Finding the Missing Piece: Communicating Library Value to Complete the Assessment Puzzle
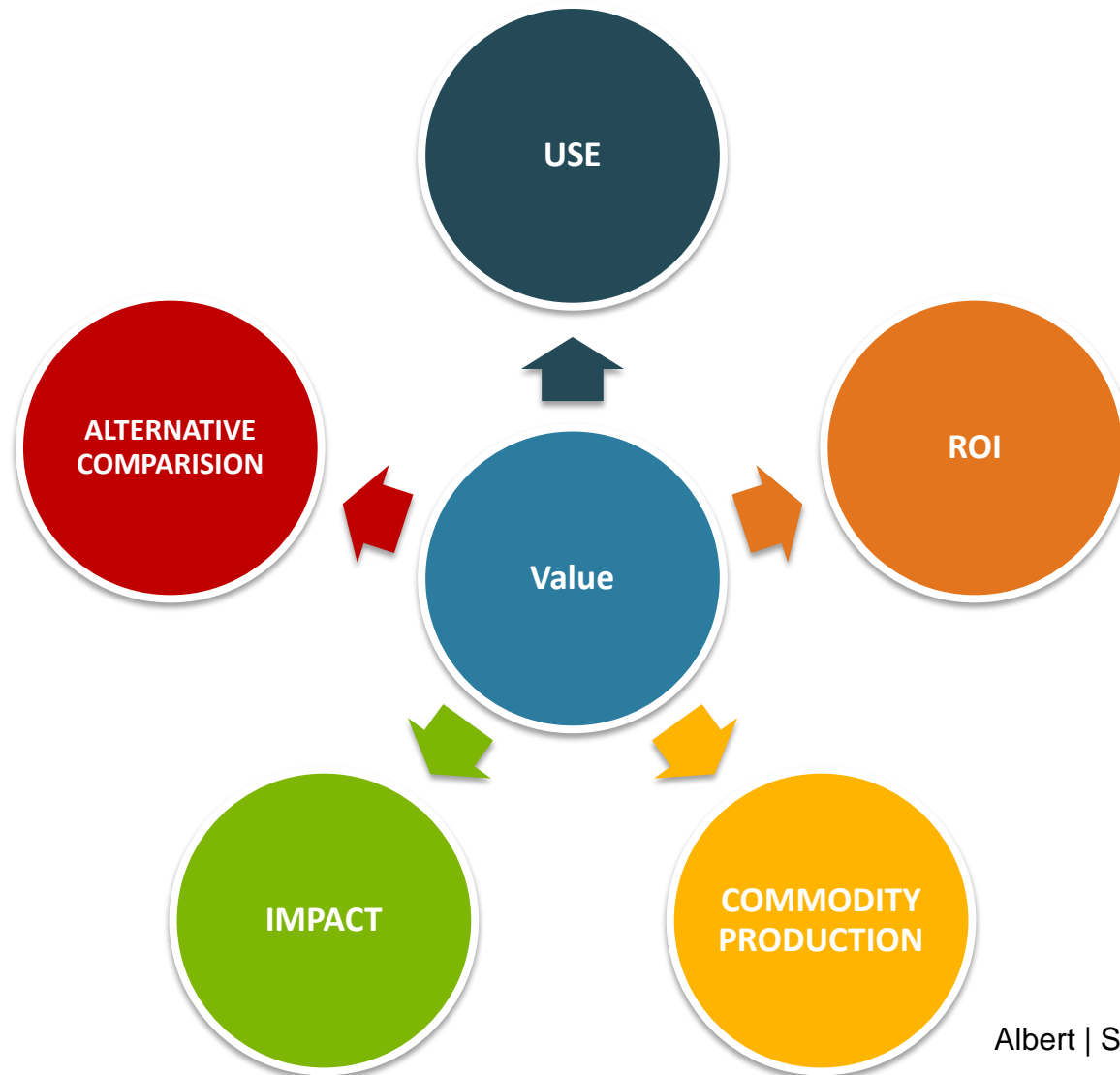
Amanda B. Albert | Saint Louis University

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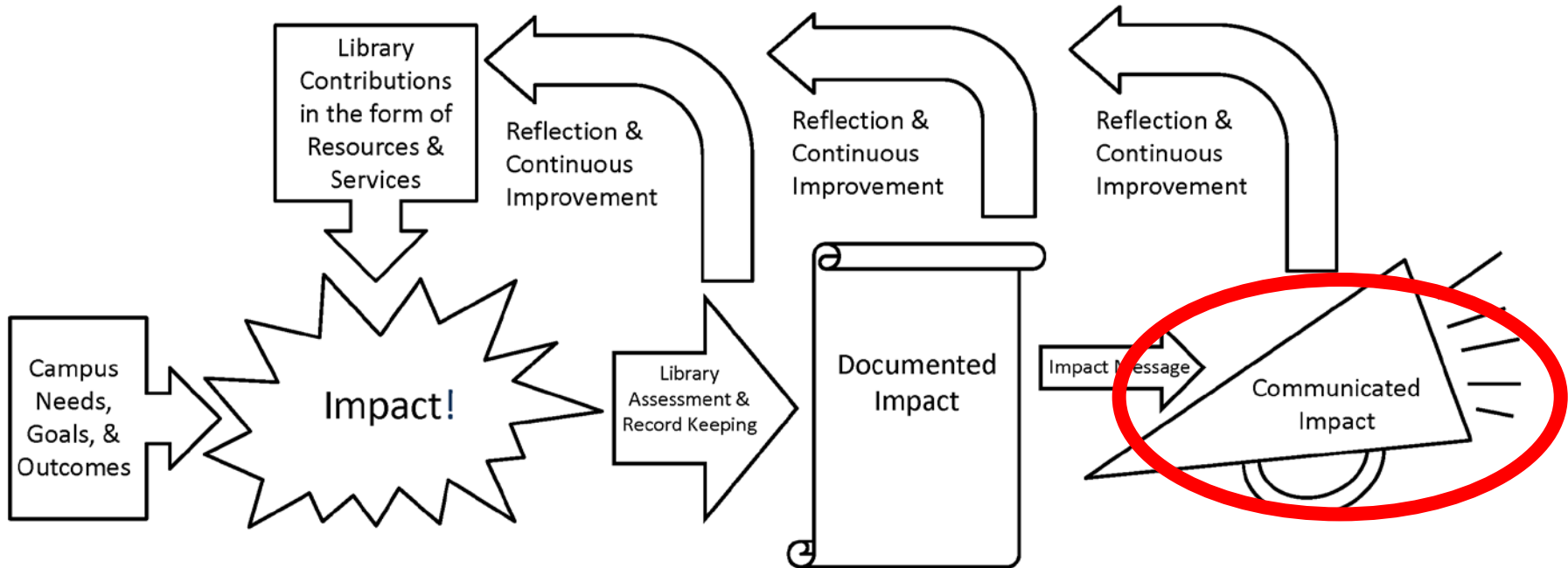
Finding the Missing Piece

- Library Value & Impact
- The importance of communicating value
- Activities
  1. Identify Stakeholders
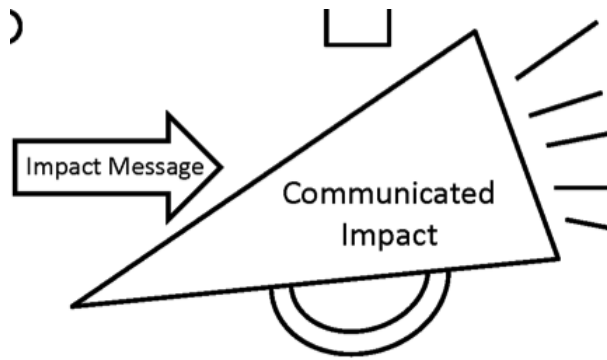 2. Start in the Elevator

Library Value

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Impact

Adapted from: Oakleaf, Megan. "Are They Learning? Are We? Learning and the Academic Library." *Library Quarterly*. 81(1). 2011.

Impact Message → Communicated Impact

Marketing
Branding
Emails
Fliers
Website
Newsletters
Reports
Data-sharing
Word of Mouth
Meetings

Commitment to Assessment + Transparency

Build Brand Love

Communication

Culture of Assessment

Visionary Leadership

Increase Visibility

The Missing Piece

RELATIONSHIPS

Stakeholders

Stakeholders are special snowflakes!!

- No two stakeholders are created alike
- Identify who they are, what they like, how they communicate

Tale of Two Snowflakes

Provost

- Demographics: Of an older age/generation
- Values: efficiently using money, doing more w/less
- SERs contribute to: student learning, institutional effectiveness
- CLV: put together a report demonstrating (w/assessment evidence) how our resources save the inst. $$$

"Typical" Undergraduate

- Demographics: Of a younger age/generation
- Values: technology, access to resources fast
- SERs contribute to: finding resources for their paper - want to get an A
- CLV: Draft a welcome letter to students identifying (w/assessment evidence) how the library helps get students As (and makes parents proud!)

Know Your Audience

- Before you start, know your audience
  - Building Stakeholder Profiles
- Read over & fill in the handout
- Using the list on the screen (next slide), or ideas of your own, come up with a list of partners and fill in the variables on your sheet.
  - Who are your stakeholders?
  - What are their values and needs?
  - How will you communicate with them?

Possible Stakeholders

- Office of Institutional Research or Educational Assessment
- Office of research, sponsored programs, or technology transfer
- Student affairs professionals
- Faculty
- Academic advisors
- Program Review Committee
- Center for Teaching and Learning
- Academic Support Services
- Senior Institutional Leaders
- Accreditors
- Professional Associations
- Funding Agencies
- Other???

Venues

- Shared meetings
- Campus events
- Library Receptions
- Faculty Orientations
- Faculty Meetings
- Teaching and learning events
- Appointments
- Phone calls
- Emails
- Other???
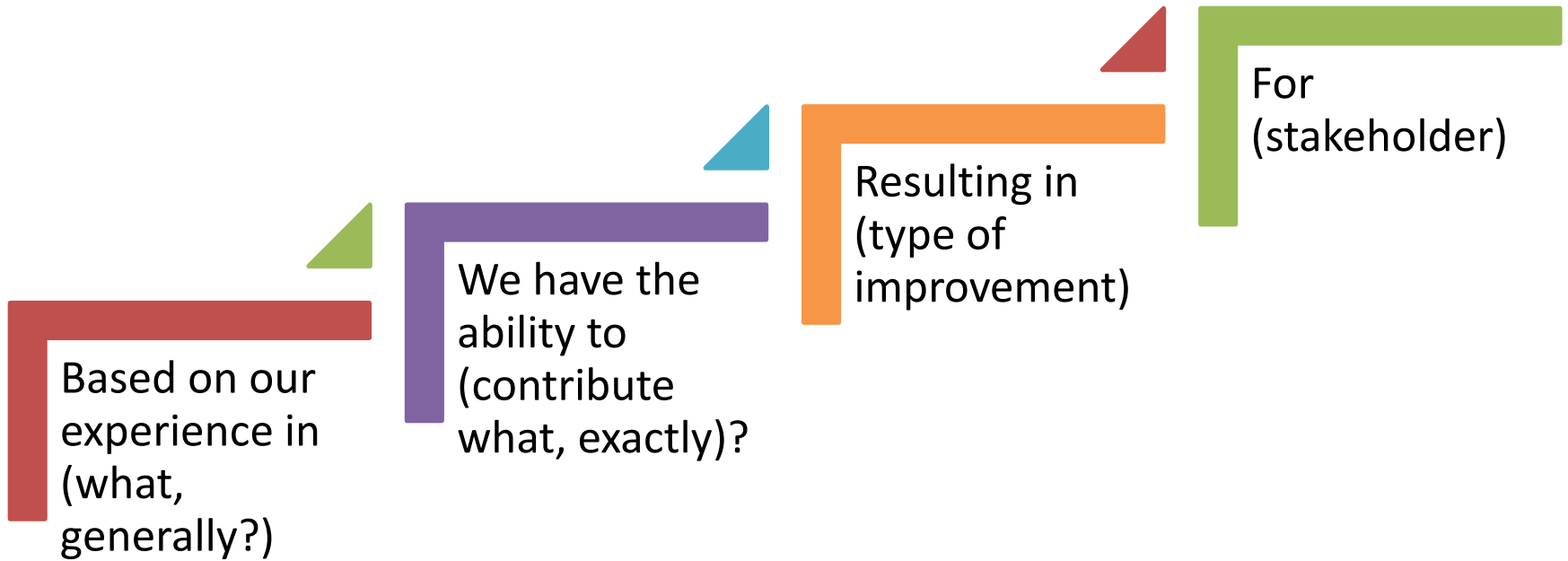
Message: Loud and Clear!

A canned message just won't do!

The CUPSS Method
- Confidence
- Unique
- Personalize
- Self-Interest
- Simple

Elevating the Message

Based on our experience in (what, generally?)

We have the ability to (contribute what, exactly)?

Resulting in (type of improvement)

For (stakeholder)

Elevator Pitch to Faculty Member

The SLU Library System offers personalized research guides for courses each semester. This contributes to student learning and research productivity by giving the students scholarly resources in one, easy to find location. If we create a guide for your course, you may see an increase in the quality of your student papers, especially in the types of resources your students use. I would love to work with you to help improve your students' research output, and collaborate on a guide that fits your needs.

Wrap Up

Thank you!

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