

The Campaign for America's Libraries @ your library™

Toolkit for Academic and Research Libraries

Messages, ideas, and strategies for promoting the value of our libraries
and librarians in the 21st century

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There's More

See The Campaign for America's Libraries Web site at www.ala.org/@yourlibrary under "Academic and Research Library Campaign" for these additional resources designed especially for academic and research libraries:

- Getting Started: Case histories on developing a marketing communication program
- Who We Are: Profiles of dynamic and diverse people who work in academic and research libraries
- More Ideas Too Good Not to Share
- Who's On Board: How academic libraries are using the @ your library™ brand
- @ your library™ slogans for academic and research libraries
- Downloadable @ your library™ logos and trademark guidelines
- The Big Picture: Statistics and studies on academic and research libraries
- Focus group research and interviews that helped shape this campaign

Introduction

Barnes & Noble does it. The Girl Scouts do it. Many of us in academic and research libraries thought we would never have to do it—"it" being marketing and public relations.

The reality is that in today's complex information environment, we have a greater responsibility to communicate the resources and expertise our libraries and librarians provide on our campuses and in society.

In 2002, a national campaign developed in partnership between ACRL and ALA provided a special opportunity to heighten awareness and support of academic and research libraries and to attract quality candidates to the profession. Members of the ACRL @ your library™ Task Force helped to shape this effort, as did some 40 academic and research librarians who participated in a strategic planning and marketing retreat hosted by 3M Library Systems. In 2007, members of the ACRL's Marketing Academic and Research Libraries Committee updated the toolkit for redistribution.

This toolkit is intended to help you achieve the following goals:

1. promote awareness of the unique role of your academic or research library and its contributions;
2. increase visibility and support for your libraries and librarians;
3. better market your services;
4. present academic and research librarianship as a desirable career.

We greatly appreciate the generous contribution of 3M Library Systems in supporting this campaign and urge you to make good use of the resources provided.

You are the best advocates your library users have. Academic and research librarians play an essential role not only in higher education and research, but also in the collection and preservation of our nation's literary, cultural, and historical heritage. Increasing our visibility and better communicating the value of what we do and what our libraries offer will benefit all who depend upon these services.

Thank you for your support.

Pam Snelson
President, ACRL
2006–2007

Frank D'Andraia
Chair, ACRL Marketing Academic and Research
Libraries

How to Use This Toolkit

This *@ your library*[™] *Toolkit for Academic and Research Libraries* is intended to guide you in developing a marketing communication program for your library and to help you build on the success of the American Library Association's (ALA) national Campaign for America's Libraries.

The focus is on communicating with external audiences, but involving your internal audiences, e.g., staff, Friends, and volunteers, is critical to the success of such an effort. We encourage you to keep them informed and involved in each step.

The messages, strategies, sample publicity materials, and suggestions you find here were developed with input from academic and research librarians. You will notice some repetition in wording in order to illustrate how key messages can be incorporated in various formats, such as a news release, answers to tough questions, and discussion of issues and concerns.

The Campaign for America's Libraries Web site at www.ala.org/@yourlibrary provides more great resources, including case histories of marketing/promotion programs, slogans, profiles of academic and research librarians, and guidelines for using the *@ your library*[™] brand. Click on "Academic and Research Library Campaign" for more information.

Because every library is unique, not all the ideas and wording will be appropriate for all libraries. We encourage you and your staff to select and adapt those that will work best for your library. We also hope these ideas and materials will inspire other ideas of your own.

This campaign is intended to be a dynamic effort that incorporates and shares experiences of academic and research librarians across the country. Please share your successes, embellishments, and samples by sending information to acrl@ala.org or atyourlibrary@ala.org. We would especially welcome contributions from non-academic research libraries.

Updates and additions to this toolkit will be posted online at www.ala.org/@yourlibrary under "Academic and Research Library Campaign."

The Campaign for America’s Libraries: Academic and Research Libraries

The Campaign for America’s Libraries is a multi-year public education campaign sponsored by ALA to speak loudly and clearly about the value of libraries and librarians in the 21st century.

Goals

The campaign, developed in collaboration with ACRL, seeks to:

- promote awareness of the unique role of academic and research libraries and their contributions to society;
- increase visibility and support for academic and research libraries and librarians;
- help librarians better market their services on-site and online;
- position academic and research librarianship as a desirable career opportunity.

Audiences

The campaign targets undergraduate and graduate students, faculty, researchers, administrators, and staff as primary audiences. Secondary audiences include alumni, donors and institutional funders, trustees, policymakers, parents, the general community, and media.

Key Messages

The campaign’s key messages focus on the unique value and characteristics of academic and research libraries. These were developed based on research (focus groups and interviews) conducted by KRC Research, a subsidiary of Weber Shandwick Worldwide, a public relations and communication management firm that has worked with ALA to design The Campaign for America’s Libraries. The messages also were the subject of informal testing by the ACRL @ your library™ Task Force among their students and colleagues.

- College and research libraries are an essential part of the learning community.
- College and research libraries connect you with a world of knowledge.
- College and research libraries are investing in the future, while preserving the past.

For more about the research conducted, go to www.ala.org/@yourlibrary. Click on “Academic and Research Library Campaign.”

Strategies

The campaign is designed to support academic and research libraries in reaching out to key audiences by:

- helping to unify and maximize the communications efforts of ALA, ACRL, and academic and research libraries nationwide;
- providing messages, tools, and resources to promote their value;
- sharing “best practices” in library marketing and public relations.

Partners

Thanks to a partnership with the International Federation of Library Associations and Institutions (IFLA), a Campaign for the World's Libraries is reaching the international library community. To date, more than 25 countries have joined the world campaign by signing international trademark agreements: Argentina, Armenia, Australia, Azerbaijan, Belarus, Bulgaria, Brazil, Canada, Georgia, Greece, Italy, Iceland, Japan, Kazakhstan, Korea, Mexico, Moldova, Nepal, Nigeria, Norway, Portugal, Serbia, Singapore, Turkey, Uruguay, and Venezuela. The @ your library™ logo is being translated into all of these countries' respective languages. Artwork, informational materials, and a consumer-oriented video have been translated into Spanish, as well.

Founding partners of The Campaign for America's Libraries include 3M Library Systems, the Center for the Book in the Library of Congress, the International Federation of Library Associations and Institutions (IFLA), Major League Baseball, Morningstar Foods Inc. (maker of Hershey®'s Milk), Wells Fargo Home Mortgage, and *Woman's Day* magazine.

Tools and Training

Sign On

ACADEMICPR, an ACRL discussion list for academic and research librarians interested in sharing ideas on promotion and marketing, is up and running. To subscribe, send a message to listproc@ala.org. In the body of the message, type: subscribe ACADEMICPR followed by your first and last name.

Ready-to-Print Graphics

Graphics are available using the @ your library™ brand to help you promote your library and the national Academic and Research Library Campaign. Templates, as well as other artwork, are available for use on ads, bookmarks, brochures, flyers, and more. Full-page ads titled "Exciting Things Happen @ your library™," run by ACRL in *The Chronicle of Higher Education*, also are available for you to adapt and customize. All artwork can be downloaded from www.ala.org/@yourlibrary. Click on "Academic and Research Library Campaign" and then "Graphics."

Sharpen Your Marketing Skills

3M Library Systems, a founding partner in the @ your library™ campaign, and ACRL have put together a package of materials to help academic and research libraries prepare multi-year marketing plans using the @ your library™ brand. Materials are modular and can be used to train others to lead discussions or can be used in your own library. The following are available:

- Strategic Marketing for Academic and Research Libraries Facilitator Guide
- Strategic Marketing for Academic and Research Libraries Facilitator Slides
- Strategic Marketing for Academic and Research Libraries Train the Trainer Slides
- Strategic Marketing for Academic and Research Libraries Participant Manual

If you are interested in becoming a trainer or sponsoring or attending a training session, please send e-mail to: acrl@ala.org. For more helpful materials for promoting and advocating for libraries, see "**More Tools.**"

Wanted: Your Good Ideas

This toolkit has benefited from the many librarians who have shared their ideas and experience. We encourage all types of academic and research libraries to share their library's promotional activities and materials on the ACRL ACADEMICPR discussion list. The Campaign for America's Libraries Web site will be updated to reflect these activities. You also can send e-mail to: atyourlibrary@ala.org or acrl@ala.org. Send samples of promotional materials that include the @ your library™ logo to: The Campaign for America's Libraries, c/o ALA Public Information Office, 50 East Huron Street, Chicago, IL 60611.

For More Information

Visit the campaign Web site at www.ala.org/@yourlibrary. Or contact Campaign for America's Libraries, ALA Public Information Office. Tel: 800-545-2433, ext. 2148/4020. E-mail: atyourlibrary@ala.org. Or contact the Association of College and Research Libraries. Tel: 800-545-2433, ext. 2519/2523. E-mail: acrl@ala.org

Telling Your Story

The Message

For an awareness campaign to be successful, there must be a clear and consistent message. The messages for the Academic and Research Library Campaign are designed to focus on the unique contributions of academic and research libraries. These were developed based on research (focus groups and interviews) conducted by KRC Research, a subsidiary of Weber Shandwick Worldwide, a public relations and communication management firm, in consultation with ACRL members.

You are encouraged to adapt the messages and talking points based on the circumstances of your library and target audience.

Spokespeople also should consider how they can effectively illustrate a key message or talking point by highlighting specific programs, collections, staff, and accomplishments. See **“What Makes a Good Story?”**.

Key Messages and Talking Points

College and research libraries are an essential part of the learning community.

- If the classroom is the first stop in the learning experience, the library is the next destination. The library is a learning laboratory. It's the place where students and researchers go to find books and journal articles, use electronic resources, consult with librarians, conduct research, write papers, and study.
- College and research libraries offer countless opportunities through their extensive collections and wide-ranging resources. At our library . . . *[insert example]*.
- In an information rich world, librarians collaborate with faculty and students to provide guidance on navigating electronic and print resources.
- College and research librarians are partners in educating students, offering new perspectives, developing curricula, and facilitating innovative research projects.

College and research libraries connect you with a world of knowledge.

- Today's college and research libraries put information from around the world at your fingertips using traditional materials and archives, as well as extensive online resources.
- The resources available at academic and research libraries range from print and electronic materials to cultural and historical archives to music and art collections.
- Librarians in college and research libraries are experts in information management. They work in partnership with faculty, students, and researchers to advance learning and new knowledge.

College and research libraries are investing in the future, while preserving the past.

- College and research librarians are committed to collecting and preserving print, multi-media, and electronic resources to ensure their availability for research and to support advanced learning—both today and tomorrow.
- College and research libraries make print, photos, recordings, and other materials more accessible by converting them to digital form and making them available online.
- Academic and research libraries are home to the latest books and journals, as well as historical archives and records. Discover the past and the future @ your library.
- The [insert name] library is both a gateway to our cultural heritage and a place where scholars and others come to imagine our future.

Talking Points for Target Audiences

Administrators/Funders

- Knowledge advances by building on knowledge from the past. Libraries and librarians help students and researchers make that connection.
- Our library offers the best of both worlds—extensive print and special collections and outstanding electronic resources.
- Librarians are experts in information management. They advance teaching and learning by helping students, faculty, and other researchers obtain the best, most accurate, and complete information—whether it's in a book or database.

Students

- The library may be the only place on campus where you're *not* expected to have the answers. Our job is to help you find answers.
- Librarians are the ultimate search engines. We're here to help you find what you need, whether it's in print or online.
- Check out your library's Web site for information and short cuts that get you where you need to go.

Faculty

- We're here for you at the [name] library. Our subject experts will be happy to assist you in designing curriculum, developing resource lists, purchasing needed resources, and advising students.
- Let us help you teach your students the research skills they need to go beyond the Web.
- Tired of seeing all those dubious internet citations on your student's bibliographies? Schedule an instruction session with your library.

What Makes a Good Story?

- The Nobel Prize winner who did much of his research at the library.
- The returning student who said learning to use the community college's library made him believe that he could persevere and get a degree.

- The graduate student whose thesis on the importance of food in Dickens’ writing was strengthened by viewing a first edition work that featured food on the cover.
- The faculty member who just published a book/article to rave reviews in the media.
- An innovative project/paper that helped a student get into Grad school.
- Dedicated students working in the library who help their peers.
- A medical breakthrough supported by library resources/services
- We could come up with a lot of these!
- I think there are many interesting collections within special collections.
- A story about connecting to the community.

Stories like these bring your message to life and put a human face on the library. Whether it’s a budget presentation or casual conversation, you should be prepared with three stories or examples to help you connect with your audience. Ideally, these should spark a response from your listeners—“I never knew that!” “That’s wonderful.”

Sharing your library’s stories in presentations and publications can make a powerful statement about the value of your library. Profiles of dynamic library staff and what they do can also help bring your library’s story to life. Suggest profiles for the student and faculty publications. You may also feature staff profiles in the library’s newsletter, annual report, or on the Web page. For examples, see www.ala.org/yourlibrary. Click on “Academic and Research Library Campaign” and then “Who We Are.”

Keep in mind that while a few statistics can help tell your story, a few too many can kill it. Why? Because most people don’t remember statistics unless they are surprisingly good or bad or translated into stories, e.g., “Our library receives less than x percent of every dollar spent on educating students [*or research*].” “More college students visit our campus library than attend football and basketball games,” or whatever is true for your library.

Suggestions for Capturing Stories

- Put out a comment box and invite library users to tell how the library has helped them, possibly in connection with Library Lovers Month in February (See www.librarysupport.net/librarylovers) or National Library Week.
- Work with the journalism department or library school to engage students in interviewing faculty and students about how the library makes a difference.
- Send notes to well-known campus figures and graduates inviting their comments.
- Save and use comments from thank-you notes and survey forms.
- At the reference desk we get the best stories and quotes. Librarians should write down the best stories and use those for future use. There does not have to be names.

Stories often can be used without names, although it is best to ask permission to use names for publicity purposes.

Share your library’s best stories with the ALA Public Information Office and ACRL to use as part of the national Academic and Research Library Campaign. Send to atyourlibrary@ala.org or acrl@acrl.org.

Tough Questions

Being prepared to answer both basic and more challenging questions is part of delivering the library message clearly and consistently. Answering questions, whether from faculty, students, administrators, or alumni, is an opportunity to deliver key talking points and to correct misinformation. When dealing with hostile or difficult questions, it is important always to answer with a positive statement and avoid repeating negative language. Keep your answers simple and to the point. Every library has its own “difficult” questions. You will want to anticipate them and make sure everyone on the library staff is prepared to give answers. For more advice and techniques on dealing with tough questions, refer to the ALA’s *Library Advocate’s Handbook*. Available for purchase from the ALA Public Information Office or download it free at <http://www.ala.org/ala/advocacybucket/libraryadvocateshandbook.pdf>.

Sample Q&A

1. Isn’t everything available free on the Web? Why do we even need a library?

College and research libraries are an essential part of the learning community. Today, our collections offer the best of all worlds—extensive print, audio, and film works and some of the finest electronic resources available. Online journals and other resources are not free. Our library saves considerable money for students and researchers by providing electronic collections in the same way that we provide books, historical documents, and other important resources. And it’s not just resources: libraries are vital spaces where communities come together to discuss and share ideas, explore, We teach through exhibits, programs, etc.

2. Why do we need librarians? / Do librarians really need degrees to do this work?

Librarians are experts in information management. They hold master’s degrees in library and information science. Some have additional graduate degrees. Librarians collect, organize, and preserve knowledge in print and digital formats. They are the guardians of preserving today’s knowledge for the future. They advance teaching and learning by helping students, faculty, and other researchers obtain the best, most accurate, and complete information whether it’s in a book, a database, or on tape.

3. Isn’t it true students don’t use the library anymore? *Select and adapt from the following:*

On the contrary, if you include the number of students using the online resources on the library’s Web site, our use is higher than ever. Our library offers an extensive collection of electronic journals and other research materials. These resources are available to students 24 hours a day by logging on to a computer from their homes or dorm rooms. They also can check the library’s catalog, instant message and e-mail questions to a librarian. If you haven’t visited our Web site, you should check it out at *[URL]*.

In addition to walk-in/circulation/reference many students are using the library online and in other ways. They do research using our online catalog, databases, and electronic reserves available through our Web site. But they also come to the library to use computers and print resources, do quiet study, and work in groups with other students. Sometimes they come just to relax. The library is an important destination for many students.

4. Why should I use the library when I can go to Amazon.com or log on to the Net from my dorm room?

In a word—access. You may think you’re connected if you log on to a computer, but you’re not connected to the vast resources that only a library offers. Many resources of a historical or scholarly nature are not available on the Internet or, if they are, only at a steep price. The library has resources both online and on our shelves that the Internet will never offer. More importantly, librarians who are there to help you navigate through the information. Add information literacy line

5. Why should I be a librarian?/ Why would I want to work for a profession that is poorly paid?

Being an academic librarian is extremely rewarding. The salary is comparable to what many faculty make and continues to rise. But the real pay off is the satisfaction you get from helping students learn important research skills, empowering them with lifelong learning skills, and assisting researchers in work that is important to society. For many of us who choose librarianship as a second career, working in a college library allows us to use our skills and knowledge in new and different ways. As a profession, librarians are committed to ensuring that information is freely available and to collecting and preserving resources of value to tomorrow's researchers.

6. Why should the library get more money when we are having to cut back other departments?

The library is essential to a learning community. It provides a wealth of resources—both traditional print resources and advanced technology—that students, faculty, and researchers could not otherwise afford or have access to. These resources support teaching and learning across all departments. More importantly, our librarians are partners in teaching students critical research skills, developing curricula, and assisting researchers in important and innovative research projects. In the last five years, our library's buying power has decreased by *[add number here]* percent. Without an increase, we cannot provide the quality or quantity of resources that our faculty and students deserve.

7. Since everything is electronic, shouldn't the library need less money?

Technology offers many advantages, but saving money isn't necessarily one of them. Technology is not cheaper. Most electronic journals and reference works cost as much—if not more—than print editions. They also require computers, software, and other technology that must be maintained, updated, and staffed. While technology is expensive, it makes information retrieval faster and easier and provides the state-of-the-art access that today's students and researchers expect. Our library houses important archives of historical documents, photographs and recordings, as well as print materials—the vast majority of which are not available on the Internet. This will be true for the foreseeable future.

8. What is “information literacy” anyway?

Information literacy means knowing how to find, evaluate, and effectively and responsibly use information from a variety of sources. It means knowing when a book may be more helpful than a Web site or when a website may be more up to date than a book. It means knowing what questions to ask. Is the information complete? Accurate? Is someone trying to sell something? Good decisions depend on good information. Academic librarians teach 21st century research skills that students will use throughout their professional and personal lives.

9. Why are librarians concerned about information literacy?

Librarians know that having more information isn't necessarily better and that the best source of information isn't always Google. Good decisions depend on good information. Librarians know that information literacy is a survival skill in the 21st century. They also know that for knowledge to advance, it must be based on the best, most current information.

The Big Picture: Issues

Academic and research librarians are committed to the free flow of information that fuels higher learning and research in a democratic society. The following are among the top issues identified by the ACRL Focus on the Future Task Force. These issues can provide a national context for story ideas that you may wish to share with the media, use in presentations, or discuss in forums. For statistics on academic and research libraries, their services, use, and funding and studies on academic libraries and the impact of

technology on student and faculty use and perceptions, see “**The Big Picture: Statistics and Studies**” at <http://www.ala.org/ala/pio/campaign/academicresearch/academicresearch.htm>

21st Century Literacy

Twenty-first century literacy requires more than being able to read or use a computer. It means knowing how to find, evaluate, and use information from a variety of sources. It means knowing when a book may be more helpful than a Web site. It means knowing what questions to ask. Is the information complete? Accurate? Is someone trying to sell something? Academic librarians were among the first to identify the new set of skills needed to function in a complex information environment. In colleges and universities, librarians teach information literacy skills that students will need to succeed throughout their lives.

Impact of Information Technology

The new millennium has brought an urgent need to help our institutions and communities understand the changes brought by new technology, how to reap the benefits, and how to minimize the risks. Libraries have led the information revolution by harnessing it to improve access to our collections and services. Today, our libraries offer the best of both worlds. Along with collections of print, photographs, video, recordings, and other artifacts, libraries offer some of the finest electronic resources available. And librarians are experts in managing and navigating the vast sea of information available to students, faculty, and other researchers. As libraries change and incorporate new technology, their role and how it relates to other instructional and information technology departments continues to evolve.

Support of New Users

College and university librarians face a growing need to provide new and appropriate ways of serving our changing student population: distance education students, international students, adult learners and others involved in new teaching and learning methods. Faced with declining literacy levels among students and “flexible” ethics that tolerate plagiarism and copyright violations, academic librarians are taking the lead in teaching students both 21st century research skills and the respect for scholarship and research that undergird free access to information.

Collection and Preservation of Cultural Resources

Librarians have been collecting and preserving the world’s knowledge and cultural heritage for more than 2,000 years. In the 21st century, they have exciting new tools, but their job is bigger than ever. Selecting print documents, photographs, recordings, and other artifacts for preservation in digital formats makes them easily and quickly available to researchers around the world but requires financial support to achieve. Librarians also preserve electronic journals and other online sources of interest that may be of value to researchers in the future. The role of libraries as repositories of the world’s knowledge continues to be essential now and for the foreseeable future.

Funding

Academic and research libraries receive only a small fraction of funding spent on higher education. [Source: Digest of Education Statistics, 2001, table 341 on p. 384] In times of economic uncertainty, competition for scarce resources grows even more intense. While new technology offers advantages to students and researchers, saving money isn’t necessarily one of them. Most academic and research libraries house extensive collections of print works, photographs, recordings, video and other artifacts, as well as electronic resources. While electronic works offer greater accessibility, they offer little savings

and often cost more than print editions. These resources also require computers, software, and other technology that must be maintained, updated, and staffed. Even in good economic times, librarians have a challenging balancing act.

Outreach Strategies

Students

Every campus offers unique opportunities for communicating with students. In developing your library's promotional materials, consider the image you wish to convey. The colors and types of promotional materials you choose and how you distribute them are as much a part of the message as the words you use. Your goal should be to deliver the message in a way that is appealing to students and appropriate for your institution.

Aim to communicate a consistent image in all of your publicity and promotion efforts. Also keep in mind that some students may have had little library experience or perhaps a negative one. Presenting the library and its staff as inviting and helpful is key to overcoming these barriers. Also try for that element of surprise. Tell students what you can do for them that they might not expect. Bust the stereotypes with programs and activities that let them know the library is a changing, dynamic, and "with it" place staffed by people who understand and care about their needs. Advertisers know that for their message to be remembered, their audience must see/hear it a *minimum* of seven times. Aim to deliver your message as often and in as many forums as possible.

Ideas to Get You Started

1. Form a student advisory group or Friends of the Library group to advise and assist in developing programming and promotions directed at students. Take advantage of students who work in the library.
2. Seek to have a library message appear on student ID cards or provide stickers with the URL.
3. Put out a "Talk Back" suggestion box inviting students to ask questions or share what they like and don't like about the library. Post frequently asked questions and answers.
4. Publish an "It's an Information Jungle Out There!" survival guide for students. Distribute during orientation and other events.
5. Distribute "tent cards" (similar to those often found on restaurant tables) featuring the library's Web site/other services on tables in dining halls and the student union. netLibrary and other vendors will often send promotional materials such as tent cards free of charge.
6. Have library messages appear on electronic message boards around campus. Explore getting electronic signage for the library. A plasma screen television in the library's lobby is a great way to highlight resources, services and events.
7. Distribute door-hanger flyers in residence halls.
8. Use "A-frames" or easels inside and outside the library to display posters or a calendar of events. Sponsor contests on- and offline.
9. Plant "footprints" around campus—all leading to the library. Publicize their imminent appearance and offer a prize such as a free pizza coupon to the first 50 or so students who check in at the Information Desk.
10. Provide and publicize an idea exchange on the library's Web site for students to post their best tips for studying and using the library.
11. Host a "pizza night" or other special event during exam week.
12. Invite campus celebrities to appear on posters for the library.
13. Invite well-known graduates to do readings/give talks/make appearances at the library. Ask for their testimonials to include in ads in the student newspaper and other library publicity materials.

14. Print a coupon for free coffee/copies at the library's café or bookstore or self-checkout receipts. Offer free coffee to students once a week in the morning.
15. Print messages on napkins, cups, or cup sleeves at the library café.
16. Run the library's message in campus planners/calendars.
17. Give away library brochures and promotional items such as bookmarks, highlighters, or pens in registration packets and at orientation.
18. Host tours/sponsor a reception for parents and alumni during orientation or homecoming.
19. Enter a float in the homecoming parade.
20. Ask faculty to include a library message, e.g., "Got questions? Get answers! @ your library," in course handouts. Include business card for the appropriate contact for the class.
21. Send brief and lively announcements of training classes, study tips, new materials, and other updates via e-mail distribution lists.
22. Use screen savers and banners to highlight special messages on the library's Web site and public computers located throughout the library.
23. Have plastic book bags imprinted with the library message. Also give to campus bookstores to use.
24. Post flyers/posters on information kiosks, inside buses, bus stops and bulletin boards around campus, as well as in the library.
25. Ask bookstores to insert library flyers in shopping bags.
26. Distribute posters/flyers/other library promotional materials at the tutoring center and other student service centers, e.g., Office for Disabilities, ethnic student associations, job placement, etc.
27. Hang colorful banners outside the library, in dining halls, in the student center, and around campus.
28. Distribute library promotional materials during fraternity/sorority events. Include with rush materials or direct mail/e-mail.
29. Give away earplugs in cases imprinted with the library's message at the information desk. Other ideas for giveaways: mouse pads, T-shirts, stress balls.
30. Use chalk to graffiti the library message around campus. Get permission, if needed.
31. Participate in orientation events around campus for freshman, graduate, international, and transfer students.
32. Sponsor an ice cream social for students during the fall and spring semesters. Give away free ice cream to students on the university quad or outside the entrance to the library.
33. Consider hosting a gaming night in the library.
34. Sponsor a pumpkin carving contest in October for student organizations. Display pumpkins in the library and let students vote for their favorite.
35. Start a paperback exchange in the library for recreational reading
36. Give away free coffee and food during exams and have a game of something as a destresser
37. Send an early welcome message over the summer to incoming students, highlighting how the library wants to support their success. Promise a giveaway to be picked up at the reference desk to encourage them to visit soon after they arrive. Paper mailings make a memorable impression in this digital age.
38. Make sure the library is on the admissions tours for prospective students. Supply a short script of key talking points for tour guides.
39. Invite student performance groups to give brief presentations (dance, concert, etc) just before an upcoming performance to help them and you market!
40. If the library has an exhibition area do one on new librarians and library themed zines, comic books, and movies.
41. On every floor and major study area have a need help sign and the phone number to the information/reference desk.
42. Have library information on the doors in the restroom stalls.
43. Have an library scavenger hunt with a prize.

Administrators and Faculty

In communicating with administrators and faculty, part of the goal should be to keep them aware, but not inundated with news of library activities as they also suffer from information overload. If there is news of particular importance, practice the personal touch. Schedule a visit or pick up the phone and call.

Make a special effort to:

1. Know their special interests—professional and personal—and provide them with items of interest.
2. Be a team player. Tie your library promotional efforts to those of the college/university as a whole, and let administrators know of your support.
3. Make sure they receive key publications, such as the library newsletter, annual report, announcements of new services, programming or initiatives of note.
4. Keep them aware and informed of collaboration with other departments, special outreach, and promotion activities. Invite their participation in programs and events when appropriate.
5. Be visible in major campus events such as Homecoming, orientation, and Alumni Day.
6. Provide opportunities to increase both their visibility and the library's by inviting them to speak or participate in special promotions, such as working at the reference desk, possibly during National Library Week or exam time. Publicize their involvement.
7. Give them more than numbers. Make a point of including success stories of students, faculty, and other researchers and how the library and its staff contributed. (See **“What Makes a Good Story?”**.) Showcase successful partnerships that illustrate what you are trying to achieve.
8. Take advantage of forums, such as the Faculty Senate or Curriculum Committee, to deliver your message. Also seek one-on-one time when appropriate.
9. Serve on influential committees such as the Administrators Advisory Group or Staff Advisory Council.
10. Package and present your library's special promotional items such as coffee mugs, sticky notes, or T-shirts.
11. A few days before classes begin, host a new faculty orientation each fall semester in the library. Have a library administrator welcome the new faculty before breaking off into groups to tour the library. End the event with a reception including food and drink.
12. Hold a faculty authors reception to honor this important aspect of faculty work. Invite the upper administration (Dean, Provost, President) to give a few welcoming remarks and have campus press there to cover the event.
13. Post information on departmental bulletin boards. If there is a dept. newsletter, see if the library can periodically feature a story/resource/new service, etc.
14. Reach out to the administrative assistants in the various academic departments. Offer training sessions in using the library to them: they will help spread the word to the faculty.
15. Provide workshops through-out the semester highlighting different databases; social networking; RefWorks; RSS Feeds and setting up search alerts; etc.

Special Tips for Faculty

The following tips are from the presentation **“100 Ways to Reach Your Faculty”** by Terri L. Holtze, social sciences reference librarian at the University of Louisville. For more good ideas, go to www.ala.org/@yourlibrary. Click on “ACRL Academic and Research Library Campaign” and then “Outreach.”

1. Host a “published this year” party. Include librarians who have published.
2. Be active in faculty and other governance organizations.
3. Participate in a faculty mentoring program.
4. Cultivate professors who already use the library to become your advocates.
5. Hold a retreat for faculty willing to collaborate on a joint project.
6. Create a “Faculty Guide to the Libraries” with all the essentials: key contact names, phone numbers, course reserve procedures, etc.
7. Research and let them know about grant opportunities in their field.
8. Ask faculty to include the contact information of the library subject specialist on their syllabi.
9. Provide your business cards to faculty to give out when referring their students.
10. Lobby for a place on the curriculum development committee.
11. Connect with the student TAs. If they see the importance of the resources and instruction they can advocate for additional library instruction.
12. Attend faculty meetings, if possible.
13. Hold a special session for the graduate students in a particular department.

Multicultural Audiences

Reaching out to multicultural audiences means more than celebrating cultural differences. It means reaching out to those who may, in the past, have been underserved by libraries. It also means ensuring that library services are relevant to multicultural audiences and that library staff members are welcoming to users of varying cultural backgrounds.

1. Start by gathering information on your campus demographics and organized cultural groups such as African American, Native American, Asian American, and other student associations. Also research multicultural outreach that other departments and other libraries have done. Make a plan.
2. Solicit input and feedback from campus multicultural leaders. Assign a library staff liaison to work with student associations.
3. Form an outreach committee with representatives from various groups to give input on services and programming.
4. Incorporate multicultural outreach into established and emerging library services (e.g., instruction, reference, collection development, and digital library initiatives).
5. Develop events related to special collections of ethnic materials, e.g., African American or Latino Studies.
6. See *Chase’s Calendar of Events* for observances such as Latino Heritage Month, Polish Heritage Month, or Cinco de Mayo to build programming around. Also use opportunities such as National Library Week for multicultural outreach.
7. Tie events to issues of information access, knowledge construction, and culture.
8. Collaborate with other departments and organizations in developing and financing multicultural programming. Also work with community organizations if many students live off campus.
9. Use multicultural programming and outreach to promote librarianship as a career.
10. Establish a peer advisory or minority residency program.
11. Promote the one-on-one-assistance available @ your library. Assign librarians to mentor students.
12. Make the library a welcoming place for multicultural audiences with multicultural art in the library and name rooms and even entire libraries after authors, scholars, and leaders of different cultural traditions.

The above suggestions are based on a presentation by Isabel Espinal, humanities and anthropology librarian at the University of Massachusetts, Amherst, and former outreach specialist.

Additional Ideas

13. Consider volunteering to write a one-time or recurring column in the local minority press.
14. Give special attention to international students when they arrive on campus. Be sensitive to cultural differences in what they understand a library can do.
15. Start a Library Liasion program with the multicultural houses on campus.
16. Librarians should attend multicultural programming and events on campus. Meet new students and volunteer to help.

For more information, see:

Diversity in Libraries: Academic Residency Programs, edited by Raquel V. Cogell and Cindy A. Gruwell. Westport, Conn.: Greenwood Press, 2001.

Multicultural Outreach in Academic Libraries, presentation by Isabel Espinal at the OLOS preconference “Different Voices, Common Question: Adult Literacy and Outreach in Libraries” June 13-14, 2002. See www.ala.org/@yourlibrary. Click on “Academic and Research Library Campaign” and then “Outreach.”

Allies in Getting the Word Out

Many academic and research libraries are taking a more aggressive approach to promoting their programs and services. In seeking to expand your library’s efforts, you will want to explore services available through your institution’s Communication and Design/Publication offices. These offices, staffed by communication professionals, are generally glad to advise and assist in departmental efforts when appropriate.

In working with communication/PR offices, the same guidelines apply as to other types of collaboration. Because these offices’ services are often heavily in demand, it is especially important to:

- build and nurture relationships with key staff;
- keep them informed of library activities;
- know what they can and can’t do, and seek their services when appropriate;
- meet their deadlines;
- follow the communication policies and guidelines they provide;
- let them know you appreciate their services.

Tips for Collaboration

Collaboration with other departments is a valuable form of outreach that can greatly increase visibility and appreciation for the library. It also can save time and money and result in a better learning experience. Collaboration can take many forms. The Information Commons, developed by some libraries in

cooperation with Technical Services and other departments, is a good example. Others are joint sponsorship of programs and publications, information literacy training, and special projects and services, such as databases. For more examples, see “**Ideas Too Good Not to Share**”.

Some suggestions for a successful collaboration:

- Don’t assume that others know what you have to offer. If you see an opportunity of mutual benefit, take the lead. Use collaboration as an opportunity to educate others about the library’s role and what librarians can contribute.
- Don’t assume you know what others have to offer. Do some homework before you make your move. Ask questions.
- Know your organization’s management profile/chart/hierarchy. Approaching the right person can make all the difference.
- Be patient and persistent. When you are working with multiple departments, scheduling can be a challenge.
- Try to keep everyone on the same page through multiple types of communication on a frequent, regular basis.
- Use every “10 seconds of air” you can get with upper administration and development to fill them in on what is happening and what should happen.
- Make sure your boss and everyone on your staff is aware of the nature of the collaboration and the reasons behind it. Invite their input. Provide regular updates.
- Have lunch with the people you work with on these projects. Get to know them.
- Know the laws and institutional rules and regulations that may affect your goals.
- Do not move forward before all parties have had an opportunity to offer input. This holds unless you have prior agreements that certain persons may act on behalf of all.
- Confirm in writing the goals and expectations, what each party will contribute, and who are the staff liaisons to the project.
- If an article or publicity is “touchy,” make certain that everyone involved is included in the final editing and proofing.
- If someone makes a mistake or there is a misunderstanding, take immediate corrective action. Follow appropriate administrative routes for reaction. Keep the lines of communication open. Apologize if appropriate.
- Build in an evaluation process. If the project doesn’t go as well as anticipated, learn from your mistakes and do it better next time.
- Be sure to thank everyone involved. Provide a summary of what was accomplished.

Contributor: Susan Gilbert Beck, president of Emanda, Inc., and consultant on library access.

For more information, see:

“Practical Tips to Help You Prove Your Value” by Amelia Kassel. *Marketing Library Services*, Vol. 10, No. 4, May–June 2002 <http://www.infotoday.com/mls/may02/kassel.htm>

Marketing and Promotion

Building a Communication Plan

Communication is a key element in developing a marketing program for your library. The others are market research (identifying wants and needs), strategic planning, service delivery, and evaluation. The messages, ideas, and strategies in this toolkit are intended to give you a head start in developing a communication/promotion plan to generate greater awareness and support for your library and its services. To learn more about creating an overall marketing plan, including planning worksheets, see <http://www.ala.org/ala/acrl/acrlissues/marketingyourlib/marketingyour.cfm>

A marketing communication plan has the following elements:

1. Introduction: What is the context of the communication activity?

Briefly outline challenges, opportunities, relevant research, and other key factors.

2. Goals: What do you want to happen?

Goals are big-picture outcomes. Examples:

- Everyone on campus will understand and use the library's services.
- Administrators will value the library as an essential part of the learning experience.

3. Objectives: What will be accomplished?

Objectives are specific and quantifiable. Examples:

- Funding will increase by 10 percent in the next budget year.
- Web site visitors will increase 15 percent during the coming year.

4. Positioning statement: How do you want the library to be perceived?

Define the image you would like for your library, including its unique "selling points."

5. Key message(s): What is the most important message you wish to deliver?

The key message should be repeated as often and as consistently as possible in person, in print, online, and in other publicity for maximum impact.

6. Target audiences: Who needs to hear the message?

What do you want them to think? Feel? Do? Your plan should prioritize your key audiences and include how and when you will reach out to them. In identifying your audiences, be sure to include your "internal" audiences—staff and others who are closely associated with the library—as well as external audiences. As your "sales force," they are critical to your success. You may also want to break down each audience further, e.g., students: undergrad and graduate, residential and commuter, or other categories you feel are useful or appropriate.

Internal audiences include:

- Staff—full- and part-time
- Student assistants
- Volunteers
- Friends of the library

External audiences include:

- Students
- Faculty
- Administrators
- Funders: Donors/Legislators/Taxpayers
- Trustees

- Parents
- Alumni
- Prospective librarians
- Media

7. Strategies: How will you deliver the message?

Vehicles and tactics for delivering the message. Examples include:

- Word of mouth
- Banners/Posters/Displays
- Handouts/Giveaways, e.g., bookmarks, mugs
- Media: Campus and community newspapers, radio, and TV
- Print materials: annual report, newsletter, flyers, tent cards
- Web sites
- E-mail lists
- Presentations to groups
- Collaboration with other departments/organizations

8. Evaluation measures: How will you know you succeeded?

Your objectives should provide a clear means of evaluation. Frequently used measures include: circulation, Web site visits, library visits, reference statistics, attendance at programs and university events, number of media stories placed/speeches given, follow-up surveys/interviews, word-of-mouth feedback, letters of appreciation/honors received.

Marketing That Can Be Seen, Heard, and Felt by All

When developing a marketing plan for your library, be sure to address individuals with disabilities. Susan Gilbert Beck, president of Emanda, Inc., and consultant on library access, offers the following guidelines for ensuring your efforts are both legal and effective.

- For information about federal laws and resources to assist you, see the U.S. Department of Justice Web page on disabilities at <http://www.usdoj.gov/crt/ada/adahom1.htm>
- In developing signage, publications, and other materials, be sensitive in your use of language. The disability is just one facet of the person. He or she is far from being totally described by the disability.
- Assess the library's traffic patterns and use of space:
 - if outside paths and inside aisles are not wide enough to accommodate wheel chairs, make a change for better accessibility;
 - if ramps are needed, install them;
 - offer maps and signage to guide those who need elevators and other accommodations. See <http://www.gag.org/resources/das.php>
 - make room at desks and tables for adequate access by those in wheel chairs.
- Assess the accessibility of the library's Web pages at <http://webxact.watchfire.com/> and follow guidelines to:
 - allow access by Web page readers and screen readers like JAWS;
 - allow translation of print copies by, for example, Kurzweil readers or Braille embossers and readers;
 - create alternate pages to provide easy-to-access text describing graphics;

- create sites with light letters on a high-contrast dark background, which are more visible on computer screens or slides for people with vision difficulties.
- Assess the availability of on-site assistive and adaptive software and equipment. Improve if necessary.
- Offer awareness training to the library staff:
 - if communication seems to be a problem with any patron, staff should consider immediately what solutions might be reasonable and considerate;
 - staff should know proper approaches to promoting library programs to people with deafness, blindness, mental illness, learning, and other disabilities and help them to participate.
- Publicize the library's accessibility. Prepare a letter or brochure highlighting special services. Distribute promotional materials through organizations such as the Office for Services to Students with Disabilities, local agencies like the Centers for Independent Living (CIL), and others that provide services to students with disabilities.
- Join an electronic discussion list that addresses libraries and disability access, by sending e-mail to listserv@maelstrom.stjohns.edu. In the body of the message, type: [subscribe axslib-l] followed by your first and last name.

For an example of a Web site that highlights both disability resources and libraries prominently, see the University of Michigan homepage at www.umich.edu.

For more information, see:

Designing a More Usable World—for All, Trace Research & Development Center, University of Wisconsin, College of Engineering. A guide to products, technologies, training, and techniques to eliminate barriers and create expanded opportunities. www.trace.wisc.edu

Equal Access to Software and Information (EASI), Training on barrier-free Web design and other matters. www.rit.edu/~easi

LD Online, the leading Web site on learning disabilities for parents, teachers, and other professionals. www.ldonline.org

Putting the Brand to Work

The campaign's trademarked brand—@ your library™—provides a unifying element for academic and other libraries across the country. Flexible and easy to adapt, it can be used to create your own slogans for use in promotional activities and materials such as the annual report, newsletter, bookmarks, calendars, mouse pads, and magnets. Sample slogans and ready-to-print graphics for academic and libraries can be downloaded at www.ala.org/@yourlibrary. Click on “Academic and Research Library Campaign” and then “Graphics.” downloadable slogans include:

- Research @ your library
- Got Questions? Get answers @ your library
- Get Connected @ your library
- Smart Starts @ your library
- Whole Wide World @ your library
- Bits and Books @ your library
- Coffee, Computers, and Copies @ your library

Brainstorm for your own slogans with your staff. Or, for more slogans, go to www.ala.org/@yourlibrary. Click on “Academic and Research Library Campaign” and then “Marketing and Promotion.”

Like McDonald’s golden arches and the Got Milk? trademark, the @ your library™ brand is intended to give a distinct feel to the campaign to break through the clutter of competing messages and establish a clear and unique identity. For any brand to be effective, there must be a consistent look. To help you use the brand correctly, ALA has made the @ your library™ logo available for free on the @ your library™ Web site at www.ala.org/@yourlibrary in the “Download logos” section. You should also review the trademark use policy and guidelines in that section.

Who’s on Board

Following are a few examples of how academic and research libraries already are using the @ your library™ brand to highlight their unique programs, services, and technologies. For more examples, see “Who’s on Board @ your library” on the campaign Web site at www.ala.org/@yourlibrary under ACRL Academic and Research Library Campaign. Click on “Marketing and Promotion.”

Promoting Library Staff

The library at **Arizona State University East** used the theme “Person-to-Person @ your library” for National Library Week 2002 to emphasize the personal service that library staff offers students. Each day’s programming ran under different sub-themes, such as “Appearing Live and in Person @ your library,” a chance for students and faculty to meet library staff; “Frequently Seen @ your library,” a day to recognize faculty that use the library and to encourage faculty members who don’t use the library; and “Research Help—Person-to-Person @ your library,” a program that promoted the library’s virtual reference desk.

Contact: Ellen Welty
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Highlighting Collections and Services

The **University of Hawaii at Manoa Library** highlighted the rich collections and services of the state’s only public university system with the theme “Ideas flow @ your library” during National Library Week 2002. The slogan’s artwork included a volcano with an “@” sign rising above it.

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Outreach to Administrators

The **Regina Library at Rivier College in Nashua, New Hampshire**, presented the Dean of the School of Undergraduate Studies with a homemade “@ your library” card and a “Get wired @ your library” mug in a ceremony during National Library Week 2001.

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General Outreach

The **Richard Bland College Library in Petersburg, Virginia** featured the theme “Let us amaze you @ your library” throughout the 2002 school year. The theme was printed on flyers, brochures, and other promotional items to help raise awareness of the library’s resources.

In 2001, the library used the theme “Reeling you in with 40 years of history @ your library” to celebrate the library’s 40th anniversary. Variations of the slogan appeared on the Web site and as themes for monthly programming, e.g., “Reeling you in with banned books @ your library” (September) and “Reeling you in with gifts of literacy @ your library” (December). The theme also appeared on promotional items such as pencils, cups, sticky notes, and folders.

The library changed the title of its regular column in the student newspaper to “@ your library,” and includes items such as “Preview of coming attractions @ your library.” A booklet for high school principals and guidance counselors is titled “Information @ your library.”

Contact: Ellen Andes

Circulation/Reference Librarian

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Promoting Services

“Begin Your Career Training @ your library” is the name of a program at **Mohave Community College (Kingman, Arizona)** that focused on bringing students into the library and raising awareness about career planning resources. The logo has also been used on bookmarks and flyers.

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Dean of Library Services

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Showcasing Electronic Resources

“Online! Anytime! @ your library” was the theme for a new “Ready for Reference 24/7” project, a cooperative venture of eight academic libraries in Central Illinois: **Black Hawk College-East Campus, Bradley University, Eureka College, Illinois Central College, Illinois State University, John Wood Community College, Quincy University, and Spoon River Community College.**

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Library System Consultant, Alliance Library System

Bloomington, Illinois

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Special Outreach

In 2002, the **Elaine P. Nunez Community College Library in Chalmette, Louisiana**, sponsored a grant-funded program called “High School to Higher Education @ your library.” The program invited juniors and seniors from area high schools to do research in the college library. They also received information about the college and a tour by the admissions office. The goal was to encourage more

students to consider continuing their education at Nunez. The logo was used on a brochure that the library gives out to students and in the library newsletter, news releases, and other publicity materials.

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More Good Ideas

@ your library™? At your library™! Create a handsome list of helpful but lesser known facts about what the library offers. Distribute to administrators and faculty. Post on the library's Web site.

We're here for you @ your library™. Send a personalized welcome letter to new faculty members highlighting special services/resources available to them and their students. Offer a tour and follow up with a call to schedule.

Wrap it up @ your library™. Invite faculty and administrators to celebrate the end of the quarter/semester/school year. Aim to make it an occasion they'll look forward to next time with music, refreshment, door prizes, list of recommended reading while on break, and gift bags with @ your library sticky notes, pencils, and other items.

Family time @ your library™. Periodically hold a film, storytelling, or other special event for families of students and faculty. Reaching out to families can be an effective way to generate appreciation for what you do and position the library as central to the life of your institution.

What's new @ your library™. Host a continental breakfast or provide coffee for parents or alumni during orientation or homecoming. Provide a tour highlighting some of the library's new/unique features along with a hands-on demonstration of online resources that weren't around when they were in school.

Do what? @ your library™. Sponsor an @ your library™ slogan contest for students. Create a "slogan suggestion box" and place it in front of the library. Engage library staff by encouraging them to pick the top winners. Or distribute ballots online and in the library for students to vote. Then take the winning slogans and use them.

Smart starts @ your library™. Host a special open house for freshman and transfer students showcasing special collections, online databases, meeting rooms, and other resources they need to make their first year at school a success.

Ideas Too Good Not to Share

Here are some more promotion strategies used by academic libraries around the country. For more good ideas see "**More Ideas Too Good Not To Share**" and "**Getting Started: Case Histories**" online at www.ala.org/@yourlibrary. Click on "Academic and Research Library Campaign" and then "Marketing and Promotion."

Best Practices in Marketing Academic and Research Libraries @your library® Award Winners

This award recognized academic/research libraries that demonstrated an outstanding best practices marketing program. It was sponsored by the ACRL Marketing Academic and Research Libraries (MARL) Committee and funded through the ACRL Friends and Springer.

<http://www.ala.org/ala/acrl/acrlissues/marketingyourlib/marketingyour.cfm>

Introducing the Library

Carleton College, Northfield, Minnesota

The library can be a scary and mysterious place for new students during their first week at college. What better opportunity to host a murder mystery?

With the help of the Friends of the Library (a volunteer student organization), the library at Carleton College did just that. Planning and preparation took about two months, culminating in an exclusive New Student Week event—on the night of Friday the 13th. They listed the event on the New Student Week schedule and distributed invitations to roughly 40 New Student Week leaders, returning students whose job includes informing first-years of various campus activities. They also displayed copies of the invitation on the library doors on the day of the event.

The goal was to educate as well as entertain, presenting students with a series of clues that required them to check out an article on reserve, look up an online subject guide, use our catalog and another database, and navigate the four floors of the library.

Fifty-five first-year students joined in solving clues such as, “Prof. Dodgson was studying the French Revolution when he was murdered. You must check out a book on this subject for your next clue. Consult the reference librarian to find an appropriate subject heading.”

For a script and how-to information, see

www.library.carleton.edu/reference/workshops/MurderMystery.html

Contact: Michael Kirby
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University of Richmond (Virginia)

One of our most innovative outreach projects has been the “personal librarian” letter sent to all first-year students at the University of Richmond. During the second week of fall semester, each Outreach and Instruction librarian at the Boatwright Library sends a brief letter introducing him/herself and the library’s services to 70 first-year students. Each letter is signed and a business card enclosed. Although difficult to track numbers, anecdotal evidence tells us that many students use the contact and some tell next year’s freshmen students about it. Other outreach activities include:

- booth at the Gay and Lesbian Coming Out Festival. A bibliography of gay and lesbian materials is distributed and a selection displayed;
- booth at the Women’s Safety and Wellness Fair. The Gale’s Health and Wellness Center Database is demonstrated and health and wellness materials displayed. This event is sponsored by the Campus Police Department;
- “One City, One Book.” An English professor led a discussion on Ernest Gaines’ *A Lesson Before Dying* for faculty, staff, and students as part of a citywide reading promotion.

Contact: Lucretia McCulley
Head, Outreach and Instruction Services

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Outreach to Students

Clarion University (Pennsylvania)

Stressed students can seek relief at the library during exam time thanks to the Clarion University Libraries, College of Nursing, and Health Science Education Center. The Stress Free Zone consists of a “summer beach” with a tiki hut set up in the library, free fruit drinks, food, movies, aromatherapy, neck massages, and games. A nurse is on duty to help students who may be experiencing more serious emotional or physical difficulties. The Zone was open four nights from 7 p.m. to 1 a.m. during final exam week in the fall semester, 2002. An estimated 3,000 students visited. The nursing faculty and health science educators identified one severely depressed student who was referred to a psychologist. They also counseled several students who were showing signs of emotional and/or physical stress. The program brought many students to the library for the first time. For more information, see **Getting Started: Case Histories** online at *www.ala.org/@yourlibrary*. Click on “Academic and Research Library Campaign” and then “Marketing and Promotion.”

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Promoting the Virtual Library

Ohio State University/University of Michigan

The Bentley Historical Library at the University of Michigan and Ohio State University Archives made headlines along with their football teams with an online exhibit highlighting their institutions’ historic on-field rivalry (<http://library.osu.edu/sites/archives/OSUvsMichigan/osuvmichigan.htm>). In addition to mounting the exhibit, staff of the two libraries worked with their campus news services to get the word out to national, state, local, and campus media. Loaded with colorful history about the teams and their rivalry, including players, coaches and bands, the site drew praise from members of the media, as well as alumni and students. The libraries took the opportunity to boost their academic holdings with a second linked exhibit featuring Michigan materials in the Rare Books and Manuscripts Library of Ohio State University and Ohio documents in the Special Collections Library of the University of Michigan (www.lib.umich.edu/spec-coll/ohio-mich). The exhibit’s introduction noted that despite their athletic rivalries, the “two academic giants . . . cooperate and complement each other in the academic arena.” The athletic site logged some 21,000 visitors, with the academic site not far behind in the days leading up to the big game.

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Contact: Wanda Monroe
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Introducing New Services

American University, Washington, D.C.

Frida Kahlo, Frederick Douglass, Thomas Jefferson and Angela Davis were among the costumed characters who made appearances to launch the American University Library's new self-check system. The theme for the day was "Save Time, Anytime with the 3M SelfCheck Time Machine." Campus vendors provided more than 25 prizes, including five \$100 savings bonds. These were awarded based on predetermined numbers assigned to the self-service user sign-in sheet. There was also a second chance drawing at the end of the promotion. The library staff's creativity and enthusiasm were rewarded with \$5,000 as 1st prize winner in a national contest sponsored by 3M Library Systems. For more information, see **Getting Started: Case Histories** at www.ala.org/@yourlibrary. Click on "ACRL Academic and Research Library Campaign" and then "Marketing and Promotion."

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Programming

Oakton Community College, Des Plaines, Illinois

The Oakton Community College Library offers a full calendar of programming directed at faculty and students. These included two workshops during the College's Annual Cultures Week: "Locating International Business Information on the Web" and "Finding Country and Cultures Information in Web sites, Books, and Articles." Each month the Library invites faculty to discuss their research/passion around a theme, such as the Harlem Renaissance during Black History Month or Women Photographers in March for Women's History Month. Related books are displayed, and Webliographies and bibliographies are sited. The library also offers occasional programs on topics of special interest such as a session on *The Girl with the Pearl Earring* with the director of the College's art gallery. Faculty are alerted to programs on topics in their subject area.

Other programs include:

SWIM (Smart Women Interested in Money): A series of workshops especially designed for talking about women and finances. Speakers included professors on campus as well as guests from off campus, such as a financial planner. At each session, appropriate Web sites and bibliographies were covered.

Library Tech Quickies: Librarians conduct workshops, some general, and some more specific, for all college personnel as part of the broader program of the Teaching Learning Center located next to the Library. For most of these programs the library classroom is used.

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For more good ideas, see:

Live! @ your library Calendar of Cultural Programming in academic and other libraries from ALA Public Programs. www.ala.org/publicprograms

"Throwing a Party to Meet All of Our Patrons' Needs" by Lisa Lavoie (Tunxis Community College, Farmington, Conn.). *Marketing Library Services*, Vol. 16. No. 5, July–August, 2002.

www.infotoday.com/mls/jul02/mls-cont.htm

“Exciting Sports-Related Marketing: A Game Plan” by Robert H. McDonald, JoAnn Sears, and Cindy Mitchell (Auburn University Libraries, Ala.), *Marketing Library Services*, Vol.15, No.1, January–February 2001. www.infoday.com/mls/jan01/mcdonald.htm

“Writers in the Library: Literary Programming on a Shoestring” by Steven R. Harris (University of Tennessee), *C&RL News*, June 2002.

The media are key to any outreach effort. Almost every institution has newspapers, newsletters, and other publications for students, faculty, and administrators. Some also have radio or TV stations. If many students live off campus or an event is open to the public, you may want to include community media in your outreach.

In reaching out to the media, make sure you know and follow your institution’s policies and procedures. You also will want to explore whether/how the Communication Office can assist you in working with key media. See “**Allies in Getting the Word Out**” for suggestions on how to work in collaboration with your institution’s communication staff. For resources on dealing with the media, see the **ALA Online Media Relations Toolkit** compiled by the ALA Public Information Office under “**More Tools.**”

Knowing the needs and opportunities each medium presents will save you time and energy and make for a better reception on the part of those you are approaching. For example, because of time and budget limitations, radio and TV news coverage is generally limited to items of major importance to the station’s audience. Be selective when sending news releases and be sure to identify key spokespeople and how they can be reached. For television, specify a visual element.

Producers of talk shows often are looking for guest experts to interview on topics of wide interest, e.g., “Myths about the Internet”/“What the Internet can and can’t do.” Propose—and deliver—an intriguing topic and dynamic guest, and you may be asked to return.

Don’t forget to take advantage of student radio stations and news publications! Providing a list of talking points ahead of time can help set the stage for a successful interviewer.

Sample publicity materials are provided to help get the word out about your library. Read them carefully, fill in the blanks, and add information about specific programs and services. For your convenience, the documents also can be downloaded at www.ala.org/@yourlibrary. Click on “ACRL Academic and Research Library Campaign” and then “Media Relations.”

Media Relations

Sample News Release

Tied to the beginning of the school year, the press release below is intended for the student newspaper. You will want to check on deadlines and whether it is best to mail, fax, or e-mail copy. Also, follow up with a phone call to make sure it was received and whether there are any questions. Remember, that even if the release isn’t used, it may inspire a feature story by a staff writer. If the paper is responsive, you might want to suggest a regular column.

For release: *[date]*

Contact: *[name]*
[telephone/e-mail]

Think You're Connected? Think Again

You've got a cell phone. You've got a computer. You've got a modem. You think you're wired and ready to start the school year.

But unless you're connected to the *[name]* Library, you may not know what you're missing.

"One of the biggest myths around is that everything is on the Internet and that it's free," observes *[name, title]*. "The fact is you'll find little information on the Web before 1975 and very little serious research available for free. Some information is actually easier to find in print than online."

The *[last name]* Library offers vast collections of books and other reference materials, historical and rare documents, photographs and recordings, video, and other source material. The library also has an extensive collection of online journals and databases to meet the specialized needs of student and faculty researchers. Some of these materials are available on the Internet, but at a steep price. The library's URL is *[specify]*.

"Our library offers the best of both worlds—extensive print works and some of the finest electronic resources available," *[last name]* explains. "We provide online collections free of charge to our students in the same way that we provide books, video, and other resources—only you can log on 24/7 from your dorm room."

Using the library has never been faster, easier, or more comfortable, according to *[last name]*. In addition to Web access, the library has *[specify what is appropriate for your library: computers with Internet connections, areas for quiet study and group work, an art gallery, a lounge, and a coffee bar]*. Students are allowed to take coffee into study areas.

Most important, there are librarians to help students find what they need, whether it's in a book, journal, government document, or database.

"The library may be the only place on campus where you're not expected to know the answer," says *[last name]*. "Librarians are the ultimate search engine. Our job is to help you find the answers."

To help students sharpen their research skills, the library offers: *[specify training, tip sheets, bibliographies, other research/study aids available]*.

The library is participating in The Campaign for America's Libraries, sponsored by the American Library Association and Association of College and Research Libraries. The goal is to increase awareness of the services and resources available @ your library. *[last name]* encourages students to find out themselves by stopping by or logging on.

Library hours are *[hours, times]*.

Sample Opinion Column

An opinion column or letter to the editor can help to get your message before the public. Opinion columns generally run no more than 700 words and appear on the “op-ed” (opposite the editorial) page. When writing an op-ed, you will need:

- an attention-getting opening that states the problem;
- your key message and three key points that reinforce it;
- statistics and examples—local/state/national—that illustrate your points;
- a close that summarizes and reinforces your case.

Letters to the editor are more succinct. Check the editorial/op-ed page of the newspaper or publication for word length and other guidelines for submitting either a letter or opinion column. While you may draft the piece, it is often better to have it signed and submitted by a respected figure such as the university president, faculty member, or other ally.

The opinion column below is intended for either a community newspaper or a campus publication for parents or alumni. Be sure to read and edit it carefully. Or, draft your own column following the above guidelines. Be sure to include a name and contact information, including title, address, telephone, and e-mail. Most newspapers do not want columns longer than 750 words. The sample opinion piece in this toolkit is 575 words.

Think Your Student Is Connected? Think Again

Today’s college library is not what most parents remember. But then neither are most campuses. Thirty years ago, there were few co-ed dorms. No cash machines. No Starbucks. No Barnes & Noble. No computers.

Like almost every other aspect of campus life, the library has evolved with the times.

Today’s students take these changes for granted, of course. They head to college armed with a cell phone, computer and modem, and think they’re connected. But unless they’ve connected with the library, they may not know what they’re missing.

Here at *[name of school]*, I see many students who have bought into the myth that the Internet is all they need. Indeed they may have succeeded in their high school studies with little more. Unlike their parents, whose elementary and secondary education routinely included orientation in library use and research techniques, the focus for many of today’s students is on learning to use a computer and navigate the Internet—critical skills, but far from the only ones needed to succeed in college and throughout their lives.

What many students—and parents—don’t realize is that today’s college library offers the best of both worlds. It has resources on- and offline that the Internet will never offer. At our library, these include *[highlight collections of special interest]*. Some resources—such as *[specify]*—are used by researchers around the world.

The library’s online collections include back issues of newspapers and magazines, abstracts and scholarly journals, encyclopedias, and many specialized databases selected by librarians. These resources carry price tags that most students and researchers could never afford.

Another thing most students don't realize is that the Internet offers little information published before 1975 and very little scholarly research—at least for free. They also don't know that it's sometimes faster to look something up in a book or article than on the Internet. For example, it's often easier to look up the definition of a word in a print dictionary rather than using the Internet. Or, if you want reviews of an older film, it may be easier to find in back files of newspapers or film journals, which may not be available online or not for free.

Most importantly, what many students don't realize is that the library is about the only place on campus where they're not expected to know the answers. Librarians are, in fact, the ultimate search engines. *[We/they]* are there to help students find the answer, whether it's on a Web site, in a book, journal, government document, or database. Librarians also plan and teach students how to find, evaluate, and use information from a variety of sources—skills they will use throughout their lives.

For many parents, memories of the college library are bittersweet reminders of thumbing through the *Reader's Guide*, uncomfortable chairs, late-night coffee runs, and cramming.

In contrast, using today's campus library has never been easier, faster, or more comfortable. In addition to 24/7 Web access from home or dorm rooms, there are *[specify]* computers and Internet connections, areas for quiet study and for working in groups, an art gallery, a student lounge, and a coffee bar. Students are allowed to take coffee into study areas.

In today's information rich environment, the library is still at the heart of the learning experience—and will be for the foreseeable future. Make sure you're getting the most from your investment. Encourage your student to connect with the library.

Sample Public Service Announcements (PSAs)

PSAs are run free of charge for nonprofit organizations as time permits. The following copy is geared toward students. Edit and submit it to your campus radio and television stations along with a cover note. Call to find out how far in advance stations need to receive copy before airing, preferred length, and whether there are any special requirements. Ask your television station whether it will run a slide or video with the announcement. If funding permits, you may wish to purchase airtime. Most stations have discounted rates for nonprofits.

Contact: *[name]*
[telephone]

For release: *[Desired air dates]*

10 sec. Savvy students know the best source of information isn't always Google. The ultimate search engine is
@ your library: A librarian.

10 sec. Preparing for a job interview? Get a head start @ your library.
A message from the *[name]* Library.

10 sec. Term paper due? Save yourself some wheel spinning and head to *[name of library]*. Get connected @ your library.

- 20 sec.* It's not just academic @ your library! Find out how you can study smarter, research better, get answers at the [name] library. Our expert librarians will help find what you need—on- or offline. Hours are [days and times]. Or, visit us online 24/7 at [URL].
- 20 sec.* Thesis or dissertation got you down? The [name of library] has the latest journals and books, Web access, databases, and government information—not to mention librarians to help you make sense of your sources. Find what you need @ your library. Or, visit us online 24/7 at [URL].
- 30 sec.* You've got a computer. You've got a modem. You think you're wired. But unless you're connected to the [name] Library you don't know what you've been missing. The [library] has resources on- and offline that most search engines will never find. And it has the ultimate search engines—librarians to help you find exactly what you need. Get really connected—@ your library.
- 30 sec.* Cramming for that latest exam? Preparing for an on-campus job interview? Looking for a place to have a group meeting? It's all @ your library! The [name of library] has what you need to make your college experience an all-around success. The library is open [days, times]. Or, check us out online at [URL].
- 30 sec.* Looking for a topic for that term paper? The [name of library] can connect you to a world of knowledge you didn't even know existed. Everything you want to know about everything you want to know is @ your library—including librarians to help you find what you need when you need it. The library is open [days, times]. Or, check us out 24/7 online at [URL].

More Tools

Library Marketing – Thinking Outside the Book <http://librarymarketing.blogspot.com/>

Marketing out Libraries: Off and On the Internet
<http://www.librarysupportstaff.com/marketinglibs.html>

The “M” Word- Marketing Libraries <http://themwordblog.blogspot.com/>

Library Videos – The Best Of... <http://libraryvideos.blogspot.com/>

Creating the Customer-Driven Library: Building on the Bookstore Model - Jeannette A. Woodward

The visible librarian : asserting your value with marketing and advocacy - Judith A. Siess.

Marketing concepts for libraries and information services - Eileen Elliott de Sáez.

For more helpful tools and information about marketing, programming and promotion, see these online resources on The Campaign for America’s Libraries Web site at www.ala.org/@yourlibrary. Click on “ACRL Academic and Research Library Campaign.”

Advocacy

Library Advocacy Now!

Resources for library advocates from ALA, including downloadable support materials, links to ALA’s key action areas of interest, information on how to conduct an advocacy presentation, how to engage library patrons to support their libraries and more. <http://www.ala.org/Template.cfm?Section=issues>

National Campaigns and Promotions

Campaign for America’s Libraries

The Campaign for America’s Libraries is a multi-year public education effort sponsored by ALA to speak loudly and clearly about the value of libraries and librarians in the 21st century. The campaign launched in April 2001 with the help of First Lady Laura Bush, and to date, more than 10,000 libraries of all types are being reached by the campaign. The site includes programming ideas, sample press materials, downloadable logos and photos, print-ready artwork, video links, advocacy resources, suggestions for National Library Week, and more. <http://www.ala.org/ala/pio/campaign/campaignamericas.htm>

ALA Promotional Events

Links to National Library Week, Banned Books, LIVE @ your library, and other national initiatives from ALA that provide great opportunities for marketing and promotion.
<http://www.ala.org/ala/events/librarypromotion/librarypromotions.htm>

Graphics

@ your library™ logos

The @ your library™ logo is available for downloading in color and black and white in a variety of publishing programs for Mac and PC formats. Trademark guidelines are provided.

ALA Online Store

ALA Graphics is the official sponsor of @ your library™ products promoting libraries and literacy. Posters, bookmarks, coffee mugs, T-shirts, pins, and more are available. Also see the *ALA Graphics Catalog*. To order, call 800-545-2433, press 7.

Media Relations

ALA Online Media Relations Toolkit

The ALA Public Information Office has compiled a list of resources to help you prepare and discuss key library messages and hot topics such as Information Literacy, CIPA, and Better Salaries. There are also links to media relations strategies, crisis communications plans, library advocacy materials, and more.

<http://www.ala.org/ala/pio/mediarelations/mediarelations.htm>

Media Map: Charting a Media Relations Strategy from the Association for Research Libraries and SPARC

ARL and SPARC have prepared a guide to help your library “navigate its new role as policy influencer, communicate effectively with the media, deliver an effective message, sell a particular story, and act as a valued media source.” Also includes information about crisis communications.

<http://www.arl.org/sparc/bm~doc/MediaMap.pdf>

Organizations

ALA Public Information Office

The ALA Public Information Office develops and implements strategic communications plans tied to association goals and priorities in the areas of media relations, advocacy, public education, and crisis communications. The department also provides public relations counsel, media training, and support to ALA executive staff, officers and members; coordinates national media relations efforts; organizes an advocacy network; develops public relations support materials for libraries; and is responsible for the implementation of The Campaign for America’s Libraries and the @ your library™ brand.

ALA Public Programs

ALA’s Public Programs Office helps libraries excel as community cultural centers by providing librarians with leadership, resources, training, and networking opportunities. The office offers traveling exhibits, reading discussion series, and sponsors Live! @ your library programming.

Association of College and Research Libraries

ACRL is a professional association for academic librarians and other interested individuals. It is dedicated to enhancing the ability of academic library and information professionals to serve the information needs of the higher education community and to improve learning, teaching, and research. ACRL is the largest division of ALA, providing professional services and programs to a membership of approximately 11,000.

Recruitment

Job Shadow Day

Job shadowing is an academically motivating activity designed to give students an up-close look at the world of work and to answer the question, “Why do I have to learn this?” Students get to see firsthand how the skills learned in school relate to the workplace. ACRL and other ALA divisions have sponsored this national initiative, which is an excellent opportunity to recruit future librarians to the profession.

Research

Perceptions of Libraries and Information Resources (2005) summarizes findings of an international study on information-seeking habits and preferences. With extensive input from hundreds of librarians and OCLC staff, the OCLC Market Research team developed a project and commissioned Harris Interactive Inc. to survey a representative sample of information consumers. In June of 2005, we collected over 3,300 responses from information consumers in Australia, Canada, India, Singapore, the United Kingdom and the United States. Available at <http://www.oclc.org/reports/2005perceptions.htm>.

Academic and Research Library Campaign Research

Washington, D.C.–based KRC Research conducted a series of interviews and focus groups within the academic library community and with students, faculty, and administrators to determine the best way to communicate about the value of academic and research libraries and librarians in the 21st century. Key messages and talking points were developed by KRC, based on that research and further discussion with ACRL members.

The Big Picture: Statistics and Studies

The ALA Office for Research and Statistics (ORS) has compiled a variety of statistics on academic and research libraries. ORS also has put together a summary of three studies released in 2002 that focus on who is using academic libraries, as well as a summary of studies that reflect the Academic and Research Library Campaign’s key messages.

Publications

Library Advocate’s Handbook

Tips for developing a library advocacy plan and network @ your library™. Includes communication planning strategies, how to generate key messages, and prepare spokespeople. Includes a checklist of advocacy activities. Print copies \$2 from the ALA Public Information Office **or download it free at <http://www.ala.org/ala/advocacybucket/libraryadvocateshandbook.pdf>**. Free when distributed as part of ALA’s Library Advocacy Now! Training. Call 800-545-2433, ext 5044 to order.

E-mail: advocacy@ala.org

MLS Marketing Library Services

Bimonthly newsletter from Information Today, Inc., that provides information professionals in all types of libraries with specific ideas for marketing their services, including suggestions for planning programs, making money, increasing business, and proving your value to your administrators.

<http://www.infotoday.com/MLS/default.shtml>

Shy Librarian: Promoting Libraries, Librarians and Books

The Shy Librarian is a quarterly, ad-free, print magazine, which focuses on “promoting libraries, librarians, and books,” with many articles on library marketing, public relations, and programming. Also featured are over 50 original reviews of new books for children and young adults, as well as reviews of professional books written by librarians and teachers.

A Student’s Guide to Evaluating Libraries at Colleges and Universities from ACRL

A brochure from ACRL that provides high school students with suggestions on how to evaluate libraries at colleges and universities they are considering, including services, facilities, and resources. Up to five copies are available in brochure form at no charge. Additional copies may be purchased from ACRL for \$1 each or \$35 for 50. <http://www.ala.org/ala/acrl/acrlissues/marketingyourlib/studentsguide.htm>

Academic and Research Library Campaign Feedback Form

Please help us gauge the success of our efforts for this @ your library™ initiative by completing this evaluation form and faxing it to the ALA Public Information Office at 312-944-8520 or ACRL at 312-280-2520. An online form also is available at www.ala.org/yourlibrary. Click on “Academic and Research Library Campaign.”

1. How did you learn about/acquire your @ your library™ toolkit?

- Journal/other publication
- ALA/ACRL Web site
- ACRL National Conference
- Other (please specify): _____

2. What aspects of the toolkit/Web site did you find most helpful? (Please check all that apply):

- Ideas and suggestions
- Messages and slogans
- Sample publicity materials
- Outreach strategies
- Downloadable graphics
- Communication plan guide
- More tools

3. What do you think of the campaign’s key messages? Are there any talking points you would add or delete?

4. How are you participating in the campaign and using the @ your library™ brand (i.e., marketing efforts, promotional materials, programming, special events, etc.)? Please provide a brief description.

5. If you have used any of the sample press materials, have you received any media coverage? Please describe.

6. Are there additional tools and materials that you would like ALA and ACRL to provide? Please be specific.

Other comments:

*The @ your library*TM *Toolkit for Academic and Research Libraries* is published by the American Library Association (ALA) and the Association of College and Research Libraries (ACRL), a division of ALA

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