

# Instructor TBA: Marketing Your Library to Sessional Faculty

Jennifer Easter, Sandra Herber & Emily Tufts  
Liaison Librarians  
OLA Super Conference 2013

# Agenda

- Introduction to UoGH
- Sessional Faculty profile
- Creating a Faculty Communication Plan
- Faculty Survey Results
- Recommendations & Future Directions for Marketing to Sessional Faculty
- Toolkit

# University of Guelph-Humber

UNIVERSITY  
*of* GUELPH



UNIVERSITY OF  
**GUELPH**  
**HUMBER** Library  
& Learning Commons

# University of Guelph-Humber



# University of Guelph-Humber

Psychology  
Kinesiology  
Early Childhood Education  
Media  
**Business**  
Family and Community Social Services  
Justice Studies

# University of Guelph-Humber Library

- 8 staff
- We use a liaison librarian model
- Team located in one office in the UoGH building
- We offer reference help and other services in the UoGH building
  - Collection is interfiled with Humber's in the Humber Library
- Students have access to resources from Guelph and Humber
  - Including Guelph's partners, Waterloo and Wilfrid Laurier

# UoGH Sessional Faculty

- Sessional faculty: Faculty hired to instruct on a course-by-course and semester-by-semester basis.
- For the Winter 2013 semester, we have 195 faculty members
  - 10 of these consist of full-time Humber and Guelph faculty, with one retired Guelph faculty member
  - The rest are sessional (95%)

# Sessional Faculty Profile

## Our sessional faculty:

- Have multiple teaching roles at different schools/campuses
- May have another job in professional practice
  - i.e. Kinesiology faculty who's a professional Chiropractor
- Are usually only on campus to teach their classes and for office hours
- Sporadic attendance at events (lunch n' learns, social events) due to their schedules



# Sessional Faculty Profile

- Sessional faculty:
  - May spend only one semester here before moving on
  - Some have been here for years
  - Teach across multiple programs at UoGH
  - Teach cyclically
    - i.e. only teach every fall or winter semester

# Challenges

- Hiring practices
  - Many are hired at the last minute
- Lack of opportunity for in-depth discussions
  - Many faculty are only reachable by email and are only on-campus to teach
- They may not be around for long
  - Long-range initiatives at our own peril
- Many work at other schools/campuses
  - May not feel an affiliation for the school

# Opportunities

- Many sessional faculty are new to the profession and are eager to try new things
- Librarians have institutional knowledge



Colin  
Kinner

# Process

- Summer 2012
- Two-year plan (2012 – 2014)
- The process
  - Survey the literature
  - Team approach

# How to create a Faculty Communication Plan

- Inventory all the goods/services you offer
- Analyze your customers' needs
- Create a competitive analysis
- Develop a brand strategy
- Set goals & objectives
- Create strategies
- Evaluate your results – reevaluate strategies

# Inventory

## Library Products and Services Inventory

Resources	Equipment	Space	Support	Experiences
<ul style="list-style-type: none"> <li>- Administer ARES (online course reserves)</li> <li>- Print and electronic resources to support research and teaching</li> </ul>			<ul style="list-style-type: none"> <li>- Support faculty research</li> <li>- Teach IL sessions</li> <li>- Copyright information/support</li> <li>- Interlibrary loan</li> </ul>	<ul style="list-style-type: none"> <li>- Feeling of being supported in their teaching</li> <li>- Greater confidence</li> <li>- Feeling part of a team</li> </ul>

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

# Customer Needs Worksheet

Customer Group	Needs Category	
	Current Met Needs	Current Unmet Needs
Sessional Faculty	Copyright compliance Inter Library Loan Collections Reference Instructional support Course Reserves	Awareness of services



# Competitive Analysis

Competition	Advantages over your institution	Advantages that your institution has over them
Home Institution Librarians	Familiar, regular contact, long-term relationship	Knowledge of local resources, supports & program scope
Other sessional faculty	Familiarity with sessional issues	Knowledge of library resources, ability to support in-class objectives

# Brand Strategy and Goals

- Create a brand strategy
- Set goals (attainable overall outcomes) & objectives (specific and measureable)

# Strategies

Strategies = The tactics you will use to achieve the goals

- Print Materials
- Giveaways
- Events
- Digital Media
- Word of Mouth

(Mathews, 2009)

# The Plan

## Goal #1: Increase awareness of ARES

STRATEGY – WHERE/WHAT	MONTH/EVENT/ONGOING	RESPONSIBILITY OF:
Faculty LibGuide with information on ARES, copyright, images to use in classroom presentations, videos to use in class, information on GH204 Reference Desk/Ask a Librarian, new acquisitions (books and DVDs)	Created by September 2012	Sandra, Emily and Jennifer
Faculty Orientation • Presentation • Handout	August 2012	Sandra, Stefanie

Adapted from The OhioLINK Marketing Task Force. (2003). *Communication Plan Workbook*. Retrieved from <https://www.ohiolink.edu/ostaff/marketing/workbook.pdf>

# Our Faculty Communication Plan

- 3 channels
  - In Person
  - Online
  - Print
- Individual components mapped to 6 main goals
- Responsibility for execution distributed across the UoGH Library team
- Measures of success built into the plan

# Brand Strategy

Library Services staff are partners in research and teaching at the University of Guelph-Humber.

# Goals

1. Increase faculty referral of students for reference service
2. Increase awareness & use of ARES system
3. Reduce number of IL requests for citation styles
4. Assess faculty satisfaction with library services
5. Increase faculty understanding of copyright
6. Increase faculty reference use

# In Person

1. Liaise with Program Heads
2. New Faculty Orientation
3. Faculty Workshops
4. Faculty Meetings
5. Word of Mouth



# Online

1. Faculty Guide to Library Services
2. Introductory email
3. GH\_Faculty Twitter account
4. Fall Faculty Survey

# Faculty Guide to Library Services

Last Updated: Dec 19, 2012

Welcome Using the Library Copyright Course Reserves Images & Videos Suggest a Resource

Welcome

Search:

This Guide

Search

## Proper Citation Tutorial



This interactive, online tutorial has been built by Library Services and is now available to all students. Designed to help students learn the basics of APA and MLA citation style, the 4 modules cover the following topics:

- University of Guelph-Humber Plagiarism & Academic Integrity policies
- Paraphrasing & Quoting
- Citations for common types of sources
- Program-specific sources & citations

[Preview the Proper Citation Tutorial](#)

For information about how to integrate this tutorial into your courses or to learn more, contact:

[Sharon Bailey](#), E-Learning Librarian

## Welcome!

Welcome to the UoGH Faculty Guide to Library Services!

We are here to help. Please stop by GH204 with any questions you may have about our services, which include:

- research help for students, faculty & staff
- information literacy sessions for your classes
- resources to support your class curriculum
- interactive citation tutorial for students

You can also contact one of our [staff](#) directly.

## Resources & Access

As a UoGH faculty member, you have access to a wide variety of resources:

- Print and ebooks, and video collections, from TUG libraries (this includes University of Guelph, Wilfrid Laurier University, and University of Waterloo)
- Print and ebooks, and video collections, from Humber Libraries
- Databases offered by University of Guelph and Humber Libraries

If the resource you are looking for is not available through any of these libraries, you can borrow from other university libraries in Canada through a system called RACER.

In order to set up your account and get full access to all of these resources, please stop by GH204.

## Subject Guide



University of Guelph-Humber  
Library Services

### Contact Info

GH204  
x6204

### Links:

[Profile & Guides](#)

## Online Research Help



**Ask**  
**Chat is closed**  
Click to send an email

HUMBER

# Print

## Library Newsletter

Business Edition

UNIVERSITY OF GUELPH  
Library & Learning Commons  
HUMBER

January 2013

Business Edition

Volume 2 Issue 3

### FACULTY SURVEY

In November 2012, Library Services conducted a survey of the UoGH faculty. Forty-eight faculty members (25% of all faculty teaching in Fall 2012) completed the survey.

We were particularly happy to receive clear feedback that we could act upon. You will notice that you are receiving this Newsletter as a PDF attachment. That is because that's how you told us that you want to receive this information. As well, you will have received, with the email, a notification of significant new electronic and print acquisitions—something else faculty told us that they wanted.

We have noted that faculty feel there is room for improvement in our DVD collection, so we are focusing our collection efforts there. We encourage you to contact your librarian to let her know your DVD needs.

Finally, we received some wonderful feedback on the support that faculty members receive from Library Services. Thank you for comments such as the "librarians are unfailingly helpful", the service is "actually superb" and "the GH librarians are always helpful... Faculty needs strong library resources and support."

### FALL STATISTICS

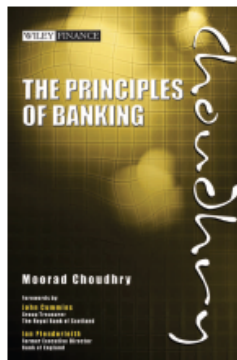
There was significant growth in the services we provide to faculty and students in the Fall semester.

The growth we saw in students questions when we moved into GH204 has continued: between September and December

### PROPER CITATION TUTORIAL

Library Services now offers an online tutorial for APA and MLA citation style. Students can learn about plagiarism at UoGH, the difference between quoting and paraphrasing, and how to cite common sources such as books

### NEW RESOURCES



UNIVERSITY OF GUELPH  
Library & Learning Commons  
HUMBER

Your librarian:  
Emily Tufts

emily.tufts@guelphhumber.ca  
(416) 798-1331 ext. 6047  
GH 204

## Kinesiology



I can assist you with:

- in-class library sessions tailored to your course's specific needs
- research and citation support for your students
- customized research guides with dynamic content
- copyright and plagiarism advice
- acquiring resources to support your teaching and research

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# Results

1. Referrals: 2011-12=10% | F2012=12%
2. eReserves: 2011-12=6% | F2012=8%
3. Citation Style Support: eLearning Module
4. Faculty Reference: 2011-12=0 | F2012=44
5. Faculty Satisfaction: Survey F2012

# Market Research – Faculty Survey



Library Survey



CraigTaylor1974

# Faculty Survey

- Survey Monkey
- Fall 2012 - two weeks
- Accessible only through a link emailed to faculty
- Faculty received 3 promotional emails
- 25% of faculty completed the survey (48 out of 191)

# Faculty Survey (con't)

- We asked about the faculty's
  - use of library website
  - use of our Research Guides
  - response to IL
  - satisfaction with our collections
  - use of the Proper Citation Tutorial
  - communication preferences
  - use of electronic course reserves
  - overall satisfaction with Library Services

# Changing Our Practice

- Communication Preferences
  - Print Newsletter & RSS are least preferred
  - Electronic Newsletter & Welcome email are most preferred
- Preferred Content
  - New electronic resources
  - Copyright information & updates
  - New books in print



# New Arrivals in the Library

Highlights of what's new for your program this year

## Print Resources

Fisher, C.B. (2013). *Decoding the Ethics Code: A Practical Guide for Psychologists*. Thousand Oaks, CA: Sage.

Hock, R.R. (2013). *Forty Studies That Changed Psychology: Explorations in the History of Psychological Research*. Upper Saddle River, NJ: Pearson.

Gainsbury, S. (2012). *Internet Gambling: Current Research Findings & Implications*. New York: Springer.

## Electronic Resources

Malberg, N.T. (2012). *The Anna Freud Tradition: Lines of Development, Evolution of Theory & Practice Over the Decades*. London: Karnac Books.

**New Database:** APA PsycTESTS® is a research database that provides full-text access to psychological tests, measures, scales, surveys, and other assessments as well as descriptive information about the test and its development and administration. This resource will support our thesis students.

Coming  
Soon!

## A/V Resources

Milgram, S. (Producer). (1965). *Obedience* [Motion Picture]. USA: Insight Media.

Wolf, N. et al. (2009). *The Beauty Myth* [Motion Picture]. USA: Into the Classroom Media.

Rogers, N. (2003). *Carl Rogers on Person Centered Therapy* [Motion Picture]. USA: Psychotherapy.net

Contact [emily.tufts@guelphhumber.ca](mailto:emily.tufts@guelphhumber.ca) to suggest a new resource

# Future Directions

- Continually refer to survey results
- Survey repeatedly
  - Every 2 years at UoGH
- Keep doing the things that work!
- Be ready to change again, depending on the faculty profile

# Recommendations for Marketing to Sessional Faculty

- Multiple methods of communication
  - i.e. emails, presentations, etc.
- Put as much information online as you can
  - i.e. faculty guides, emails
- Make contact with new faculty immediately
- Have important people in the program advocate for you
  - Program heads
  - Faculty support officers

# Recommendations for Marketing to Sessional Faculty

- Be ready to try something new
  - Sessional faculty can change quickly; previous marketing efforts may no longer work
- Be one with the faculty
  - Get invited to their faculty meetings & orientation
- Marketing initiatives require knowledge about your sessional faculty
  - Surveys, focus groups

# Recommendations for Marketing to Sessional Faculty

- Use your team
- Make it worth their while
  - How can you save them time?

# Toolkit

## Faculty Communication Plan Toolkit

OLA Superconference 2013

Sandra Herber, Jennifer Easter, Emily Tufts





woodleywonderworks

Jennifer Easter [jennifer.easter@guelphhumber.ca](mailto:jennifer.easter@guelphhumber.ca)

Sandra Herber [sandra.herber@guelphhumber.ca](mailto:sandra.herber@guelphhumber.ca)

Emily Tufts [emily.tufts@guelphhumber.ca](mailto:emily.tufts@guelphhumber.ca)