not Develop a Tagline or Slogan

"A week-long series of student-focused activities and events, designed to draw students in to discover and explore their new learning space. Activities included trivia contests, scavenger hunts, prize drawings, free coffee/ice cream/popcorn/candy, live dance and music performances."

"Make the library a most attractive and usable space on campus. Update environment, furniture, technology etc."

"McMaster introduced a Learning Commons in it's humanities and social sciences library. Created a distinctive look and feel for all Commons publications. Was adopted during the implementation phase. Was carried through into the physical spaces. Included buttons, bookmarks, etc."

"News releases, donor's furniture campaign, pictures of students using the spaces on PowerPoint slide show in Reference area, student newspaper advertisements, Open house day for new study area — cookies, free pop, and a vote on the name of the space, unsolicited newspaper articles on places students study and sleep."

"Public opening with ribbon cutting and food ceremoniously held at midnight and attended by University Librarian and President."

"Working with student advisory committee to determine alternative space for 24/7 study space when area currently providing that service is closed for a two-year renovation. Undergrad and grad student reps have been very responsive and engaged and have come up with good ideas and insights into library use. Plan will be implemented in the fall of 2008, at which time the effectiveness can be evaluated."

49. What audience was targeted? Check all that apply. N=11

Undergraduates	9	82%
Graduates	6	55%
Staff	4	36%
Potential donors	4	36%
All library users	4	36%
Faculty	3	27%
Other, please describe	4	36%

All users	Undergrads	Grads	Faculty	Staff	Donors	Other, please describe
✓	✓	✓	✓	✓	✓	University Administration. Also faculty were encouraged to market the spaces to their students.
✓	✓	✓		✓		Entire campus, media, peer institutions
✓	✓	✓	✓	✓	✓	
✓	✓	✓			✓	
	✓	✓	✓	✓		
	✓	✓				
	✓	✓				
	✓					Primarily undergraduates initially, but all other audiences as well
	✓					
	✓					
					✓	University Administration

50. For this activity, what channels has the library used to convey the promotion message? Check all that apply. N=11

Library channels

Library Web site	9	82%
Library events	9	82%
Targeted e-mails	8	73%
Flyers and brochures	8	73%
Posters	6	55%
Classroom instruction	3	27%
Library discussion lists	1	9%

Campus channels

Campus Newspaper articles	6	55%
Campus Portal	5	45%
Campus Newspaper advertisements	4	36%
Campus Resident Halls/Dorms	3	27%
Campus Student Center/Dining Halls	3	27%

Campus TV	2	18%
Campus Radio	2	18%
Campus Calendar	2	18%
Departmental Web sites	2	18%
Faculty and student electronic discussion lists	1	9%
Course Management System	0	—

Web 2.0 technologies

Blogs	4	36%
Social networking sites	2	18%
Podcasts	1	9%
Videocasts	1	9%
Wikis	1	9%
Virtual worlds	0	—
Social bookmarking	0	—

Other

6 55%

Please describe other channels.

“Area newspapers, listserves.”

“Banners, posters, business cards, displays.”

“Face to face meetings with library dean & other library staff and student advisory group.”

“Outdoor banners on the building.”

“Student word of mouth!”

“Word of mouth.”

51. Has the effectiveness of this activity been evaluated? N=11

Yes	5	45%
No	6	55%

If yes, please briefly describe the evaluation method(s) used.

"A user group was formed to serve in an advisory capacity."

"Focus groups, observational studies, door counts."

"Library use numbers are up via gate count/traffic statistics."

"The attendance at the event was tracked as attendees were required to bring in a print out in some form of the 'grand re-opening' announcement. 200 people visited the library with the announcement in hand and were aware of the improvements. Responses to targeted e-mails were tallied. (Gate traffic may also be compared with the same week in previous years.)"

"The use of the libraries increases by several hundred thousand persons each year."

52. Of the channels used above, which were most effective? N=6

"Buttons were incredibly popular. Students loved the simple design: solid colour with a single word (Discover, Learn, Inquire...) on them."

"Campus newspaper and direct mail postcard."

"Posters and flyers."

"Too soon to gauge."

"Word of mouth." (2 responses)

53. What was most challenging about this promotion effort? N=5

"Coordination with many partners on campus, timing."

"Making sure that all stakeholders receive the information more relevant to them."

"Reaching virtually the entire campus at the beginning of fall quarter."

"Shift of expectations, because it is radically different than other spaces on campus."

"The sheer scale and the intense timeline involved in preparing for the event."

Awareness of the Library Web Site and Contents

54. Briefly describe the activity that was undertaken to reach this objective. Was a tagline or slogan developed for this campaign? N=9

Yes	2	22%
No	7	78%

Developed a Tagline or Slogan

"Coordinated banners, promotional giveaways (pens, pencils, staplers, and bookmarks) prominently featuring the library Web address. 'Connecting you to worlds of knowledge.'"

"To promote the introduction of a new research Web page that patrons can customize, the library ordered t-shirts that patrons could 'customize' by drawing their favorite things from the library on a special section of the shirt. 'My library is...'"

Did Not Develop a Tagline or Slogan

"Discussion with committees overseeing the closing of the Main Library for renovation, relocation of services during the renovation (3 years) and units responsible for the development of electronic services to complement existing print services."

"In response to ongoing feedback we have recently updated and redesigned our library's Web sites to better serve our users."

"Materials produced which prominently feature library URL."

"Quick poll added to Library homepage."

"Series of brief one-question surveys on Web site front page, relating to specific resources or services. Active Libraries-wide blog, and additional Libraries blog focused on undergraduates. 'UB Librarian' page on Facebook. 'Libraries Skills Workbook' (online, and is a graduation requirement at UB). Bright UB Blue pencils with Libraries logo and Web site address available at reference/information desks (approx. 10,000 per year are disseminated). 'Resources by Subject' specific online guides developed by Libraries and embedded in specific course entries on course management system. 'My Library' sectors on campus portal, distinctive for disciplines."

"The library Web site was recently fine tuned to improve usability."

"We installed a series of banners on the pillars in the entrance hall to the main library promoting the various services comprising our Ask a Librarian service: Call, Visit, Chat(IM), E-mail. In addition, we created business cards for the service to be handed out at service desks and posters to be placed in all of our facilities. We also created a specific brand for the suite of services (Ask a Librarian) and a logo (an 'i' in our flying book logo). We also created branded iGoogle and Facebook widgets connecting users to these services."

55. What audience was targeted? Check all that apply. N=9

All library users	7	78%
Undergraduates	6	67%
Graduates	6	67%
Faculty	5	56%
Staff	5	56%
Potential donors	1	11%
Other, please describe	0	—

All users	Undergrads	Grads	Faculty	Staff	Donors
✓	✓	✓	✓	✓	
✓	✓	✓	✓	✓	
✓	✓	✓	✓	✓	
✓	✓	✓	✓	✓	✓
✓					
✓					
✓					
	✓	✓			
	✓	✓	✓	✓	

56. For this activity, what channels has the library used to convey the promotion message? Check all that apply. N=9

Library channels

Library Web site	9	100%
Classroom instruction	6	67%
Posters	5	56%
Flyers and brochures	4	44%
Targeted e-mails	2	22%
Library discussion lists	1	11%
Library events	1	11%

Campus channels

Campus TV	1	11%
Campus Radio	0	—
Campus Newspaper articles	3	33%
Campus Newspaper advertisements	4	44%
Campus Portal	3	33%
Campus Calendar	0	—
Campus Resident Halls/Dorms	2	22%
Campus Student Center/Dining Halls	0	—
Course Management System	4	44%
Departmental Web sites	0	—
Faculty and student electronic discussion lists	1	11%

Web 2.0 technologies

Blogs	3	33%
Social networking sites	3	33%
Podcasts	1	11%
Wikis	1	11%
Videocasts	0	—
Virtual worlds	0	—
Social bookmarking	0	—

Other 2 22%

Please describe other channels.

“Library newsletter; Promotional giveaways: pens, highlighters, etc.”

“Pencils with Libraries logo and Web site address. 10,000+ disseminated each academic year.”

57. Has the effectiveness of this activity been evaluated? N=8

Yes	3	38%
No	5	62%

If yes, please briefly describe the evaluation method(s) used.

"Before the new Web site designs were posted we ask all library faculty and staff for feedback and also a selected list of other university faculty, students, and staff to evaluate."

"Responses to surveys. Activity level on blogs. Course use of resources targeted in online guides. Success rate of completion of 'Library Skills Workbook.' Popularity of pencils and their visibility throughout campus."

"The library tracked the number of new users for the service before and after the promotion."

58. Of the channels used above, which were most effective? N=6

"Campus paper and posters."

"Direct contact via e-mail."

"Giveaways, ads, campus portal."

"Pencils; surveys; Library Skills Workbook."

"Quick poll seems to encourage the respondent to view additional library pages."

"The Library Web site. We placed a link to this service on every page on the Web site. This increased visibility increased usage a good bit. We have high hopes that adding links to the service in the course management system will increase usage even more."

59. What was most challenging about this promotion effort? N=3

"Determining which suggestions to implement and why or why not since not everyone's suggestions could be incorporated."

"Keeping blogs refreshed with new content."

"The most challenging part of this effort was getting Facebook to approve a branded widget for use by Facebook users."

Awareness of Training or Instruction

60. Briefly describe the activity that was undertaken to reach this objective. Was a tagline or slogan developed for this campaign? N=8

Yes	4	50%
No	4	50%

Developed a Tagline or Slogan

"Highlight availability of course-integrated library instruction and support for assignment planning through new faculty and graduate student orientations." "Save time — consult a librarian."

"Talks to faculty & deans, graduate students. Several sessions held: 'Google Scholar@your library;' 'Rein in your research@your library;' 'A date with ata@your library.'"

"The ULS generated post cards to all faculty about Information Literacy and assistance. An article was written for the faculty newspaper. A voice message was sent to faculty; information was listed on ULS Web site; a presentation made to Faculty Senate. 'Don't You Have Enough To Do Already?'"

"There are a number of determining activities. The answers given in this objective stand for the other two in that most of the activities are carried out for promotion, give or take. 'Tayloring to your needs.'"

Did Not Develop a Tagline or Slogan

"A variety of out reach methods (see below), all using the same graphics and wording to advertise a range of learning support services offered by the library (supported learning groups, drop-in tours, research help classes, exam and writing help sessions, etc.)"

"One example: The Libraries' Center for Instructional Technology offers a variety of workshops for faculty every semester."

"One-on-one interactions with faculty to raise their awareness of services offered."

"This is ongoing, and an area in which promotion is currently more ad hoc than organized. For example, subject specialists may publicize their instruction with the departments they are assigned to, and the Knowledge Navigation Center and the Faculty Exploratory, both of which offer a large selection of instruction sessions, do most of their own publicity."

61. What audience was targeted? Check all that apply. N=8

Faculty	5	63%
Graduates	4	50%
Undergraduates	3	38%
Staff	2	25%
All library users	1	13%
Potential donors	0	—
Other, please describe	0	—

All users	Undergrads	Grads	Faculty	Staff
✓				
	✓	✓	✓	✓
	✓	✓		
	✓	✓		
		✓	✓	
			✓	
			✓	
			✓	

62. For this activity, what channels has the library used to convey the promotion message? Check all that apply. N=8

Library channels

Library Web site	7	88%
Flyers and brochures	7	88%
Targeted e-mails	6	75%
Posters	4	50%
Library discussion lists	2	25%
Classroom instruction	2	25%
Library events	1	13%

Campus channels

Campus Newspaper advertisements	3	38%
Campus Portal	3	38%
Campus Newspaper articles	2	25%
Campus Resident Halls/Dorms	2	25%
Campus Student Center/Dining Halls	2	25%
Campus Calendar	1	13%
Course Management System	1	13%
Departmental Web sites	1	13%
Faculty and student electronic discussion lists	1	13%

Campus TV	1	13%
Campus Radio	0	—
Web 2.0 technologies		
Social networking sites	3	38%
Wikis	1	13%
Blogs	1	13%
Podcasts	0	—
Videocasts	0	—
Virtual worlds	0	—
Social bookmarking	0	—
Other	5	63%

Please describe other channels.

“Bulletin and trade boards; promotional displays with an element of fun; library newsletters; work with student groups and library staff.”

“Individual meetings.”

“Large display screen in Library, announcements on public address system.”

“Library presentations at orientation sessions.”

“Newsletter.”

63. Has the effectiveness of this activity been evaluated? N=6

Yes	1	17%
No	5	83%

If yes, please briefly describe the evaluation method(s) used.

“Informally. Request feedback at the service desk, in classroom instruction, etc.”

64. Of the channels used above, which were most effective? N=4

“Difficult to say; maybe posters & flyers.”

"Faculty Senate presentation."

"Signage in the foyer of the library. (We are a very heavily used facility, with most students on campus visiting the library daily or weekly.)"

"We use a mix to be most effective."

65. What was most challenging about this promotion effort? N=4

"Finding time to do, and needing to produce professional quality materials (feedback from users) with no designated budget."

"Getting it done on time & getting staff involved."

"Getting responses from faculty."

"The need to constantly revise and re-produce materials in order to keep them fresh and current."

Orientation for New Users

66. Briefly describe the activity that was undertaken to reach this objective. Was a tagline or slogan developed for this campaign? N=8

Yes 4 50%

No 4 50%

Developed a Tagline or Slogan

"Extensive library presence during frosh and grad orientation weeks (displays, tours, talks at many different events; sponsoring a graduate student brunch and poster session). Different each year, depending on the campus theme. The Library often incorporates the @your library concept as part of their tagline, e.g., 'research help @your library.'"

"Free coffee/ice cream vouchers given to attendees at tours. Giveaway bags, a drawing for an iPod and memory sticks. Program included: Discovery tours; 'get started@your library;' 'find stuff fast@yourlibrary.' Orientation@yourlibrary. Each of 4 posters had a separate tagline: 1. 'Don't get stuck trying to figure things out!' [+ picture, etc.]; 2. 'Straight ahead for learning: Destination: Knowledge;' 3. 'Wrestling with assignment deadlines. We can help you win the battle;' 4. 'Great minds like a think.'"

"Students: At the beginning of the academic year, we organize a stand for new students. We offer them many orientation activities in each of our libraries (visits, training). A press release welcoming the students to our libraries is published on our Web site and in the University's papers (including a special issue of the Humanities Faculty). We have information on our libraries and ads on them in the agendas given to students by the student

association. In collaboration with the Bureau des étudiants étrangers (Bureau of foreign students) we include a guide to the libraries specially designed for foreign students. It is included with other documents in a folder given to every foreign student. Flyers giving information on the libraries are also sent to Departments that include them in folders given to undergraduate and graduate students. Faculty: At the beginning of their employment at our University, Professors are given training sessions to which the libraries take part. Each new Faculty member is given a guide of the libraries specially aimed at them, as well as a guide on the different training sessions available in the libraries (also available online). All employees: A guide is given by the University to every new employee. There is a special section dedicated to our services and locations. 'Bienvenue dans les bibliothèques de l'Université de Montréal!' (Welcome to the libraries of Université de Montréal!)."

"The Libraries host a fun interactive 2 days with a theme that includes decorations and staff in costumes. Some students attend as class requirement; others for the fun of it and to learn their way around and understand services. Some students return annually. 'Open house @ your library' plus a yearly theme. Last year pirates."

Did Not Develop a Tagline or Slogan

"Held an evening event for parents of 1st year students. Invited parents of students living in the local area. Included guest speakers from the library and our campus partners, tours of libraries."

"Instructional services staff hold classes on library basics such as searching and attend new student orientation sessions. They also have a blog."

"Orientation for RA's in dormitories."

"Your Library: For Your Teaching, For Your Research — brochure to introduce new faculty to collections and services."

67. What audience was targeted? Check all that apply. N=8

Undergraduates	5	63%
All library users	2	25%
Faculty	2	25%
Graduates	1	13%
Staff	0	—
Potential donors	0	—
Other, please describe	2	25%

All users	Undergrads	Grads	Faculty	Other, please describe
✓	✓		✓	Primarily freshmen, but all included. Faculty targeted since they are a conduit to students.
✓				
	✓	✓		
	✓			
	✓			
	✓			
			✓	
				Parents of 1st year students

68. For this activity, what channels has the library used to convey the promotion message? Check all that apply. N=8

Library channels

Flyers and brochures	6	75%
Targeted e-mails	5	63%
Library Web site	5	63%
Library events	5	63%
Classroom instruction	4	50%
Posters	3	38%
Library discussion lists	1	13%

Campus channels

Campus Resident Halls/Dorms	4	50%
Campus Student Center/Dining Halls	3	38%
Campus Newspaper articles	2	25%
Campus Newspaper advertisements	2	25%
Campus Portal	2	25%
Campus Calendar	2	25%
Departmental Web sites	2	25%
Campus TV	1	13%
Campus Radio	1	13%

Course Management System	1	13%
Faculty and student electronic discussion lists	1	13%

Web 2.0 technologies

Social networking sites	2	25%
Blogs	2	25%
Podcasts	1	13%
Videocasts	1	13%
Wikis	1	13%
Virtual worlds	1	13%
Social bookmarking	1	13%

Other	5	63%
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Please describe other channels.

"Mass mailing to parents."

"New student orientation sessions and new student lounge space in instructional services."

"Participation in university events. Large screen displays in branch libraries."

"Plasma screen, outdoor banners, and sandwich boards."

"Stand to inform students."

69. Has the effectiveness of this activity been evaluated? N=8

Yes 3 38%

No 5 63%

If yes, please briefly describe the evaluation method(s) used.

"All user services related activities are evaluated through LibQUAL+."

"Asked for feedback after the event. Took in paper and e-mail comments."

"Exit survey conducted online in the final stop, the prize room."

70. Of the channels used above, which were most effective? N=5

"Combination of all produced results."

"New student orientation, classroom instruction, and new student lounge in instructional services office."

"Paper mailing."

"Participation in university events. Giveaway bags."

"Sponsoring a brunch with poster displays and 'meet your librarian' opportunity."

71. What was most challenging about this promotion effort? N=5

"A huge event requiring extra time on the part of all staff."

"Compiling the mailing list!"

"Costly (but worth it)."

"Getting organized in time & coordinating all branch libraries."

"Make our libraries known to the largest group of students possible."

Awareness of Equipment and Technology

72. Briefly describe the activity that was undertaken to reach this objective. Was a tagline or slogan developed for this campaign? N=4

Yes	0	—
No	4	100%

Did Not Develop a Tagline or Slogan

"Brochure."

"News releases, Web-based announcements, posters, meeting presentations, library instruction via the librarians."

"Ongoing campus-wide promotional campaign carried out through library Web site news features, campus e-newsletters and print publications, the library's student e-newsletter, Library Lowdown, and other mechanisms listed in the checklist below. We also promote availability of equipment and technology in the library to donor for fundraising and support initiatives. We have a donor publication, Building Knowledge, that profiles these services."

“Particularly promoting the new Learning Connections Center — Creating in-house displays and writing descriptive articles that were sent to University Relations and appeared in e-Newsletter (‘Your Library’), e-Library Web page, and donor newsletter (‘Bookmarks’). Also included participating in CELT (Center for Excellence in Learning and Teaching) workshops.”

73. What audience was targeted? Check all that apply. N=4

All library users	2	50%
Undergraduates	3	75%
Graduates	3	75%
Faculty	2	50%
Staff	1	25%
Potential donors	1	25%
Other, please describe	0	—

All users	Undergrads	Grads	Faculty	Staff	Donors
✓	✓	✓	✓	✓	✓
✓					
	✓	✓	✓		
	✓	✓			

74. For this activity, what channels has the library used to convey the promotion message? Check all that apply. N=4

Library channels

Flyers and brochures	4	100%
Posters	3	75%
Targeted e-mails	3	75%
Library Web site	3	75%
Classroom instruction	2	50%
Library events	2	50%

Library discussion lists	2	50%
Campus channels		
Campus Newspaper articles	2	50%
Campus Portal	2	50%
Campus Radio	1	25%
Campus Newspaper advertisements	1	25%
Campus Calendar	1	25%
Faculty and student electronic discussion lists	1	25%
Campus Resident Halls/Dorms	0	—
Campus Student Center/Dining Halls	0	—
Course Management System	0	—
Departmental Web sites	0	—
Campus TV	0	—
Web 2.0 technologies		
Social networking sites	1	25%
Blogs	0	—
Podcasts	0	—
Videocasts	0	—
Wikis	0	—
Virtual worlds	0	—
Social bookmarking	0	—
Other	1	25%

Please describe other channels.

“Library Lowdown, an e-newsletter for students. Informal and word-of-mouth communications by librarians and subject specialists with students and faculty. Building Knowledge, our donor publication.”

75. Has the effectiveness of this activity been evaluated? N=4

Yes	0	—
No	4	100%

76. Of the channels used above, which were most effective? N=1

"Web-based announcements—any electronic means, word of mouth."

77. What was most challenging about this promotion effort? N=2

"Overall understanding of the technology involved."

"There is no centralized communications system for members of the campus community, so we must use every tool available for promotions. This is inefficient and time consuming."

Awareness of Library Policies

78. Briefly describe the activity that was undertaken to reach this objective. Was a tagline or slogan developed for this campaign? What audience was targeted? What channels has the library used to convey the promotion message? Has the effectiveness of this activity been evaluated? N=1

Promotion of new library policy on food and drink in library buildings.

Audience: All library users

Channels: Library Web site, Flyers and brochures, Posters

Most Effective: none specified

Evaluated: No

Challenge: none specified

Other Objective

79. Briefly describe the activity that was undertaken to reach this objective. Was a tagline or slogan developed for this campaign? What audience was targeted? What channels has the library used to convey the promotion message? Has the effectiveness of this activity been evaluated? Of the channels used above, which were most effective? What was most challenging about this promotion effort? N=16

Launch/Opening of the New Bass Library

The Bass Library, a new intensive-use library, was opened at Yale at midnight on October 18/19, 2007. The campaign to promote the event sought to: 1) encourage attendance at the event by students, faculty, and staff;

2) brand the name of the library across campus/create name recognition; and 3) demonstrate that the Bass Library constituted a new kind of interactive library staffed by librarians, teaching experts, IT expert users, etc. In organizing and planning the event consultation was done with undergraduate representatives and a series of posters was designed and distributed across campus. Targeted e-mails were sent to all members of the Yale community and ads were placed in all of campus publications, both print and online. Several tag lines were used playing off the opening 'It will...': 'It will change the way you teach'; 'It will change the way you study'; 'It will change the way you collaborate'; 'It will change the way you think about food.'"

Audience: All library users, Donors who had contributed to the Bass Library

Channels: Targeted e-mails, Library Web site, Flyers and brochures, Posters, Campus Newspaper advertisements, Campus Calendar, Campus Resident Halls/Dorms, Campus Student Center/Dining Halls, Blogs.

Most Effective: Targeted e-mails; posters/flyers; word-of-mouth

Evaluated: Yes, Subsequent newspaper articles describing the opening event (both campus, local, and regional), e-mail feedback received from guests, library occupancy counts during first days of opening, campus-wide use of the Bass name.

Challenge: Ensuring that materials/information reached students over the course of their day-to-day activities, i.e., dining halls, residences, etc.

Other (special services, especially digital library)

Opening of new digital library unit, including open house event and programs, new publications, Web site.

Audience: Faculty, Staff, Potential donors, Other libraries and universities in local area

Channels: Library discussion lists, Targeted e-mails, Library Web site, Flyers and brochures, Posters, Library events, Campus Newspaper advertisements, Campus Calendar

Most Effective: Probably targeted e-mails.

Evaluated: Yes, Activity just occurred. Have looked at attendance, tracked Web and other mentions.

Challenge: Making concept sufficiently concrete.

Strategic Plan Objective: Expand & Preserve Access to Information—Implement Institutional Repository

Coordinated and targeted messages to faculty on the launch of the Institutional Repository

Audience: Faculty

Channels: Targeted e-mails, Library Web site, Flyers and brochures, Campus Newspaper articles, Departmental Web sites, Presentation to faculty/provost at library advisory committee meeting; meetings initiated by library liaison librarians & manager of IR & scholarly information initiatives with faculty

Most Effective: none specified

Evaluated: No, too soon to evaluate

Challenge: none specified

Promotion of RefWorks, the University's new bibliographic management software

Production of banner mounted in Student Union, promotion of workshops for instruction of software, posters, signs, handouts, radio spot, electronic announcement to campus, articles in library's newsletter and campus publications.

Audience: All library users

Channels: Library discussion lists, Library Web site, Classroom instruction, Flyers and brochures, Posters, Campus Radio, Campus Newspaper articles, Campus Student Center/Dining Halls

Most Effective: none specified

Evaluated: No

Challenge: none specified

Promote libraries to undergraduates.

Created student "newspaper" with info about libraries. Created door hanger for dorms with Web address. Passed out post-it notes, pencils, and Frisbees at student orientations. "MU Libraries: Your Connection to Knowledge."

Audience: Undergraduates

Channels: Library Web site, Flyers and brochures, Library events, Campus Calendar, Campus Resident Halls/Dorms, Faculty and student electronic discussion lists

Most Effective: none specified

Evaluated: No

Challenge: none specified

Promote use of the library by undergraduates

Library Prize for Undergraduate Research. Graphics designed by our Library Graphics office staff, for Web presence, posters, flyers, bookmarks. Promotion also carried through into our Development Office publications, highlighting the prize winners and featuring their research projects. A reception for the prize winners hosted by the Library, highlighting both the student winners and the faculty that were part of the projects.

Audience: All library users, Undergraduates, Faculty, Staff, Potential donors

Channels: Library discussion lists, Targeted e-mails, Library Web site, Classroom instruction, Flyers and brochures, Posters, Library events, Campus Newspaper articles

Most Effective: none specified

Evaluated: No

Challenge: none specified

To reach a greater number of graduate students

Developed a credit course for graduate students related to research.

Audience: Graduates

Channels: Library Web site, Classroom instruction, Flyers and brochures, Campus Newspaper advertisements, Faculty and student electronic discussion lists

Most Effective: none specified

Evaluated: Yes, in progress

Challenge: none specified

Promote Interlibrary Loan service

Postcard. 'Borrowing materials from other libraries is easier than ever!'

Audience: Faculty, Teacher assistants, research assistants

Channels: Postcard

Most Effective: none specified

Evaluated: No

Challenge: none specified

Promote the Information Desk and in-person help services

During Spring Semester 2007, the Library merged two service point areas the reference desk and the electronic information center help desk to become the Information Desk. The goal of the marketing campaign was to ease the transition for users and raise awareness for the new information desk (the new services provided and the changes in services provided as a result of the merger). The primary audience for this campaign was undergraduate students, who historically were the users of the two other service points. The library hosted stop by and say hi event during the first week of classes and students were given free coffee. 'Help starts here.'

Audience: All library users, undergraduates

Channels: Targeted e-mails, Library Web site, Classroom instruction, Flyers and brochures, Posters, Library events, Campus TV, Campus Newspaper articles, Campus Newspaper advertisements, Campus Portal, Campus Resident Halls/Dorms, Campus Student Center/Dining Halls

Most Effective: Student newspaper

Evaluated: Yes, 200 students participated in the coffee promotion. Anecdotal evidence and continued heavy traffic at the service point indicates that the service transition was eased by the marketing efforts. Usage stats have not yet been evaluated/compared for the time period involved.

Challenge: The timeline to prepare for the campaign was very tight.

Promoting Library Services or a change to service.

In 2003 we stopped providing free printing in the library — a popular and highly used service by undergraduate students. Along with the campus library IT department and medical library, I developed a marketing plan to educate the students on the change of service. I used environmentalism as the approach to why the change in service was a good thing. We created posters (on recycled paper), ads, and an exhibit showing the great waste of printing in the library and how they could save the environment by reducing their printing. I also informed them of the new pay-to-print service and how to use it. We created a Web site with this information and wrote article for the student newspaper and our respective newsletters. 'Think Before You Print.'

Audience: Undergraduates

Channels: Library Web site, Flyers and brochures, Posters, Campus Newspaper articles, Campus Newspaper advertisements, Course Management System, Departmental Web sites, Exhibit. We produced a 'trash exhibit' of the wasted paper picked up near library printers.

Most Effective: Posters, ads, and article in the newspaper.

Evaluated: Not formally, but the new service was very well received. This is a type of change of service that could have received very negative publicity, but we received none. Students accepted the change very well. I think the positive campaign made a great impact on this.

Challenge: Working with the other campus departments. While it was beneficial to get their input and involvement, it adds another level of work, time, and effort to coordinate.

Promotion of Services and Library as Place

Eckles: Promotion of Eckles Library for finals study. Eckles is now open 24-hrs a day for study, as well as providing free coffee and midnight snacks. Gelman: Promotion of services through monthly newsletter 'Gelman Exposed.' Posted in the bathroom stalls. Virginia Campus Libraries: Promotion of new Electronic Theses and Dissertation standards via posters in the library. Eckles: 'Don't Fear Finals.' Gelman: 'Gelman Exposed.'

Audience: All library users, Undergraduates, Graduates, Faculty, Staff

Channels: Targeted e-mails, Library Web site, Classroom instruction, Flyers and brochures, Posters, Library events, Blogs, Social networking sites

Most Effective: none specified

Evaluated: No

Challenge: none specified

Promote library services

A monthly blog was created that posted information about new services; an in-house blog was also used to make staff aware of the services. An RSS feed was linked to the library Web page to promote new services. Ads

were run in student newspapers, Facebook, and on the university calendar to promote extended hours, etc. 'Be brilliant!' (With tag line relating to the service, for example, for extended hours we used Watch the sun rise in the library.)

Audience: All library users, staff

Channels: Library Web site, Flyers and brochures, Campus TV, Campus Newspaper articles, Campus Newspaper advertisements, Campus Calendar, Blogs, Social networking sites

Most Effective: I would imagine that Facebook and the University Calendar reached the most users.

Evaluated: No

Challenge: none specified

Increase student awareness of library resources and services

Advertising campaign

Audience: Undergraduates, graduates

Channels: Library Web site, Flyers and brochures, Posters, Campus Newspaper advertisements, PowerPoint slideshows on video monitors in high-traffic areas

Most Effective: PowerPoint slideshows on video monitors in high-traffic areas

Evaluated: Yes, student focus groups

Challenge: none specified

Increasing awareness of services

Articles written in catchy language in the Toilet Times (bathroom stall newsletter) which comes out biweekly.

Audience: All library users

Channels: Targeted e-mails, Library Web site, Classroom instruction, Flyers and brochures, Posters, Library events, Wikis, Social networking sites

Most Effective: none specified

Evaluated: No

Challenge: Keeping the info informative but catchy.

Promote a new service: textbooks on reserve

Flyers, table tents, posters, press release (student newspaper), podcast, Web site announcement,

Audience: Undergraduates, Faculty

Channels: Targeted e-mails, Library Web site, Classroom instruction, Flyers and brochures, Posters, Campus

Newspaper articles, Campus Newspaper advertisements, Campus Resident Halls/Dorms, Campus Student Center/
Dining Halls, Podcasts

Most Effective: E-mail, Web site, student newspaper, faculty member

Evaluated: Yes, Survey of undergraduates (telephone and Web-based)

Challenge: none specified

Survey/poll constituents

Bi-annual survey of faculty & students regarding educational technology and library resources needs (also any other additional information relating to information technology needs). The Library's Center for Educational Resources staff, resource services librarians and the university's IT@JH are the primary constituent groups who design the survey

Audience: Undergraduates, Graduates, Faculty

Channels: Targeted e-mails, Flyers and brochures, Posters, Campus TV, Campus Newspaper articles, Campus Newspaper advertisements, Campus Portal, Faculty and student electronic discussion lists

Most Effective: Targeted e-mails; listservs

Evaluated: No

Challenge: Helping faculty understand the relevance of the survey. NB: We're measuring our success by the high response rate to the survey.

Services to alumni

The Library has negotiated a service providing access to some databases for alumni. It has been discussed and planned with the University's Alumni Office. 'Stay Connected: Service for Alumni.'

Audience: Potential donors, alumni who are existing and potential donors

Channels: Library discussion lists, Targeted e-mails, Library Web site, Flyers and brochures, Posters, Library events, Campus portal

Most Effective: Not sure yet, but probably flyer in annual thank you letter.

Evaluated: No

Challenge: Involving various staff across the university.

LIBRARY BRANDING CAMPAIGN

Some research libraries engage in formal campaigns to brand or characterize the library to their constituents. A library branding campaign typically attempts to both heighten constituent awareness and demonstrate their value to the home organization.

80. If your library has undertaken a branding campaign, and you haven't described it above, please do so now. N=30

81. Was a tagline or slogan developed for this campaign? N=23

Yes	12	52%
No	11	48%

Developed a Tagline or Slogan

"The UB Libraries have designed and produced a logo, which is used on all Libraries publications, Web site pages, digital collections, case statements, signage and event posters, etc. A coordinated look and feel has been developed for UB Libraries print/Web publications. Pencils and notepads with UB Libraries logo and Web site disseminated very widely. 'UB Libraries,' 'University at Buffalo. The State University of New York at Buffalo' in smaller type below. This year: 'Our University and the World: Connecting People, Culture, and Ideas.'"

"After attending a SOLINET workshop on marketing libraries, our Communications Committee undertook a 6-month project to create a marketing campaign for the library, identifying and prioritizing audiences, products and communication vehicles and creating a tag line—Be brilliant!—to use with each of our promotions."

"Design standards were developed that are used to brand all library publications (both print and digital). These standards have helped library publications stand out and have made them more recognizable to the campus community. Each year the library develops a new campaign for the new school year. 'We're on your team.'"

"General badging and branding, using red McGill colours: signage, screens in branch libraries, T-shirts worn by staff at events and by students when working in the libraries. Same look and feel to all flyers. Library bags. '@ your library/@votre bibliotheque;' 'Read, Study, Inspire, Research, Create, Communicate, Inform, Succeed/Lire, Etudier, Inspirer, chercher, créer, communiquer, informer, réussir;' 'Anytime, any place, any pace/a votre service, ou que vous soyez, selon vos besoins.'"

"In beginning stage of process. Will work along with broader University campaign but independent of it. Promoting relevance of Library collections, faculty, and staff to career and life-long learning. 'Connect, Explore, Discover.'"

"Overall we try to make a standard tagline using @Gelman. It is used in varying forms throughout the Web site: Do It Yourself @ Gelman, get smART @ Gelman, wired@gelman/wireless@gelman."

"The library follows the university's centralized branding campaign (graphic identity). Developing a university strategic marketing campaign is planned in the next year. The library has created an informal branding campaign centered around graphic identity in Web site design, signage, flyers, and posters. A couple have been used: 'The Library. It's Yours. Use It' and 'UO Libraries--Where We All Connect.'"

"The library has established a brand platform that aligns with the strategic plan and all communications are filtered through the brand platform. Marketing materials (both print and electronic) adhere to graphic standards guidelines set forth by the Library and the University. Messages are distributed using vehicles dictated by target audiences. 'Get Connected to A World of Knowledge.'"

"The Library is presently in the process of introducing a new visual identity, which will be used in the 2008/09 academic year to help define, articulate and build awareness of the library's brand aspiration. "Charting paths to discovery."

"We wanted campus users to know that the libraries' electronic materials were growing, that we have electronic desktop services, and that the campus wireless system now provided greater electronic access to materials. 'UA Libraries — Wherever you are!'"

"Worked with a senior advertising class to brand the Libraries. They came up with 'Get it Done at the UNL Libraries' or 'Get it Done.' The other branding we feed into comes from the University's branding that we are required to do."

Did Not Develop a Tagline or Slogan

"A branding campaign was launched several years ago to revitalize the image of the library. The visual elements we used were quite outdated—they just looked old. With our new look, we brought a feeling of sophistication and simplicity by highlighting special items from our collection."

"After more than a year of research into audience perceptions and needs, a graphic identity for the University Libraries was launched fall 2006. This image was created for an institutional identity—much like a brand—with a long shelf life; not an ephemeral campaign. The goal of the identity was to unify Penn State Libraries at 24 locations and to have an image that was adaptable to a variety of audiences and applications. To date it has been very successful."

"Communication department was newly created and will be undertaking a branding campaign shortly. Is now dealing with promoting a multifaceted, large, and complex library system in a more coordinated way, building to the point where a communications plan will be developed. Utilizing a variety of distribution channels to get the word out consistently."

"Library logo appears on all e-resources whenever possible."

"Our branding is part of the parent organization, of course, such that we work closely to carry that of the University of Wisconsin-Madison. By branding, we look for typography and art that makes it clear we are a UW-Madison asset and do not consider a slogan or tagline part of that."

"Our university has a distinct branding campaign that it initiated five years ago. Within that branding campaign, the library has what is referred to as an 'individual unit expression,' an element that we apply to the university branding to identify ourselves. In our case, we have a book graphic that we put on all publications—print and Web."

"The ULS developed a 'mark' and promoted it internally and externally."

"To heighten awareness and create a premium look and feel for our journal publishing service using Open Journal Systems, we decided to create a name and a brand. We named our initiative York Digital Journals to communicate that our service was intended for the entire university community. A logo, font and colour scheme was established which has been consistently carried through wherever York Digital Journals are involved. DIY: Digital Initiatives @ York; Y Space."

"Traditionally, each library has often promoted itself independently of others in the system. A campaign was

begun to emphasize the OSU Libraries brand by bringing uniformity to the look of printed pieces and Web content, and increasing use of the Libraries' university-designed logo."

"We developed a communications plan with specific goals, objectives and key messages for 13 stakeholders including both internal users (faculty, staff, and students) and external audiences (current and prospective donors, legislatures, etc.). The following steps were used to develop the communications plan: 1. Determine key stakeholders through consideration of internal and external audiences. 2. Set clear communications goals for each stakeholder group. 3. Determine communications objectives and identify key messages for each stakeholder group. 4. Identifying new and/or existing communications vehicles (tactics) to deliver messages."

"We have attempted a modest graphic identity campaign to provide cohesion to our materials and to make it easier for librarians and departments to produce small runs of bookmarks, handouts, etc. We have had to coordinate with the university's graphic identity requirements, including use of and specs for university-wide logo. I don't think it would be correct to call this a campaign, but more of a tool to make outreach activities easier and visually coordinated."

Other Comments

"Due to institutional policy, we are not allowed to individually brand the library."

"In process, all library users."

"We are just planning a branding campaign on campus."

"We do not currently have a branding campaign, our promotional effort focus on short-term (1–2 year) outreach campaigns. Our current outreach campaign is described above."

"We have not conducted a branding campaign for the Libraries as a whole, but we do name specific services in an effort to make the connection to the libraries for name recognition."

"We have not done a branding campaign."

"We haven't yet, but I think we need to and I have been pushing this idea; I hope we will have a branding retreat to develop the campaign."

82. What audience was targeted? Check all that apply. N=23

All library users	21	91%
Graduates	13	57%
Faculty	13	57%
Undergraduates	12	52%
Staff	12	52%
Potential donors	11	49%
Other, please describe	6	26%

All users	Undergrads	Grads	Faculty	Staff	Donors	Other, please describe
✓	✓	✓	✓	✓	✓	External audiences on local, national, international levels. Includes donors, potential donors, libraries, government entities, educational organizations, businesses and corporations, etc.
✓	✓	✓	✓	✓	✓	All members of the Commonwealth, since we are a state repository.
✓	✓	✓	✓	✓	✓	Media, potential faculty/ staff/ students, general public
✓	✓	✓	✓	✓	✓	
✓	✓	✓	✓	✓	✓	
✓	✓	✓	✓	✓	✓	
✓	✓	✓	✓	✓	✓	
✓		✓	✓	✓		University administration Researchers
✓	✓	✓	✓	✓		
✓	✓	✓	✓	✓		
✓	✓	✓	✓			University administration
✓					✓	
✓					✓	
✓						
✓						
✓						
✓						
✓						
✓						
✓						
✓	✓	✓	✓		✓	
	✓	✓				

83. For this activity, what channels has the library used to convey the branding message? Check all that apply. N=21

Library channels

Flyers and brochures

17

81%

Library Web site	17	81%
Posters	14	67%
Library events	12	57%
Classroom instruction	5	24%
Targeted e-mails	5	24%
Library discussion lists	1	5%
Campus channels		
Campus Newspaper advertisements	11	52%
Campus Newspaper articles	10	48%
Campus Portal	7	33%
Departmental Web sites	7	33%
Campus Calendar	6	29%
Campus TV	5	24%
Campus Radio	5	245%
Course Management System	4	19%
Campus Residence Halls/Dorms	4	19%
Campus Student Center/Dining Hall	3	14%
Faculty and student electronic discussion lists	2	10%
Web 2.0 technologies		
Social networking sites	5	24%
Blogs	4	19%
Podcasts	3	14%
Videocasts	3	14%
Wikis	3	14%
Virtual worlds	1	5%
Social bookmarking	0	—
Other	9	43%

Please describe other channels.

“Co-branding of subscription resources.”

"Generally our branding appears as appropriate in all media that we use."

"Library publications, such as the guide to the library and the library newsletter."

"Logo design and use of new logo."

"Newsletter for campus community."

"Pencils, notepads with UB Libraries logo and Web address disseminated widely and consistently."

"T-shirt, library bags, name badges."

"T-shirts are issued to the library full-, part-time, and student employees. These shirts have the tag line and represent the theme for the year."

"Variety of print publications, banners, displays, communications Web site, library store, collaborating with campus communications, etc."

84. Has the effectiveness of the branding campaign been evaluated? N=22

Yes	6	27%
No	16	73%

If yes, please briefly describe the evaluation method(s) used.

"Formal metrics involve evaluating usage statistics, meeting communications quotas with target audiences, and anecdotal evidence of impact."

"Marketing Steering Team has reviewed, ads with it have been reported as effective, staff embraced using it."

"Plan will be formally evaluated in July 2008. The success of the plan will be based upon the following markers: Increased communication (both personal and broadcast) across the board with stakeholders; Ongoing and increasing efforts to disseminate news communicating targeted messages to stakeholders; Ongoing and increasing frequency of media coverage in targeted outlets; Ongoing and increased opportunities for outreach, including, but not limited to special events, public speaking opportunities, campus, community, state and international involvement by faculty and staff; and implementation of proposed new publications."

"Somewhat. Increased attendance at events, monitoring Web hits, more mention in the media, etc."

"The effectiveness of the program has been informally evaluated. Anecdotally, we have seen a greater awareness of library events, publications, and services and our messages have been integrated more frequently into University publications and other public relations activities. We have also received a number of positive comments about library publications since the campaign was implemented."

"Use and saturation of Libraries Web site and various print publications."

85. Of the channels used above, which were most effective? N=8

"All channels noted combined for effective results."

"All efforts combined are important. Target audiences are receptive to different communications vehicles."

"Don't know."

"General awareness by logo appearing on the page."

"Library bags."

"Media relations efforts, new donor-focused print and electronic newsletter, new print and electronic newsletter for campus faculty/staff."

"Web site; printed publications; pencils."

"Word-of-mouth, Web site, visitors to the library."

86. What was most challenging about this library branding effort? N=10

"Establishing the ground work that gained acceptance of the new graphic identity by more than 400 Libraries staff."

"Finding enough time to do develop plan effectively and also we are in an interim period."

"Getting all stakeholders actively engaged."

"Getting library messages incorporated into university PR activities."

"Getting the units within to the library to buy into the brand and work through the designated channels to publicize their collections and services."

"Logo design."

"Persuading staff to wear name badges."

"Prioritizing target audiences, communications goals, and key messages."

"Restrictions and oversight by institutional offices responsible for branding."

"The Library has little control over how the logo appears on the page."

ADDITIONAL COMMENTS

87. Please enter any additional information regarding promotion activities at your library that may assist the authors in accurately analyzing the results of this survey.

Selected Comments from Respondents

"As indicated in our Strategic Plan, we are currently developing a formal marketing plan for University Libraries. While this is the first time the marketing plan has been put into writing, we do already have very organized and well thought out marketing efforts and promotional activities. The marketing plan will help to prioritize marketing activities as well as document what we're already doing."

"Donor relations has long been valued at this library, but only in the past two years has a determined effort been launched to communicate our value to the academic community (administrators, students, and faculty). Librarians have, of course, always communicated with this primary audience, often very successfully. Efforts are now underway to coordinate and unify the messages we want to convey institutionally."

"For many years, the University Libraries have understood the value of promotion—especially through a unified voice. An office responsible for promotion frees the librarians to do what they do best—develop outstanding collections and offer services to benefit the various audiences. Additionally, strategic promotion attracts private giving and helps the Libraries maintain a position of acknowledged value to the University."

"I'm not sure our survey responses accurately or fully capture the range or nature of promotional activities at our library. Our communications and development offices tend to focus on large, high-visibility events and objectives and the types of activities (e.g., major publications, media relations) that tend to accompany them. These offices also ensure that library initiatives are coordinated with university priorities and requirements (e.g., university graphic identity program, university-wide capital campaign). Survey responses reflect this orientation. Friends of the Library, which organizes and sponsors most public readings, receptions, and related events, is part of the library's development office. At the same time, 'outreach' activities of all kinds happen every day, esp. through the connections that individual librarians and liaisons have with academic departments, faculty members, participants in instruction sessions, etc. This sounds very informal and could probably use additional time and attention, but can also be quite effective. For most of our front-line librarians, these activities may well be of a higher priority than those singled out for elaboration in the survey. The communications office does regularly and gladly lend assistance to departments and actively seeks opportunities to promote services, collections, instruction, etc. For example, in the past year the office has assisted with efforts to inform patrons about new Web-based services, changes in fine structures, and specific new collections. Note regarding budget estimate (\$50,000): Figure provided includes publications, advertising, catering and other event-related expenses, branded materials, and similar. It excludes development expenses not related to specific Friends of the Library events and publications, as well as salaries for staff in the communications and development offices."

"In addition to relying on library-wide strategic initiatives to develop and implement a communications plan, the Libraries worked with University Relations, the campus-wide marketing and public relations entity, to ensure a consistent and complementary approach to university-wide marketing efforts."

"Our efforts carry both breadth (across the entire collection of 40+ campus libraries) and depth (such that we work intensely on specific efforts). While we have tried to give you a sense of the extensiveness of that effort, any

survey will only touch upon a few bits like the blind men trying to describe the elephant. We tend not to see our efforts as representing messages looking for outlets, but target audiences we need to serve. And they are many: campus constituencies—administrators, regents, faculty, students; donors; taxpayers; internal audiences—our staff and colleagues at other institutions. It is important to remember that a survey is taking a snap shot at a single point in time, while the priorities in this particular activity vary across audiences at any single point in time and across time with each of those audiences. We try not to engage in a single surge-type effort, but focus on regular, systematic promotions that are responsive to the circumstances. We also take pride in not wedding ourselves to a particular approach or message, but to treat it as a fresh effort to reach our constituents.”

“Our institution is undergoing a centralization process where four campuses are being gathered together to form ‘one university in many places.’ As a result the libraries on those four campuses are becoming ‘one library in many places.’ In the past all promotional activities were separate and each campus did their own thing. We are currently in the process of centralizing promotional activities as well, and will likely have a position dedicated to marketing for all the libraries. Because we’re in the middle of the process, our answers to this survey would likely be quite different even six months from now.”

“Our promotional campaign is fairly new. We have a new University Librarian who is extremely supportive of our outreach efforts, so we expect that our outreach, marketing, and promotion will become an emphasis at the Libraries.”

“Partnership with other departments and campus communicators has been a must in a low-budget environment. We work with the University Communications Department, the Publications and Photography department and any colleges that we might be partnering on a project to share promotion of a service or event. I write news releases of new collections or services, the release then goes to University Communications for final review and distribution to news outlets all over the state or nationally. We don’t hold a database of news outlets.”

“Promotion is but one ‘P’ of marketing. The others are: Product; Place; Price; Promotion or the 7 Ps: People, Process, Physical Evidence. All are equally important in developing appropriate library services.”

“The University Libraries had a centralized Marketing department within the Advancement Office. Our marketing for the libraries is driven by the Strategic Plan and by LibQUAL+ survey feedback. Individual libraries’ needs among the 12 member system are met as needed through informal contact of faculty and staff. A system is pending which will make marketing services more easily accessible to all libraries.”

“Regarding the Budget: This fiscal year, we do not have a separate budget for events and promotional activities, but we are moving to that budget style next fiscal year.”

“The Committee on Strategic Communications and Marketing is attempting to develop themes for upcoming years that will effectively promote the rich collections and services of the University Library. The committee also hopes to provide a structure for future marketing and communication efforts.”

“The Direction générale de la Direction des bibliothèques (General Direction of the Direction of Libraries) at our institution markets its services with, among others, the following marketing tools: Annual report; press releases published on our Web site and in the University newspapers; brochures on our services; booklets on specific collections; banners; posters; guide for Faculty; guide published specially for foreign students; inauguration activities; adds in campus newspapers and in students agenda; sponsoring of some activities; bookmarks with information on the libraries; etc.”

"The library is currently soliciting comprehensive feedback on the library's Web site. We are conducting useability testing, focus groups, card sorting exercises in addition to ascertaining best practices."

"The library plays a critical role at the heart of the university's mission of teaching, research, and outreach. Collaboration with other colleges and units on campus has been key to getting the word out and reaching our users."

"The library will be hiring a full-time marketing director in the next fiscal year. This should help focus the libraries' efforts. I doubt that, beyond LibQUAL+ surveys, activities to formally evaluate promotional strategies will be implemented due to time constraints."

"The Libraries uses the same set of promotional tools and activities for each individual service, event, collection, etc. that we promote. It's not practical to have a custom-designed promotion for each of the large number of services we promote each year. An individual news item is generated for each service, collection, etc., and then distributed through all possible channels across campus."

"This is a relatively new program that is still in the formative stages. The program plan is under development at this time."

"This library, for some time, has not dedicated staff or resources to marketing and promotion; previous efforts have been haphazard or spotty; we are moving in the direction of a more coordinated effort among our departments and university offices; the communications manager position was created and filled only in the last academic year."

"Two and a half years ago, we launched a new library magazine, which is sent to faculty members, donors, and University administrators. In addition, it is displayed in literature racks in the main library and in the departmental libraries. It is available free of charge. The magazine is beautifully designed, the articles are substantive and well written, and the publication is printed in color. We have had excellent response to the magazine."

"Very difficult to reach undergraduate students: student newspaper advertisements are expensive; student online magazine is not well subscribed; 'notebox' use is restricted. Need to use a variety of approaches."

"We are in a transitional period and have spent the last year aligning ourselves with the new university brand. We are also redesigning the library logo, the Web site, and many of our print pieces."

"We are in the process of developing a marketing plan for the Libraries."

"We do lots of press releases and calendar notices for events, new services, achievements. That has resulted in good coverage in local, regional, and national media. We do live interviews on radio. We staff tables at special events—athletics, open houses, new students programs, etc."

"We do what we can with a committee of volunteers but we don't do as much as a full time professional could accomplish."

"We need to do a better job of communications strategy. Right now we are in a reactive mode rather than setting the message and carrying through all of our communications."

"We've developed a twice-annually published newsletter geared toward Library donors called 'Bookmarks.' We've published five issues to date. It usually has 8–10 color pages, heavy on photos and interesting historical or topical articles. The last page features news from the Library Director of Development and is an effective way to spur

donor interest. The newsletter has received positive response from our target audience.”

“While we have not undertaken a branding campaign per se, we have had branding in mind over the past year as we developed a new logo and now use the logo on all library Web sites, publications, advertisements, etc. We have also created new stationery bearing the logo and have standardized the look of the stationery used throughout the library system, in all branches, departments, centers, etc. In a different arena: Providing an RSS feed from the ‘news and events’ box on the Libraries’ homepage has resulted in an increase in the number of our stories that get picked up and posted on the University Web site--an average of one a week.”

“The university’s central Office of Public Affairs is always involved in major events and activities, including high-level news releases and/or announcements. Some library news items, specifically press releases, must also be approved by colleagues in the central Public Affairs office. It is assumed that many other libraries have similar relationships with their institution’s public affairs office/staff. Promotion and marketing at the University Library is somewhat diffuse with individual units often undertaking specialized projects depending on specific needs. In many cases, however, assistance/support is requested from the Library’s central communications office. In other cases, though, no assistance is needed. More efforts and activities are being centrally coordinated, but no one office/staff person will have full control from the Library’s outreach efforts given the size and scale of activities and events. Diversity of activities and staff involvement also encourages ownership of specific projects. The Library is also currently engaged in crafting a three-year communication plan. This plan, it is hoped, will greatly influence future promotional activities.”

RESPONDING INSTITUTIONS

University at Albany, SUNY	McMaster University
University of Alberta	University of Manitoba
University of Arizona	University of Massachusetts, Amherst
Arizona State University	Massachusetts Institute of Technology
Boston College	University of Miami
Boston University	University of Michigan
Brigham Young University	Michigan State University
University of British Columbia	University of Missouri
Brown University	Université de Montréal
University at Buffalo, SUNY	University of Nebraska–Lincoln
University of California, Berkeley	University of New Mexico
University of California, Davis	University of North Carolina at Chapel Hill
University of California, Irvine	North Carolina State University
University of California, San Diego	Northwestern University
University of California, Santa Barbara	Ohio State University
University of Chicago	University of Oklahoma
University of Cincinnati	Oklahoma State University
Colorado State University	University of Oregon
Columbia University	University of Pennsylvania
University of Connecticut	Pennsylvania State University
Cornell University	University of Pittsburgh
University of Delaware	Purdue University
Duke University	Queen’s University
Emory University	Rice University
University of Florida	Smithsonian Institution
Florida State University	University of Southern California
George Washington University	Southern Illinois University Carbondale
Georgetown University	Syracuse University
University of Georgia	Temple University
Georgia Institute of Technology	University of Tennessee
University of Guelph	University of Texas at Austin
University of Hawai’i at Manoa	Texas A&M University
University of Illinois at Chicago	Vanderbilt University
University of Illinois at Urbana-Champaign	Virginia Tech
Indiana University Bloomington	University of Washington
University of Iowa	Washington State University
Iowa State University	Washington University in St. Louis
Johns Hopkins University	University of Waterloo
University of Kansas	Wayne State University
Kent State University	University of Western Ontario
Library of Congress	University of Wisconsin–Madison
Louisiana State University	Yale University
University of Louisville	York University
McGill University	



REPRESENTATIVE DOCUMENTS

Marketing Plans



www.lib.ucdavis.edu

Library Instruction Services Poster Series

Portmanteau Poster Series:

We are attempting to attract the passerby by using a familiar format, the dictionary entry, with a twist. In some cases, the dictionary terms are portmanteau words, where we combine familiar academic terms and suffixes, and then take the opportunity to match the students' potential library outcomes with a specific library service.

We are also developing 20 second mini-commercials that could appear on the Turner University Network (TUN) plasma screen in the Memorial Union near the campus bookstore.

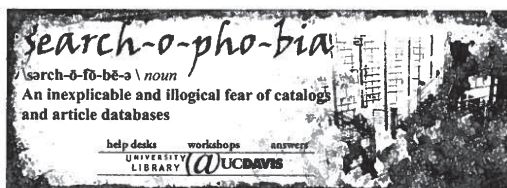
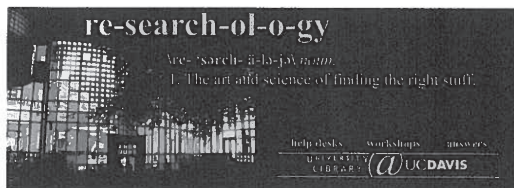
Display Locations for Posters:

We have developed a series of posters for display in the following locations:

- ASUCD UniTrans buses
- Memorial Union display cases
- Memorial Union exterior patio kiosk
- Shields Library bulletin boards
- Shields Library lobby
- Library Instruction Lab, Shields Library

Sample Posters:

Library masthead & library URL is used on all posters. Transparent versions of the masthead were used on most of the posters.

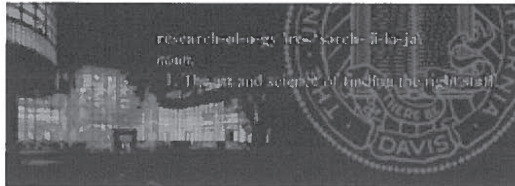


Portmanteau word:

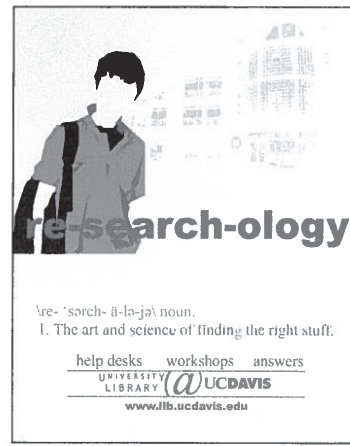
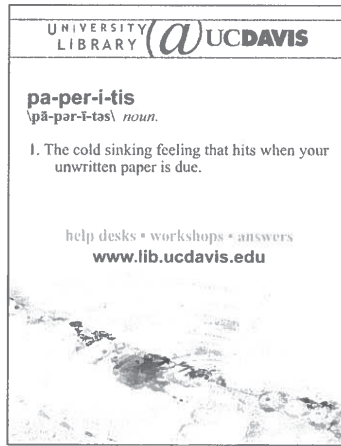
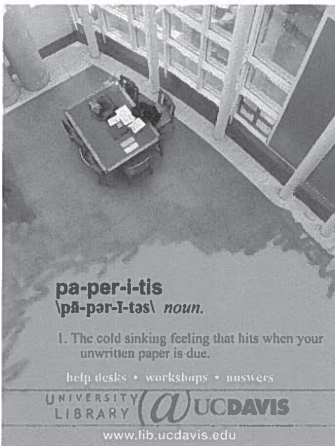
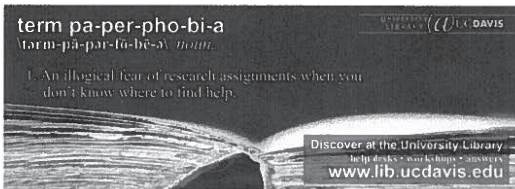
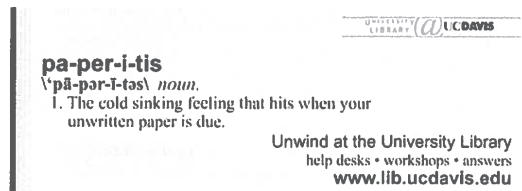
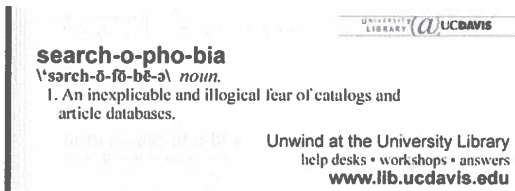
A word formed by merging the sounds and meanings of two different words, as *chortle*, from *chuckle* and *snort*. In Lewis Carroll's "Through the Looking Glass," portmanteau was used as a metaphor for "containing two words."

UNIVERSITY LIBRARY @ UC DAVIS

www.lib.ucdavis.edu



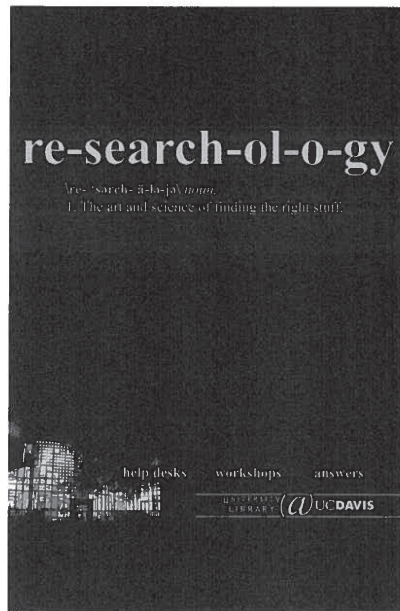
The black poster with the university seal is an earlier draft poster in the series. After reviewing the guidelines for using the seal it was decided that it was inappropriate to use it in such a way.



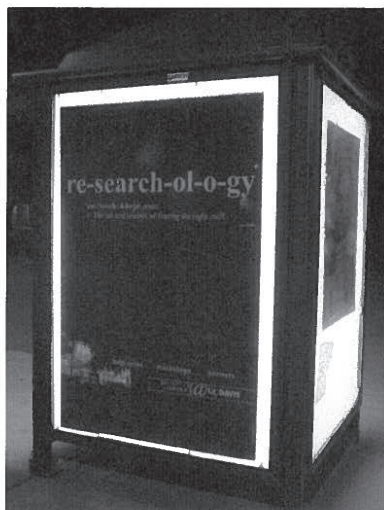
Portmanteau word:

A word formed by merging the sounds and meanings of two different words, as *chortle*, from *chuckle* and *snort*. In Lewis Carroll's "Through the Looking Glass," portmanteau was used as a metaphor for "containing two words."

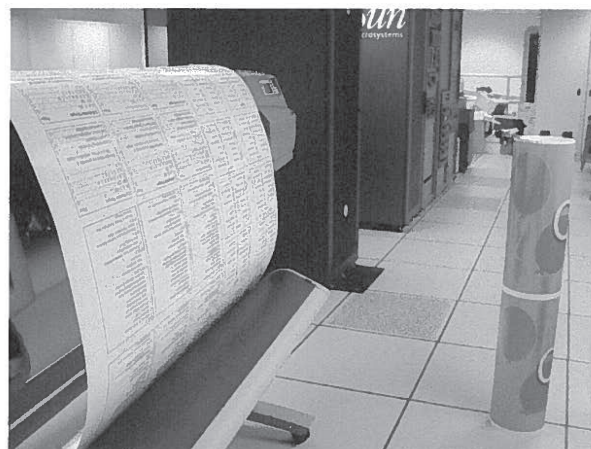
UNIVERSITY
LIBRARY  UCDAVIS



Memorial Union patio kiosk at night with backlighting.



Memorial Union patio kiosk at night with backlighting.



Posters printing on plotter (width 42 inches, any length)

Portmanteau word:

A word formed by merging the sounds and meanings of two different words, as *chortle*, from *chuckle* and *snort*. In Lewis Carroll's "Through the Looking Glass," portmanteau was used as a metaphor for "containing two words."

MARKETING COMMUNICATONS PLAN
2006 and Beyond



LIBRARIES

INDIANA UNIVERSITY
Bloomington

Preface

The mission of the IUB Libraries is to support and strengthen teaching, learning, and research by providing the collections, services, and environments that lead to intellectual discovery.

Under the heading of Promotion and Partnerships, the **IUB Libraries Action Plan** (fall 2005) identifies the following priorities:

- 1) Communicate the value of the IUB Libraries;
- 2) Develop library advocacy groups;
- 3) Secure additional sources of library funding; and
- 4) Identify, develop, and expand library partnerships.

Background

This marketing communications plan focuses on the first charge listed above: to communicate the value of the IUB Libraries. Although the IUB Libraries have developed a targeted approach to communicate with donors, communications with library users have been unformed and fluid, dependent upon uncertain resources and unclear responsibilities.

Together with the goals and objectives of the Office of External Relations and Development, this plan provides the framework for integrating the IUB Libraries' marketing communications efforts within the existing organizational structure.

This plan is not intended to be a comprehensive marketing plan, which by definition is broader in scope and would address fundamental issues regarding how, when, and where we provide resources and services to our audiences. This plan addresses the ways in which we can better communicate the value of our current resources, services, and expertise and identifies strategies to enhance the image of the IUB Libraries.

Fundamental to this plan is the understanding that communication is two-way. By pushing beyond simple promotion to include broader strategies, we will work to ensure the IUB Libraries are not only responsive, but also proactive.

Organizational Climate

Understanding the environment in which the IUB Libraries operate is essential to identifying appropriate strategies for effective marketing communications. The following characterizations guided the general direction of this report and acknowledge the factors that will influence its successful implementation.

Marketing Strengths and Weaknesses

1. Strengths (internal qualities upon which we can capitalize)
 - We offer authoritative, high-quality information.
 - We preserve the tradition of intellectual inquiry.
 - We offer extraordinarily strong collections in vast subject areas that offer diverse perspectives.
2. Weaknesses (inherent flaws; obstacles that must be overcome)
 - We do not have enough money to accomplish all of our goals.
 - We are not perceived as a whole, and there's too much compartmentalization.
 - Lack of assessment.
 - We tend not to "own problems" as a staff ("let someone else fix it.")

Marketing Opportunities and Threats

1. Opportunities (external factors that we can take advantage of)
 - Students are sponges: flexible and expandable.
 - Faculty view librarians as allies, and we participate in and support faculty teaching.
 - Administrators value effective use of resources, and we use limited resources well.
2. Threats (external factors that could cause us problems)
 - Perception that libraries are obsolete and irrelevant.
 - New programs and campus initiatives planned without the involvement of the IUB Libraries can create potential gaps between users' expectations and campus funding realities.
 - State funding is uncertain and apparently eroding.

Market Segmentation/Publics/Target Audiences

This plan focuses principally on communications with library users, defined here as the primary audience, who are the chief consumers of IUB Libraries resources and services. Communicating effectively with this segment, however, coincides with consistent and complementary strategies aimed at the core audience.

For purposes of this plan, we define the core audience as high-level influencers: staff members and supporters whose advocacy is essential to realizing our goals.

Core

- IUB Libraries employees
- IU administrators and deans
- donors

Primary

- undergraduate students
- faculty
- graduate students

Secondary

- parents
- legislators
- Indiana citizens
- peer libraries (Committee on Institutional Cooperation, Association of Research Libraries)
- other libraries (Indiana Library Federation)
- alumni
- grantors
- media

Central Messages

The following key messages describe how we wish to be perceived by our various audiences. These messages, while not intended to be reproduced verbatim, will guide our communications efforts and ensure we speak with a consistent voice.

Standard marketing practice suggests that effective marketing communications is built on the repeated delivery of simple messages over time through a variety of media.

1. The IUB Libraries provide the resources, services and environments that you need to succeed.
 - We can help you take full advantage of the vast resources we select, purchase, and manage for you.
2. We are information experts.
 - The IUB Libraries have a long and respected history of providing trustworthy, reliable, and diverse information.
3. The IUB Libraries share the teaching, learning, and research goals of the university.
 - We support all academic disciplines on campus and are essential to the academic mission.

Keywords/phrases

- reliable
- trustworthy information
- longstanding
- expert
- partner
- helpful
- consistent
- essential
- leadership
- support
- destination

These messages reinforce our unique position as the university's premier provider of information and research assistance. Use of the keywords in communications with audiences will, over time, reinforce our messages.

Goals and Objectives

Goal 1. Increase awareness of IUB Libraries resources and services.

Objective 1

Build relationships that integrate library resources within the teaching and learning that occurs on this campus.

Objective 2

Identify key resources and services and promote their use.

Objective 3

Increase visibility of IUB Libraries within campus community.

Goal 2. Convince audiences of the value of the IUB Libraries as an information provider.

Objective 1

Improve understanding that IUB Libraries select and pay for information.

Objective 2

Educate core and primary audiences about the relative values of different types of information.

Objective 3

Position IUB Libraries as the information experts.

Goal 3. Build support for institutional priorities.

Objective 1

Develop partnerships that leverage support of IUB Libraries priorities.

Objective 2

Grow support for scholarly communications initiatives.

Goal 4. Develop marketing orientation within the IUB Libraries.

Objective 1

Strengthen understanding of need for consistent messaging.

Objective 2

Engage key internal groups in marketing activities and promote broad ownership.

Objective 3

Heighten awareness of the value of statistical measurement and assessment.

Action Programs

Strategy 1: Conduct market research on primary audiences.

Tactics:

- 1.1 Analyze LibQual+ results as they relate to marketing communications.
- 1.2 Investigate other methods for audience research, such as focus group testing, online surveys. Analyze surveys already taken by Information Commons/ Undergraduate Library Services and other units.
- 1.3 Formalize input from faculty and library committees, such as BLFC, BFCLC, senior managers, and others.
- 1.4 Involve collection managers in data gathering by seeking faculty input on one- or two-question surveys presented at faculty or department meetings.

Do this now:

Identify characteristics of primary audience by collecting and analyzing demographic and psychographic information.

Create “profiles” to humanize broad audience groups (student, graduate student, faculty, and state citizens) for purposes of guiding creative strategies.

Strategy 2: Increase and standardize institutional branding efforts.

Tactics:

- 2.1 Promote use of style guide for visual and textual consistency; encourage and enforce appropriate use of IUB Libraries logo.
- 2.2 Establish procedures to review external-related copy.
- 2.3 Explore advertising venues, such as bus cards, IDS ads, and WFIU sponsorship for institutional awareness and create institutional ads.
- 2.4 Exploit current IUB Libraries services to promote brand awareness.

Do this now:

Standardize e-mail notices from IUB Libraries to reinforce IUB Libraries brand, not specific services (e.g., sirsi@libfs.iu.edu, Document Delivery Services,

OneSearch@IU Emailed Records). Where feasible, create default IUB Libraries subject lines for databases.

Purchase magnetized IUB Libraries logos for ALF truck.

Imprint IUB Libraries logo on all e-reserve documents.

Link style guide more prominently to intranet and promote its wide and appropriate use.

Initiate institutional awareness advertising campaign.

Monitor introduction of university-wide integrated image to be unveiled to IU staff in spring 2006.

Strategy 3: Leverage technologies in marketing communications.

Tactics:

- 3.1 Ensure IUB Libraries Web site remains central to communications efforts.
- 3.2 Evaluate use of blogs, podcasts, FaceBook in reaching primary audiences.
- 3.3 Maximize use of listservs (e.g., graduate student organization newsletter, departmental listservs, dean of faculty listserv).

Do this now:

Explore creation of an IUB Libraries blog. Test its implementation with a campus library or department.

Compile directory of listservs and contact information for primary audiences.

Strategy 4: Expand media relations activities.

Tactics:

- 4.1 Continue ongoing cultivation of university-wide media relations staff. Work with the IU Office of Communications and Marketing media relations team to place national-level stories in national media and to place internal stories on university Web pages.

- 4.2 Develop media presence on IUB libraries Web pages, including list of expert sources, facts about the IUB Libraries, and contact information.
- 4.3 Encourage IUL staff to submit news items for IUB Libraries News and Events features. Assist with providing internal media placements in such areas as IDS, the IU Homepages, campus radio and television outlets, and Parents newsletter.
- 4.4 Develop procedures and shared ownership of campuswide IU News calendar to include all workshops, classes, and special events.

Do this now:

List all IUB Libraries seminars, workshops, and public events on IU events calendar.

Train and encourage IUB Libraries librarians and staff to use intranet content manager for News and Events submissions.

Promote librarians' honors in IU Home Pages to reinforce their position as information experts.

Strategy 5: Target faculty influencers.

Tactics:

- 5.1 Exploit the influence faculty have over undergraduates and graduate students.
- 5.2 Provide subject librarians marketing tools for library services and resources.

Do this now:

Identify and cultivate liaisons in research centers.

Integrate librarians and subject specialists in departments and campus units by scheduling office hours in their departments.

Strategy 6: Relate research successes attributable to IUB Libraries to faculty and students.

- 6.1 Host annual event for faculty who have published books in the academic year.
- 6.2 Publicize and promote the new student research award.

Do this now:

Plan “customer appreciation” event for faculty or a subset of faculty. Identify a few faculty members who will relate research successes to their peers. Explore possibility of the event being underwritten by database vendors.

Strategy 7: Host or participate in special events targeted to key audiences.

Tactics:

- 7.1 Update special events mailing lists to include current administrators, committee chairs, VIPs, and student leaders.
- 7.2 Host yearly welcome reception for new faculty and graduate students.
- 7.3 Host events for the university community to heighten awareness and value of libraries among primary audiences.
- 7.4 Participate in university and campus events where key constituencies are present: for example, Mini University. Student Orientation Resource Fair, New Member Faculty Picnic, Mini University, GIS Day, Making IT Happen.
- 7.5 Encourage student participation as lectures, exhibitions, and film series are planned.

Do this now:

Create master timeline of library-related events and exhibitions. Unify these events with coordinated message or annual theme.

Update portable display used at fairs and events.

Encourage use of Wells Library lobby for university-sponsored campuswide events/fairs.

Strategy 8: Educate core and primary audiences about library issues.

Tactics:

- 8.1 Recruit, cultivate, and educate Board of Advisors so they can be advocates for the IU Libraries.

8.2 Provide staff development to prepare staff to be advocates for the IU Libraries.

8.3 Educate IU government liaisons and state leaders about library issues.

Do this now:

Identify key issues and challenges facing the IUB Libraries.

Recruit Board of Advisors.

Strategy 9: Assess marketing communications plan yearly.

Tactics:

9.1 Review and clarify central messages; identify upcoming services and resources to promote.

9.2 Assess efficacy of previous year's marketing efforts.

Do this now:

Form oversight committee to evaluate annual efforts.

Recognize employees' outreach efforts at annual Retirement and Recognition reception or at staff meetings.

**University of Kansas Libraries
STRATEGIC COMMUNICATONS TASK FORCE CHARGE**

1. Create a strategic communications plan for KU Libraries by:
 - a. Determining key stakeholders through consideration of internal and external audiences and noting defining characteristics.
 - b. Setting clear and measurable communications goals for each stakeholder group.
 - c. Determining communications objectives and identifying key messages for each stakeholder group.
 - d. Identifying new and/or existing communications vehicles (tactics) to deliver messages.
2. Create a timeline for implementation of the communications plan.
3. Provide a method for evaluating the plan's success.
4. Propose a plan for creating a standing strategic communications committee.
Determine committee:
 - a. Appointment terms and length
 - b. Membership recommendations
5. Present results to the Dean of Libraries no later than June 15, 2007.

TASK FORCE MEMBERSHIP

NAME	TITLE
Tami Albin	Outreach librarian
Jeff Bullington	Data Services & Government Information Librarian
Rick Clement	Special collections librarian
Deborah Dandridge	Field archivist
Bayliss Harsh	Undergraduate Initiatives Coordinator
Sarah Goodwin-Thiel	Digital initiatives
Sarah Kanning	Instructional Outreach Coordinator
Jana Krentz	Head of International Programs
Holly Mercer	Coordinator of Digital Content
Rebecca Smith, Chair	Public relations and advancement director
John Stratton	Librarian for business & public administration
Julie Waters	Coordinator of Science and Technology Council

STRATEGIC COMMUNICATIONS COMMITTEE RECOMMENDATIONS

As part of its charge, the strategic communications task force provided the following recommendations for a standing communications committee:

Committee charge:

- Advise the public relations director in communications, marketing and public relations activities
- Play an editorial advisory role for publications development
- Share insight into stakeholders
- Share information, news and events pertinent to the communications plan and the public relations director's role
- Work closely with the University Library Committee when appropriate

Committee structure:

- Public relations director will serve as committee chair
- Committee will be comprised of approximately 10-12 members
- Members serve staggered two year terms
- First meeting planned for early August 2007

Membership

- Committee will be comprised of individual library faculty and staff who regularly interact with stakeholders and/or engage in outreach or communications activities.
- Ex officio members will include IS assessment/external relations coordinator, a library student employee and a friend or current donor.
- The committee should ideally contain representation from:
 - Spencer and branch Libraries
 - Reference
 - Instruction
 - Liaisons
 - Digital initiatives
- Potential members will be recommended by the public relations director and approved by the Dean of Libraries.

Job Descriptions

The University of Chicago Job Description

Department Title: Director of Communications

Title/Rank: MARKETING MANAGER

Requisition No.: 076743

Department: 454770000-Library Office

Division: Library

Reports to: Judith Nadler, Director

Job Code: 8631-34

General Summary:

Direct the Library's efforts with regard to overall communications strategies. Develop and implement a comprehensive communications plan that creates maximum visibility and recognition of the Library as a national leader among academic libraries and a partner in the University's research and teaching programs. Position reports to the Director of the Library.

This is a three year appointment.

40% Communications:

Create and maintain a strategic communication plan and program for the Library which conveys a consistent and appropriate content-based image to various audiences and allows for sufficient flexibility to accommodate the diverse needs and activities of the Library.

Develop a communications plan for the Library that supports identified goals; consult with stakeholders to identify needs, objectives and design approaches; develop and implement branding strategies and design standards; ensure quality and appropriateness of institutional marketing/communications activities.

Provide strategic communications counsel to the senior leadership of the Library and provide guidance to and coordination with other organizational units in the implementation of institutional communications and marketing strategies.

Coordinate surveys, evaluations and assessment of the Library's external communications activities.

Develop strategies to attract external funding.

Coordinate with The University of Chicago Communications Office for the development of story ideas, the preparation of press releases, the arrangement of press coverage, and the management of external media relations.

Essential Functions:

35% Programming:

Develop, coordinate and execute events in consultation with Library staff and in collaboration with the Library Development Office, with the goal of publicizing the Library's collections locally and nationally and/or encouraging a sense of community and the exchange of ideas on the Chicago Campus. Develop and promote an image of the Library as the place all members of the University have in common.

Actively seek, coordinate, and implement programming opportunities with other departments, programs and groups on campus and beyond, with the goal of increasing the Library's visibility and involvement in the life of the University. Coordinate programmatic efforts with Library Development to stimulate donor cultivation and to ensure that appropriate donor recognition objectives are achieved.

25% Publications:

Direct and coordinate the Library's external publication program, print and electronic, which encompasses Libra (a bi-annual newsletter for the faculty and University community), the Library annual report, and entries in various University publications, national directories, and occasional publications. Oversee the creation and revision of Library publications, print and electronic, ensuring that all materials produced for public use reflect a uniform standard of visual representation and the Library's graphic identity. Conceive, develop, and oversee projects to market the Library through note cards, posters, and other promotional items drawing on materials from the collection.

Other Functions:

Qualifications:

Bachelor's degree required; MLS degree from an ALA-accredited program and/or a relevant graduate degree preferred; at least seven years of progressively responsible communications experience required; experience working effectively with staff to achieve multiple strategic objectives required; experience working in an institution of higher education and/or an academic research library preferred; proficiency with computers required; ability to organize, establish objectives and priorities and achieve goals in an organizational environment committed to outreach required; quantifiable management, motivational and pragmatic consensus-building skills required; strong interpersonal skills and the temperament to work effectively with a wide variety of constituencies, both inside and outside the organization required; effective written and verbal communication skills required; comfortable working in a decentralized organizational environment required; good knowledge of graphic design and marketing strategies and knowledge of current trends in information technology and their applications to communication strategies required; knowledge of current and emerging communications and marketing issues and trends applicable to educational institutions preferred. A cover letter, resume and reference contact information are required to be considered for this position.

Mental Demands:

Ability to organize, establish objectives and priorities and achieve goals in an organizational environment committed to outreach; management, motivational and pragmatic consensus-building skills; strong interpersonal skills and the temperament to work effectively with a wide variety of constituencies, both inside and outside the organization; effective written and verbal communication skills; comfortable working in a decentralized organizational environment; good knowledge of graphic design and marketing strategies and knowledge of current trends in information technology and their applications to communication strategies.

Physical Demands:

Ability to sit for long periods of time.

Posting Date:

07-27-2007

Disclaimer:

The above statements are intended to describe the general nature and level of the work being performed by people assigned to this job. They are not an exhaustive list of all duties and responsibilities associated with it.

Signatures:

Employee's Signature

Date

Supervisor's Signature

Date



COLORADO STATE UNIVERSITY LIBRARIES

Position Description

Assistant Director of Development and Communications

Responsibilities: The Assistant Director of Development and Communications will work with the Dean, the Director of Development, and libraries personnel to develop, execute, and continually monitor the effectiveness of University Libraries' public relations and marketing strategies, serve as the marketing coordinator, oversee library publications, and participate significantly in Web site development and integration of marketing messages.

The Assistant Director will also work with the Director of Development in planning and implementing a comprehensive program to build relationships and generate support from alumni, friends, foundations, and corporations in addition to other assignments delegated by the Director and/or Dean. This position reports to the Dean of the Libraries.

Marketing Duties

- Develop a marketing plan for the Libraries that aligns with the organization's strategic plan to increase public profile, use, and support of the organization and manage associated budget.
- Coordinate, lead implementation, and continuously monitor the organization's brand identity.
- Direct periodic marketing research to assess constituent needs and organizational effectiveness.
- Devise and implement specific communication strategies and marketing communication materials to support various programs and services of the organization.

Publications Duties

- Serve as editor of major library publications including *Stay Connected* (published quarterly) and *Library Connection* (published biannually).
- Working with appropriate library personnel, develop publicity materials for programs, exhibits, events, and services including Ram Welcome, home coming, and others.

Web Communication Duties

- Working with the Web Developer, participate in the development of the Libraries' Web site and integrating consistency and marketing messages as appropriate.
- Develop and manage organization's giving, news, mission and goals sub sites.
- Working closely with appropriate libraries personnel, develop and serve as editor of online library publications.

Development Duties

- Develop promotional strategies and printed materials for major library development events.
- Oversees and directs annual giving activities for the college. Responsible for creating and designing mass mailings, tracking responses, researching biographical data of participants, and filling requests of participants.
 - Liaison to Call-A-Ram Program: Responsibilities include coordinating tours for the callers and preparing college related material for the drive.
- Writes development proposals for foundations and corporations and identifies grant opportunities as assigned by the Development Director.
- Coordinates the Writers on the Plains program.
- Assists in stewardship activities and cultivating relationships with donors, potential donors, foundations, and corporations.
- Researches, compiles, and analyzes information pertaining to the major giving potential of foundations, corporations and individuals by organizing data from electronic databases and communication with department personnel.

Qualifications: Required: Bachelor's Degree preferably in marketing, journalism, English, communications or related field. Minimum 3 years experience in publications and copy writing. Minimum 1 year of fundraising experience. Experience with publishing software (InDesign, Illustrator, Photoshop, Acrobat) and HTML. Excellent interpersonal and communications skills, ability to set priorities, coordinate multiple projects, and work effectively with diverse groups.

Rank and Salary: Full time, administrative professional with an annual salary of \$47,000. Insurance benefits are provided through a "cafeteria" allocation; administrative professionals may select from several options for medical, life, dental, and personal disability insurance, as well as retirement plans; 24 days of vacation and 15 days of sick leave annually; optional deferred compensation.

THE UNIVERSITY OF IOWA LIBRARIES
IOWA CITY, IA

POSITION DESCRIPTION

Name of Incumbent:
Position/Department: Coordinator, Public Relations
Position Status: 70% Time/ 28 hours per week
Current Rank: Program Associate I

General Responsibilities

Designing, initiating, and implementing communications strategies, projects and events to inform the UI campus and the public of the collections, services, activities, and accomplishments of the University of Iowa Libraries and its staff. These responsibilities are conducted in consultation with the University Librarian, the Director of Development for the Libraries, and other Libraries' staff as appropriate.

Specific Responsibilities

1. Write, edit and issue announcements, press releases, articles and other communications regarding the Libraries of a public relations nature, serving as liaison to the University News Services.
2. Supervise production of special promotions for current and prospective donors as defined by the University Librarian in consultation with the Development Director. This includes, but is not limited to, the writing, and editing of Bindings, the donor newsletter; other articles as needed; mailings and marketing projects that target specific donors or alumni groups.
3. Work with Development Advisory Board members on advancement projects and events. Cultivate Board member input, viewpoints and participation as appropriate.
4. Develop event themes/focus, budgets, schedules and marketing plan; oversee event implementation.
5. Serve as ex-officio member of the Main Library Exhibition Committee, working with committee members to encourage the creation of high quality exhibits.
6. Serve as Chair of the Public Relations Advisory Committee. Work with members to develop PR ideas, prioritize, PR-relevant activities and collect feedback about the public relations program.
7. Serve as advisor to Libraries' Webmaster by providing leadership in enhancing the quality of the Libraries web presence and coordinate the development and enforcement of policies regarding websites that offer information about the UI Libraries and its services.
8. Develop a public relations activities plan, adapting it over time to evolving needs and public expectations.
9. Provide professional advice and consultation services to library staff concerning public relations issues.
10. Serve as liaison to University Relations and Collegiate External Relations Group.
11. **Civil and Respectful Interactions:** Demonstrates respect for all members of the University community in the course of performing one's duties and in response to administrators, supervisors, coworkers, and customers.
12. **Diversity and Inclusion:** Welcomes the richness of talent from a diverse workforce and recognizes that diversity brings stimulation, challenge, and energy that contribute to a productive and effective workplace.
13. **Leadership Accountability:** Represents the interests of the University and of unit leadership in the use of resources to meet service and productivity demands within unit goals and budgets; strives to promote continual process and quality improvement.
14. **Learning and Professional Development:** Seeks opportunities to enhance one's own professional knowledge, skills, and abilities as they relate to one's current position and/or to prepare for potential future roles and overall career development.

Promotional Materials

UBC LIBRARY

LIBRARY FRIENDS

Library

SPRING 2007



*Koerner Library:
A hub of activity
at UBC.*

KOERNER'S BIRTHDAY

Ten Years Young

It's been quite a journey for Koerner Library – one that's included wretched weather, earthly tremors, an avian birth, sleepovers and a Royal Visit. And throughout it all, the Library has been defined by excellent resources and services for users across the spectrum.

A decade ago – on March 10, 1997, to be exact – the Walter C. Koerner Library opened its doors to thousands of faculty, staff, students and community users. At the time, then UBC President David Strangway noted that “the services and resources available to students and the community have dramatically expanded.”

As the Library has adapted to changing times, this sentiment remains intact. “Ten years ago, Koerner opened with a mission to serve as a cutting-edge library for its users,” says Peter Ward, University Librarian

pro tem. “That remains our mission today, and it is one that we are carrying out thanks to our talented staff and an exceptional facility.”

The building was named in honour of Walter Koerner, a long-time supporter of UBC and its Library. His many contributions included serving as a founding member of Friends of the University Library, and providing funds for the development of Koerner Library and the Main Library's south wing expansion.

continued on page two...



3 Message from the University Librarian

4 Interview: Stephen Toope – Part 2

6 The Big Picture

7 Community Support

8 Profile: Janice Kreider

SPRING 2007 FRIENDS
UBC LIBRARY



Ten Years Young

continued from page one

A majestic view from the seventh floor of Koerner Library.

Koerner Library, also known as the green jewel, has become one of the most recognizable and renowned sites on the UBC campus (indeed, it's the University's most photographed building).

With a façade that resembles an open book, the Library is a stirring visual site. It was designed by Architectura in collaboration with Arthur Erickson, the renowned Canadian architect.

When it opened, the \$24-million building totalled 17,200 square metres, including 7,000 square metres of new construction and 10,200 square metres of renovated space from Sedgewick Library, its predecessor.

The contents are equally impressive. Koerner houses material in more than 45 subject areas for the Humanities and Social Sciences.

Its resources include more than 1.2 million volumes, more than five million microforms and an exceptional collection of more than 200,000 maps.

About 80 employees work at Koerner, which is the busiest library on the Point Grey campus. It currently serves about 11,000 undergraduate students, more than 1,500 graduate students and about 470 faculty members in the Humanities and Social Sciences. However, its reach extends further; Koerner serves the entire campus and its full range of disciplines. The Library receives about 33,000 visits a week, and staff answer 54,000 questions annually.

Koerner was, and remains, a pioneering branch. For example, during the past decade, it was the first library in the UBC system to offer self-checkout machines; the first to provide wireless access; the first to feature group study rooms; and the first to offer extended studying hours to 1 a.m. during exam periods.

As with any long-standing institution, Koerner has experienced its share of intriguing incidents.

For example, the move into the building in December 1996 – which involved the transfer of more than 600,000 volumes from the Main Library, to be integrated with the Sedgewick collections – was beset by a legendary snowstorm, and the Library also endured an earthquake in the late '90s.

A baby seagull was born on the outside balcony on the 7th floor, where it remained until it could fly on its own. And last semester, two girls with sleeping bags were found in Koerner at 6 a.m. – apparently the result of a sorority dare!

But perhaps the most special events took place during the Royal Visit to UBC in October 2002, made as part of a Canadian tour in celebration of Her Majesty Queen Elizabeth II's Golden Jubilee. One of the highlights included a ceremony on the plaza outside Koerner featuring the Queen, Premier Gordon Campbell and then UBC President Martha Piper. In addition, His Royal Highness Prince Philip, the Duke of Edinburgh and the Queen's husband, visited Koerner and spoke with UBC students.

Doubtless, many more memories will take shape as Koerner enters its next decade, and many more innovations will be featured within its walls to support the learning and research needs of users.

Happy birthday, Koerner!

UBC Library will celebrate the 10th anniversary of Koerner Library on May 2, 2007 at Cecil Green House. For more information, please contact Shakeela Begum, UBC Library's Director of Development, at 604-822-8926 or shakeela.begum@ubc.ca.

For more information about Koerner Library, please visit <http://www.library.ubc.ca/koerner>

FROM THE UNIVERSITY LIBRARIAN

A home to many talents



Peter Ward
University Librarian
pro tem

Welcome to *Friends*, UBC Library's newsletter. Along with the latest updates, this edition provides an in-depth view of the people and processes that make the Library a world-class, research-intensive organization.

It's also an organization that needs to deal with change – in all sorts of ways – on a regular basis. Change in the Library's leadership is no exception, and I'd like to share some of the recent developments that have occurred in this area.

Near the end of January, University Librarian Catherine Quinlan announced that she intended to step down in mid-March, having accomplished many goals. On behalf of all UBC Library staff, I would like to thank Catherine for her unstinting work since she was appointed as University Librarian in 1997.

My role, too, has changed. Since December 2005, I have served as the Interim Deputy University Librarian. After Catherine announced her resignation, I agreed at the Provost's request to serve as the University Librarian *pro tem*.

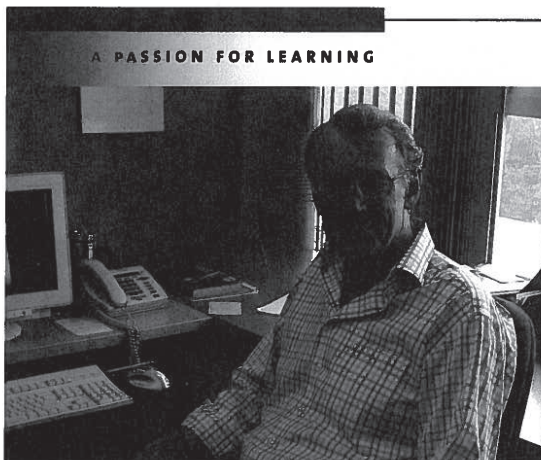
I first joined the Library in December 2005 in a temporary role on a secondment from the Faculty of Arts. With this latest appointment, I will remain with the Library's administration for a lengthier period, although my position remains an interim one. In the longer term, the University plans to hire a permanent University Librarian.

That said, I'm delighted to have this opportunity, and at the moment I'm deeply preoccupied with the Library's affairs. During my many years at UBC in the Department of History (see sidebar for details), the Library has always stood at the centre of my professional life. Since joining the Library I've had the pleasure of discovering it from the inside.

As a result, I've gained a better understanding of the Library's work and a deeper appreciation of the many contributions made by staff. Above all, I've learned about the deep commitment that people bring to their work in the Library every day.

Having worked here for well over a year, my strongest impression is that the Library is home to many talents, talents that have supported our past accomplishments, talents that will be invaluable to us as we move ahead. We have every reason to be optimistic about our ability to attain our future goals, among them the opening of phase two of the Irving K. Barber Learning Centre, enhanced cooperation with other academic libraries in B.C., and the definition of shared objectives through broad discussion across the Library community.

I look forward to building on our past successes as we work together to deal with the rapidly changing research library environment. I am confident that the energy, talent and vision of our staff will help UBC Library meet the challenges and grasp the opportunities that lie ahead. ■



A PASSION FOR LEARNING

Peter Ward, recently appointed as the University Librarian *pro tem*, brings a lifetime of learning to his role. He obtained his Bachelor of Arts and Master's degrees from the University of Alberta and his PhD from Queen's University.

Professor Ward joined UBC's Department of History in 1973. In 1991, he was appointed as Head of the Department, and in 2003 he was appointed as Associate Dean, Strategic Initiatives in the Faculty of Arts.

His scholarly interests include Canadian social history and the history of health in the modern West.

Professor Ward has authored and edited numerous books, articles and proceedings. His major works in Canadian history include books on the history of the anti-Asian movement in B.C., the history of courtship and marriage in 19th-century Canada, and the history of domestic space in the Canadian home. He has also published a comparative study of newborn size, women's reproductive health, and economic change in Western Europe and North America between the mid-19th century and the 1930s.

SPRING 2007

UBC LIBRARY

FRIENDS

INTERVIEW: STEPHEN TOOPE - PART 2

“Libraries have a real future”

Given that Stephen Toope is a reading buff, it's not too surprising that he speaks with passion about libraries, learning and research.



“I think libraries are still inspiring”

—Stephen Toope, UBC President

His enthusiasm comes across in the following conversation, which is the second part of an edited interview with the UBC President shortly after his installation last September (for part one of the interview, please see the Fall 2006 issue).

Here, Toope discusses the roles of UBC Library and the Irving K. Barber Learning Centre, talks about his earlier experiences at McGill and offers some thoughts on the future of the academic library.

Q Do the Library and Learning Centre have a role to play in terms of the recruitment of new students and faculty?

A Certainly, for faculty, there's no question. Because faculty will come to a place where they think that they can get the materials to work on. A person who works in a lab wants his or her lab to be fully equipped. Someone who works primarily in the Library needs the Library to be fully equipped. Some of that is just the collections that are physically held here. But increasingly, that is also: what are the areas of online access that we have, what subscriptions do we have, what electronic databases do we have access to. All of those things are fundamental for the success of a researcher. So I think that that does matter for recruitment. And it is noted that UBC is one of the strongest libraries in the country, and that matters.

I had a wonderful conversation

with a student at UBC Okanagan. She was a student who had been at Okanagan University College, then moved to UBCO with the transition. She said the single greatest difference for her was that all of a sudden she had access to UBC Library. And she said that it just completely changed her educational experience – because all of a sudden, researching papers, etc., was so much more rewarding for her. She'd been frustrated before – she knew there was stuff out there, and she just couldn't get it. And now she can get it, and that was great.

So I would think that that's highly relevant for a student. Again, not just the materials, but whether or not we're doing a good job in mentoring students, helping them to understand how they gain access and process materials – that is fundamental as well. So I do see that as relevant to recruitment. Because I know that when you don't have it, you've got a problem. In a sense, for a great university, it's a bottom line – you just are expected as a recruitment vehicle to have strong library resources, both in terms of staffing and in terms of collections.

Q You were the youngest dean at McGill University's Faculty of Law, and you led what was then the largest capital campaign in Canadian law faculty history. That resulted in the rebuilding of the McGill Law Library – how was that experience?

A It was fabulous. We had been talking about building a library for about 15 years. We knew it was desperately needed. So I really do see the difference it makes when you have good facilities and when you don't.

We had to obviously go through the whole planning process, all the user committees, etc., which you've all been going through with the Barber Learning Centre. But I actually found it tremendously inspiring. Because one had to try to think

through what the library should look like 25 years from now, not what it was going to look like on the day that it opened. And so there were some obvious things, such as an expansion for collections.

But then the less obvious things were to think through the extent to which, in that case, legal periodicals and legal publications would continue to be in printed form, and how much would go online, did you need to collect cases in the same way that we'd done historically. We had loads of really interesting intellectual discussions about the nature of collecting, and archival materials. How do you treat archival materials? And also rare book collections. We had a very good rare book collection. How do you properly treat that – do you want to continue collecting in the rare book area, and why do you do that? Plus the actual architectural questions. We knew, for example, that more and more students worked in teams for projects, etc., so the library had to be designed so there was more access to spaces where students could work together without disturbing other students.

Then of course there's the whole fundraising challenge. And we raised every penny from private resources – there wasn't a penny of government money in that building. And that was really interesting as well, to connect with our own graduates, people who had been very successful.

I found it an absolutely fascinating process, and I enjoyed it. Not to say there weren't some frustrations – there were (laughs).

Q Did that experience at McGill inform how you view the prospects here for the Library or the Learning Centre?

A Yes, in the sense that it made me realize that there's been a lot of,

I think, rather loose rhetoric about how libraries probably weren't going to be as important in the future, because we were all going to sit at home and get everything on our computer terminals. That just isn't true. We still need libraries fundamentally, I think. Partly because libraries are also places to be. They're not just repositories of collections. When they're well-designed, libraries are also places where students want to spend time and professors want to spend time. There's an ambience. If well-designed, there's a possibility of working together, you're not sitting in your own dorm room or what-not, but you're working with other people if you have access to those kinds of facilities.

And there are still, as I said, many disciplines where you've got to be able to go and pick a book off a shelf, or have a robot find it for you. We're still going to be reading and interpreting novels, we're still going to be reading monographs in political science and sociology, and we're not going to read it all online. I don't think that's going to change for a long time. Short articles presenting scientific information from highly ranked journals, sure, that's changing. A lot of that may now be subscriptions online or database access rather than hard copy collections. But I became convinced in that whole process around building the new library that libraries have a real future.

Q Any other thoughts on the role of academic research libraries in the 21st century?

A Only to emphasize three things: One, libraries not just as collections, but as places where you gain access to services and mentoring around information.

Secondly, libraries as places to be. And so the physical environ-

ment is, I think, fundamentally important. We can all, I'm sure, think back – especially people who have had the privilege to go to older universities, which I have – to those moments when you're sitting in one of these beautiful rooms and you're surrounded by centuries of accumulated knowledge and wisdom. It's inspiring, and I think libraries are still inspiring.

But we have to move on, and so the old reading room concept may no longer be the principal focus for the library, it may be that we need small study rooms, so that two or three people can be talking about things, working on projects, etc. So we have to think about space differently.

And then lastly, I still think that despite the proliferation of new technologies, there are many disciplines in which traditional hard copy library holdings will remain relevant. So we shouldn't be afraid of collecting those things.

Q Lastly, aside from briefing notes, what are you reading at the moment?

A I'm going through a José Saramago phase, he won the Nobel Prize a few years ago. I read *Blindness* a while ago, and I just finished reading *Seeing*. It was wonderful, I really enjoyed it very much. And I've also just read Myriam Toews's *A Complicated Kindness*.

I never stop reading. I have to say that even when I'm extraordinarily busy, for me, at least a small part of every day I want to be reading some novels or history or poetry or something like that. That's important to me. It may only be 15 minutes before I fall asleep – if I'm lucky it's half an hour or even an hour. But that's something that's always been part of my life. ■

PROFILE: JANICE KREIDER

A Life in Libraries

It's been quite the career for Janice Kreider, one that has led her to both coasts of North America as well as stints in England and France.



Janice Kreider, Assistant University Librarian at UBC Library, predicts an exciting future for libraries.

Now, after decades with UBC Library, Kreider – the Assistant University Librarian for Collections & Technical Services – is preparing to bid farewell to her professional life and embark on new journeys.

Although Kreider, 64, has worked at UBC Library for nearly 25 years, the time has passed swiftly. "When you're challenged, it's interesting – time goes very fast," she says. "Unfortunately so, in some ways, because it's been great."

An accidental occupation

That said, librarianship wasn't a chosen calling for Kreider, who grew up in northwestern Ohio.

After receiving her undergraduate and Master's degrees in math from Goshen College and Indiana University, respectively, Kreider arrived at a turning point. She didn't want to keep pursuing math studies; at the same time, a friend recommended that she take a few library science courses.

She did so, and ended up obtaining her Master's in Library Science

from Indiana University in 1968. "When I look back, I realize I always had this great urge to read everything that was in front of me," she says.

Kreider began her career as a Physics and Astronomy Librarian at New York's Columbia University. She spent ensuing years accompanying her husband J. Evan Kreider (currently UBC's Associate Dean of Arts) to various academic postings, and came to B.C. in 1975.

Seven years later, Kreider arrived at UBC Library, where she remained for the rest of her career. Her positions included Science/Engineering Bibliographer and Coordinator of Collections, and she took on the role of Assistant University Librarian in 1999.

During her time at UBC, Kreider also spent three years overseas in London, Oxford and Paris.

Not bad for an accidental occupation – even though Kreider recalls getting a bit bored with librarianship shortly after she entered the profession. "But I haven't been bored since," she adds. "And that's not only because I've had more responsibility;

it's because it's simply more interesting with all the online content and new ways of doing things."

The next juncture

Indeed, technologies such as CD-ROMs, online catalogues and resources, integrated library systems and e-journals have redefined the role of librarians.

Although the vocation has changed and adapted, Kreider feels more big shifts lie ahead – especially in the burgeoning area of search technologies and their influence on young users.

"I think we're at another juncture, and in a way I'm sorry to leave the profession at this time because it's going to be very exciting," she says. "The challenge for libraries now is to get their search interfaces into really good shape and out there where the users are. As well, librarians will be getting more involved in selecting materials for preservation, likely in a digital format, materials that could otherwise be lost in the future." ■



www.library.ubc.ca

FRIENDS

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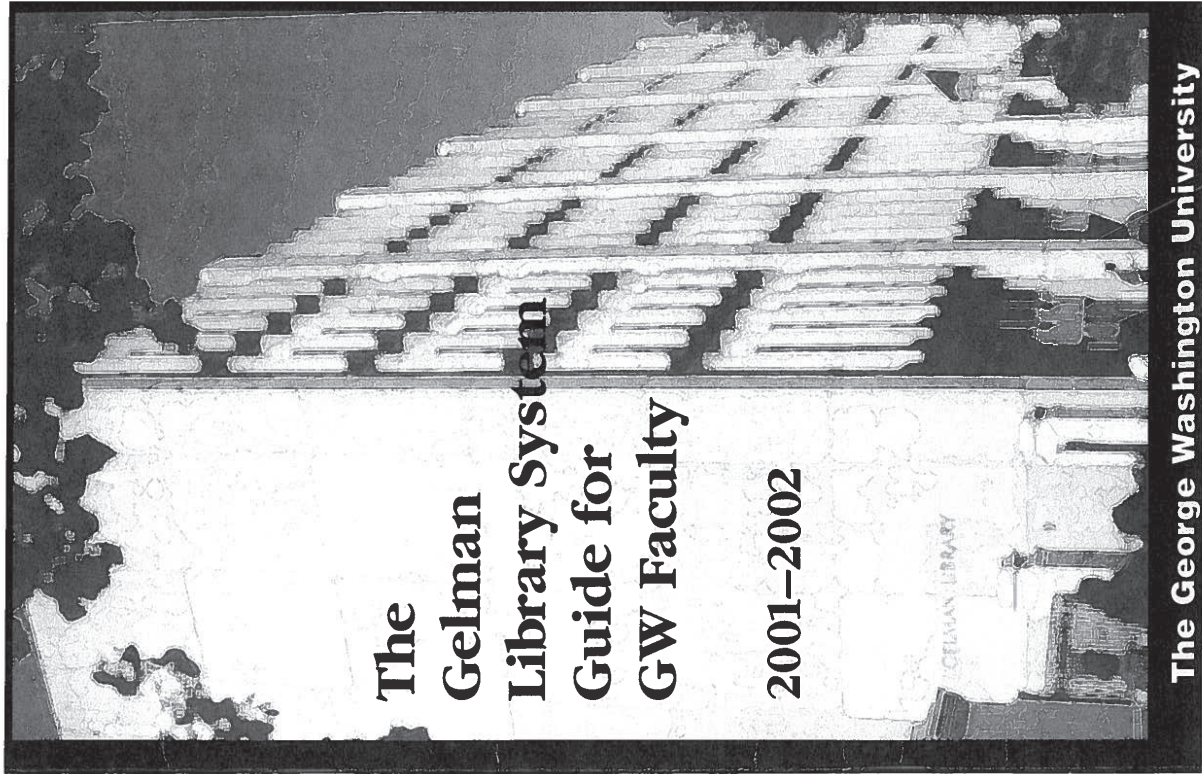
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The Library



G50405 (8/01)



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Periodical Services

The Gelman Library acquires periodicals (magazines, journals, and newspapers) to support the University curriculum and research subject areas. Many of the periodicals in the Library collection, *The New York Times* for instance, have been preserved since the 19th century or earlier. The WRLC Libraries Catalog lists the titles of the periodicals in our collection. ALADIN databases include many **periodical indexes**, which can expedite your periodicals research.

Periodicals are published in several different formats (hard copy current and bound older issues, microfiche or microfilm, or electronic) and are located in several places (Periodicals Room, Microforms Room, WRLC Center). Check the WRLC Libraries Catalog to find where the issues of a particular periodical are located.

The Gelman Library has some **full-text newspaper and journal articles** in electronic format from as early as the 1980's; full-text printing is supported.

Faculty Borrowing Policy for Gelman Library Periodicals

Faculty may borrow periodicals for 24 hours (until Periodical Services closes the next day). Borrowed periodicals **MUST** be returned to the third floor Periodicals Services Department; otherwise fines will be assessed. (Students may not borrow or remove periodicals from the Library; however, they may use periodicals within the Library in any of the study areas.)

Teaching Assistants and Student Assistants may have **Faculty Authorized Borrowing (FAB) Cards** for proxy faculty borrowing at the Library. Please contact the **Circulation Desk at (202) 994-6840** regarding obtaining the Faculty Authorized Borrowing Cards.

Please call the **Periodicals Services Department at (202) 994-0575** if you have any questions or concerns.



Reference and Instruction Services

REFERENCE

The Reference and Information Desk staff, on the first floor of the library, provide assistance for in-building use. Here you can find answers to your questions about collections and services, as well as assistance with use of the computers and databases. Please refer students to this desk for help with library research. Reference staff will make special arrangements to accommodate class assignments if we have advance notice. Please contact Judy Solberg at (202) 994-1374 or at judy@gu.edu to make special arrangements for library research assignments.

Ask a Librarian is a service that provides reference assistance via e-mail to users who are doing research from their office or home. If you have a question about using the library, need a specific piece of information or are not sure how to begin a research project, click on the **Ask a Librarian** link on the Gelman web site or go directly to the form at www.gu.edu/gelman/ref/askus.cfm. Questions received during the week are answered within 24 hours. Questions received on Friday through Sunday are answered by 5:00 p.m. on Monday.

Research Appointments offer a one-on-one session with a librarian. Librarians will demonstrate new databases and interfaces, as well as provide advanced research assistance. To make an appointment, please call the Reference Office at (202) 994-6049. Research appointments are also available for students. Faculty are encouraged to refer students having problems with research to the Reference Desk to request a Research Assistance appointment.

The Reference Collection includes materials in print, microfiche and electronic formats. Faculty recommendations for the reference collection are welcome. Please contact Samuel Ben-Gad at (202) 994-1353 or at samuelb@gu.edu with your suggestions for additions to the reference collection.



INSTRUCTION

Classroom Instruction sessions offer students the opportunity to learn how to effectively use the library and its resources. Faculty may schedule an instruction session with a reference librarian throughout the year. Sessions can be held in the library or a librarian can come to your classroom. Instruction sessions can be tailored to specific assignments or provide an overview of the on-line databases, web and other resources associated with a subject area.

Some of the research skills we teach include:

- How to use ALADIN to locate books and articles.
- How to search the Web for factual information and statistical data.
- How to evaluate electronic, Web and print documents.
- How to distinguish between scholarly and popular materials, and when to include them in a research paper.
- How to find primary documents located in archives, museums, and other repositories in the Washington, DC area.
- How to find specialized materials within broad disciplines, such as English, Sociology, Political Science and others.

To schedule an instruction session, please call (202) 994-6049 or send an e-mail to train@gwu.edu. Please contact the library at least two weeks prior to the date you would like to have the session.

Customized Research Assistance appointments with Gelman Librarians are available for faculty. Individual, small group and department-wide research appointments can be scheduled. Research appointments can take place in either your office or the library. Possible topics for a research assistance appointment may include:

- Faculty orientation to the Gelman Library resources and services
- How to evaluate and cite Web resources
- Cybercheating
- Locating grant resources on the Web
- Locating primary documents
- Locating print and electronic government information
- Locating economic and demographic information

To schedule a customized research appointment, please call (202) 994-6049 or send an e-mail to train@gwu.edu.



Special Collections/University Archives

Rare, archival and certain materials with a particular connection to The George Washington University or Washington, DC are housed in the Special Collections Department and University Archives. All materials designated "SPEC" in the WRLC Libraries Catalog must be requested and used in the reading rooms of the Special Collections Department.

Special Collections is located on the second floor of Gelman Library in Suite 207. A major focus of the collections is the social, economic, political and cultural history of metropolitan Washington, DC as reflected in manuscripts, books, maps, photographs and other materials. The records of the Freedmen's Bureau, Lusk real estate publications and maps, archives of the neighborhood associations, the Greater Washington Board of Trade records, papers of several DC Council members (present and past), the Jim Graham/Whitman Walker collection, The Dance Archives of the Greater Washington Region, and the Jewish Community Council of Greater Washington's records give some idea of the scope of our Washingtoniana.

Examples of non-Washingtoniana in the collections include publications of the current faculty; the political cartoons of Clifford Barryman, who worked for the Washington Star and Post from the 1880's to the 1940's; a collection on the history of printing and the book arts; and the archives of the American Association of University Professors.

Special Collections bibliographies are available in the reading room, as are finding aids to manuscript collections. Check the Gelman Special Collections web site for a list of finding tools: www.gwu.edu/gelman/spec.

The University Archives is located on the seventh floor of Gelman in suite 702. In addition to housing The George Washington University archival collections, it also has historical documents and memorabilia of the Foggy Bottom neighborhood. University Archives includes a distinctive museum collection, including the Memorabilia Room on the first floor of Gelman and the Kiev Judaica collection and reading room on the seventh floor. A series of informative publications regarding archival

r e f e r e n c e a n d i n s t r u c t i o n s e r v i c e s



Georgia Tech Library, the intellectual center of campus, is much more than just a quiet place to study and access books. Our goal is to make you feel welcome while meeting your needs for state-of-the-art technology, expert research assistance, collaborative study spaces, exhibit space, a café and much more...

Georgia  **Library and**
Tech **Information Center**

The Circulation Department offers many services for the students of Georgia Tech.

Come to Circulation if you need to:

Checkout materials such as books, reserve items, videos and DVDs, wireless cards, digital cameras, digital camcorders, and tripods.

Check your library account.

Watch a course video.

Get help finding a book.

Order a GIL Express Item.

Pickup a Recalled or Requested Item.

Pickup an Interlibrary Loan Item.

Print in large format.

And much more.

Policies for Students:

As a GT Student, you may checkout books for a period of one semester. You may also renew those items for two additional semesters unless the items have pending recalls on them.

A recall is when someone else needs the item and asks that it be returned.

Students are guaranteed 21 days from the original checkout date. After that time, any item is subject to recall.

If an item is recalled, a new due date is issued and an email is sent to your GT email account.

Failure to return a recall item by the new due date will result in fines of \$2.50 per day, per item.

As a student, you have the right to recall any item in the General Collection that has a status of "charged" in the Library GIL Catalog. You may either recall online or you can call or stop by the Circulation Desk and we will do it for you. Patrons are guaranteed 21 days with an item. Items that have been checked out for more than 14 days should be returned in about a week. Items that have been out less than 14 days should be returned by day 21. An email is issued to your GT email account when an item is available for pickup. You may also check your account online.

If you have any questions, you may contact us at (404) 894-4500 or circrep@library.gatech.edu.

GIL Express

GIL Express is a service offered at all libraries within the University System of Georgia (USG). The service allows students, faculty and staff access to all eligible circulating material at all 34 USG libraries. GIL Express is available to all eligible USG patrons through both an on-site (walk up) service and an online requesting service via the Universal Catalog. The GIL Universal Catalog is a single database of information that is created from the individual library collections of the University System of Georgia's 34 member institutions, the Gwinnett University Center and the Georgia Archives (State of Georgia). This catalog contains over six million volumes, of which approximately 60% are held only by a single library.

ILLiad Interlibrary Loan

To obtain materials that we do not own, an InterLibrary Loan service is also available to currently enrolled students and currently employed faculty and staff.

- Most loans and photocopies are free. However, you are responsible for any charges in excess of \$25.00 per item.
- Delivery can range from a few days to several weeks, so allow enough time when requesting material. If you need something in a hurry, indicate a specific deadline. You are still be responsible for charges in excess of the \$25 per item limit, even if the material is received after your deadline.

You can use this service to obtain:

- Photocopies and loans of books, theses, articles, conference papers, etc. from other libraries or commercial vendors.
- Dissertations from other schools.
- Audio-visual materials. We will do our best to borrow these for you, but many libraries will not lend them or will lend them with restrictions.

If you have any questions contact Information Delivery at (404) 894-4511.

THE COMMONS

The West Commons is a learning environment that combines cutting-edge technology, research tools, and expert assistance from OIT staff and Library faculty and staff.

The West Commons includes:

- 80 productivity workstations
- 22 multimedia workstations
- Scanners
- Printing stations (black-and-white or color)
- Presentation Rehearsal Studio
- Information Services Desk

The Resource Center on the ground floor of the Library provides many services under one roof.

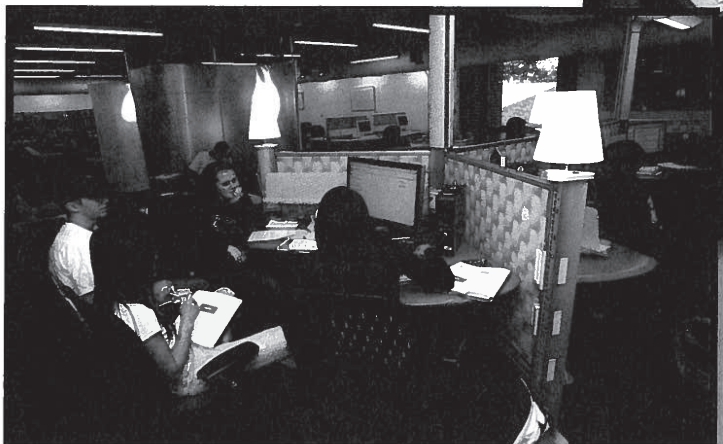
The Resource center includes:

- Walk-in computer support provided by OIT
- Media Conference Room (video conferencing, recording and meeting space)
- Success Program's 1-To-1 Tutoring
- Undergraduate Academic Advising
- Graduate Fellowship Assistance

The East Commons is a mixed-use, dynamic space designed on the advice of students, faculty and staff.

The East Commons includes:

- Theater and exhibits that showcase exceptional research and creativity from the Georgia Tech community
- 30 group workstations with 24 " monitors
- 6 walk-up workstations
- Printing stations (black-and-white or color)
- Jazzman's Cafè offering coffee, sandwiches, frozen drinks, baked goods and more
- Social areas for students, faculty and staff to meet, mingle and collaborate
- Flexibility study and leisure spaces
- Circulation and Reserves



Georgia Tech LIBRARY and INFORMATION CENTER

<http://www.library.gatech.edu>

SERVICES & RESOURCES

- ◆ Information Services/Reference Desk and Circulation open during all library hours
- ◆ Presentation Rehearsal Studio available (reservable at Information Services Desk or online)
- ◆ Library Research Classes offered each semester
- ◆ Librarians available for in-depth research assistance
- ◆ Course materials available through Reserves, primarily in electronic form
- ◆ Over 5 million books, technical reports, government documents and maps
- ◆ Over 20,000 e-journals, 250 databases and 30,000 electronic books provided by the Library
- ◆ Self-service access to other Georgia library resources using "Gil Express"
- ◆ Access to books and articles from other libraries using the Interlibrary Loan Service
- ◆ Access to library resources on and off campus
- ◆ Fax service, lockers, and vending machines
- ◆ Generous checkout periods
- ◆ Security provided during all library hours
- ◆ Camcorders, digital cameras, digital voice recorders and laptops available for checkout

STUDYING

The Library offers both dynamic engagement spaces (1st & 2nd floors) and quiet study areas (all other floors). A newly renovated 1st floor East—loaded with individual and group workstations, comfortable seating and study spaces, a small café, casual reading materials, and GT students' works.

COMPUTING

- ◆ Library West Commons (1st floor West)
Over 100 workstations plus a Multimedia Center
Software & hardware support; PRISM account activation and resets
- ◆ Library East Commons— group workstations in 2 mini-clusters
- ◆ OIT Walk-in Support: Resource Center (Library ground floor)
- ◆ Walk up ports & wireless access throughout the Library
- ◆ Wireless cards, USB drives, DVD burners, calculators, webcams and headphones available for check-out
- ◆ B&W and color printing available
- ◆ Public print bins- for files sent to the central printers at Printing and Copying Services (Library ground floor)





Hours

The Main Library opens at noon on Sundays and remains open until 6pm on Fridays; Saturday hours are 9am - 6pm. Holiday and intersession hours vary.

Important Numbers

Information Services/Reference
404-894-4530
Circulation/Reserves
404-894-4500
Architecture Library
404-894-4877

Have a question? JustAsk!

- Ask! in person  Visit the Information Services Desk on 1st floor West
- Ask! email  Check the Library's website for email icon
- Ask! phone  Call the Information Services Desk at 404-894-4530
- Ask! chat  gtlibref (AOL, Yahoo), gtlibref@hotmail.com(MSN)

Research Librarians are available by appointment for in-depth research assistance

July 2007
Georgia Tech Library and Information Center

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HOW TO ASK FOR HELP

What is it about raising your hand in class, approaching an information desk, or asking for directions? Some people are hardwired to avoid such perceived embarrassments at all costs.

- 1) Don't be shy. The libraries on campus are places where it's definitely okay not to know the answers. (Don't confuse libraries with classrooms, where your professors will expect much more from you, especially on test days.)
- 2) Remember that you don't even need to know exactly what to ask. Read your assignment and ask yourself what you think your instructor wants you to learn. Even though it might feel like you're just jumping through hoops, there's usually a point to it. Usually.
- 3) Choose a method that's most comfortable for you. Ask for help in any of the following ways:

- phone*
- e-mail*
- online chat*
- instant messaging*

Use the "Ask a Librarian" link on the IUB Libraries Web site to connect with our librarians online.

- 4) Face your fears. Face-to-face is often the best way to ask for help because sometimes a "back and forth" exchange needs to happen. This method is particularly useful if you don't know exactly what you need.

HOW TO FIND BOOKS IN WELLS LIBRARY

IU has one of the largest collections of books in the country. They're not hard to find in branch libraries like the Education Library or Fine Arts Library, but people entering the Wells Library always want to know: Where are all the books?

- 1) Make it your goal to find **A** book, **not THE books**.
- 2) Evaluate your options. You can go it alone and look in IUCAT, the online catalog, to find the call number and which library has your book. You're probably better off asking for help at any library information desk. Either way, after a few adventures in the stacks, you'll learn your way around.

Explore the upper floors of the East Tower or any of the libraries on campus and you'll find books. In the Wells Library alone there are over 4.6 million of them. Assuming an average of 9 inches per book, laid end to end, they'd extend from Bloomington to Washington, D.C. Or, if you're headed west, to Council Bluffs, Iowa.

- 5) Find Academic Search Premier and other databases in the Resource Gateway on the Libraries Web site. Articles there are free because the IUB Libraries buys online subscriptions for you and other members of the academic community.
- 6) Repeat after me. "I will never pay."

The 4th floor of the West Tower in the Wells Library has presentation practice rooms where you can practice your speech in private, record your speech, or review your recording. The rooms are available for two-hour increments on a first-come, first-served basis. Sign up at the main desk in the Information Commons.

HOW TO SURVIVE YOUR FIRST PRESENTATION. AND YOUR SECOND. AND YOUR THIRD...

Seems like presentations are the new tests nowadays. To prepare you for "the real world," professors in most academic disciplines are more frequently requiring you to beef up your public speaking skills. Better get used to it.

- 1) Organize your thoughts. Create an outline using full sentences, but don't write every word you'll say.
- 2) Practice.
- 3) Record yourself. Watch the recording. Try to be objective, or better still, ask a friend to offer critical advice.
- 4) Practice again.

IU Survival Guide: Libraries Edition

The number one fear of Americans is public speaking, according to a survey published in *The Book of Lists*.

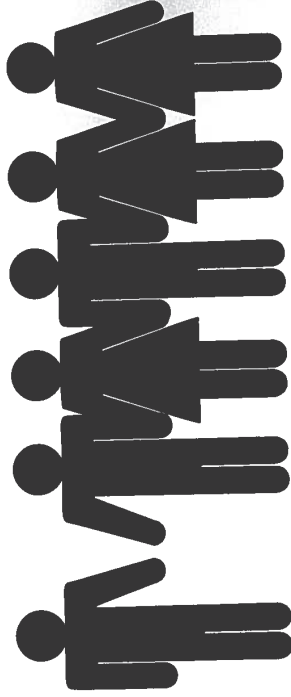
- 5) Before the presentation, take a deep breath. Shake your arms to relieve tension. Remember to smile.
- 6) If something doesn't go as planned, don't freak out. The rest of your presentation will go much more smoothly if you just relax, laugh at yourself, and move on.

HOW TO AVOID BEING LATE FOR CLASS

A campus as big as IU Bloomington can be difficult to navigate even if you've been here a while. When you're new, you sure don't want to draw attention to yourself by arriving late to class.

- 1) Give yourself enough time to get there. Factor in variables such as weather, traffic, disorientation, and running into friends. The only constant is the distance from Point A to Point B. In the beginning, the hardest part is finding Point B. (See How to find your way around campus without looking lost.)

Oh, Crap! Crisis Management



SUPPORT SYSTEM

The campus is filled with people to help you. True, you may not want their help, or you may not feel comfortable asking for it, but sometimes you just have to reach out. This food chain (right) shows the order of relative comfort for most help-seeking undergraduates.

Source: common sense

TRAVEL TIME BETWEEN IUB BRANCH LIBRARIES

Walking time in minutes (20 minutes/mile)	Business SPEA	Chemistry	Education	Fine Arts	Geography & Map	Geology	Herman B Wells	HPER
Business/SPEA	10.02	9.96	5.09	10.79	3.82	3.16	4.84	
Chemistry	10.02	10.81	5.06	3.54	7.92	9.35	5.28	
Education	9.96	10.81	8.31	13.98	11.96	6.81	9.81	
Fine Arts	5.09	5.06	8.31	6.74	4.33	4.43	1.54	
Geography & Map	10.79	3.54	13.98	6.74	7.62	11.13	6.09	
Geology	3.82	7.92	11.96	4.33	7.62	5.92	3.01	
Herman B Wells	3.16	9.35	6.81	4.43	11.13	5.92	5.17	
HPER	4.84	5.28	9.81	1.54	6.09	3.01	5.17	
Journalism	8.05	2.81	11.47	3.83	2.92	5.34	8.20	3.24
Life Sciences	11.33	2.25	10.00	6.24	5.55	9.77	10.07	6.90
Lilly	6.68	4.44	7.04	1.98	7.08	6.30	5.14	3.40
Neal-Marshall Black Culture Center	6.50	6.81	4.73	3.59	9.58	7.50	3.93	5.10
Optometry	14.75	4.79	13.38	9.70	6.33	12.66	13.73	10.07
Simon Music	10.76	5.66	6.13	6.36	9.19	10.67	8.47	7.70
Swain Hall	13.09	3.39	13.89	8.33	3.38	10.45	12.70	8.25
University Archives	12.67	4.36	15.15	8.44	1.91	9.52	12.86	7.93

IU Survival Guide: Libraries Edition

YOU	ROOMMATE	CLASSMATE	ADVISOR	LIBRARIAN	INSTRUCTOR
Journalism	8.05	11.33	6.68	6.50	14.75
Life Sciences	6.81	4.44	7.04	4.73	13.38
Lilly	1.98	3.59	9.70	6.36	8.33
Neal-Marshall Black Culture Center	2.50	8.59	4.38	7.82	8.50
Optometry	7.27	3.06	5.42	9.87	2.39
Simon Music	8.17	9.87	2.39	9.87	2.39
Swain Hall	8.17	9.87	2.39	9.87	2.39
University Archives	2.39	9.87	2.39	9.87	2.39

Other Staff to Know

The Center for Educational Resources
Presents

Spring
08



BITS and BYTES



We invite you to join us every Thursday from
1:00 to 2:00 for our

Spring 2008 Workshops

How it works

- Come to the CER with your lunch
- Learn about new technologies in an informal, relaxed environment
- Have a cup of coffee on us

6 new workshops and the return of your favorites!

Introduction to Second Life - 4/17/08

Have you heard the chatter about Second Life (SL)? Wondering what the hype is all about and why an immersive 3-D, virtual environment might matter in higher education? CER staffers will present a demo of SL, teleport you to interesting sites (a reconstruction of the Sistine Chapel, for example) and discuss how SL is being used by faculty and students in university settings.

Introduction to RefWorks - 4/24/08

Join us for a brief overview of RefWorks, an online database for your citations that is free to the JHU community. We will demonstrate how to move citations into a RefWorks account, organize them for insertion into manuscripts, and automatically generate in-text citations and reference lists.

GPS in the Classroom - 5/1/08 (3:00 - 4:00)

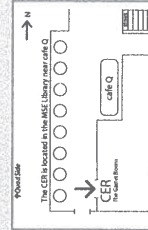
Global Positioning System (GPS) is a widely accessible, government-constructed satellite navigation system that permits users to identify any object's latitude, longitude and altitude anywhere in the world, 24 hours a day, under any weather conditions. Learn how GPS has been used to enhance a variety of Hopkins courses.

Are there topics you would like to explore?
Feel free to call or email us.

We always welcome your suggestions.

To Register

- Go online to - www.cer.jhu.edu
- or call - 410-516-7181



Designed by Reid Sczerba



BITS and BYTES
Spring '08

To Register

- online - www.cer.jhu.edu
- or call - 410-516-7181

Schedule for Spring 2008 Workshops

Podcasting 101 - 1/24/08

Need to get your message out? Come learn how podcasting can help! This session will provide an overview of how to create a podcast and post it online. A description of podcasting services around the university will also be shared.

Using and Teaching with Tablet PCs - 1/31/08 (3:00 - 4:00)

Tablet PCs are traditional notebook computers with the ability to process digital ink by writing with a stylus. Instructors like them because they can annotate PowerPoint presentations or other file formats right on the screen. Outside the classroom, Tablet PCs are also useful for grading, creating lecture material, and capturing meeting notes. Come see how the Tablet PC can be used in your course.

J-Share: Keep Your Files Online, Share If You Like - 2/07/08

Explore the many features of JShare. Store files online and access them from any internet computer. Share files with the public, individuals, or groups. Send email attachments of unlimited size. Use JShare to publish your own personal website. Advanced topics, such as WebDAV access, group permissions, and versioning will also be covered.

Google is More Than Searching - 2/14/08

Google adds new features almost every week. This session reviews some of Google's free tools and services, focusing on Google Maps, Earth, Gmail, Notebook, and Documents. All of these tools are easy to use and can streamline online tasks - and they all work together for even greater benefits.

Intermediate Photoshop Tips - 2/21/08

Photoshop is a powerful, professional-grade image editor that enables you to take control of your images. We'll present techniques for practical image editing. A basic working knowledge of Photoshop's main features is preferred but not necessary.

Effective PowerPoints without Common Errors - 2/28/08
PowerPoint is easy to learn, but prone to presentation error. Participants will learn how to structure slides to complement their presentations, incorporate audio and video clips, and present data effectively. Time permitting, attendees can bring their PowerPoint files for critique by the presenters.

Communicate Online withlluminate and Skype - 3/6/08
This session explores two different tools for online collaboration.lluminate is licensed by JHU and can simulate the full breadth of a classroom experience online, requiring only a browser. Audio, video, PowerPoint, desktop sharing, polling, and chat are combined into an integrated presentation. Skype is a communication product that provides a personal, one-on-one experience. You may have heard about Voice Over IP (VOIP) - come see it in action!

Teaching Students with Disabilities - 3/13/08
Universal design is the concept of designing products and environments that can be used by all people, regardless of disability, without the need for adaptation or specialized equipment. This session discusses how to apply the principles of universal design to learning environments to maximize all students' access to course content: lectures, classroom discussions, online classes, group work, handouts, Web-based instruction, and internships.

Search Google Like a Pro - 3/27/08
Find exactly what you want more quickly than ever. Learn the inside tips and tricks to make Google work for you. We will cover some of Google's searching tools, such as map and image search. Gmail accounts available for all.

Bringing your GPS data into ArcGIS - 4/3/08
Learn the power of spatially representing GPS data using Geographic Information Systems. This session provides an overview of ArcGIS and demonstrates how to blend local maps and aerial photography with hand collected GPS data. Library support for GIS and GPS will be described.

Unicorns, Mermaids and Minotaurs: Finding Rare/Unique Material for Your Classes - 4/10/08
Join Special Collections curators for a discussion and demonstration of how rare books, manuscripts, maps, sheet music, and other exotic and rare treasures can be used in your classroom.

[More on back - View other workshops on next page](#)

Worldwide Digitization Project Features Works from KU Libraries

KU Libraries recently joined the ranks of several other prestigious universities in participating in the Digital Scriptorium project. The Department of Special Collections at KU's Kenneth Spencer Research Library has digitized 1,000 medieval manuscripts and documents, and 770 images from its extensive collections.



These fragments, part of Latin religious work written in copied on parchment in a single hand, are from the 12th century in a papal bull held at the Spencer Research Library. The fragments are digitized and added to the Digital Scriptorium.

The Digital Scriptorium
Learn more: www.scriptorium.columbia.edu

Christopher Budd: From Watson to Washington

In 1979, Christopher Budd, an undergraduate student in fine arts, architecture and interior design at the University of Kansas, was assigned to design a public service position in the Watson Library Resource Room. The assignment was to design a strategic planning division of a major international architecture firm, build a comprehensive infrastructure, and create contemporary work environments.

Budd has found memories of his time at KU in a great book, *Bylines*, at the University of Kansas. *Bylines* is a collection of articles from the *Journal of Modern Art* Museum of Modern Art.

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Building Budd: From Watson to Washington

of STUDIOX, an architecture firm with additional offices in San Francisco, Los Angeles, and New York City. STUDIOX specializes in innovative architecture and interior design for government agencies worldwide.

Budd has found memories of his time at KU in a great book, *Bylines*, at the University of Kansas. *Bylines* is a collection of articles from the *Journal of Modern Art* Museum of Modern Art.

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Budd, "Working at the library was a great experience... I remember so many things."

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Read our former cover of *Bibliophile*. Libraries and Athletics Team Up for KU READ Posters The Collier Collection KU and the Digital Scriptorium



Mary Ely: Dana & Sue Anderson
Enhancing KU Libraries' collection of African American research materials

Dana and Sue Anderson, longtime KU Librarians with significant African American research materials which will support studies of the region's historical African and Asian American documentation program.

The Andersons have made many gifts to KU Libraries, including a research through the regional African American in Kansas collection. The Andersons have made many gifts to KU Libraries, including a research through the regional African American in Kansas collection.

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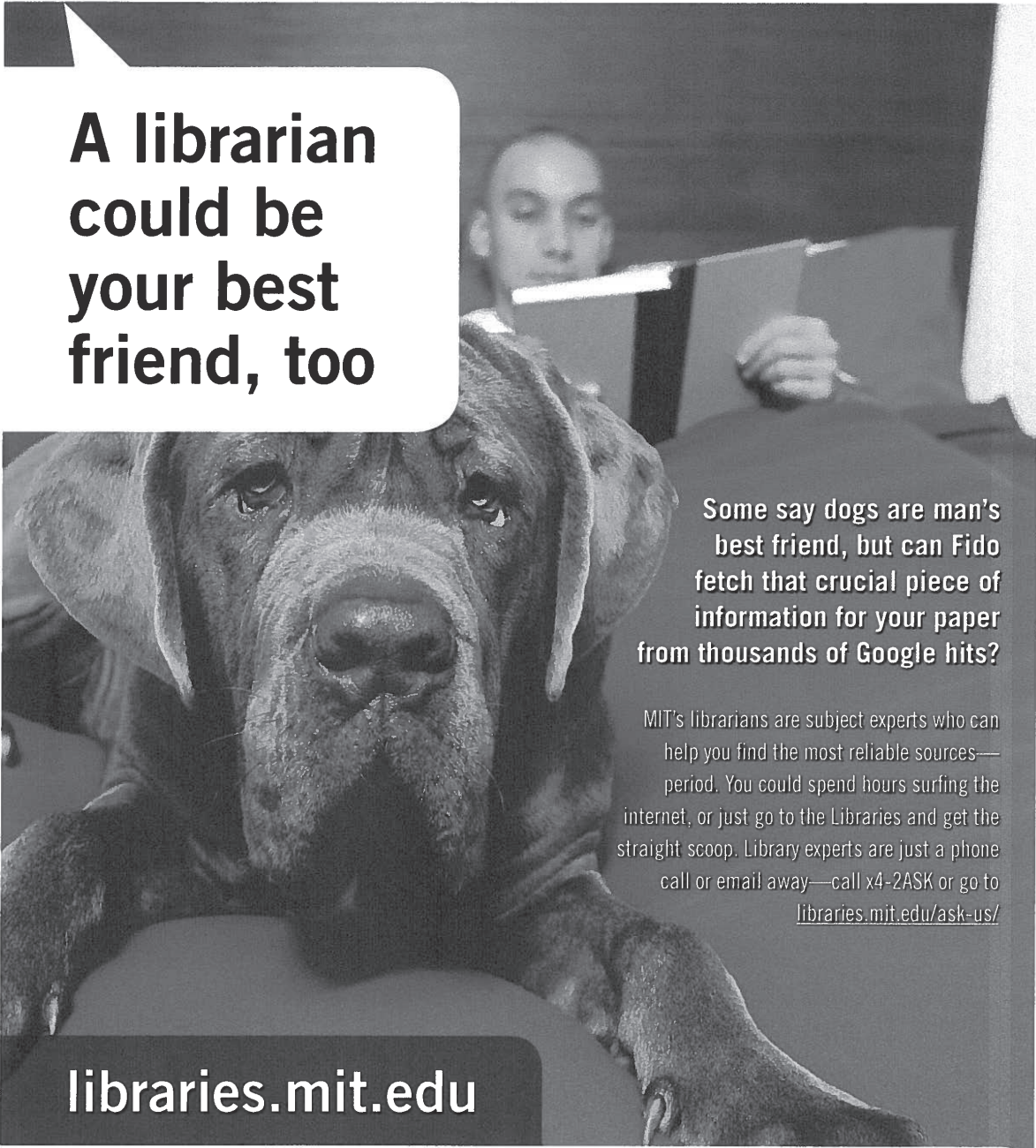
Read our former cover of *Bibliophile*. Libraries and Athletics Team Up for KU READ Posters The Collier Collection KU and the Digital Scriptorium

No Dreams Deferred

The Dana and Sue Anderson Endowment Fund for KU Libraries is a tribute to a friendship that began in 1971 when the Andersons moved to Lawrence, Kansas. The Dana and Sue Anderson Endowment Fund for KU Libraries is a tribute to a friendship that began in 1971 when the Andersons moved to Lawrence, Kansas.



The University of Kansas



**A librarian
could be
your best
friend, too**

Some say dogs are man's best friend, but can Fido fetch that crucial piece of information for your paper from thousands of Google hits?

MIT's librarians are subject experts who can help you find the most reliable sources—period. You could spend hours surfing the internet, or just go to the Libraries and get the straight scoop. Library experts are just a phone call or email away—call x4-2ASK or go to libraries.mit.edu/ask-us/

libraries.mit.edu

Aero/Astro 33-111
Barker Engineering 10-500
Dewey E53-100

Hayden 14S
Humanities 14S-200
Lewis Music 14E-109

Lindgren 54-200
Rotch 7-238
Science 14S-100


MITLibraries



Vera and Barton aren't just a crazy love match

These crazy kids enjoy searching for great books and journals together, and long walks on the beach.

Meet Vera and Barton the Libraries' favorite couple! Vera, short for "Virtual Electronic Resource Access," provides instant access to thousands of online databases and e-journals. And Barton, the Libraries' online catalog, allows you to search for books and other resources from all the MIT Libraries. Just go to libraries.mit.edu and this dynamic duo will help you quickly find the information you need.

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Rotch 7-238
Science 14S-100

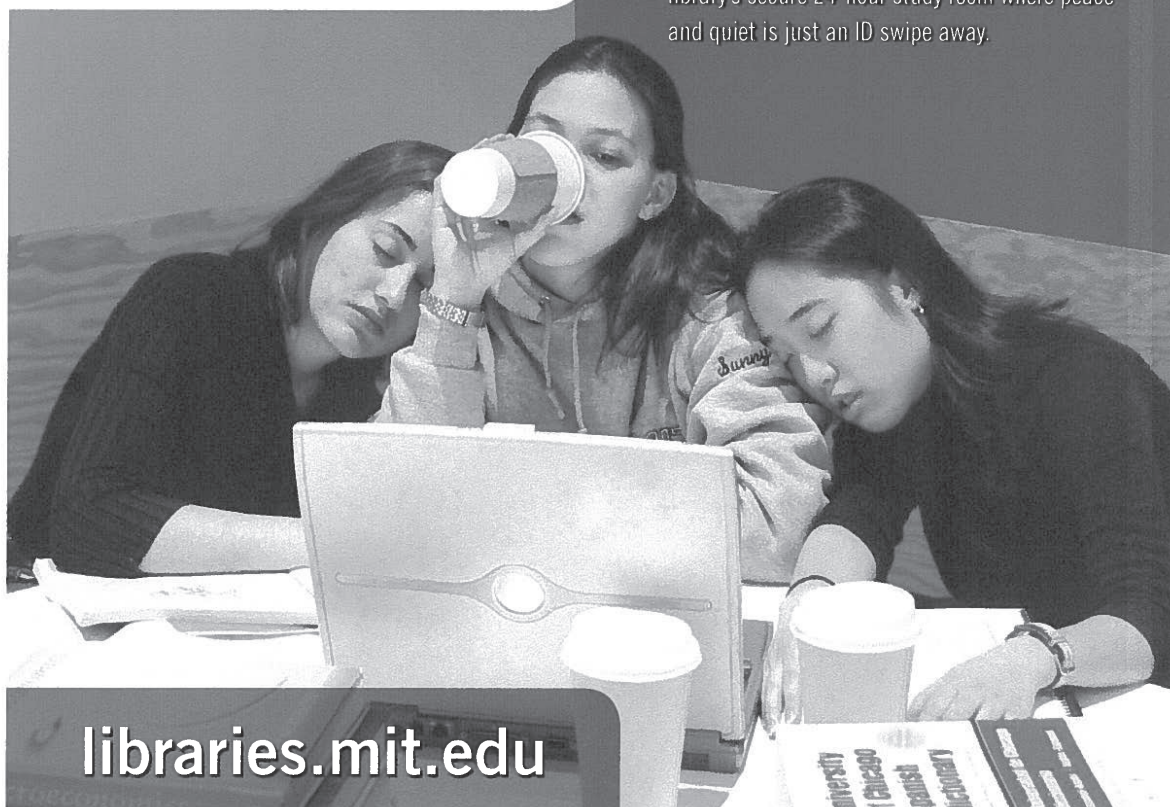


MITLibraries

Library resources are awake when you are

Whether you're cranking out a paper at 3 a.m. or just need a late-night change of scenery—wake up and discover the sweet resources of the Libraries.

Online full-text journals, O'Reilly handbooks, and databases like Web of Science, Compendex and more, are accessible 24/7 from any dorm room. Just go to libraries.mit.edu or visit Hayden library's secure 24-hour study room where peace and quiet is just an ID swipe away.



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MIT Libraries

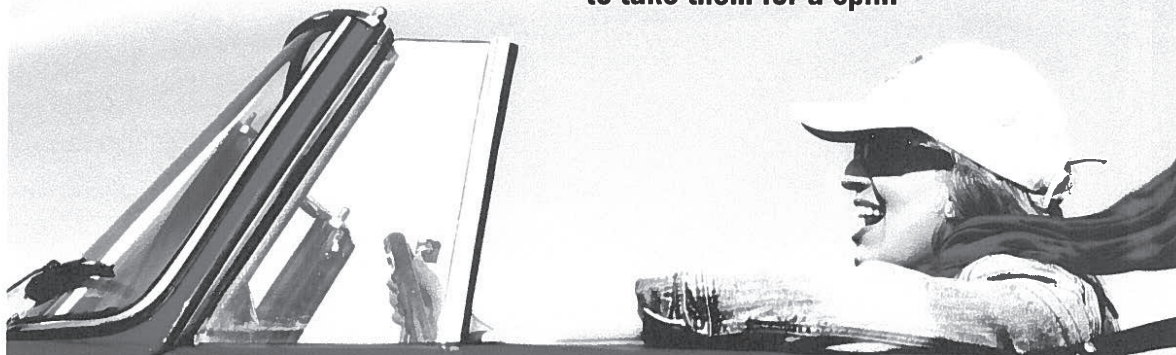
Test drive our new web tools

**Take off with new tools that make
online research quicker, easier and
more fun!**

The MIT Libraries are trying out new tools like

- A Firefox toolbar that allows you to quickly search the Barton catalog, Vera, Google Scholar, and the SFX FullText Finder
- An online business and economics research advisor,
- A virtual book "browser,"
- RSS feeds for new books and more.

**Go to <http://libraries.mit.edu/betas>
to take them for a spin.**



libraries.mit.edu

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MITLibraries

Our space is your space



When dorm life turns out to be a little more social than expected, come over to the Libraries where you'll find a peaceful oasis from the everyday hustle.

Each of MIT's libraries offers plenty of space to stretch out and make yourself at home—individual study spaces and even rooms for group study. And if you do your best work at sunrise, turn to the Libraries' virtual spaces. Your friends Vera and Barton are always there to help you at libraries.mit.edu.

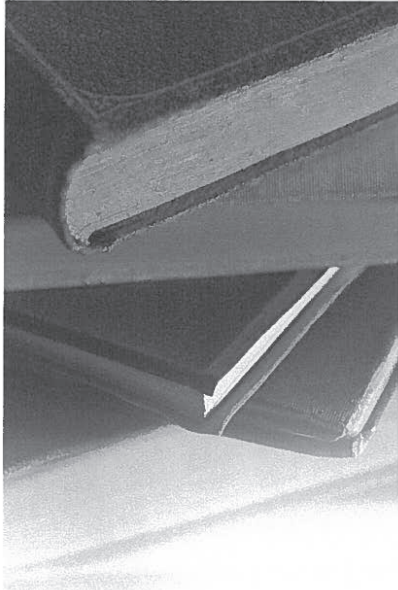
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LIBRARY
CIRCULATION
POLICIES
AT UNC-CHAPEL HILL



UNC
UNIVERSITY LIBRARY

LIBRARY
CIRCULATION
POLICIES

AT UNC-CHAPEL HILL

UNC-Chapel Hill students, faculty, and staff must present their valid UNC One Card in order to borrow materials. Non-UNC borrowers may apply for a Borrower's Card at the Davis Library Circulation Desk. UNC One Cards and Borrower's Cards can be used to check out materials from most campus libraries.

Loan Periods and Grace Periods

<i>Borrower</i>	<i>Loan Period</i>	<i>Grace Period</i>
UNC Undergrad	30 days	3 days
UNC Grad Student	90 days	3 days
UNC Faculty	180 days	13 days
UNC Staff	30 days	3 days
Non-UNC	30 days	3 days

Overdue Book Fines

Books begin to accrue overdue charges at the rate of \$0.50 a day per item after the grace period has ended. The maximum overdue charge is \$15.00 per returned item.

For More Information

Find out about book renewal and recalls, and more about borrower eligibility and library fines at <http://www.lib.unc.edu/circ/>.

Davis Library Circulation
(919) 962-1053
daviscirc@listserv.unc.edu



UNC
UNIVERSITY LIBRARY



THE RARE BOOK
COLLECTION



All Worlds, All Time



The Wilson Library
University of North Carolina
at Chapel Hill

rbcref@email.unc.edu
<http://www.lib.unc.edu/rbc/>



UNC
UNIVERSITY LIBRARY

<http://www.lib.unc.edu/rbc/>



THE
SONJA HAYNES STONE
CENTER FOR
BLACK CULTURE AND
HISTORY LIBRARY

The Stone Center
Library collects works
on African American,
African, and African
diaspora history
and culture.



UNC
UNIVERSITY LIBRARY

THE
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CENTER FOR
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150 South Road
University of North Carolina
at Chapel Hill
(919) 843-5804
stonecenterlib@unc.edu
<http://www.lib.unc.edu/stone/>

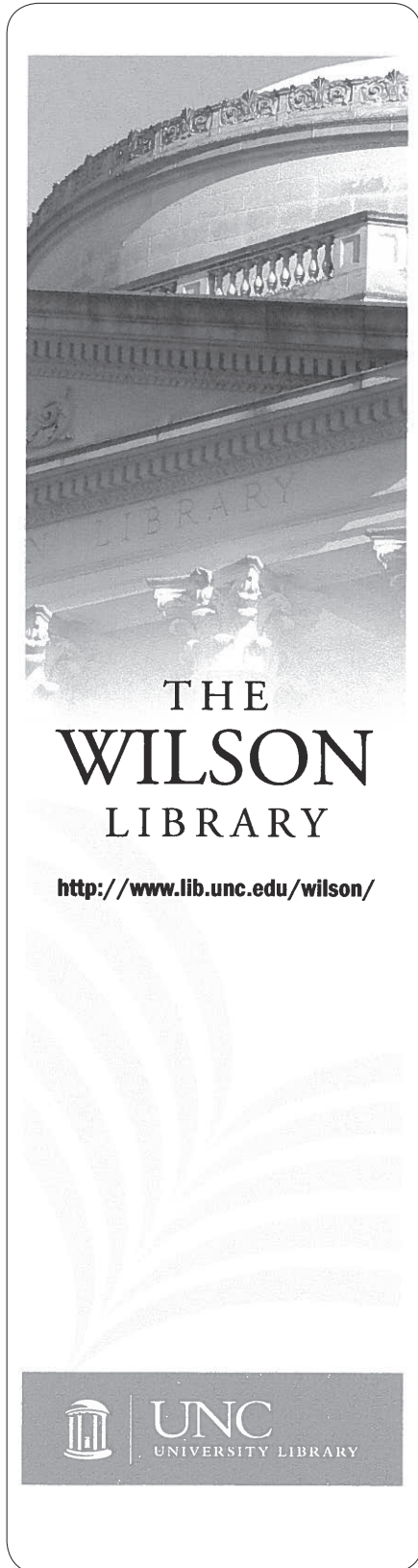
Library Hours

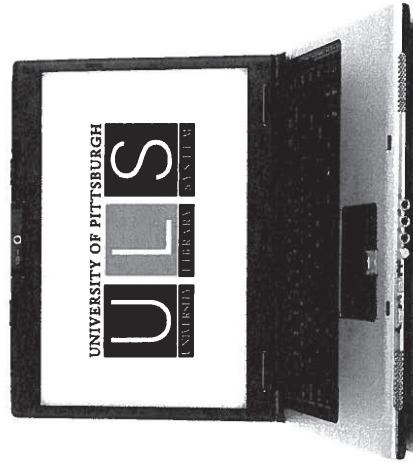
Monday – Thursday
9:00 a.m. – 8:00 p.m.

Friday
9:00 a.m. – 5:00 p.m.

Saturday – Sunday
Closed



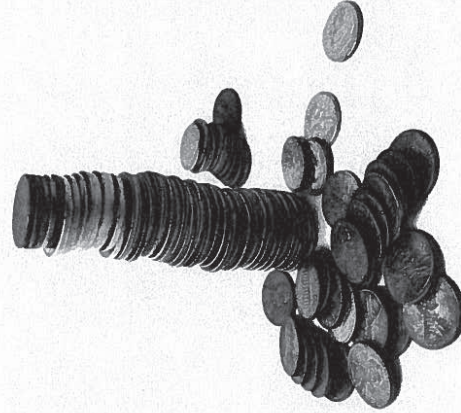




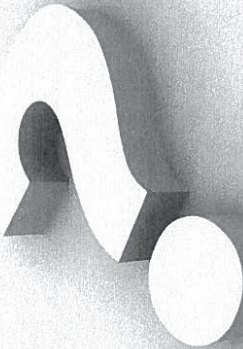
What are the fines and fees for late or damaged laptops?

The overdue charges for laptops are \$10 per hour, up to four hours.

Thereafter, the laptop is considered lost, and you will be billed for its replacement up to a maximum of \$3,500.



For more information: Call 412-648-7800 or visit the library's Web site: www.library.pitt.edu

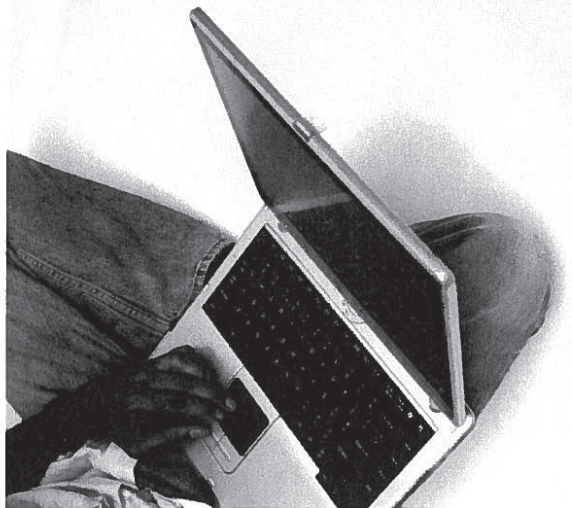


What about my liability for the laptop?

You are responsible for the laptop while it is checked out to you. Do not leave a laptop unattended at any time. If a laptop is lost, stolen or damaged while it is checked out to you, you are responsible.

When using a laptop, please bring any problems to the attention of library staff immediately.

While using the laptop, users must also comply with all University of Pittsburgh Computer Account Policies.

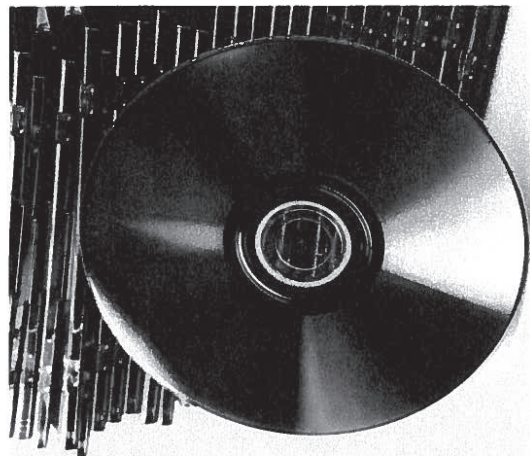


How long can the laptop circulate?

Laptops are due 4 hours after they are borrowed. Laptops must be returned to the Hillman Ground Floor Lending Desk **one hour before closing.**

When returning a laptop, you must wait for library staff to check the laptop for damage and issue a return receipt, which is proof you returned the laptop. This process takes several minutes.

Disputes about laptops and bags can only be resolved upon your presentation of a return receipt.



Who can borrow a laptop?

All University of Pittsburgh students in good standing with current University of Pittsburgh ID cards are eligible to borrow laptops.

You must show your University of Pittsburgh ID when borrowing a laptop.

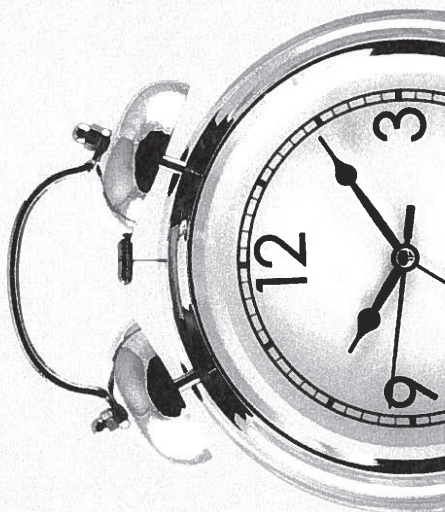
Laptops are to be used in-house use only, and may not leave the Hillman Library building.

What is loaded on the laptop?

The computers enable you to access the Microsoft Office suite of applications, including Word, Excel, PowerPoint and Access.

You can also access your E-mail and the World Wide Web.

You are not able to download data to the laptop. Data must be saved on disk, jump drive, e-mailed to your account or printed.



The Studio



Contact

The Studio
University of Tennessee Libraries
245 Hodges Library
1015 Volunteer Blvd.
Knoxville, TN 37996-1000
865.974.6396
studio@lib.utk.edu

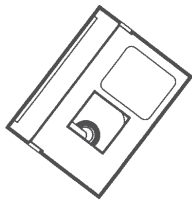
<http://www.lib.utk.edu/mediacenter/studio>

The users of The Studio are responsible for determining the lawful uses of materials.

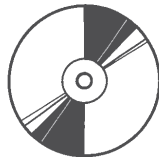
Copyright information:
<http://www.lib.utk.edu/copyright>

Installation of unauthorized software is prohibited.
University of Tennessee Information Technology
Policies available at <http://oit.utk.edu>

Failure to observe Studio policies may result in a loss of user privileges.



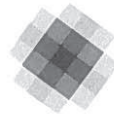
Video Production



Audio Production



Print Graphics



Digital Graphics



Web Design



The University of Tennessee is an EEO/AA/Title VI/Title IX/Section 504/ADA institution in the provision of its educational and employment programs and services EOI-6010-008-06

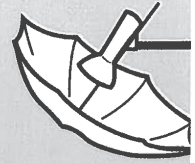
What is The Studio?

The Studio is not just a digital media lab; it is a community. We provide media equipment, computers, software, and consultation services for the creation of media-enhanced instructional products. Services are available to students, faculty, and staff of the University of Tennessee. Our goal is to provide media computing resources, a trained staff to provide assistance, and information about campus-training opportunities. As a part of the University of Tennessee Libraries, The Studio continues a rich tradition of innovation and operates in a creative environment of instructional and service excellence.

Consultation, Instruction, & Reference

The Studio is staffed by full-time consultants who have experience in multimedia production. Studio consultants are available for one-on-one consultation with UT faculty, students, and staff. In addition, consultation assistance is given on an "as-needed" basis when working in the studio. Short instructional classes on media software are also offered—see our website for details and registration.

The Studio Reference Collection contains media-based tutorials, manuals, and books for beginners and advanced users of software. See our website for titles.



Checkout Equipment

MiniDV Video Cameras

Digital Cameras

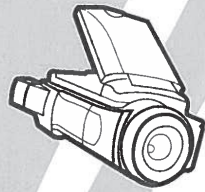
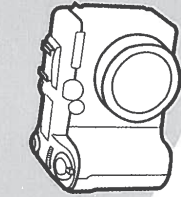
Wireless Microphones

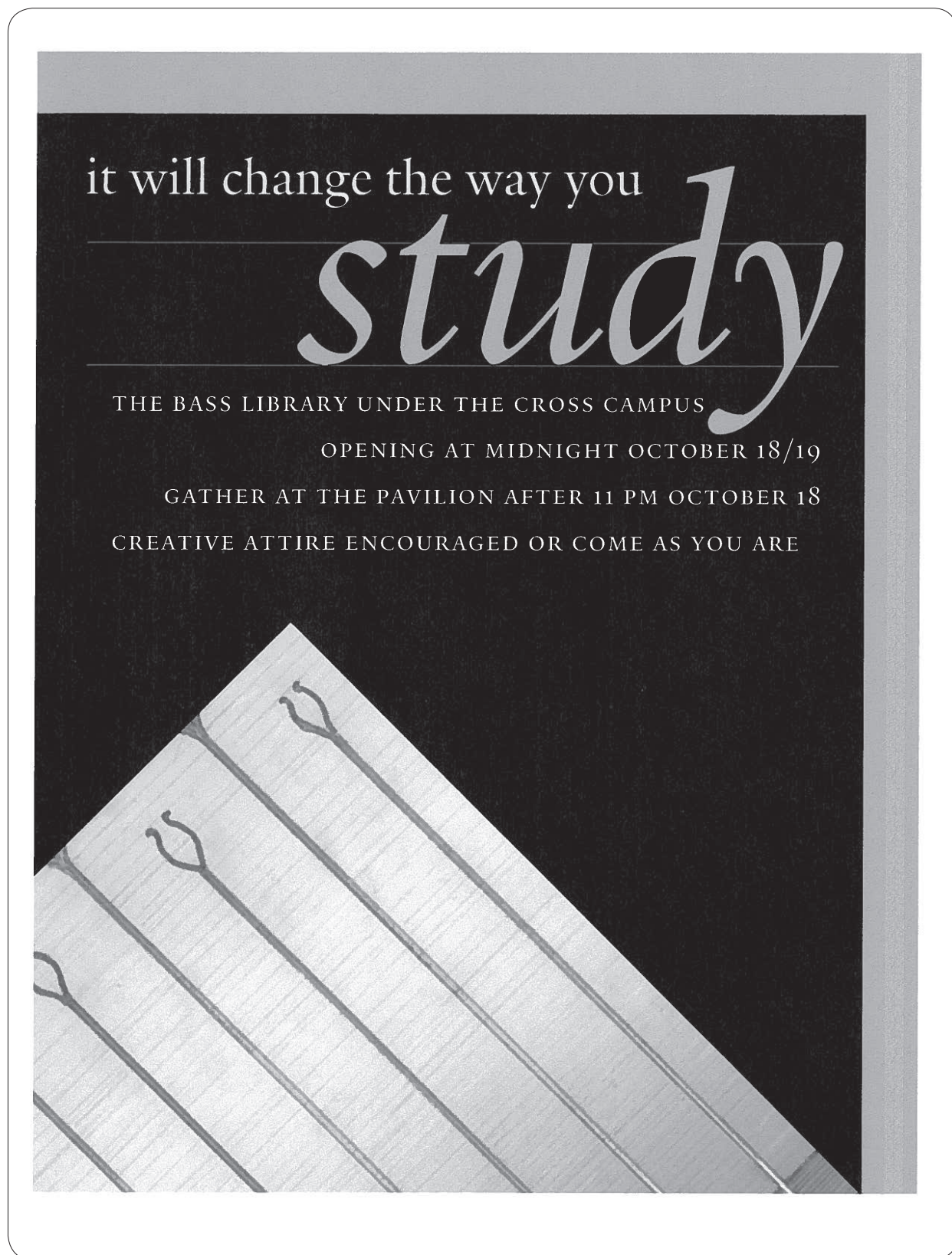
Tripods & Microphone Stands

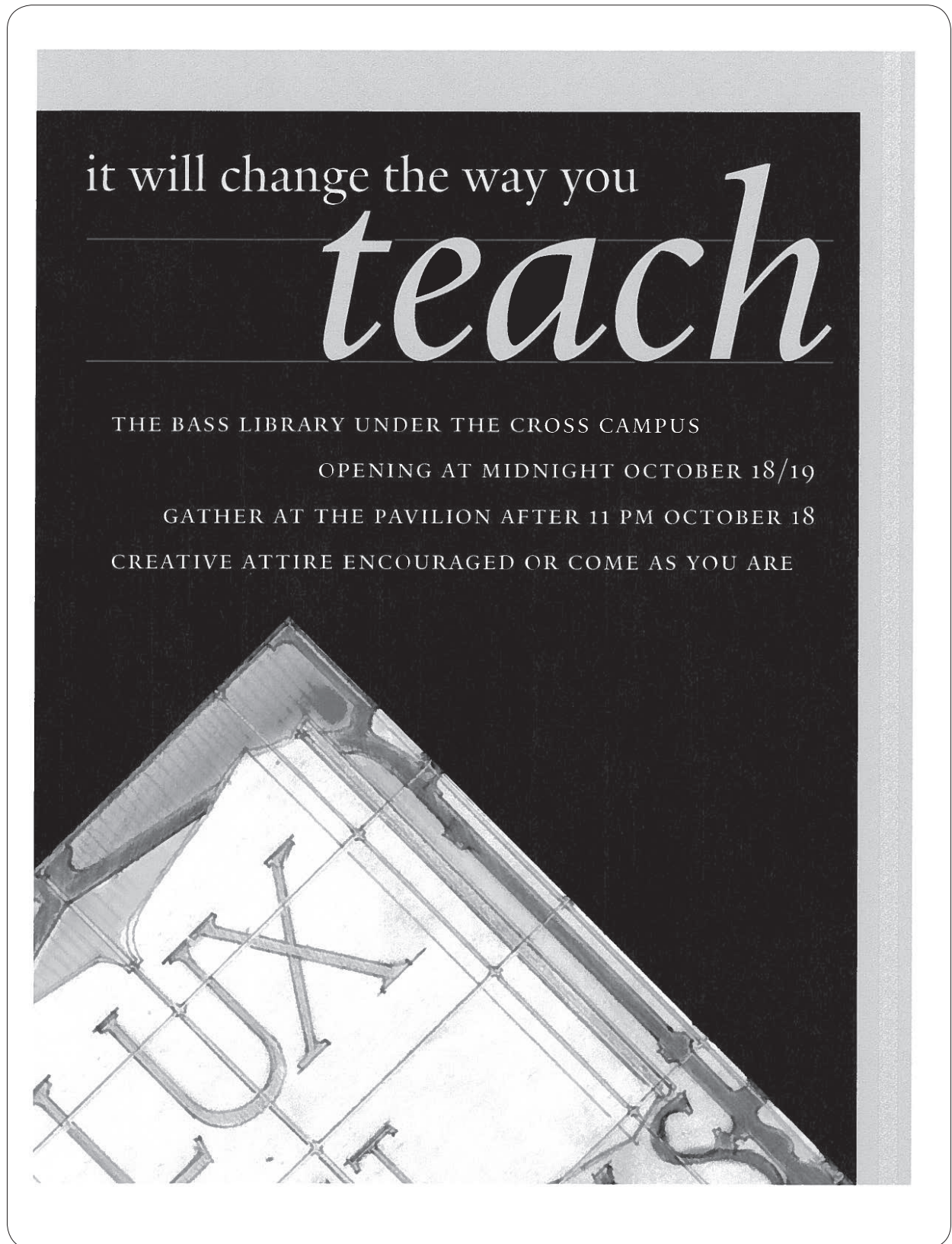
Lighting Kit

Dedicated storage space for
long-term projects

To check out equipment you must
complete a certification course and sign
a loan agreement.







it will change the way you
learn

THE BASS LIBRARY UNDER THE CROSS CAMPUS

OPENING AT MIDNIGHT OCTOBER 18/19

GATHER AT THE PAVILION AFTER 11 PM OCTOBER 18

CREATIVE ATTIRE ENCOURAGED OR COME AS YOU ARE



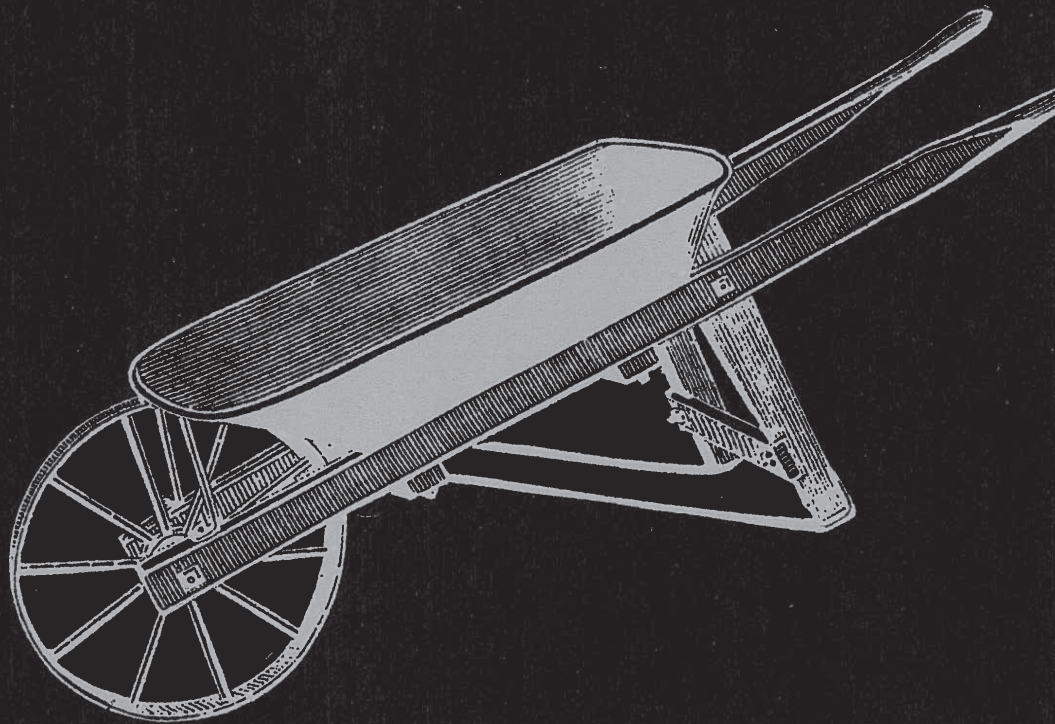
it will change the way you
think about
food

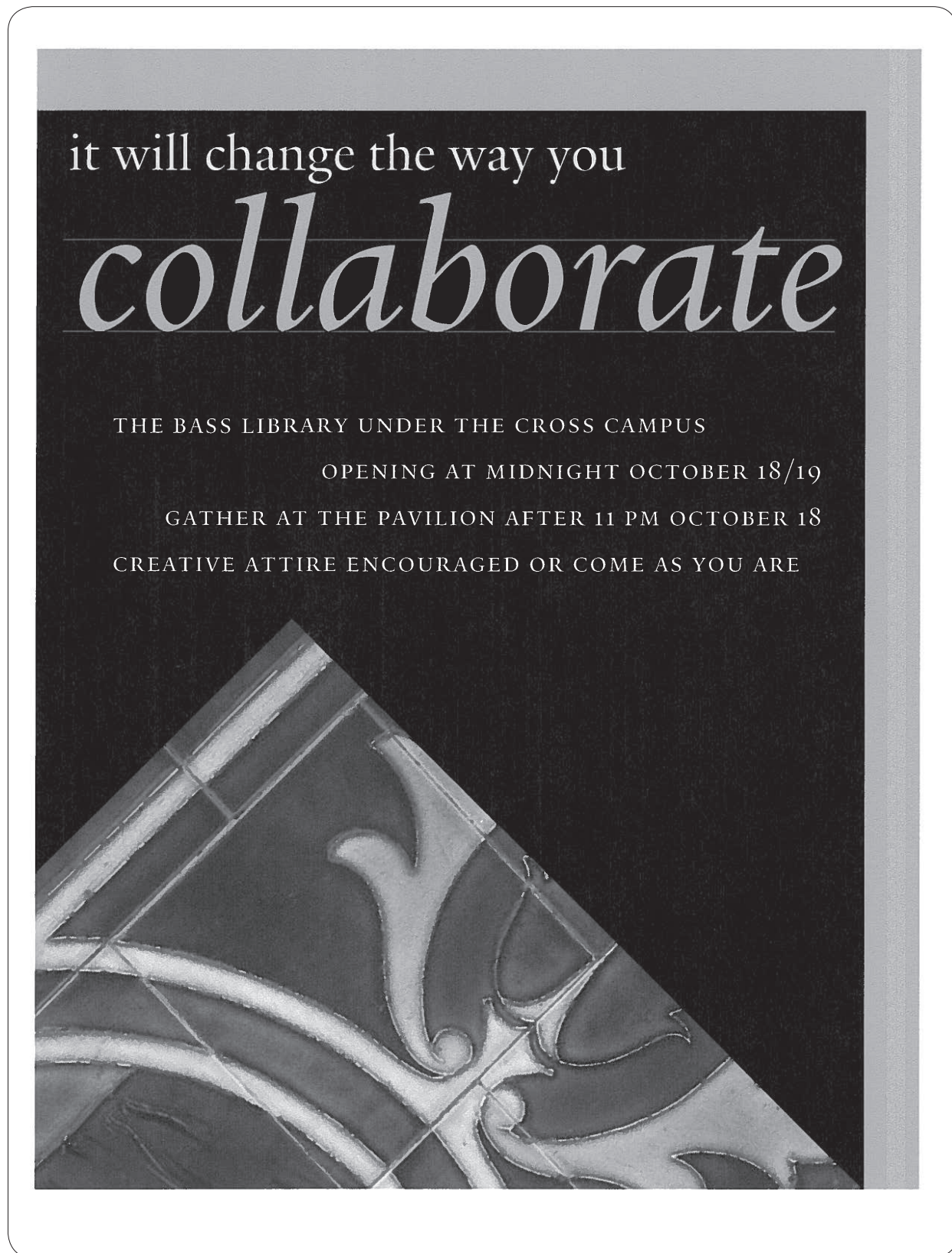
THE BASS LIBRARY UNDER THE CROSS CAMPUS

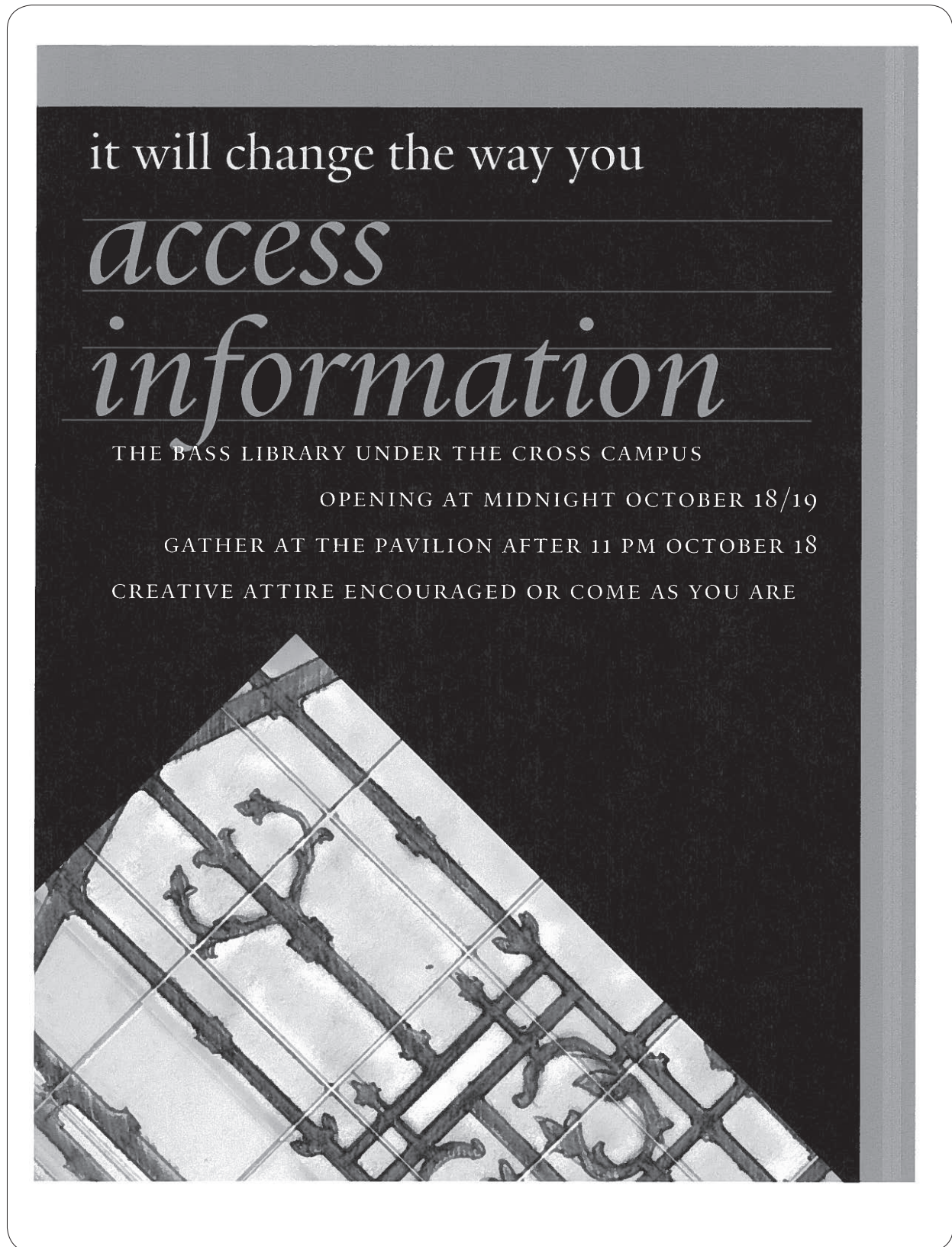
OPENING AT MIDNIGHT OCTOBER 18/19

GATHER AT THE PAVILION AFTER 11 PM OCTOBER 18

CREATIVE ATTIRE ENCOURAGED OR COME AS YOU ARE









SELECTED RESOURCES

DOCUMENTS

Books

Doucett, Elisabeth. *Creating your library brand: Communicating Your Relevance and Value to Your Patrons*. Chicago: IL: ALA Editions, 2008.

Godin, Seth. *Permission Marketing: Turing Strangers into Friends, and Friends into Customers*. New York: Simon & Schuster, 1999.

Heath, Chip, and Dan Heath. *Made to Stick: Why Some Ideas Survive and Others Die*. New York: Random House, 2007.

Ind, Nicholas. *Living the Brand: How to Transform Every Member of Your Organization into a Brand Champion*. Sterling VA: Kogan Page, 2004.

Petruzzelli, Barbara W. *Real-Life Marketing and Promotional Strategies in College Libraries*. Binghamton, NY: Haworth Press, 2005.

Siess, Judith. *The Visible Librarian: Asserting Your Value with Marketing and Advocacy*. Chicago: IL American Library Association, 2003

Smykla, Evelyn. *Marketing and Public Relations Activities in ARL Libraries*. Spec Kit 240. Washington DC: Association of Research Libraries, April 1999.

Journal Articles

Cunningham, Jim and Bruce Stoffel. "The Campus Web Portal: Is There a Channel for the Library?" *College & Undergraduate Libraries* 11, no. 1 (2004): 25–31.

Draper, Lani and Marthea Turnage. "Blogmania: Blog Use in Academic Libraries." *Internet Reference Services Quarterly* 13, no. 1 (2008): 15–55.

Hallmark, Elizabeth, Laura Schwartz, and Loriene Roy. "Developing a Long-range and Outreach Plan for

- Your Academic Library: The Need for a Marketing Outreach Plan." *College & Research Libraries News* 68 (February 2007): 92–95.
- Karle, Elizabeth. "Invigorating the Academic Library Experience: Creative Programming Ideas." *College & Research Libraries News* 69 (March 2008) p. 141–44.
- Mileham, Patricia, Joan Ruelle, and Susan Berry. "Playing Well with Others: Increasing Your Library-campus Partnerships." *Collection Management* 26, no. 3 (2002): 77–78.
- Millet, Michelle and Clint Chamberlain. "Word-of-Mouth Marketing Using Peer Tutors." *The Serials Librarian* 53, no. 3 (2007): 95–105.
- Mundava, Maud and LaVerne Gray. "Meeting Them Where They Are: Marketing to International Student Populations in U.S. Academic Libraries." *Technical Services Quarterly* 25, no. 3 (2008): 35–48.
- Nims, Julia. "Marketing the Library Instruction Services: Changes and Trends." *Reference Services Review*. 27 no. 3 (1999): 249 – 53.
- Sass, Rivkah. "Marketing the Worth of Your Library." *Library Journal* v127 (June 2002): 37 – 8.
- Song, Yoo-Seong. "Evidence Based Marketing for Academic Librarians." *Evidence Based Library and Information Practice* 1, no. 1 (2006): 69-80.
- Verostek, Jane. "Affordable, Effective, and Realistic Marketing." *College & Undergraduate Libraries* 12 no. 1/2 (2005): 119-38.
- Villello, Luke. "Marketing Virtual Reference: What Academic Libraries Have Done." *College & Undergraduate Libraries* 12 no. 1/2 (2005): 65-79.

Marketing Library Services. Information Today, Inc.

MLS is a newsletter that provides information professionals in all types of libraries with specific ideas for marketing their services. <http://www.infotoday.com/MLS/default.shtml>

Web Resources

Academic PR: Forum

<http://www.fearless-future.com/prforum/>

ALA. Academic and Research Library Campaign

<http://ala.org/ala/pio/campaign/academicresearch/academicresearch.cfm>

ALA. Campaign for America's Libraries

<http://www.ala.org/ala/pio/campaign/campaignamericas.cfm>

ALA. Marketing @ your library

<http://www.ala.org/ala/acrl/acrlissues/marketingyourlib/marketingyour.cfm>

Association of Research Libraries & SPARC. Media Map: Charting a Media Relations Strategy

<http://www.arl.org/sparc/bm~doc/MediaMap.pdf>

OhioLINK Marketing Toolkit

<http://www.ohiolink.edu/ostaff/marketing/>

Library Marketing: Thinking Outside the Book. Blog, Jill Stover

<http://librarymarketing.blogspot.com/>

Concept Marketing Group. E-Books and Articles

<http://www.marketingsource.com/articles/>

Marketing Information and Library Services. Sheila Webber

<http://dis.shef.ac.uk/sheila/marketing/default.htm>

Marketing Our Libraries

<http://www.librarysupportstaff.com/marketinglibs.html>

The Ubiquitous Librarian. Blog, Brian Mathews

<http://theubiquitouslibrarian.typepad.com/>

Links to Additional Representative Documents

University of Southern California. Public Communications Manager II

<http://www.usc.edu/dept/personnel/desc/129123.pdf>

University of Florida. Library Marketing Plan

http://www.uflib.ufl.edu/committees/marketing/documents/LibraryMarketingPlan2006-07_2_.pdf

Strategic Plans that include promotional activities

University of Cincinnati. University Libraries Strategic Plan 2007–2009

http://www.libraries.uc.edu/information/strategicplan07_09/SP07_09.pdf

Columbia University. Columbia University Libraries Strategic Plan 2006–2009

http://www.columbia.edu/cu/lweb/img/assets/6675/strategicplan_2002-2009.pdf

University of Nebraska–Lincoln. University Libraries Strategic Plan 2006/2008

<http://www.unl.edu/libr/about/strategicdir.shtml>

University of North Carolina at Chapel Hill. Library Directions. 2005–2010

<http://www.lib.unc.edu/Plan20071025.pdf>

Promotional Materials

McMaster University. @ Mills Learning Commons

<http://library.mcmaster.ca/mills/learningcommons/index.htm>

University at Buffalo, SUNY. Library News

<http://libweb.lib.buffalo.edu/blog/pivot/entry.php?id=97%20OR%20>

Syracuse University. 2007–2008. Welcome to Syracuse University Library. Your guide to library services

http://library.syr.edu/publications/WelcomeBrochure_07-08.pdf

University of Wisconsin–Madison. Libraries. News

<http://www.library.wisc.edu/news/>

York University. Library News for York U faculty

<http://www.library.yorku.ca/FacultyNews/>

PR Committee/Team/Group Charge

University of Florida. Public Relations and Marketing Committee

<http://www.uflib.ufl.edu/committees/marketing/documents/MicrosoftWord-PublicRelationsandMarketingCharge06-07.pdf>

University of Missouri. Connect to Communications at MU Libraries

<http://mulibraries.missouri.edu/staff/committees/communications/communications.htm>

Pennsylvania State University. University Libraries. Public Relations and Marketing

<http://www.libraries.psu.edu/pubinfo/>

Vanderbilt University. Jean and Alexander Heard Library. The Communications Committee

<http://wiki.library.vanderbilt.edu/committees/pmwiki.php/Comm/Charge>

Washington State University Libraries. Public Relations and Marketing Working Group

http://www.wsulibs.wsu.edu/general/WG/public_relations_wg.html

University of Waterloo. Library Communications & Development. Library Outreach Group

<http://www.lib.uwaterloo.ca/staff/outreach/documents.html>

Note: All URLs accessed July 23, 2008.

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