Marketing Plan for CU Library Instruction  
Fall 2013

Goal: To work towards the library’s vision of providing education for individuals and towards our mission to connect our university community with resources vital to learning, teaching, research, and innovation by publicizing the library instruction program to the campus community with the intent of increasing participation in instruction activities such as workshops and Ask A Librarian services. This also fits in with the Library Instruction Road Map that was presented and approved last fall. (see appendix A)

Last fall, the library offered 47 face-to-face Drop In Workshops and tours; 290 students attended. In the spring, 63 sessions were offered; 563 students attended. This fall, the library instruction program plans to offer more than 100 workshops and tours both online and face-to-face. These workshops take time to plan and to implement and we would like to be able to publicize them to increase participation in library workshops. This publicity should also increase Ask A Librarian service participation and increase usage of library resources such as Learning Commons technology, equipment, and study rooms. Our goal is to increase participation in these services and workshops by at least 25%.

All of the promotional items can be used by anyone in the libraries.

Target Audience: Graduate and Undergraduate students, faculty, and staff.

Method: Three-stage approach as outlined in Brian Mathew’s book Marketing Today’s Academic Library

- Stage 1: Orientation Period (Weeks 1-4) introduce library services in a fun, light way
- Stage 2: Productivity Period (Weeks 5-11) show students how the library can help them get things done
- Stage 3: Closing Period (Weeks 6-12) continue to let students know about our services and provide them with outlets for downtime

Team Approach – Anne Grant (instruction coordinator), Micki Reid (publicity coordinator), Diana Finkle (instructional designer), and Peg Tyler have been working together to create a plan for marketing library instruction. The instruction team will also hire 2 student workers who will be available to provide assistance with events and promotional opportunities. These students will offer peer-to-peer teaching sessions, participate in events like Week of Welcome, and Cookie Break, and they will also staff informational tables in the lobby.

Time Table:

<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
<th>Promotional items</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>• Library tours and workshops</td>
<td>• Pens</td>
</tr>
<tr>
<td></td>
<td>• Messages on library whiteboards and mirrors</td>
<td>• Post It Notes</td>
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<tr>
<td></td>
<td>• Table set up in lobby with Plinko and library</td>
<td></td>
</tr>
<tr>
<td></td>
<td>information</td>
<td></td>
</tr>
<tr>
<td>Month</td>
<td>Events</td>
<td>Prizes</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
</tbody>
</table>
| September| • Technology Petting Zoo  
• Post It wall on Bridge  
• Week of Welcome Table  
• Tables set up with Plinko/give aways to talk about Study Rooms  
• Learning Commons Tours  
• Messages on Library whiteboards and mirrors  
• Grad Student Boot Camp  
• Technology Petting Zoo  
• Library Tours and workshops | • T-Shirts  
• Starbucks Gift Card  
• Instruction Menu  
• Dry Erase Markers  
• Candy (Instruction Logo) |
| October  | • Rubber Duck event on bridge  
• Tables in Lobby with instruction information  
• Library Tours and workshops | • Magnets (General Library)  
• Window Cling  
• Candy (Instruction Logo)  
• Starbucks Gift Card  
• T-Shirts  
• Rubber Ducks |
| November | • Citation Center in lobby  
• Tables in lobby with instruction information  
• Rubber Duck Event II  
• Library Tours and workshops | • Starbucks Gift Card  
• T-Shirts  
• Magnets  
• Snacks with Instruction Stickers  
• Napkins in Java City  
• Candy (Instruction Logo) |
| December | • Cookie Break for Exams  
• Library Tours and workshops | • Snacks with stickers  
• Magnets  
• Candy (Instruction Logo)  
• T-Shirts |
Library Workshops:

- Get it Without Getting Up: Accessing Online Resources
- RefWorks
- Library Research for Engineering
- Patent Basics for Engineering
- Interlibrary Loan & Pascal Delivers: How to Get Stuff You Need when the Library Doesn’t Have It
- EndNote
- Learn To Do Research Like a Librarian
- Evaluating Sources
- “Find it Fast” – Citation Help
- Advanced Google Searching
- Avoiding Plagiarism
- Industry Standards and Technical Reports for Engineering
- Embedding Articles, books and Multimedia into Online Classes
- Current Awareness of Your Topic: RSS feeds, new books, email alerts, and more!
- Writing a Literature Review
- "Find it Fast": eBooks
- Journal Citation Reports
- Apps for Research
- Citing Your Sources
- Scholarly Publishing in the Natural Sciences
- Find 10 Scholarly Articles on ANYTHING
- "Find it Fast": Journal Articles
- Picking the Right Database For Your Research
- “Find it fast” Equipment for checkout
- "Find it Fast": New Books
- "Find it Fast": Study Rooms
- Building a Better Search: Hints and Tips
- How to Write an Abstract
- "Find it Fast": Subject Librarians
- Finding US & International Statistics

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**Proposed Preliminary Budget**

<table>
<thead>
<tr>
<th>Product</th>
<th>Amount</th>
<th>Total Cost</th>
<th>Link</th>
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</thead>
<tbody>
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<td>Skittles</td>
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<td>$890.00</td>
<td><a href="http://www.promoplac...-ITAME.html">http://www.promoplac...-ITAME.html</a></td>
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<tr>
<td>Item</td>
<td>Quantity</td>
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<tr>
<td>Wearable Sandwich Board</td>
<td>1</td>
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</tr>
<tr>
<td>Starbucks Gift Cards</td>
<td>10 @ $10</td>
<td>$100.00</td>
<td><a href="http://www.starbuckscardb2b.com/">http://www.starbuckscardb2b.com/</a></td>
</tr>
<tr>
<td>T-Shirts - Library Boot Camp</td>
<td>100 @ $12</td>
<td>$1,200.00</td>
<td>Tiger Town Graphics</td>
</tr>
<tr>
<td>Menus</td>
<td>4500</td>
<td>$1,985.92</td>
<td>Print Smart - Jim Hintz</td>
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<tr>
<td>Snacks</td>
<td>see note</td>
<td>$204.45</td>
<td>Staples - Gatorade (144), Goldfish (72), KIND bars (12), Graham Crakers (60), TLC bars (12)</td>
</tr>
<tr>
<td>Stickers with Instruction Logo</td>
<td>300</td>
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<td></td>
</tr>
<tr>
<td>Rubber Ducks</td>
<td>250</td>
<td>$327.50</td>
<td><a href="http://www.motivators.com/5503-custom-items.html?ibp-adgroup=generalppc&amp;gclid=CODdw9zb1LgCFREV7AodXxUA9A">http://www.motivators.com/5503-custom-items.html?ibp-adgroup=generalppc&amp;gclid=CODdw9zb1LgCFREV7AodXxUA9A</a></td>
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<td>Napkins</td>
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</tr>
</tbody>
</table>

$5,289.75
Appendix A

Library Instruction Road Map
Fall 2012

Leaders: Anne Grant, Diana Finkle, Suzanne Rook Schilf

As we enter 2013 and prepare for the Fall 2013 term, the library instruction team is making a push to incorporate the following elements into all of our existing and upcoming projects:

- Modularity —items can ideally be used as building blocks to create customized instruction
- Relevance —content is applicable to current needs and contains current pathways, branding, etc.
- Consistency — appearance and branding are similar throughout all instruction projects

Projects:

1. **COMPLETED** - Clemson Connect tutorial revamp
   a. The five existing videos will be replaced with up to five new videos
   b. Concepts covered will be those identified as most relevant to the immediate needs of new/transfer students
   c. Videos will likely focus more on critical thinking and resource evaluation
      i. Anne and Diana to meet with Kelly Smith about Clemson's QEP initiatives
   d. Decisions about new video content will be informed by:
      i. A survey distributed electronically to faculty that teach freshmen (see Appendix 1)
      ii. LIB100 assessment information
      iii. YouTube video views and audience retention information
      iv. Input from library faculty, especially those involved with instruction

2. Creation of library services “umbrella” and increased marketing of library instruction
   a. **COMPLETED** - Unified front for tours/ instruction at all library locations
      i. In-person and virtual library instruction for any location to be listed on http://www.clemson.edu/libreg/
   b. QR codes on library promotional flyers and handouts
      i. Bridges physical and virtual library space to deliver point-of-demand information
      ii. Effectiveness can be assessed by tracking scans (paid service)
   c. Creation of short “library tips” videos to provide “bite-sized” instruction and service info
      i. Inspired by those by Arizona State University: http://lib.asu.edu/librarychannel/
      ii. Subject to availability of production personnel and time to create content
      iii. Effectiveness can be assessed with view logs and/ or retention graphs (YouTube)
   d. **IN PROCESS** - Partnering with campus constituents to market library instruction
      i. Writing Center
      ii. ASC
      iii. CCIT

3. **COMPLETED** - Streamlining and updating of LibGuides – Kirsten Dean & Diana Finkle
   a. Meeting held Feb. 1 for all LibGuides account holders
      i. Slides distributed to those who expressed interest but could not attend
      ii. One-on-one assistance for questions/ concerns with guide owners
   b. Template for New Guides created to assist migration from Cascade subject pages
   c. Updated banner image created based on meeting feedback
      i. Displays up-to-date library word mark and occupies 10px less vertical space
   d. Subject categories to be realigned to colleges and simplified
      i. First draft of list under review by Suzanne Rook Schilf
   e. Homepage reorganization in progress
i. “Featured guides” system box to be replaced with subject list and smaller box of “hand-selected” featured guides
f. Ready for release as soon as updated subject categories are applied
g. Individual guide owners will be contacted after March 1 to address remaining guide issues
h. Content and format of existing guides to be addressed during summer semester

4. **COMPLETED** - Library workshop feedback analysis
   a. Review of completed feedback forms and assessment of data strengths/weakness
   b. May switch to electronic survey given at end or to a percentage of session participants
   c. Subject to feedback and buy-in from workshop leaders

5. **IN PROCESS** - Virtual library workshops
   a. Translation of in-person workshops for delivery via Adobe Connect
      i. Connect participant basic instructions to be provided/created
   b. Assessment via pushing link to online survey (SurveyMonkey or similar) at end of session

6. Packaging of existing workshops for asynchronous use
   a. Adaptation and recording of presentation by subject experts
      i. Subject to willingness of instructors and translatability of content

7. Development of Credit and Non-Credit Bearing Courses
   a. Credit bearing Information Literacy courses
   b. Certificate program course dealing with unique library service/resource
   c. Grad Student Boot Camp
   d. Creative Inquiry