

Faculty Communication Plan Toolkit

OLA Superconference 2013

Sandra Herber, Jennifer Easter, Emily Tufts



Table of Contents

Inventory	2
Customer Needs.....	2
Competition	2
Branding.....	2
Goals (attainable overall outcomes).....	3
Objectives (specific and measurable statements of what will be accomplished)	3
Strategies	3
Timing.....	4
Appendix 1: Inventory of Products and Services	5
Appendix 2: Customer Needs Worksheet.....	6
Appendix 3: Competition Grid	7
Appendix 4: Goals and Strategies Grid	8

Inventory

Take an inventory of all that your library offers to sessional faculty by filling in the chart in Appendix 1 (Inventory of Products and Services)

Customer Needs

Find out what your customer needs are through anecdotal evidence and research. Fill in Appendix 2 (Customer Needs Worksheet).

There are many types of market research you can do to discover your customers' needs:

Formal

- Yearly surveys
- National/Regional surveys
- Focus groups of selected customer groups
- Quick satisfaction questionnaires
- Observation
- Library-use analysis

Informal

- Spot interviews
- Surveys as students take particular classes
- Use the library yourself (ACRL)

Once you have found what your faculty's need are find out (or discuss) which you satisfy and which you don't satisfy. In this part of the process, try to put yourself in the faculty members' shoes – think like a customer.

Competition

Discuss who/what your competition is and what your advantages over them are. It's important to find the areas where you can compete – your unique advantage. Fill out Appendix 3 (Competition Grid).

Branding

Once you've discovered your unique advantages over the competition, this will become the idea behind your brand (the brand is the idea, the branding is the visual identifier, if you choose to create one). Come up with 1 – 3 branding or positioning messages/slogans that express this unique advantage. To define your brand, answer these questions:

- a. What do we think our current brand is? What is our current users' perception of us?
- b. What do we want our brand to be?

Goals (attainable overall outcomes)

Create 2 to 4 goals with measureable objectives

- For example: Sessional Faculty will understand all the services that are offered to them by Library Services

Objectives (specific and measurable statements of what will be accomplished)

Each goal should have a number of measureable objectives attached to it

- For example: On the next faculty survey, knowledge about different services (IL, reference, etc.) will be above 80%.

Strategies

As outlined by Matthews (2009), there are many marketing strategies to employ to achieve your goals and objectives. Use multiple strategies. Remember: it takes many impressions for a message to sink in.

1. Print Materials

Handouts, Fliers, Brochures
Bookmarks
Posters and Banners
Table Tents
Newsletters
Postcards

2. Giveaways

- pens, calendars, key chains, magnets, stress balls, USB drives, water bottles, coffee mugs, rulers

3. Events

Orientation and Welcome Events
Instruction and Workshops – directed at faculty
Contests and Awards

4. Campus Media

Newspaper – advertising and news stories
Television
Radio

5. Digital Media

Library Website
Other Campus Websites
Announcement Email Lists – those interested in receiving updates can subscribe (Mathews, 2009, p. 109)
Message Boards

Blogs

Podcasts

Videos

Social Networking Sites

6. Word of Mouth

- “need to move users along the decision cycle, taking them from never having heard of our products to being prospects, triers, adopters, and finally evangelists.” (Mathews, 2009, p. 112)

- “probably the simplest way to generate word of mouth is to ask for it” (Mathews, 2009)

Timing

Decide when you will do your promotion or if it will be ongoing throughout the academic year.

To help you bring all these ideas together, fill out Appendix 4 (The Goals and Strategies Grid)

Appendix 1: Inventory of Products and Services

Library Products and Services Inventory				
Resources	Equipment	Space	Support	Experiences

from Mathews, B. (2009). *Marketing today's academic library: A bold new approach to communicating with students*. Chicago: American Library Association.

Appendix 2: Customer Needs Worksheet

Customer Group	Needs Categories	
	Current Met Needs	Current Unmet Needs
Faculty - Sessional		
Faculty – Tenured, full-time		
Other: _____		

from Association of College and Research Libraries. (2003). *Strategic marketing for academic and research libraries: Participant manual*. Retrieved from <http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/marketing/ParticipantManual.pdf>

Appendix 3: Competition Grid

Competition	Advantages over your institution	Advantages that your institution has over them

Annotated Bibliography

American Library Association. (2007). *The Campaign for America's Libraries: @ your library™: Toolkit for Academic and Research Libraries*. Retrieved from <http://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/advleg/publicawareness/campaign@yourlibrary/prtools/toolkitfinaltext2.pdf>

Though this is the toolkit for an old ALA campaign, it is a good, comprehensive overview of the whole processing of marketing in a library: from branding, to outreach strategies to creating the marketing plan. A great example of a completed communication plan is the one from the American University Library (<http://www.library.american.edu/about/marketing/AU%20Library%20Marketing%20Plan.pdf>)

Association of College and Research Libraries. (2003). *Strategic marketing for academic and research libraries: Participant manual*. Retrieved from <http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/marketing/ParticipantManual.pdf>

Another comprehensive overview of the marketing process in an academic library. The Customer Needs Worksheet (p. 21-23) is particularly useful.

Mathews, B. (2009). *Marketing today's academic library: A bold new approach to communicating with students*. Chicago: American Library Association.

A great introduction to marketing in academic libraries. Mathews explains both the reasons for and the process of marketing academic library. Many of the processes he describes for creating a marketing plan and the strategies for outreach to students can also be used in creating a Faculty Communication Plan and marketing to faculty. You may also want to look at Brian's blog (The Ubiquitous Librarian - <http://chronicle.com/blognetwork/theubiquitouslibrarian/>)

Ohio Library and Information Network (OhioLINK). (n.d.). *OhioLINK Marketing Toolkit*. Retrieved from <https://www.ohiolink.edu/ostaff/marketing/#workbook>

The marketing website of OhioLINK (a consortium of the State Library of Ohio and 88 Ohio college and university libraries) has a wealth of wonderful marketing tools. Especially useful is the Communication Plan Workbook (2003) which contains a step-by-step marketing plan with worksheets.