Building Capacity for Demonstrating the Value of Academic Libraries

ASSESSMENT OF NEED

As librarians are increasingly called upon to demonstrate the value of academic libraries and their contribution to institutional goals, the Association of College and Research Libraries (ACRL) is responding with research and resources to support the profession in meeting this challenge. ACRL's *Value of Academic Libraries Initiative* is a multiyear project designed to provide academic librarians with competencies and methods for demonstrating library value relative to the mission and goals of postsecondary institutions. This grant proposal, *Building Capacity for Demonstrating the Value of Academic Libraries*, is designed to accomplish key objectives of ACRL's broader initiative.

The need for this type of broad-based initiative emerges largely from the increased attention to issues of accountability and effectiveness within higher education. Academic librarians recognize the need to address these issues, as demonstrated by the ACRL's 2009 survey of its 12,200 members. Among the top five issues members listed as important was a concern about demonstrating library relevance and effectiveness.[1] ACRL leaders have also identified the need to increase awareness of the value of libraries by leaders in higher education, information technology, and funding agencies as one of the its strategic priorities.

Discussions about the value of libraries must be part of the larger national dialogue about higher education effectiveness and quality. A number of recent articles in *The Chronicle of Higher Education*[2] and *Inside Higher Education* highlight the growing debate on assessing and documenting student learning focusing on public policy sector scrutiny of higher education accountability. All signs point to continued focus on this issue in the near future.[3]

Moreover, the six higher education accreditation commissions are changing the language of their accreditation standards to encompass a more holistic approach for assessing student learning outcomes, a paradigm shift from the largely prescriptive guidelines used in the past. In light of these changing standards, Rachel Fleming-May asserted at the October 2010 Library Assessment Conference that academic librarians must be prepared to point to specific and essential ways that libraries support the teaching and learning efforts.[4] As Deb Gilchrist, Dean of Libraries and Institutional Effectiveness at Pierce College, explains in her letter supporting this grant,

> As part of that process, our president, chancellor, and provost are asking us to determine
> the unique impact of the library on key college initiatives such as student retention,
> student self efficacy, and student success in threshold courses – those courses that make
> or break a student's educational career. We need to answer questions such as: What is
> the value of the library? What does a library collection mean to student achievement?

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[1] ACRL 2009 Membership Survey report available upon request

[2] "Measuring Stick," *Chronicle of Higher Education*. http://chronicle.com/section/Measuring-Stick/467/.

[3] Lederman, Doug. "No Letup From Washington, "Inside Higher Ed. 2010. http://www.insidehighered.com/news/2010/04/13/hlc. and "Slipping (Further) Off the Pedestal," Inside Higher Ed. 2010. http://www.insidehighered.com/news/2010/02/17/squeeze.

[4] Fleming-May, Rachel and Crystal Sherline. *What Impact Do Academic Libraries Have on Teaching and Learning? A Review of the Literature and Preliminary Taxonomy for Determining Library Resources and Services Value and Return on Investment*. Paper presented at the Library Assessment Conference. October 25-27, 2010. Baltimore, Maryland. http://libraryassessment.org/bm~doc/Fleming-May_Rachel.pdf.

> Do students who engage with librarians have a higher grade point average than students who don't? How does the library contribute to the teaching/learning enterprise? [5]

Increasingly, academic librarians will need to align their goals with those of their institutions and contribute to initiatives within the higher education community focusing on the assessment and advancement of student learning, faculty scholarship, and institutional effectiveness.

ACRL has long been concerned with accountability, assessment, and student learning. In the early 1980s, ACRL was on the cutting edge of these issues with a publication on assessment to "stimulate librarians' interest in performance measures and to provide practical assistance so that librarians could conduct meaningful measurements of effectiveness with minimum expense and difficulty".[6] The association is a national authority that the higher education community looks to for standards and guidelines to enhance library effectiveness,

Building on this work and given the emphasis on assessment issues, ACRL leadership and staff held an invitational meeting in 2009 with members of the library research community to discuss actions related to assessing and documenting library value. ACRL then commissioned a report on existing research and literature on the topic: *The Value of Academic Libraries: A Comprehensive Research Review and Report*.[7]

This report recommends that ACRL create a professional development program to build the profession's capacity to document, demonstrate, and communicate library value in alignment with institutional goals. Framed by four overarching goals, the proposed planning grant activities directly address these needs:

1) build and strengthen collaborative relationships with higher education stakeholders around the issue of library value,
2) identify types and sources of documentation about library performance that higher education stakeholders need to advance their institution's mission and goals,
3) determine the professional competencies that librarians need to document and communicate the value of their academic libraries in relation to their institution's goals and how ACRL might best address these needs, and
4) increase awareness and understanding within the library profession and among higher education constituent groups about how academic libraries contribute to the overall goals and missions of their institutions.

Given the urgency that ACRL members have placed on the issue of assessment, accountability, and value, ACRL has established an ambitious timeline for this grant and will continue to signal to the profession the importance of these issues. In fact, the association just released *ACRL Metrics*, a comprehensive collection of survey data that will soon incorporate correlations highlighted in ACRL's *The Value of Academic Libraries: A Comprehensive Research Review and Report*. Just as ACRL has advanced issues of information literacy

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[5] Debra Gilcrhist, Dean of Libraries and Institutional Effectiveness, Pierce College; Additional prominent academic library leaders provided letters of support for this proposed grant: James Neal, Vice President for Information Services and University Librarian, Columbia University; Marie Radford, Associate Professor, Department of Library and Information Science-School of Communication and Information, Rutgers University; and Pam Snelson, College Librarian, Franklin & Marshall College. (see attachments).

[6] Van House, Nancy A., Beth T. Weil, and Charles R. McClure. *Measuring Academic Library Performance: A Practical Approach*. Chicago: American Library Association, 1990.

[7] Association of College and Research Libraries. *The Value of Academic Libraries: A Comprehensive Research Review and Report.* Prepared by Megan Oakleaf. Chicago, IL: ACRL, 2010. http://www.acrl.ala.org/value.

and scholarly communication, it recognizes that it is now time to advance the conversation about academic library value across the profession.

Building Capacity for Demonstrating the Value of Academic Libraries activities will produce outcomes that differ from—but complement and extend—other library value projects. The Association of Research Libraries (ARL), for example, assists its membership of large university and research libraries with the collection and comparison of library statistics and various measures of library performance. Most recently, ARL, in partnership with the University of Tennessee, Knoxville and the University of Illinois at Urbana-Champaign Libraries, received IMLS funding to research and develop a set of tested ROI methodologies. ACRL's proposed grant project will advance the work related to library value and performance in ways that are new, unique, and noteworthy.

While the ARL research grant focuses on methodologies and tools to calculate ROI in academic libraries, ACRL's proposal seeks to involve key higher education stakeholders in discussions to develop recommendations about documenting and asserting library value. In addition, ACRL's proposed grant activities include the participation of librarians from all types of higher education institutions in order to develop recommendations that address needed competencies. By focusing on student learning outcomes that incorporate qualitative as well as quantitative measures, ACRL will give librarians the capacity to demonstrate library value in ways that resonate with their home institutions. Finally, the project will result in practical recommendations and strategies to strengthen librarians' competencies and develop skills to document, demonstrate, and communicate library value in alignment with institutional goals.

NATIONAL IMPACT AND INTENDED RESULTS
Although there is a growing body of literature about library value, academic librarians seek to understand and use a holistic approach to assessing student learning outcomes that incorporate measurable results. This project broadens discussions about library value by involving librarians from all types of postsecondary institutions and engaging key higher education constituent groups in the discussion. Such inclusive participation will ensure that the project outcomes reflect the opportunities and challenges unique to each type of campus and that recommendations are meaningful and useful to the profession.

The input of college and university administrators and representatives from higher education constituent groups is also integral to achieving the goals of the project. The proposed planning process involves administrators who are active on their campuses with institutional assessment and advancement activities. ACRL will also continue to forge partnerships with higher education associations and groups that focus on issues of higher education accountability as part of this project.

This type of planning process recognizes the necessity of a multifaceted approach to the complex and interconnected aspects of institutional assessment. It also illuminates the contribution of libraries to student learning, and their impact on student enrollment, retention, and graduation rates. More specifically, the planning process will include the participation of three collaborative partners from the higher education community, seek input from key stakeholder groups, sponsor two planning summits, and produce a white paper as described below.

Collaboration with Higher Education Organizations
To develop a shared knowledge and understanding of library value among higher education stakeholders, ACRL will partner with three national higher education groups for the one-year collaborative planning period: the Association for Institutional Research (AIR), Association of Public and Land-grant Universities (APLU), and the Council of Independent Colleges (CIC).

AIR has a membership of more than 4,200 institutional researchers, planners and decision-makers from 1,500 higher education institutions around the world. It advances research that improves the understanding, planning and operation of higher education institutions. AIR, one of the first organizations to promote the measurement of student learning and the use of student assessment research to increase the effectiveness of higher education, offers members a wide variety of assessment-related programs and resources. Through a grant from the National Center for Education Statistics (NCES), AIR assists groups in coordinating data collecting methods for the widely used Integrated Postsecondary Education Data System (IPEDS). Effective use of IPEDS data can inform library assessment activities.

APLU, the second partner, brings significant experience and expertise with assessment and accountability in higher education. The nation's oldest higher education association, with 218 member campuses in all 50 states, has significant reach and impact. APLU member institutions enroll more than 4.6 million students and employ more than 645,000 faculty members. The Voluntary System of Accountability, a major APLU initiative, is an assessment tool for public higher education institutions that enables institutions to demonstrate accountability to governing boards, regulators, legislatures, and accrediting agencies.

CIC, the third partner, has long supported activities that measure student learning and institutional effectiveness. Its membership of over 600 independent colleges and universities works to support college and university leadership, advance institutional excellence, and enhance private higher education's contributions to society. CIC has focused on increasing member institutions' ability to use data effectively and assess student learning. As part of this initiative, it contributes to a consortial project of forty-seven colleges and universities, the Collegiate Learning Assessment, to develop comprehensive assessment strategies. In 2010, CIC produced the seventh edition of the Key Indicators Tool, which collates and customizes comparative benchmarking data on twenty measures of institutional performance. It has also spearheaded "Making the Case," an initiative that uses multiple resources including data sets to document successes of private higher education. Since 2002, ACRL has worked with CIC on Transformation of the College Library, a project that investigates the benefits of team-based learning.

Additional higher education stakeholders will participate, ensuring broad-based representation from important constituent groups, as described in the Project Design section of this application.

National Summits
This grant will provide funding to convene two national summits attended by college and university administrators, representatives from accreditation commissions and higher education organizations, and academic librarians. The first summit will consider assessment issues that span the academy and will explore how libraries can advance the core mission of their institutions to assert the value of higher education. Librarians attending the first summit will participate in the second summit that immediately follows. These librarians will review the findings of Summit 1 and focus on outlining professional development priorities for building the profession's capacity related specifically to the library value issues identified in the first summit. The group will also articulate recommendations for the most effective means to meet the identified needs.

The two summits have the potential for significant impact within the profession, as well as throughout the broader higher education community. First, librarians and higher education stakeholders will have a unique opportunity to establish partnerships around issues of assessment and to collaborate on strategies for working together to advance the role and value of higher education in society. In addition, librarians from all types of postsecondary institutions will identify competencies and strategies for creating an integrated professional development program related to demonstrating and communicating library value.

White Paper
ACRL, in collaboration with the three grant partners, will prepare, publish, and disseminate a white paper that summarizes findings of the summits and sets a framework for future action. It will articulate action steps for ACRL's library value initiative and also serve as a resource for other library and higher education groups involved with assessment and institutional advancement issues.

PROJECT DESIGN AND EVALUATION PLAN

Project Design
The design of the project incorporates an inclusive and cohesive planning process, a well-defined set of activities, and a cogent evaluation plan to achieve the goals of the project. The project components are described below.

Collaborative Partners
The lead organization, ACRL, will create a team with three influential higher education groups, with the relevant experience and expertise necessary to effectively plan and implement the grant. The Association for Institutional Research (AIR), the Association of Public and Land-grant Universities (APLU), and the Council of Independent College (CIC) have spearheaded numerous higher education assessment and institutional effectiveness initiatives and will contribute to this project in important ways:

- *Assist with planning the two summits and participate in the activities of each summit*: attend organizing meetings, contribute to and review design of summits, assist with selection of participating institutions, and attend summits;
- *Promote the grant goals and activities*: publicize summits, promote awareness among higher education administrators of the contributions of librarians and libraries to institutional assessment activities, include discussions of grant initiatives at association conferences, in newsletters, on blogs and through other communication avenues; and
- *Contribute to preparation of a white paper*: collaborate on a plan for authoring a white paper about the grant activities, disseminate the white paper to their constituencies, foster dialogue about summits' outcomes within their association.

Organizing Meetings
ACRL will engage all partners fully in the design of the summits, including:

- refine the goals and key elements of the two summits,
- provide critical feedback about the content, format, and activities of the summits,
- determine final speakers for the summits,
- develop criteria for participation by institutions in the summits, and
- determine a process for preparing the white paper.

ACRL will meet with its three partners in May and October 2011, when ACRL staff and leadership team members are in Washington, D.C. for previously scheduled meetings to explore avenues for collaboration, including the design of the proposed summits. Many of the organizing activities will be conducted virtually. This collaborative and iterative review process will strengthen the summits and serve to advance ACRL's strategic priority to increase awareness and understanding among higher education constituent groups about the value of libraries.

Summits
Two national summits will promote awareness and deepen understanding among librarians, academic administrators, and representatives of higher education groups about the contribution of libraries to advancing the overall goals and missions of higher education institutions.

Summit 1: This day and a half summit will bring together 10-15 institutional teams of two to five members each. Institutions will be invited to apply for participation in the summit, and each team will include an academic librarian and representatives from the librarian's campus who will assist with library value activities on the campus after the summit. The selected institutions will determine the best mix of team members. Team members (in addition to the librarian) may include a senior college/university academic administrator, an institutional researcher, a student affairs professional, an information technology manager, and/or a faculty member.

Two representatives from each collaborative partner (AIR, APLU, and CIC), as well as the four members of the grant advisory group, will also attend the summit to coordinate and facilitate the activities. Summit planners will also invite four representatives from higher education organizations and accreditation commissions to participate as presenters, facilitators, and/or general attendees. Their participation will present opportunities to build partnerships between librarians and higher education stakeholders and to foster better understanding about issues of library value.[8]

Summit 1 is designed to address the following goals:

- build and strengthen collaborative relationships with higher education stakeholders around the issue of library value and institutional success;
- increase awareness and understanding within the library profession and among higher education constituent groups about how academic libraries contribute to the overall goals and missions of their institutions;
- establish models for articulating and demonstrating library value within the context of institutional success; and
- identify qualitative and quantitative data collections that institutions currently track and can be leveraged to demonstrate library value, particularly with respect to student learning, as well as identify types of data about library performance that higher education stakeholders need to advance their institution's mission and goals.

The summit, to be held in the Chicago metropolitan area, will combine plenary presentations and facilitated breakout sessions. This format will foster an exploration of overarching issues related to higher education assessment and provide opportunities for collaborative discussion among the participants. Plenary presenters will be determined at organizing meetings (see Supportingdoc3.pdf for position description).

Summit 2: This one-day summit will immediately follow Summit 1 and will include the librarians from the first summit. The participants will focus strategically in facilitated small group discussions on achieving two primary goals:

- review the outcomes of Summit 1 to identify gaps and areas of need for building capacity across the profession, including competencies and skills necessary to define and articulate library performance outcomes within an institutional context, and

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[8] ACRL anticipates the participation of representatives from higher education groups engaged in questions of assessment, such as the American Association of Colleges and Universities, American Association of Community Colleges, Council for Higher Education Accreditation, and National Institute for Learning Outcomes Assessment.

- develop strategies to create a robust professional development program that strengthens the profession's capacity to document, demonstrate, and communicate library value in alignment with institutional goals.

While the format of Summit 1 is designed to create shared knowledge and understanding and to identify mutually beneficial types of assessment documentation among librarians and higher education stakeholders, Summit 2 is focused on the professional development needs of librarians with respect to demonstrating library value. The recommendations of Summit 2, along with the outcomes of Summit 1, will provide the content for a white paper that will propose action steps to move ACRL's *Value of Academic Libraries* initiative forward.

White Paper
The white paper resulting from this grant project will be prepared by ACRL in collaboration with the three grant partners and vetted by the summits' participants. It will summarize the findings and outcomes of the project and articulate an agenda for the future. It will also outline opportunities and potential assessment and accountability challenges for libraries and higher education groups to jointly address. In addition, recommendations and a plan to strengthen librarians' competencies by building the profession's capacity to document, demonstrate, and communicate library value in alignment with institutional mission will be proposed. The recommendations and plan will provide the basis for a 2012 IMLS National Leadership demonstration grant application.

Evaluation Plan
Throughout the project, the Grant Advisory Team will review information collected from various types of evaluation to monitor progress of the grant activities and to inform its discussions and recommendations. The impact of the outcomes and recommendations articulated in the white paper will also be evaluated, and these findings will be incorporated in the IMLS National Leadership Grant demonstration project proposal to be submitted in 2012.

Outcomes/Outputs: Summit 1 (November 2012)	
Methods for Documenting & Measuring	**Indicators of Success**
• November 2011: evaluations completed by participants at the conclusion of the summit • November 2011: review reports and summaries from small group discussions at the summit • November 2011: review of Summit 1 agenda and outcomes by the Advisory Team to measure alignment with intended goals • January 2012: interview representatives of higher education groups who attended the summit to assess increased understanding of library value issues • April 2012: interview collaborative partner representatives to determine perceived value of collaborative efforts on grant activities	• communication between ACRL and key stakeholder groups established • participation in summit activities by stakeholder groups • outcomes of summit activities reflect interests and input of stakeholder groups • issues and professional practices of mutual concern identified • stakeholder groups demonstrate increased understanding of library value issues • broad representation by multiple types of libraries • outcomes reflect multiple library settings and types of higher education institutions • library participants demonstrate increased understanding of library value issues
Outcomes/Outputs: Summit 2 (November 2011)	
Methods for Documenting & Measuring	**Indicators of Success**

• November 2011: evaluations completed by participants at the conclusion of the summit • November 2011: review reports and summaries from small group discussions at the summit • November 2011: review of Summit 2 agenda and outcomes by Advisory Team to measure alignment with intended goals • January 2012: conference call focus groups with librarian attendees of Summit 2 to assess initial impact of summits' outcomes on their campuses and to determine additional skill areas that need to be addressed • April 2012: conference call focus groups with librarian attendees of Summit 2 to assess impact of summits' outcomes on their campuses	• consensus developed around areas of need for building professional capacity (e.g., knowledge, competencies, skills, etc.) around issues of library values • strategies to meet the needs developed

Outcomes/Outputs: White Paper (January 2012)	
Methods for Documenting & Measuring	**Indicators of Success**
• January 2012: review and feedback about draft from summits' participants • January-February 2012: monitor blogs and related media to determine impact of white paper • February 2012: proposal for an IMLS National Leadership grant well supported with outcomes and findings of planning grant activities	• team approach used to articulate issues, outcomes, and recommendations of grant activities, with special attention to points of mutual interest and concern • results reflect a cohesive approach to addressing the issue of library value • library profession and higher education community responds to and discusses white paper outcomes and recommendations • sufficient information generated from grant activities to proceed with preparing and submitting an IMLS demonstration grant proposal

PROJECT RESOURCES: BUDGET, PERSONNEL, AND MANAGEMENT

Sufficient resources to support the grant activities are identified and allocated. Most of the grant funds requested will support hosting two national summits. ACRL and its partners have identified cost share in terms of staff time and resources to support the grant activities as described in the budget narrative. We have proposed an aggressive timeline for completing this work because of the urgency of addressing the value of academic libraries in the context of the assessment movement in higher education. Some pre-planning will occur prior to grant notification to facilitate the convening of the summits early on in the grant period so that we can develop the next grant proposal for the 2012 cycle.

ACRL will take the lead on managing the grant project including logistics, financials, and communication and will initiate engagement with the partners to ensure that all grant activities take place as described. ACRL's strong managerial infrastructure has experience leading activities similar to those of this grant. A Grant Advisory Team (GAT) and designated ACRL staff will cooperatively manage and implement the project. The GAT, composed of the ACRL *Values Initiative* Working Group and representatives from the three grant partners, will have primary responsibility for ensuring the project activities occur in alignment with the grant goals. ACRL staff will carry out the day-to-day coordination and implementation of the

project activities. Two consultants, who have specialized expertise, will also contribute to the grant activities.

Grant Advisory Team
- *Lisa Janicke Hinchliffe*, President 2010-2011, ACRL, and Coordinator for Information Literacy and Associate Professor, University of Illinois at Urbana-Champaign
- *Joyce L. Ogburn*, Vice President/President Elect 2010-2011, ACRL, and Dean, J. Willard Marriott Library and University Librarian, University of Utah
- *Lori A. Goetsch*, Past Pres., 2010-2011, ACRL, and Dean of Libraries & Professor, Kansas State Univ.
- *John A. Lehner*, Director-at-Large 2008-2012, ACRL, and Assistant Dean for Personnel, Planning, and Library Systems, University of Houston
- *David Shulenberger*, Senior Fellow, APLU
- *Christine Keller*, Director of Research and Policy Analysis, APLU
- *Randy Swing*, Executive Director, AIR
- *Christopher Coogan,* Chief of Staff, AIR
- *Richard Ekman*, President, CIC
- *Barbara Hetrick,* Vice-President, CIC
- *Mary Ellen Davis*, Executive Director, ACRL, and Grant Project Director

Consultants
- *Megan Oakleaf*, Assistant Professor, iSchool, Syracuse University (key facilitator and designer of summits). *Qualifications.* Authored the ACRL *Value of Academic Libraries: A Comprehensive Research Review and Report.* Faculty member for ACRL's Information Literacy Immersion Program, and a co-designer of the Assessment track of this program. She has extensive experience designing and presenting workshops and facilitating large scale conversations.
- *Karen Brown,* Associate Professor, Graduate School of Library and Information Science, Dominican University (white paper author). *Qualifications:* Brown attended the 2009 ACRL meeting of initial library value discussion. She has extensive library, teaching, professional development and administration experience in public and private postsecondary institutions, including preparation of planning reports.

ACRL Staff
ACRL staff regularly work on multiple short-term and long-term projects as part of their ongoing responsibilities. Staff assigned to this grant are familiar with the need to plan and prioritize the types of duties associated with the project.

- *Mary Ellen Davis*, Executive Director since 2001. Davis will be the project director, overseeing all aspects of the grant activities. *Qualifications:* Manages $9.5 million dollar association budget for 12,000 members, with offices in two states and 36 FTE. Represents ACRL and ALA to the higher education community. Experience directing large scale summits and projects including two IMLS grant-funded projects ("Intersecting Missions, Converging Futures: Libraries and Museums in the 21st Century,"2005-2006 and Assessing Student Learning Outcomes in Information Literacy Programs: Training Academic Librarians," 2000-2002).
- *Kathryn Deiss*, Content Strategist. Deiss will assist the consultant in summit design, help develop selection criteria, identify potential participants, and facilitate during the summits. *Qualifications:* Organizational development expert and 17 years of facilitation and consulting experience.
- *David Free*, Editor *C&RL News,* Marketing/Communications Specialist. Free will be responsible for executing the communications plan, including announcements about the grant, the summits, and the white paper. Will work with the partner organizations to ensure cohesive release of information. *Qualifications:*

Pioneered ACRL's social media communication strategies, launched ACRL Insider blog and podcasts, designed and implemented communication plan for ACRL's Value of Academic Libraries Initiative.

- *Kara Malenfant*, Government Relations/Scholarly Communications Specialist. Malenfant will help develop summit participant selection criteria, identify potential participants, facilitate during the summits, and co-author the white paper. Q*ualifications:* PhD expected August 2011. Knowledge of higher education issues. Convened summits and written white papers, including author of *Futures Thinking for Academic Librarians*.
- *Mary Jane Petrowski*, Associate Director. Petrowski will assist in developing summit participant selection criteria, identifying potential participants, facilitating and/or recording during the summits, and assist in developing the white paper. Q*ualifications:* Oversees the ACRL Metrics project and the ACRL research publication series. Facilitated task force on revising the ACRL Standards for Libraries in Higher Education. Expert in information literacy and student learning.
- *Victoria Ondrla,* Conference Supervisor. Ondrla will manage all of the meeting logistics for the summit. Q*ualifications:* Certified Meeting Professional, ACRL Conference Coordinator, and logistics manager for 2005-2006 IMLS grant to ACRL for RBMS museum library collaboration.

COMMUNICATION PLAN

ACRL has extensive experience publicizing and communicating activities similar to those described in this proposal. In addition to its own communication outlets, including social media, ACRL has established relationships with media sources serving the higher education community. The three collaborative partners will also use their communication outlets and sources to publicize and promote the grant.

The successful communication model used for the ACRL *Value of Academic Libraries Initiative* report will be modified and replicated for this project. Initial information about the grant project and regular updates will be published in print and digital communication sources heavily used by the membership, including Twitter, blog posts, Facebook, and *C&RL News*. As the project unfolds, such additional forms of communication as podcasts, "ACRL OnPoint" chats, and at least one "ACRL Springboard" Webcast will be produced. The ALA Annual Conference and Midwinter Meeting will also be venues for presenting information about the grant activities and engaging dialogue among the association's members.

The three collaborative partners plan to share information about the grant project at their associations' conferences (e.g., APLU's November 2011 and 2012 Annual Meetings, CIC's January 2012 Presidents Institute, and AIR's June 2012 Annual Forum), as well as at other symposia and meetings. They will also publicize the project activities on their Web sites, social media, and in print as appropriate.

To promote discussion of the issues addressed by the project, ACRL will prepare news releases and articles for higher education media outlets. For example, it will share an embargoed copy of the white paper with *The Chronicle of Higher Education* and *Inside Higher Education*. The project team will also submit proposals for program presentations at conferences and related events that bring together members of the higher education community. Possible conferences and events include EDUCAUSE Regional Conferences, CNI Membership Meetings, National Education Association Conference, and American Association of Community Colleges Annual Conference.

The primary goal of the communication plan is to increase awareness and engage discussion about the complex and interconnected aspects of institutional assessment and the contribution of libraries to students' learning. As a result of this discussion and exchange, strategic directions and ideas for moving library value initiatives forward will likely emerge.