

University of Colorado at Boulder Libraries 2004/05 Communications and Outreach Plan

Submitted to: Scott Seaman, Associate Director for Administrative Services
August 2004

Submitted by: Deborah Fink, Faculty Director for Campus Relations
PR and Cultural Activities Committee (PRC):
Melissa Gray, Campus Relations
Kay Moller, Preservation
Curt Williams, Math/Physics
Sue Williams, Gifts
Sheila Zoller, Government Publications

TABLE OF CONTENTS

Executive Summary.....	2
Strategic Plan Initiative.....	2
Best Knowledge.....	2
Innovations.....	2
Proposed Strategy for Each Priority Audience.....	4
Cost Analysis.....	5
Planning Process.....	6
Internal Campaign Strategy.....	7
Campus at Large Strategy.....	8
UCB Students Strategy.....	9
UCB Faculty, Staff, Administrator Strategy.....	10
Action Plan.....	11
Plan Overview.....	12
APPENDICES	
1. Plan goals and objectives.....	13
2. Assessment of audiences and their needs	14
3. Audience evaluation and prioritization.....	18
4. Services, benefits, and messages.....	19
5. Methods of communication and outreach: the components of marketing.....	24
6. University Libraries setting, mission, vision, strategic plan.....	25
7. Principles of Integrated Marketing Communications.....	29
8. Sources.....	34
9. Spring 05: Re-Branding the Libraries as a Coherent and User-Focused System.....	35
10. April 2005 ACRL Conference Poster Session Text.....	36

EXECUTIVE SUMMARY

This plan fulfills the following Strategic Plan initiative:

D. Connecting the Libraries with Campus and Community

Direction (D1): Position the Libraries in the eyes of its various constituencies as the state's flagship scholarly research support center.

- *Keystone Initiative:* Communicate to the campus the Libraries' commitment to providing perpetual access to information in all formats.

Strategy: In association with all of the strategic directions herein, develop a corresponding comprehensive communications plan that employs best knowledge regarding such plans, and the full range of electronic and other mechanisms for this purpose.

In keeping with the four directions identified in the strategic plan, this plan addresses scholarly communication, library users, teaching and learning, and campus outreach as “platforms” for a communications plan.

Best Knowledge

In the current literature, the favored approach to organizational communications is Integrated Marketing Communications or IMC (Appendix 7). Basic principles of IMC include starting with the user, using a brand to create relationships, knowing that *all* communication creates relationship, and maintaining brand and communications consistency throughout the organization. The success of this plan therefore is dependent upon: establishing user assessment and analysis; developing campus awareness, recognition, and appreciation of our new sundial logo; supporting an internal milieu of service; and fully integrating the Libraries new identity.

Innovations in this plan using the full range of electronic and other mechanisms:

In addition to generating ads and bookmarks, the PRC recommends mounting **banners** in the east lobby and at the entrance to the coffee shop. These are highly frequented locations where large, colorful renditions of the logo are likely to have visual impact. In the east lobby, the banner will add to the new sense of place being created by the placement of the information desk, and in the coffee shop area it will contribute to our effort to create a friendly space and a sense of boundary for refreshments and conversation.

The PRC also recommends a series of **posters**, each featuring the personnel of a particular Libraries department posing at the sundial. The 11x17” posters, to be designed with the ALA-Read CD, would include the Libraries logo, logotype, tagline, and URL. For the purposes of this integrated marketing plan, the Committee proposes presenting this interpretation of our mission on each poster: *The mission of the University of Colorado at Boulder Libraries is to enrich and advance discovery, learning, and research in the University, community, state, and nation by providing access to a full array of information*

We recommend an **Internal Campaign** to celebrate milestones, generate support for the logo, affirm our commitment to service, and enhance internal communication and relations. We encourage the Dean to declare academic year 04/05 “Year of the University Libraries,” with a kick-off celebration at the 15 September all-libraries meeting, including gift mugs with our logo and a Norlin Underground coupon, cakes with the logo in icing, and drinks from the Norlin Underground. We also propose naming two Departments of the Month each month this academic year, as internal reinforcement of the value and contribution of each department. In recognition of personal pride, all personnel would receive a copy of their department’s poster. Each month’s two featured departments would have their posters mounted in a public place of honor. An article about each department would be published on the website and announced to the campus. In addition, each department would be asked to schedule an internal tour of their area.

For UCB Students, we recommend that the primary focus be CU Connect and Sip and Tell events. We will establish a news channel on the new student portal and promote it to encourage students to add it to their personal home page. The **Sip and Tell** concept is a regularly scheduled open invitation to students, staff, faculty, and administrators to come to the Norlin Underground at a specified time for a free drink and to provide feedback on the Libraries in general or a particular topic, in effect, focus groups. This feedback will provide new data for the Libraries assessment initiative and enable us to modify our outreach and communications accordingly, in keeping with that primary principle of Integrated Marketing Communications.

For UCB Faculty and Administrators, we will establish a **News Page** on the Libraries web site (incorporating the University Libraries Reports internal newsletter) and promote it throughout the fall 04 semester. In the spring, we will solicit subscribers in order to build a list of potential supporters and advocates. The Sip and Tell events in the Norlin Underground coffee shop will also address faculty, staff, and administrators. In addition, the Faculty Director for Campus Relations will develop an internal “**Talking Points Bulletin**” for the Libraries Cabinet and faculty to use for informal presentations to individuals and groups on campus or in the community.

Proposed strategy for each priority audience:

Internal

- Year of the Libraries Kick-Off **Celebration**:
Presentation by Jim
Mugs with Underground coupon
Drinks provided by the Underground at cost
cakes with logo in icing
- Sundial **poster** with mission “slogan” for each department
- **Departments of the Month** (September 04-June 05):
Poster featured
Article on Libraries news site
Provide tour

Campus at Large

- Disseminate and apply logo **guidelines** internally.
- Create general recognition on campus of the physical **sundial** and association of the Libraries logo with the sundial with ads, posters, bookmarks, banners, a sundial exhibit, and possible co-sponsorship.

UCB Students

- Promotion through **CU Connect**, Libraries home page announcements, Buff Bulletins, press releases (campus), flyers in Norlin Underground, bulletin boards
- Public Relations through **Sip and Tell** events in Norlin Underground: open invitations to students, staff, faculty, administrators to come to the Norlin Underground at a specified time for a free drink and to provide feedback on the Libraries in general or a particular topic.

UCB Faculty/Staff/Administrators

- Promotion through the Libraries web **news site**, home page announcements, Inside CU (online) Newsletter, Buff Bulletins, e-memos, press releases (campus, Boulder)
- Public Relations through **Sip and Tell** events in Norlin Underground: open invitations to students, staff, faculty, administrators to come to the Norlin Underground at a specified time for a free drink and to provide feedback on the Libraries in general or a particular topic.

Cost Analysis

In order to develop general recognition by the campus at large of the sundial in the Norlin east courtyard - both as a physical landmark and as the inspiration for our new logo - repetition, consistency, and interest must be created. We propose a series of four ads in the *Colorado Daily*, which is perused widely by students, faculty, and the Boulder community, twice monthly in September and October at a cost of \$115.50 per ad/**\$462** total. Each ad would include our logo, logo type, tagline, URL, and a brief message promoting a particular service or feature, e.g. Ask Colorado.

We also recommend internal repetition of our logo through **bookmarks (\$400)**. Bookmarks are time and cost effective to produce, easy to disseminate, and generally well-received – sometimes even as collector items. Since we will not be providing pre-printed Quick Guides or sandstone brochures at the campus graduate and faculty fairs or for departmental or general orientations, bookmarks will serve not only as a tangible token of the Libraries, but also as a reminder of our new URL. The bookmarks created by Missy Gray for distribution at the spring all-libraries meeting as an example of a logo application proved enormously popular. We recommend printing 1200 on card stock. We anticipate that they will spread widely around the campus.

The cost for two 18x58” full-color **banners** is **\$150**. For the **posters** described above, Imaging Services has agreed to print copies for public display for the cost of paper only (approximately **\$20**) in exchange for an acknowledgement on the poster,

Consistency will be achieved by the internal publication of logo application guidelines, developed by Fink and Gray. It is expected that adherence to the guidelines will be reinforced by the Associate Directors (no costs).

We hope to generate interest in the sundial and logo with an exhibit on sundials, to be curated by Prof. Zoller of the Physics Department (no costs).

For the Internal Campaign, costs for the kick-off celebration at the all-libraries meeting on 15 September include the **mugs (\$.00)**, Norlin Underground **drinks at cost** (TBD), and **cakes** (TBD)). Imaging Services will print a copy of each departmental poster for each member of the department for 90 cents apiece, at an approximate cost of **\$160** total.

It is likely that **drinks** offered at the Sip and Tell events in the Norlin Underground coffee shop would be provided **at cost** by the UMC.

Buff Bulletins and e-memos are already covered in the S&E budget.

Cost summary = 4 ads in *Colorado Daily* at \$462, 2 banners at \$150, 1200 bookmarks at \$400, \$180 cost sharing of posters. TBD - mugs for staff, cakes, drinks at cost from UMC for internal kick-off and monthly Sip and Tell events. Included in S&E budget – Buff Bulletins and E-Memos.

Evaluation will be conducted as part of the Sip and Tell series, and additional evaluation will be explored by the Assessment Committee.

Planning Process

The University Libraries Faculty Director for Campus Relations developed a planning process derived from key texts in integrated marketing communications and marketing in libraries. Goals and objectives for outreach and communication in the academic year 2004/05 (Appendix 1) were determined following a review of the Libraries institutional setting, mission, vision, and strategic plan (Appendix 6) in the context of principles of integrated marketing communications (Appendix 7).

The PR and Cultural Activities Committee generated lists of needs for each of our audiences and checked “available,” “unmet,” or “future” for each need. We determined that the few unmet needs include adequate study rooms, study rooms/meeting spaces for non-primary audiences, document delivery, and faculty workshops (Appendix 2).

We evaluated each of our audiences on the basis of size, centrality to mission, perceived quality of service provided, and funding influence, and selected as the priority audiences for 2004/05: Libraries faculty and staff, the campus community at large, UCB undergraduate and graduate students, and UCB faculty and administration (Appendix 3). Each of these audiences also represents a particular strategic plan direction.

We brainstormed a variety of potential messages to communicate the benefits of the services we provide (Appendix 4), and met with Libraries department heads in Council, Public Services, and Technical Services meetings to determine those services and collections that they would most like to see promoted in 04/05. Their suggestions are reflected in the combined Students and Faculty/Administrators “Topics” section of the Plan Overview (p. 12). Final messages will be determined by the PRC as required.

To develop a campaign strategy for each priority audience, we selected particular methods of communication and outreach from the components of marketing (Appendix 5):

1. Advertising: creating recognition of the Libraries in general
2. Promotions: stimulating use of a particular product or service
3. Public Relations: building appreciation and support for the Libraries

The goals of the University Libraries 2004/05 Strategic Communications and Outreach Plan are to:

- Garner the support required to improve, expand, and advance the resources and services of the University Libraries.
- Increase and enhance audience knowledge and use of holdings, access, and services available in the Libraries.
- Build more dynamic and mutually-supportive relationships with our clientele.

The objectives of the University Libraries 2004/05 Strategic Communications and Outreach Plan are to increase:

- Awareness and appreciation of the University Libraries identity, collections and services
- Satisfaction of users in targeted audiences
- Partnerships with users and supporters
- Support for the Libraries

LIBRARIES FACULTY/STAFF
INTERNAL CAMPAIGN STRATEGY 04/05

Goal: Develop internal relations and a milieu of service

Objectives: Enhance internal appreciation and support for the Libraries - relationships
Enhance commitment to service

Theme: Working together to enrich and advance discovery, learning, and research

Message: We are celebrating our own “**Year of the University Libraries**” in academic year 2004/05.

Vehicles: Year of the Libraries **Kick-Off Celebration**

Presentation by Jim

Mugs with Underground coupon

Drinks provided by the Underground at cost

2 sheet cakes

Sundial poster with mission “slogan” for each department (see below)

Departments of the Month (September 04-June 05)

Poster featured

Article on Libraries news site

Provide tour

Costs: Mugs

Drinks (provided by the Underground at cost)

Cakes

Sundial posters for each department and department member
(cost shared with Imaging Services)

Evaluation: Email follow ups by PRC

**UCB UNDERGRADUATE AND GRADUATE STUDENTS
CAMPAIGN STRATEGY 04/05**

Goal: Increase awareness and appreciation of and satisfaction with the Libraries

Objectives:

Maintain and strengthen presence in existing campus promotional vehicles.
Fully develop and promote a Libraries **news channel on the CU Connect portal.**

Theme: Libraries as information and cultural commons

Services/Collections to promote: New Chinook features - Serials Solutions, New Acquisitions, New Book Alert. New acquisitions - Lewis and Clark journals, Woodbury autobiography, aerial photography database, digital Early American Imprints, TV NewsSearch. Other - Lib news site; CU Connect news channel; AskColorado; Media taping; Music digitization project, October symposium; preservation tips; PASCAL; Prospector; Voter Registration Project participation.

Messages (PRC):

Promotion Vehicles (MG)

CU Connect
Home page announcements
Buff Bulletins
Press releases (campus)

Flyers in Norlin Underground, bulletin boards

Public Relations (PRC)

Sip and Tell events in Norlin Underground: open invitations to students, staff, faculty, administrators to spend time in the Norlin Underground with a free drink and provide feedback on the Libraries in general a particular topic.

Costs: \$15 per Buff Bulletin (already built into S&E budget)
Sip and Tell drinks cost shared with UMC

Evaluation: Sip and Tell feedback
Assessment Committee recommendations

UCB FACULTY, STAFF, AND ADMINISTRATORS
CAMPAIGN STRATEGY 04/05

Goal: Increase support for and partnerships with the Libraries

Objectives: Maintain and strengthen presence in existing campus promotional vehicles. Design, implement, promote, solicit subscriptions to **Libraries news page on web site**.

Theme: Your partner in scholarly communication

Services/Collections to promote: New Chinook features - Serials Solutions, New Acquisitions, New Book Alert. New acquisitions - Lewis and Clark journals, Woodbury autobiography, aerial photography database, digital Early American Imprints, TV NewsSearch. Other - Lib news site; CU Connect news channel; AskColorado; Media taping; Music digitization project, October symposium; preservation tips; PASCAL; Prospector; Voter Registration Project participation

Messages (PRC):

Promotion Vehicles (MG):

Libraries web news site
Home page announcements

Inside CU (online) Newsletter
Buff Bulletins
E-memos
Press releases (campus, Boulder, Denver, state, national)

Public Relations:

Sip and Tell events in Norlin Underground: open invitations to students, staff, faculty, administrators to spend time in the Norlin Underground with a free drink and provide feedback on the Libraries in general or a particular topic. (PRC)

“Talking Points Bulletins” (DF)

Co-sponsorship (DF)

Costs: (\$15 per Buff Bulletin, \$65 per E-Memo already built into S&E budget)
Sip and Tell drinks cost shared with UMC

Evaluation: Sip and Tell feedback
Assessment Committee recommendations

ACTION PLAN

<u>Responsible</u>	<u>Action</u>	<u>Timeline</u>	<u>Costs</u>
DF	Ads/quotes CU planner/datebk (MG)	DONE	\$265
	Staff mugs	for kick-off	TBD
	UMC coupons, drinks at cost	“	TBD
	Kick-off – JW pres	“	
	Cakes		\$35
	Logo guidelines	16 Aug	
	Student/fac promo topics timeline and vehicle selection (with MG)	6 Sept	Buff Bulls, etc. from S&E
	“Talking Points Bulletins” format	13 Sept	
	campus co-sponsorships	fall 04	
	Honor Code business card listing	DONE	\$50
MG	Web “publications”	12 Aug	
	Bookmarks	13 Aug	\$400
	Banners	13 Aug	\$150
	Posters (1 st set)	23 Aug	TBD
	CU Connect news channel	23 Aug	
	Libraries News Site	30 Aug	
	Logo signs/flyers	30 Aug	(S&E)
	CO Daily ads	6 Sept	\$462
	Standard campus promotional vehicles	ongoing	(S&E)
Displays outside Libraries	fall 04		
PRC	Sip and Tell events	Sept-Nov	TBD
	Sundial exhibit	(spring 05)	
Dylan	Departments of the Month articles	Sept-	
Staff Dev Cmte	Departments of the Month tours	Sept -	

STRATEGIC PLAN INITIATIVE	Connect to Campus	Serve Libraries Users	Support Learning	Support Scholarly Communication
TARGET AUDIENCE	Campus at Large	Internal Fac/Staff	Students	Faculty/Admin
THEME	Enter here... Knowledge and Time...	Working together to enrich and advance discovery, lrng, and resrch	Information and Cultural Commons	Your partner in scholarly communication
GOAL	Establish sundial logo and taglines as Libraries icon internally and on campus	Build internal relations and a milieu of service	Increase awareness and appreciation of and satisfaction with the Libraries	Increase support for and partnerships with the Libraries
OBJECTIVES	Logo application guidelines General recognition of physical sundial & association of logo with sundial	Complete and consistent integration of logo Commitment to service as marketing	Measure current status, establish benchmarks, document progress	Measure current status, establish benchmarks, document progress
TOPICS	new logo, new site	everything we do is marketing	new Chnk features (Serials Sols, New Acq.s, New Bk Alert), new acq.s (Lewis & Clark jrnl, Woodbury autobio, aerial photo db, digi Early Amer Imprnts, TV	NewsSrch), other (Lib news site; CU Connect news channel; AskCO; Media taping; Music digi, symp; preservation tips; PASCAL; Prospector; voter reg)
MESSAGES	TBD	TBD	TBD	TBD
VEHICLES	Ads Posters/banners/flags/stencils Communications Exhibit Event? Cosponsor?	Presentation(s) Gatherings Mugs Posters	CU Connect Event(s) in Underground Home page news Buff Bulls Press Releases	News site Event/ Presentations Home page news Buff Bulls/ E-Memos

Appendix 1

GOALS AND OBJECTIVES of the University Libraries 2004/05 Strategic Communications and Outreach Plan

The goals of the University Libraries 2004/05 Strategic Communications and Outreach Plan are to:

- Garner the support and resources required to improve, expand, and advance the resources and services of the University Libraries.
- Increase and enhance audience knowledge and use of holdings, access, and services available in the Libraries.
- Build more dynamic and mutually-supportive relationships with our clientele.

The objectives of the University Libraries 2004/05 Strategic Communications and Outreach Plan are to increase:

1. Awareness and appreciation of the University Libraries identity, collections and services
2. Satisfaction of users in targeted audiences
3. Partnerships with users and supporters
4. Support for the Libraries

1. Increase awareness and appreciation of the University Libraries identity, collections and services.

Determine appropriate instruments for measuring current awareness and appreciation.
Establish benchmarks for achieving objective.
Sustain measurement, analysis, and application of results.
Develop and implement communications plan.

2. Increase satisfaction of users in targeted audiences.

Determine appropriate instruments for measuring satisfaction.
Establish benchmarks for achieving objective.
Sustain measurement, analysis, and application of results.
Develop and implement public relations plan.

3. Increase partnerships with users and supporters.

Identify existing and potential partnerships.
Determine strengths and areas for improvement in existing partnerships.
Develop and implement a marketing plan for enhancing and creating partnerships.

4. Increase support for the Libraries

Inventory current Libraries support.
Establish benchmarks for achieving objective.
Develop and implement a comprehensive promotional plan for increasing and expanding support for the Libraries.

Appendix 2

ASSESSMENT OF LIBRARIES AUDIENCES AND THEIR NEEDS

<u>Undergraduate Students</u>	Avail	Unmet	Future
Course primary materials	√		
Course reading assignments	√		
Course reference materials	√		
Course research materials	√		
Computer assistance	√		
Internet assistance	?		
Social interaction space			√
Meeting rooms			√
Food and beverages			√
Study rooms		√	
Self-serve copy services	√		
Reserve	√		
Computers, printers and scanners	?		
Data bases and software	√		
Video conference spaces	√		
Audio-visual equipment	√		
Meeting equipment	?		
Electronic and overhead projectors	√		
Basic skills assistance	√		
Reference and research assistance	√		
Leisure reading materials	√		
Library collections to promote self-discovery	√		
<u>Graduate Students</u>	Avail	Unmet	Future
Course primary materials	√		
Course reading assignments	√		
Course reference materials	√		
Course research materials	√		
Additional course reference guides	√		
Computer assistance	√		
Internet assistance			
Study rooms			
Social interaction space			√
Meeting rooms			√
Food and beverage			√
Self-service copy services	√		
Reserves	√		
Computers and printers	√		
Databases and software	√		
Video conference spaces	√		
Audio-visual equipment	√		
Meeting equipment	√		
Electronic and overhead projectors	√		
Reference and research assistance	√		

Document delivery services		√	
Electronic journals	√		
Knowledgeable reference/research assistance	√		
Original documents/primary materials	√		
Rare materials	√		
Other special collections	√		
<u>Faculty</u>	Avail	Unmet	Future
Selection of teaching texts	√		
Reference for texts	√		
Computer assistance	√		
Internet assistance			
Website assistance			
Social interaction space			√
Meeting rooms			√
Food and beverages			√
Copy services: self serve	√		
Computers and printers	√		
Database software	√		
Video conference spaces	√		
Audio-visual equipment	√		
Meeting equipment	√		
Electronic and overhead projectors	√		
Reserve materials for students to access: (traditional and “e” materials)	√		
Journals and subject related collections	√		
Workshops on new resources		√	
Research assignments design help	√		
Document delivery		√	
Original document/primary materials	√		
Rare materials	√		
Other special collections	√		
<u>Researchers</u>	Avail	Unmet	Future
Ample collection	√		
Dedicated reference assistance	√		
Access to materials in other libraries, globally	√		
Access to contributing researchers and organizations			?
Computers, printers	√		
Computer assistance	√		
Data base and software	√		
Internet assistance	?		
Website assistance			?
Social interaction space			√
Meeting spaces			√
Audio-visual, meeting, overhead and electronic projector equipment	√		

Original documents/primary materials	√		
Rare materials	√		
Other special collections	√		
<u>Staff and Administration</u>	Avail	Unmet	Future
Function-related resources	√		
Leisure reading	√		
Research assistance	√		
Database and software	√		
Journals and subject-related collections	√		
Selected acquisitions	√		
Document delivery		√	
<u>High School Students</u>	Avail	Unmet	Future
School topic collections	√		
Leisure reading	√		
Basic skills assistance	√		
Reference assistance	√		
Research assistance	√		
Computer assistance	√		
Database and software	√		
Internet assistance	?		
Copy services	√		
Study rooms		√	
Library instruction	√		
<u>Community Members</u>	Avail	Unmet	Future
Leisure reading collections	√		
Subject area collections	√		
Journals and magazines	√		
Public information access	√		
Research assistance	√		
Computer assistance	√		
Database and software	√		
Internet assistance	?		
Website assistance			?
Social interaction areas			√
Meeting spaces and equipment		√	
Copy services	√		
<u>Business and Government</u>			
Subject area collections	√		
Journals and magazines	√		
Database and software	√		
Research assistance	√		

Reference assistance		√	
Dissemination of public information		√	
Internet assistance	?		
Website assistance	?		
Document services		√	
Copy services		√	
Meeting spaces and equipment			√

Others: Interest Groups

Collections		√	
Research assistance		√	
Library facilities		√	

Unmet Needs: adequate study rooms, study rooms/meeting spaces for non-primary audiences, document delivery, faculty workshops.

Appendix 3

AUDIENCE EVALUATION AND PRIORITIZATION

<u>Audience</u>	<u>Size</u>	<u>Cent. Miss.</u>	<u>Qual. of Curr. Serv.</u>	<u># of Unmet Needs</u>	<u>Fund. Influ.</u>	<u>Weight</u>
Students:						
Undergraduates	28,000	H	H	1	M	H
Graduates	4,500	H	H	1	M	H
Continuing Education	(1) 7,800	M	M		L	L
Non-University:						
higher ed,	(2) 40	M	H		L	L
high school, middle-school	(3) 1500	M/H	H		L	M
	annually					
Faculty	2000	H	H	2	H	H
Researchers	1500	H	H	2	M	L
Administration	800	H	M	1	H	H
Staff	3700	M	H	1	L	L
Libraries Faculty & Staff	175	H			L	H
Research Institutes/ Government Agencies	(4) 80	M	H	1	M	L
Business/Professional		M			L	M
General Public	(5) 2855	M			L	M

INFLUENCERS

University and Campus Administrators
 Faculty/Faculty Committees/
 Faculty Governance
 Boards
 State and Federal Officials
 Accrediting Agencies
 Alumni
 University and Campus
 Communications Offices
 Campus Research Office

CATALYSTS

Allies/Partners –
 state, regional, and national
 library support and
 professional organizations
 Grant Funders
 Donors
 Friends of the Libraries
 Publishers
 Taxpayers
 Media

- (1) Non-credit students = 7800, credit = 12,500
- (2) Other CU campus designated card holders
- (3) Served in Secondary Schools Outreach Program
- (4) Number of cards issued to affiliates, most of whom are researchers for multiple clients
- (5) Public patron cards issued

Form taken from *Participant Manual: Strategic Marketing for Academic and Research Libraries*, A. B. Reynolds, Chicago: American Library Association/Association of College and Research Libraries, n.d.

Priority audiences selected for 2004/05: Libraries faculty and staff, UCB undergraduate and graduate students, UCB faculty and administration, campus community at large.

Appendix 4

SERVICE BENEFITS AS *MESSAGES* AND REFINED MESSAGES

Instruction (Course-related/integrated, Program for Writing and Rhetoric, Middle/High School Outreach, Credit courses) – *develop library use and research skills to enhance and advance discovery, learning, and research; develop complex/critical thinking skills; conduct research more efficiently and expand awareness of available resources – information literacy; opportunity for making intuitive leaps; become a better “information consumer;” get better grades*

Become a lifelong learner

Get your paper done efficiently

Wow your prof

Don't waste your time or money

Save time for skiing/fun

Relieve stress /don't stress

You think you know it all – maybe not

Get smarter

Know the difference between solid and bogus info

Fac: get better results on papers, etc.

Save class time

Provide your students tools to fully use research resources

Research assistance – *enhance library use and research projects; save time/effort; (all of above)*

Find out what you're missing

There are no dumb questions

It's ok to ask

The best shortcut is to ask for help

Be an efficient night navigator

You think you know it all – maybe not

Don't just surf the web- dive into the sea of knowledge

Ready reference – *quickly find your way and brief factual answers; save time/effort; (all of above)*

We've got the sources to get you started

Get it right the first time/from the start

Trivial pursuits

Sort cuts

Work smarter, not harder

Quick answers work if they're right

Need to know right now?

Circulating materials check out, recall, hold – *use materials outside the library for extended periods of time; access*

Self check

Don't buy it – check it out

Remember – we're a public library, too

Why buy a book when you already own it?

If we've got it, we can get it for you.

Reserve – placement, scanning, check out – *increases availability of course materials; online saves time and allows repeated use at your convenience*

T/here when you need it

No more waiting in line for course materials

Faculty: students can't claim they didn't get it

Audiovisual – equipment, materials – *availability of non-print resources; add dimension to research*

Take a movie/music break

Enliven your presentation

Historical figures, authors, celebrities come to life

ILL – *borrow materials or acquire photocopies from other institutions – “the world is your library;” reduces travel/time; acquire the most relevant and current sources (instead of spending more time searching for less useful but available items)*

If we don't have it, we can get it

Your research delivered

IDS – *fee-based document identification and delivery; community relationships*

Research – an important business resource

Make the U Libs a part of your business

Your business research is our business

Team technology rooms – *small group study space with the convenience of an advanced equipment suite not otherwise readily available*

High-tech group study

Add the flair of technology to your group presentation

Upgrade your group study

Printing – *pay for copies of material available online*

Copying – *photocopy materials onsite*

Wireless network – *convenient laptop online access – “full integration of resources where you choose to sit”*

Be there anywhere

No waiting for a computer

Connect/plug in at your convenience

Network now

Right here right now

Anywhere anytime

Access to computer labs – *availability of computing resources in the library*

CBIS – *venue for events in a convenient, spacious, and attractive campus location*

Campus living room

Exhibits – *inform, stimulate (curiosity); offer discovery; entertain/divert, provide aesthetic appeal*

Get your eye candy here

Worthwhile distraction

Pause and learn

Events – *inform, stimulate (curiosity; offer discovery; entertain, provide social/cultural connection*

It happens at your library
Not just a quiet place
More than books and computers
Cultural center
Creative recreating

Coffee shop– *provides a break, refreshments, supplies, interaction, communication center, wireless access, cultural opportunities*

Take a break while you study
No need to go out for coffee
Study on!

Bulletin boards – *information, communication*

Book, serial, and map collections – *support the academic mission and provide discovery, learning, entertainment and research opportunities*

(Hidden) treasures abound
Amaze yourself
Get lost in the human spirit
For the real thing, come here
A book is something you can hold onto
Don't remain always a child
Ignorance is not bliss

Reference collections – *brief factual information, research starting and redirecting point, provide focus, save time*

You've got questions, we've got answers
(Get a jump) Start here
Look it up here
What Google doesn't have/know

Special collections - *provide discovery, learning, and research opportunities with cohesive collections, rare materials, manuscripts, papers, etc.; tangible/literal connection to past; timeless – transport in time, transmute linear time; insight*

Virtual vs. actual
Feel, touch, and smell the past
What was it like to be then?
Experiential, neurological, full sensory
Connection, visceral, heart, soul, presence, tangibility

Archives - *provide discovery, learning, and research opportunities with cohesive collections, rare materials, manuscripts, papers, etc.; tangible/literal connection to past; timeless – transport in time, transmute linear time; insight*

Explore the West
Virtual vs. actual
Feel, touch, and smell the past
What was it like to be then?

Explore the Past
Find the Evidence
Follow the Facts
See the Manuscript Record
Handle History
Experiential, neurological, full sensory
Connection, visceral, heart, soul, presence, tangibility

Government publications - *provide discovery, learning, and research opportunities with government publications, convenience, access, connection to political process/public discourse*

Non-commercial R&D available
4 million pieces arriving daily
Uncommon knowledge in the public domain
International/global, historical/contemporary, timely
One way the govt gives to you
Become a global/world citizen / Practice your global citizenship
It will boggle your mind
Answers to every question ever asked
Your questions may have been anticipated
Range, scope, depth of human knowledge
Every aspect of human life
A collection so encompassing, it staggers the mind
A university unto itself
A library within the library

Periodicals room - *provide discovery, learning, and research opportunities with periodicals from a variety of communities, states, nations; timely info; human insight; historical value – insight on the moment in the past; snapshot of present or past*

Your own free newspaper and magazine stand
See the past through their own mind
Be present in the past
It's delivered to your library – check it out there

Media collection - *provide discovery, learning, and research opportunities with multidimensional non-print materials*

Handouts – *enable and promote independent learning; inform; learning tools; operating/directional manuals*

Learn the library independent of time, personal pace, or leaning style
We make it easy for you
Quick answers

Publications – *inform about the Libraries; learning tools; operating/directional manuals*

Website – *access to information about the Libraries independent of time and place*

Chinook - *access to expansive and diverse information independent of time and place; access to virtual library*

Internet access - *access to expansive and diverse information independent of time and place*

Other electronic access modes - *access to expansive and diverse information independent of time and place*

Just the surface

Gateway, entry, portal

Extension/supplement to the actual library

Extend into time and place, the next generation

Reach, expand

Convenience

Independent of time, place, personal pace

Don't sneak in the back door – you'll miss the banquet

Appendix 5

METHODS OF COMMUNICATION AND OUTREACH: THE COMPONENTS OF MARKETING

(Select horizontally – campaign vehicles / Develop vertically - standards and guidelines)

Advertising: creating recognition of the Libraries (or a library) in general

Ads (campus newspapers, Boulder/Denver newspapers, misc.– busses, CU date book/planner, etc.)

Posters (displayed at events; mounted internally, externally)

Banners (mounted internally, externally)

Giveaways (disseminated internally, externally)

Promotions: stimulating use of a particular product or service

Home page announcements

News site/BLOG

CU Connect

Buff Bulletins

Ads (see venues above)

Posters (displayed at events; mounted internally, externally)

Flyers (mounted internally, externally)

Giveaways disseminated internally, externally)

Press releases (campus, Boulder, Denver, state, national)

Media coverage (campus and external)

Announcements by individuals (campus, community)

Presentations (internal, external)

Mailings (campus, external)

PSAs (campus, Boulder, Denver)

Public Relations: building appreciation and support for the Libraries - relationships

Service Choices

Service point contacts

Instruction contact

Telephone and email contacts

Physical facilities/environment

Signage (including art galleries)

Exhibits (internal, external)

Events (internal, external)

Web site

News Site/BLOG

Brochures

Handouts

Newsletters

Inserts

Annual reports

Other publications

Giveaways

Displays outside the Libraries

Co-sponsorship

Buff Bulletins

CU Connect

Press releases (campus, Boulder, Denver, state, national)

Media coverage (campus and external)

PSAs (campus, Boulder, Denver)

Participation in campus/community events

Personal contacts

Endorsements

Friends of the Libraries

Appendix 6

UNIVERSITY LIBRARIES SETTING, MISSION, VISION, STRATEGIC PLAN

Institutional **setting**:

The first established campus of the current four-campus University of Colorado system was founded in 1876 in Boulder. Schools and colleges include the Graduate School, School of Education, School of Journalism and Mass Communication, School of Law, College of Architecture and Planning, College of Arts and Sciences, Leeds School of Business, College of Engineering and Applied Science, and College of Music. 3400 courses are offered in 150 fields of study, with 85 majors at the bachelor's level, 70 at the master's level and 50 at the doctoral level.

Faculty members, who number more than 2,000, received more than \$229 million in sponsored research awards in 2002. In 2003, CU was ranked the 11th best public academic university in the world and the 31st best academic university globally by the London *Economist*.

In spring 2004, the total number of approximately 28,000 students was comprised of 23,454 undergraduates, 4,500 graduate students, 47% women, 53% men, 66% Colorado residents, 34% nonresidents, 13% minorities, and 4% international students.

Nestled against the eastern slope of the Rocky Mountains at an altitude of 5,400 feet, the University was praised by Thomas Gaines, in *The Campus as a Work of Art*, as the best campus of any public institution in the country, based on landscape, urban space, architectural quality, and overall appeal.

The University of Colorado at Boulder Libraries is a centrally administered system consisting of a main library (Norlin), five external branches, Business, Earth Sciences Engineering, Mathematics/Physics, Music, and an off-site storage facility, PASCAL.

The Libraries holds the largest academic collection in Colorado and is a significant resource for the Rocky Mountain region. The collection exceeds 11,000,000 items, including 2,900,000 monographic volumes, 26,000 serials, 1,500,000 government documents, 210,000 maps, 50,000 audio resources, and 2,000,000 microforms.

Materials inflation rates and shrinking state resources have resulted in a drop in the number of monographs added and serial titles purchased. This trend is expected to continue or worsen as run-away state budget deficits continue to adversely impact Colorado's higher education.

The Libraries lacks adequate space for collections, personnel, and users. Some floors in Norlin exceed the acceptable load-bearing weight by a factor of two or three. Because the campus plan does not allow for the use of campus real estate for storage, a high-density remote storage facility was constructed on the Fitzsimons campus with other CU

libraries in 1999, which is already nearing capacity. Furniture, utility systems, workstations, computers, and terminals require constant upgrading and replacement that the budget cannot fully address. The cancellation of plans to build a new science library and the postponement of Business Library renovations due to state budgetary shortfalls mean that efforts to convert Norlin into a state-of-the-art social sciences and humanities library must be approached piecemeal and over an extended period of time.

Public Relations at the University Libraries

In 1990, the position of Public Information Librarian was created to coordinate publications, exhibits, events, and promotional and public relations activities, supported by a PR and Cultural Activities Committee. The initial focus was on publications. As a result of a publications audit and a printed materials upgrade initiative, an identity system was created, including a word mark, graphics, color palette, and tagline. Guidelines were later developed for the desktop production of in-house produced print materials, but consistency was never achieved among the many and diverse units of the Libraries system. Occasions, such as National Library Week, or particular events, e.g., a book arts fair, or special exhibits, e.g., the WWII Japanese Relocation, were often the impetus for an isolated PR campaign. A comprehensive PR and promotional campaign, based on a workbook developed as part of a state-wide PR project, was implemented in 2000/01 (see Deborah Fink, "A PR Planning Process at the University of Colorado Libraries," *Colorado Libraries* 26 (Winter 2000), 27-30) and revised for 2001/02.

In reports from the Libraries program review, a special blue-ribbon panel, and strategic planning efforts, a need for more focused and consistent communication with campus constituencies was identified. In addition, the identity system developed in the early 90s had not only outlived its efficiency (given evolving technology) and effectiveness, it did not translate well to the redesign of the Libraries web site and online catalog. In response to these issues, a new logo and word mark were commissioned and this plan was initiated.

In keeping with the four directions identified in the strategic plan, this plan addresses scholarly communication, library users, teaching and learning, and campus outreach as "platforms" for a communications plan. Strategies and tactics include a full range of vehicles/venues for conveying our messages.

Libraries **Mission:**

First: To be central to the University community's discovery, communication, and use of knowledge by providing materials, information, and services that support the University's mission;

Second: To serve as a research resource for Colorado residents through support for individual, business, cultural, educational, governmental and other information needs;

Third: To share resources with the national and international higher education community.

Libraries **Vision Statement:**

We envision the University of Colorado Libraries as an intellectual commons that preserves the best of the past and makes the future possible. Led by innovators in information and information technology, our intellectual commons is both a central physical and virtual space and a set of shared values: instruction, research and discovery, intellectual freedom, and the open exchange of ideas that is essential to a democratic society. We are committed to making the Libraries a source of pride to ourselves, the University of Colorado, and all the communities we serve.

These communities stand at the center of our vision, plans, and endeavors. Their diversity is mirrored in our commitment to diverse services, collections and staff. To meet their needs, our services and collections, built in collaboration with University faculty, staff and students, are made easily accessible through both established best practices and cutting edge technology.

We take pride in our work and continually strive to achieve professional excellence. We provide the vital skills of information literacy that form the foundation for lifelong learning. This vision reflects our commitment to the value, integrity, and diversity of knowledge.

Libraries **Strategic Plan** Outline:

A. Supporting Scholarly Communication

Direction (A1): Collect, preserve, and provide access to materials in print and other physical and electronic formats to support the research, teaching, and service mission of the University.

Direction (A2): Make maximum use of the Libraries' abilities to acquire and provide access to scholarly resources in all appropriate formats through judicious evaluation and skillful collaboration with other research institutions.

Direction (A3): Champion the fair use of library materials regardless of format in support of teaching and research.

B. Serving Library Users

Direction (B1): Move the library user to the center of library planning and service delivery.

Direction (B2): Plan facilities that are flexible, that reflect an understanding of user needs, and that are technology rich.

Direction (B3): Recruit, train, and effectively utilize library personnel in a flexible manner that acknowledges both the changing nature of our work and the demands of our users

C. Supporting Learning and the Libraries

Direction (C1): Integrate information technology and library services into a suite of knowledge services that meets the needs of all styles of learning.

Direction (C2): Recognize the increasingly interdisciplinary nature of learning and scholarship by expanding the Libraries beyond a physical space into a twenty-first century intellectual commons that provides seamless access to a selection of pertinent physical and electronic resources.

Direction (C3): Collaborate actively with academic departments and ITS to support information literacy across the curriculum and be a key partner in a campus-wide initiative to define CU Boulder information literacy goals.

Direction (C4): Provide vigorous campus leadership for the organization of the scholarly output and historical record of the University of Colorado at Boulder.

D. Connecting the Libraries with Campus and Community

Direction (D1): Position the Libraries in the eyes of its various constituencies as the state's flagship scholarly research support center.

Direction (D2): Make the most effective use of the campus' budget planning process in order to compete for general funds.

Direction (D3): Identify and secure additional sources of funding for the Libraries.

The Four Principles of This Integrated-Marketing-Communications (IMC)-Based Plan and Resources

- 1) IMC starts with the user
- 2) Brand is relationship
- 3) *All* communication creates relationship
- 4) Brand stewardship provides consistency

1) Integrated Marketing Communications starts with the user

According to the literature of IMC, the intersection of the library's mission/strategies and the user's needs/perceptions should be the "meeting point" at which planning and marketing are developed. What this means for the University Libraries is that we must do much more to ascertain our user and potential user needs and perceptions through a well-defined assessment program. The good news is that we have already articulated our mission, vision, and strategies. Those planning tools easily can be retrofitted to create alignment with what we learn about our users when recommendations of the new Assessment Committee are implemented.

Supporting Quotes:

The concept of *integrated marketing communications* derives from a 1993 model by Shultz, Tannenbaum and Lauterborn that positions the customer as the starting point for marketing efforts (Smith p. 59). According to Percy, this requires "...realigning communications to look at it the way the consumer sees it, as a flow of information from indistinguishable sources ...the IMC process starts with the customer or prospect and then works back to determine and define the forms and methods through which persuasive communication programs should be developed." (p. 2).

"Marketing public relations is the process of planning, executing, and evaluating programs that encourage purchase and consumer satisfaction through credible communication of information and impressions that identify companies and their products with the needs, wants, concerns, and interests of consumers." (Thomas L. Harris, *Marketers Guide to Public Relations*, New York: Wiley, 1991 as cited in Clarke L. Caywood, *The Handbook of Strategic Public Relations and Integrated Communications*, New York: McGraw-Hill, 1997. Nor HM 263 H317 1997)

In other words, according to Percy, IMC is "two-way communications between marketer and customer." (p. 3)

The principles of IMC as iterated by Smith:

IMC starts with customer perception and activity.

IMC integrates the strategy of the whole business with the needs and activities of the customer.

IMC coordinates all the communications of the business within an IMC mix.

IMC creates dialogue with the customer.

IMC seeks to customize communications towards individual need.

...the marketer needs to evolve a strategy for the market and for the brand based on what can be observed and measured in customer activity. The meeting point of these two processes is in brand activity – how the customer relates to the brand and how the marketer develops the brand. The two processes need to be integrated in planning communications... (Smith pp. 60-61)

2) Brand is relationship

The University Libraries is launching a new logo that represents the accrued development efforts of two logo initiatives separated in time and approach. The end result focuses both on a physical connecting point of campus and library and on meaningful concepts relevant to the nature of the materials and services provided by the Libraries to the campus, including timeliness and timelessness. In order for the sundial logo to become a “focal point of the relationship” between Libraries and users and to promote a “relationship of reliability and trust,” the connection must be reinforced and the concepts conveyed in a variety of iterations and contexts.

Supporting Quotes:

Smith lists the components of a successful brand:

...a visible signature or brand mark (symbol, name, design, colours, or combination of these) which is attached to products and services;

fosters a relationship of trust, reliability and exclusivity between a business and its customers;

adds value to the basic product of service;

provides some kind of psychological pay-off to the customer;

simplifies the problem of differentiation;

possesses personality traits which will allow customers to form a relationship with the brand. (Smith p. 235)

3) All communication creates relationship

Although a library’s brand or identity system is a focal point and central image of marketing and public relations, it is merely the tip of a library’s communications and outreach. It will be only as effective as the perceived quality of every contact with a library user, from personal assistance to web search, from handout to recorded message,

from brochure to event, from signage to facilities. Every known and potential point of contact, live and virtual, must be addressed for this plan to have full value.

Supporting Quotes:

Duncan and Moriarty discuss communication as relationship:

Communication is the human activity that links people together and creates relationships. It is at the heart of meaning-making.... [and] it is a central integrative process in marketing....marketing should...focus on relationship management rather than transaction management....ongoing customer relationships are the company's most important business asset....Information - the product of communication - is the tie that binds in any relationship....information sharing...can strengthen brand relationships and help integrate organizations and strategies.... A communication-based model of relationship marketing underlines the importance of managing all brand communications as they collectively create, maintain, or weaken the profitable stakeholder relationships that drive brand value. (Duncan and Moriarty pp. 3-6)

... managing brand communication must take into consideration stakeholders other than just customers - employees, suppliers, channel members, the media, government regulators, and the community; and...communication is the primary integrative element in managing brand relationships. (Duncan and Moriarty p. 1)

In addition:

*Public relations is the management function that identifies, establishes and maintains mutually beneficial relationships between an organization and the various publics on whom its success or failure depends. (Scott M. Culp, Allen H. Center, and Glen M. Broom, *Effective Public Relations*, 6th ed., Engelwood Cliffs, NJ: Prentice-Hall, 1985, p.4)*

3) Mission and brand stewardship are necessary for consistent communication

The essence of mission and brand stewardship is that they must be fully integrated into all operations of the library, and all operations must be brought into alignment with them. Furthermore, integration and consistency must be procedurally facilitated and monitored. This includes evaluation of the results of assessment and modifications to operations and marketing in response to those results. This brings us full circle to the meeting point between library mission/strategies and user needs/perceptions, where the library, responding dynamically and repeatedly, becomes truly customer driven.

Supporting Quotes:

Mission

The following statements from Linda K. Wallace, *Libraries, Mission, and Marketing*, underscore the centrality of an effective mission statement:

[The mission statement] should serve as [the library's] key message. It should provide a foundation for all its communications, including promotional materials, website, and presentations to community groups. (p. 6)

To be effective as a communication tool, your mission statement should also pack a punch. It should deliver a clear, brief, and dynamic message. And it should be easily said as well as read....Mission – not just what you do, but how you contribute and why you do it – is the quintessential part of any organization's identity. Goals, objectives, and activities or strategies all flow from mission. Having a statement that also works as a communication tool helps to ensure that your library will both do what it says and say what it does. (p. 4)

Presenting and discussing the...mission statement with staff, board members, and other key groups are essential if it is to become a living document. Everyone, including part-time and student employees, delivery drivers, and custodians, should understand the mission and how their responsibilities and duties relate to it. The mission statement should be a part of all orientation sessions and provide a focal point for ongoing discussions about library management and operations. (p. 24)

The mission statement is central to how the library seeks to position itself in the minds of others. The statement or a short version of it should appear routinely in key publications – the annual report, brochures, employee handbook, and website communications. It should be a core part of presentations to fundraising bodies and community – and not just at budget time. (p. 25)

The Libraries will benefit from a well-articulated mission statement, as distinct from its mission per se. That statement can then serve as a touchstone and guideline for planning, assessment, and marketing efforts. It can be iterated and reiterated in a range of formats and contexts both internally and externally. It will serve, along with a promotional tagline, as the quintessential statement of the value of the Libraries.

Brand

Percy defines integrated marketing communications as "the planning and execution of all types of advertising and promotion selected for a brand, service, or company, in order to meet a common set of communication objectives, or more particularly, to support a single 'positioning.'"

Smith emphasizes the importance of "ensuring that the brand positioning, personality and message are delivered synergistically across every element of communication and are delivered from a single consistent strategy." (p. 166)

Duncan and Moriarty explain the concept of "brand stewardship":

...the marketing mix must be planned as an integrated whole by applying such ideas as consistency and integration.... 'While consistency is a coherent fit, integration is an active harmonious interaction among the elements of the mix' Implied in the phrase

'Everything sends a brand message' is the need (1) for brand messages to be strategically consistent to positively influence the perception of these messages. (2) to focus on stakeholders and not to just customers, and (3) to ensure that brand communications are not, just one-way, but interactive.... a basic premise of relationship marketing is the need for executional consistency among all marketing communication messages, so that trust can be built and there is coherence in stakeholder perceptions. At this level, IMC generally has one voice and one look for each target audience, regardless of the marketing communication function (e.g., advertising, public relations, sales promotion) or media being used....[D]eliver and receive messages on a platform of strategic consistency. That does not mean all messages say the same thing. Strategic consistency means the messages are appropriate for their audiences: however, there is consistency in the way corporate values are presented, how products perform, and how the brand is identified and presented. As brand messages are decoded-assuming they are not inconsistent-they are transformed into the stakeholder perceptions that are the building blocks for brand relationships....[V]iewing quality from the customer's perspective..([and] [p]erception quality)... drives behavior and often is influenced by the hidden or implied communication dimensions of the corporate philosophy and marketing mix.... At the marketing communication level, interactivity is generated through a combination of one-way (e.g., mass media advertising, publicity) and two-way communication (e.g., personal selling, customer service). ...[A] communication-based model of relationship marketing recognizes that everything a company does (and sometimes does not do) sends a message that can strengthen or weaken relationships.... A process should be in place to facilitate purposeful dialogue with customers and other stakeholders.... A system is also needed to ensure that all brand messages are strategically consistent. There should be a process for incorporating the mission of the company into all operations to continually remind all stakeholders what that company stands for. Both consistency and a well-regarded mission helps strengthen the trust on which brand relationships depend. (Moriarty pp. 6-8)

Quotes from:

Tom Duncan and Sandra E. Moriarty, "A Communication-Based Marketing Model for Managing Relationships," *Journal of Marketing* 62 (April 98): 1-13. (found in Anders Gronstedt and Lisa Stracuse, eds. *The ABC's of IMC: Building Blocks for Integrated Marketing Communication*. NYC: Advertising Research Foundation, 1998. Bus HF 5415.123 A23 1998)

P R Smith, Chris Berry, and Alan Pulford. *Strategic Marketing Communications: New Ways to Build and Integrate Communications*. London: Kogan Page, 1999. (Bus HF 5415.123 S625 1999)

Larry Percy. *Strategies for Implementing Integrated Marketing Communications*. Chicago: American Marketing Association, 1997. (Bus HF 5415.123 P476 1007)

Sources consulted for this plan:

Strategic Marketing for Academic and Research Libraries (A. B. Reynolds, *Participant Manual: Strategic Marketing for Academic and Research Libraries*, Chicago: American Library Association/Association of College and Research Libraries, n.d., available at <http://cms.3m.com/cms/US/en/2-115/czrRzFZ/view.jhtml>)

In response to the American Library Association Campaign for America's Libraries and the Association of College and Research Libraries Focus on the Future Task Force recommendations, ACRL and 3M, Inc. sponsored this January 2004 workshop and manual.

The format and approaches of this plan are based on that manual and the following books, identified in a literature search for the most current and effective libraries and business marketing practices:

Tom Duncan and Sandra E. Moriarty, "A Communication-Based Marketing Model for Managing Relationships," *Journal of Marketing* 62 (April 98): 1-13.

Larry Percy, *Strategies for Implementing Integrated Marketing Communications*. American Marketing Association, Chicago: Illinois, 1997.

Sally Gardner Reed, *Making the Case for Your Library: A How-To-Do-It Manual*, NYC: Neal-Schuman, 2001.

Judith A. Siess, *The Visible Librarian: Asserting Your Value with Marketing and Advocacy*, Chicago: American library Assoc., 2003.

P R Smith, Chris Berry, and Alan Pulford, *Strategic Marketing Communications: New Ways to Build and Integrate Communications*. London: Kogan Page, 1999.

Evelyn Ortiz Smykla, *Marketing and Public Relations in ARL Libraries*, Washington, D.C.: ARL, 1999.

Linda K. Wallace, *Libraries, Mission, and Marketing: Writing Mission Statements that Work*, Chicago: American Library Association, 2004.

Darlene E. Weingand, *Marketing/Planning Library and Information Services*, 2nd ed., Englewood, CO: Libraries Unlimited, 1999.

SPRING 05

Re-Branding the Libraries as a Coherent and User-Focused System

The approved 2004/05 Communications and Outreach Plan states that: “In order to develop general recognition by the campus at large of the sundial in the Norlin east courtyard - both as a physical landmark and as the inspiration for our new logo - repetition, consistency, and interest must be created.” Recommended vehicles for accomplishing this include banners, bookmarks, and posters.

Banners were mounted in the east lobby and at the entrance to what is now named the Hughes HotSpot early in the fall 04 semester. A new banner or other type of signage in the HotSpot is now required to promote the new name. For fall 04, only makeshift bookmarks were produced. Bookmarks are, however, a cost-effective, versatile, and popular format for promotion. Posters were initiated in the fall to both highlight our new logo and promote departments of the month, but effective design and production were never finessed. The intent of the departments of the month program merits posters professionally developed through an efficient process.

In order to position the HotSpot as both a component of the Libraries system and a special gathering place on campus for refreshments, wireless access, group study, socializing, events and art shows, a “sub-identity” is required for signage, flyers, announcements, ads, etc. Publication Services estimates that the creative process for developing a wordmark design would require 2-4 hours at \$60/hour or \$120-\$240. A banner for the name would cost an additional \$260-\$320. Although the wordmark could suggest some other more desirable medium.

Today’s college students are highly visually oriented and sophisticated. The advertising glut in all forms of media requires strong visual statements to claim their attention. On our Libraries website, we have accomplished this primarily with the use of dynamic and changing photos of the Libraries. We can use the power of the picture to strengthen our identity in print products as well. Publication Services can design a series of bookmarks and mounted photo images that present Norlin and the branches as a diverse and unified system of places that are attractive to view and visit. The cost of 1000 bookmarks in full color on one side, with text on the other would be approximately \$400 per department. Our project manager is currently determining the cost of 16x20” foam core-mounted photos for hanging in Norlin and branches. Using existing current and high-quality photos already available in the campus photo office, we would create a suite of representative images, including the sundial, to be showcased in both formats.

The current one-at-a-time production of department-of-the-month posters is proving cumbersome and giving rise to inconsistencies, not to mention internal resistance. Instead, we could schedule one or two days of quick group photos staged in Norlin, which could be inserted into a poster layout featuring an art-quality photo of the sundial. Photo shoots could also be scheduled at each branch. An estimated cost of designing the poster is \$300. The printing of 30 each full-color, laminated, 11x17 posters would be approximately \$130 per department.

Two Generations of Branding: An Identity for the 90s and a Brand for a New Century

ACRL Program number 723 / Poster number 7 / Saturday, April 9, 3:30 - 4:30 p.m.

Abstract: In the early 1990s, the University of Colorado at Boulder Libraries public information librarian contracted with the campus publications service to develop a coherent identity system for print publications. Effective for a decade, that identity outlived its viability in a new and increasingly technological century. In 2004, the Libraries engaged in another process to develop a new logo that inspired a communications and outreach plan for rebranding.

As the first step in developing its first communication plan in fall 1992, the University Libraries public information librarian and UCB publications service staff evaluated the Libraries publications program on the basis of several surveys and an audit of the Libraries' publications.

The overriding perception, from user and employee surveys both, was that the complex, fragmented library system is confusing and intimidating. The question became: How can we assist users to get past the formidable physical appearance and the complexity of resources and services? A visual identity system was drafted based on the needs expressed in the various surveys and refined according to responses at internal presentations.

The logotype reflects the Libraries as a unified, intellectual resource that is both high-tech and high-touch. The design suggests strength in its arrangement of elements and harks back to classical origins by the use of the smaller "I"--typical of hand-chiseled letters of the past.

The colors, design elements, and tag line emphasize strength, simplicity, dynamism, and unity. The tag line, "Making connections," emphasizes the dynamic intellectual interaction that occurs when people use, provide, and contribute to Libraries services. The radiating circles reflect both the idea of wholeness and the explosion of knowledge. The color palette reflects the physical setting of the campus.

Over the course of the next decade, the identity system served as the look of the Libraries in posters, brochures, bookmarks, ads, and a variety of publications. However, developed prior to the advent of desk top publishing and rampant electronic sources, the elements became cumbersome, as they often required outside printing for effectiveness, and they were awkward in virtual domains.

Besides, ten years later, it was TIME FOR A CHANGE.

In the fall of 2003, a University Libraries task force was nearing completion on a Libraries web site redesign. That group asked the public information office to consider updating the Libraries identity elements for the new site.

In fact, the public information office and PR committee had undertaken that task in 1999/2000. We conducted focus groups and an aesthetic audit of the main library. We brainstormed for a new tagline and developed criteria for a new logo. We engaged a campus publications service designer to generate visual images for a new logo and invited Libraries staff responses to the draft images. There were many strong reactions, and there was no clear consensus. A budgetary tailspin was just beginning, and the administrative decision was made not to proceed.

The mandate for a web site redesign and the application of resources to that end provided another opportunity to create a Libraries logo for the 21st century. We proposed a process for the logo development in keeping with the short timeframe required to keep the web redesign on schedule.

The same publications service designer who had worked with us in 2000 conducted an open brainstorming session and presented a first round of sketches, which were narrowed down for complete development. The administration in consultation with the web redesign task force selected an abstract sundial image.

A 10,000 pound, five feet high, six feet wide rose granite commemorative sundial is a campus landmark at the east entrance of the main library, Norlin. This icon suggests concepts of timeliness and timelessness, which capture the essence of a library collection.

The inscription carved over the library's pillared west entrance, "Enter here the timeless fellowship of the human spirit," a campus landmark in its own right, was selected as a tagline. The statement not only reinforces the message of the sundial, but also unites the two entrances to Norlin Library and the two main areas of the campus.

The granite of the sundial and the sandstone of the Norlin building suggest the warm, earthy colors of fall and extend naturally into the summer hues of the trees and grassy quadrangle that are the setting for the west entrance.

The Libraries 2004/05 communications and outreach plan focuses on creating general recognition by the campus at large of the sundial both as a physical landmark and as the inspiration for our new logo. In contrast to the implementation of the 1990s identity, many Libraries publications are no longer commercially preprinted, but made available on the web on a print-as-needed basis. In addition to the new look of the website, the rebranding is manifested in bookmarks, banners, posters, and ads. A complete identity system is evolving as this process unfolds.

THE TIME WAS RIGHT!

Deborah Fink
Faculty Director for Campus Relations
University Libraries, 184 UCB
University of Colorado

Boulder, CO 80309-0184
voice: 303-492-8302
fax: 303-492-1881
email: deborah.fink@colorado.edu

