

UNLV LIBRARIES
COMMUNICATIONS PLAN

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**UNLV Libraries Communications Plan
October 18, 2005**

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Part I: Introduction

Executive Summary

The purpose of this communication plan is twofold. First, it presents an audience-based outline of opportunities for achieving communication objectives with library stakeholders. Second, it provides a prioritized roadmap of the strategies, tactics, budgets, timelines and measurements for implementation.

Organization

This is an audience-based communication plan. Part I includes communication objectives specific to each audience in addition to objectives that are both time bound and measurable. **The objectives outlined in this plan are subject to change pending feedback from library staff and after research has been conducted.** Strategies and tactics recommended for achieving objectives are found within each stakeholder section.

Part II includes a recommended three-phase timeline and budget for audience-based tactic implementation. Key messages for each audience will be developed following research and data analysis on the respective audience.

Research

Research for this plan began in August 2004. It included:

Secondary data supplied by Lied Library

Data offered insight into library's history, service scope, communication efforts to date, image and reputation, and effectiveness of communication initiatives as measured by stakeholders in self-reporting surveys.

Series of interviews and group meetings

Library employees and representatives from campus departments determined to have a link with stakeholders were identified and consulted. Interviewees lent insight into the status of library communication initiatives and its image and reputation among key audiences.

*Data sources located in addendum.

Stakeholders

- All stakeholders
- Employees of the UNLV Libraries
- Students
 - Undergraduates
 - Graduates
- UNLV Faculty/Staff
 - Adjunct
 - Full-time faculty/staff
- UNLV Alums
- Donors
- Community
 - General public
 - CCSD/private school educators
 - Business community
 - Gaming community/industry

Audience-Based Communication Plans

AUDIENCE: All Stakeholders

Situation Analysis: While many of the library's resources, service offerings and outreach initiatives are audience-based, there are opportunities for the library to achieve a heightened image and reputation among its audiences.

Objective

- 1) Increase awareness and understanding of library's value by 60 percent by completion of phase three.

Strategies

- 1) Develop research mechanism that targets a cross-section of stakeholders to determine the overall awareness and understanding of library's value
 - a. Determine research mechanism
 - i. Survey
 - ii. Focus groups
 - b. Analyze results
- 2) Develop and implement audience-based communication plans (as outlined in this plan)
 - a. Align library materials
 - i. Categorize library print materials into tiers
 1. Tier One: Most visibility, take-away items, long shelf life, image and message are critical, large quantity (i.e. annual reports, brochures)
 2. Tier Two: More functional/operational, less production time, lower quantity (i.e. event/notice signage, directional

& library function signage, handouts, invitations, newsletters)

3. Tier Three: “Disposable” operational items (i.e. workstation/workshop instructional pieces, worksheets, software “how to” sheets, forms, policy sheets)
 - ii. Determine an overall look and feel for library products
 1. Collaborate with the Marketing & Public Relations (M&PR) office
 - iii. Develop policy and process for creating collateral
 1. Identify roles and responsibilities
 2. Communicate process, roles, responsibilities
 - a. Library Intranet
 - b. Department meetings
 - c. Employee e-newsletter
- b. Develop advertising campaign in collaboration with M&PR
 - i. Print
 - ii. Radio
 - iii. DVD (about your library)
 - iv. UNLV website
- c. Create an awareness campaign for key audiences about “library is an educational partner”
 - i. Collateral
 - ii. Inside UNLV
 - iii. Library website
 - iv. UNLV website
 - v. New employee orientation (Campus HR & Provost’s Office)
 - vi. Library liaisons

Measurement:

A preliminary survey will be conducted with a cross-section of stakeholders to establish benchmarks for objectives. A post survey will be conducted with a cross-section of stakeholders by completion of phase three to determine if the awareness and understanding of the libraries' value improved by 60 percent.

AUDIENCE: Library Employees

Situation Analysis: (The information below is based on interviews with library faculty and staff.)

- Library employees (both faculty and staff) are enthusiastic about Library Dean's leadership and skills.
- Climate among employees suggests a readiness for embracing change.
- Employees are eager for guidelines and templates to assist in collateral development.
- Employees feel library's website is moving in right direction, but lacks in overall image and functionality.
- Frontline employees (circulation, R&I) may require more comprehensive training.
- Frontline employees do not consistently reflect image and caliber that library hopes to convey.
- Department heads are tasked with facilitating the flow of internal communications, though effective formal internal communication mechanisms do not exist.
- Library Dean's Cabinet minutes are the only formal vehicle for communicating internal news; the vehicle has proven cumbersome and impractical for communication purposes.
- Library Dean's vision of culture shift—from "the library being a place" to "the library being an educational partner"—needs to be clarified.
- Employees seem unclear of their role in the culture shift.

Objectives: (These draft objectives are subject to change after research has been conducted.)

- 1) Increase employee awareness and understanding of mission/role/responsibilities by 50 percent by completion of phase one.
- 2) Enhance frontline employee awareness and understanding of library's services and resources by 50 percent by completion of phase one.
- 3) Increase employee understanding for the vision: "the library is an educational partner" by 75 percent by completion of phase one.
- 4) Increase employee understanding of roles/responsibilities as they pertain to issues management by 50 percent by completion of phase two.

Strategies:

- 1) Develop a process where employees can give feedback
 - a. Determine awareness and understanding of vision, values, goals
 - b. Determine awareness and understanding of systems and processes
 - vii. Periodic survey
 - viii. Focus groups
- 2) Develop a plan to keep employees more informed about library operations/roles/responsibilities
 - a. Determine resources that will be used to communicate internally
 - b. Create electronic staff newsletter with special sections for particular audiences
 - c. Dedicate a section of library Intranet to key audiences
 - i. Inform employees of internal roles
 - d. Create expectation and hold department heads accountable for holding regular staff meetings

- i. Agenda with recommended discussion items
- 3) Develop a plan to ensure that employees, especially frontline workers, are properly trained and understand key operations
 - a. Determine who requires training, the training process and the resources
 - i. Library Dean gives message about the importance of their roles
 - b. Develop a formal training/reference guide
 - i. FAQs
 - ii. Intranet as a place to post training information
 - c. Strengthen internal orientation program/process
 - d. Determine the effectiveness of training
 - i. Institute a formal process of evaluation
- 4) Develop a plan to disseminate and clarify the meaning of “the library is an educational partner”
 - a. Clearly articulate concept
 - i. Identify tangible examples for each department of what this culture shift will entail and comprise within the department
 - b. Conduct forums where Library Dean meets with various staff levels/departments to explain concept of “educational partners” through the use of tangible examples
 - i. Tri-fold brochure
 - ii. Scripted presentation
- 5) Develop issues management plan and process (in collaboration with UNLV Public Affairs)
 - a. Identify issues management team
 - i. Determine issue
 - ii. Determine truth behind issue

- iii. Determine appropriate spokesperson
- iv. Determine call tree

Measurement:

A preliminary survey will be conducted with library employees to establish benchmarks for objectives. A post survey will be conducted with library employees to determine if:

- Awareness and understanding of mission/role/responsibilities increased by 50 percent by completion of phase one.
- Frontline employee awareness and understanding of library's services and resources increased by 50 by completion of phase one.
- Employee understanding for the vision increased by 75 percent by completion of phase one.
- Employee understanding of roles/responsibilities in issues management increased by 50 percent by completion of phase two.

AUDIENCE: Undergraduate Students

Situation Analysis: (The information below is based on interviews with library faculty and staff.)

- Library's primary image and message is currently geared to undergraduates.
- Systems, procedures and processes are in place to meet their academic needs.
- Library employees believe undergraduates are the most well served audience.
- Concern that undergraduates perceive the library as a "study hall with computers, books and magazines" rather than a place to further their educations.
- Concern that undergraduates perceive library as complex and "stuffy."
- As products of the "Google generation," undergraduates believe information in the library should be accessible on a similar level; frustration mounts when it is not.
- Undergraduates may not realize library's capacity to develop their research skills.
- Undergraduates do not distinguish between student workers and librarians.
- Librarians have a great deal to offer undergraduates, but there is no consistent and effective way to alert undergraduates to such opportunities.
- Professors who feel positive about the library encourage its use and schedule library workshops during semester.

Objectives:

- 1) Increase undergraduates' understanding of library services by 50 percent by completion of phase two.
- 2) Shift undergraduate perception of library as a study hall to library as extension of the classroom by 35 percent by completion of phase two.

Strategies:

- 1) Develop a plan to increase undergraduates' understanding of library services
 - a. Conduct research to determine undergraduates' level of understanding for different aspects of the libraries
 - i. Conduct a research survey to determine what students use, don't use, and why
- 2) Develop a plan for increasing undergraduates' use of the libraries for academic purposes
 - a. Develop an ongoing undergraduate awareness campaign
 - i. Determine campaign theme (consider linking unconventional imagery/messages to campaign)
 - ii. Utilize non-traditional communication channels
 1. T-shirts
 2. Screen savers on library computers
 3. Scavenger hunt contest
 4. Collateral that compares Google to libraries
 5. Text messages to undergraduates' cell phones
 6. Pop-ups on library website
 7. Coffee/commuter mugs
 8. Explore possible ways of identifying particular expertise of librarians

- b. Involve faculty (full-time and adjunct) as ambassadors of the campaign
 - i. E-mail sent (to known addresses) from liaisons
 - ii. Flyers sent to faculty

Measurement:

A preliminary survey of undergraduates will be conducted to establish benchmarks for the following objectives. A post survey of undergraduates will be conducted to determine if:

- Understanding of library services increased by 50 percent by completion of phase two.
- Perception of library as a study hall to library as extension of the classroom shifted by 35 percent by completion of phase two.

AUDIENCE: Graduate Students

Situation Analysis: (The information below is based on interviews with library faculty and staff.)

- Hard to communicate with graduate students because majority are commuters, professionals or part-time.
- Perception that they are not connected with the physical library.
- Graduate and Professional Student Association is one channel for reaching graduate students; however, its members tend to be full-time students.
- Part-time and commuting graduate students do not frequent the graduate lounge in the library at the same rate that full-time graduates utilize it.
- Branch libraries have more intimate relationships with their graduate students.
- Graduate students may be unaware that subject librarians and journals exist within their disciplines.
- Rebel Cards are a barrier to entry. Many graduate students are unaware that Rebel Cards serve as library cards. Rebel Card office closed when many graduates realize their need.

Objectives:

- 1) Increase graduate students' awareness and understanding of library resources and subject librarians by 35 percent by completion of phase two.
- 2) Increase graduate students use of the libraries by 25 percent by completion of phase two.
- 3) Improve perception of library's relationship with graduate students by 35 percent by completion of phase two.

Strategies:

- 1) Develop a plan to communicate with graduate students to increase awareness and understanding of library resources and subject librarians
 - a. Develop a process to receive graduate feedback
 - i. Survey at beginning of semester
 - ii. Survey at semester mid-point
 - b. Devote portion of library website to commuting graduates
 - c. Obtain access to database of graduate e-mails
- 2) Develop a plan to ensure that graduates have library access
 - a. Determine internal mechanisms that need to change so graduates have appropriate access to library resources (work with Rebel Card office)
 - b. Communicate Rebel Card/library card procedures to graduates before semester begins
 - i. E-mail
 - ii. Via tuition invoice insert
 - iii. Via professors on first-day of class
 - iv. Departmental graduate student orientations
- 3) Develop a plan to encourage graduate students' ongoing use of the libraries and interaction with subject librarians
 - a. Determine specifics on how subject librarians can be partners in graduates' research endeavors
 - i. Forums with subject librarians to exchange ideas
 - ii. Liaison meeting with graduate professors
 - b. Create an awareness campaign that positions the library as a graduate student's research partner
 - i. Brochure/directory mailed to graduates
 - ii. Library website

- iii. Monthly E-zine (electronic newsletter)
- iv. Departmental outreach
- c. Develop a process for soliciting feedback
 - i. Online surveys

Measurement:

A preliminary survey of graduate students will be conducted to establish benchmarks for the following objectives. A post survey of graduates will be conducted to determine if:

- Graduate students' awareness and understanding of library resources and subject librarians increased by 35 percent by completion of phase two.
- Graduate student use of the libraries increased by 25 percent by completion of phase two.
- Graduates student perception of library's relationship with them improved by 35 percent by completion of phase two.

AUDIENCE: Adjunct Faculty

Situation Analysis: (The information below is based on interviews with library faculty and staff and a former adjunct faculty member.)

- Library lacks an effective and consistent means of communicating with adjuncts.
- University lacks an effective and consistent means of communicating with adjuncts.
- Library employees would like library information to flow from adjuncts to students.
- A majority of students are taught by adjuncts.
- A majority of undergraduates are instructed by adjuncts.
- Some adjuncts share phones; many do not have UNLV e-mail accounts.
- Adjuncts arrive on campus the Friday prior to their class start date to receive assignments, but receive no formal training from library or university.
- In the past, many adjuncts had to complete paper form to access library.
- In the past, many adjuncts did not receive Rebel Cards until after semester started.
- Adjuncts return to “community status” and have limited access to library resources and services when semester ends.
- Adjuncts may perceive that they are secondary in importance to full-time faculty.
- The library’s Instruction Department is doing some outreach and offering library training to all faculty
- Paper flyers/announcements are sent to adjunct mailboxes as means of communication.

- Library employees are frustrated about their lack of communication options with adjuncts.

Objectives:

- 1) Increase adjuncts' awareness and understanding of library resources by 35 percent by completion of phase two.
- 2) Increase use of the library among adjunct faculty by 25 percent by completion of phase two.
- 3) Improve perception of library's relationship with adjuncts by 35 percent by completion of phase two.

Strategies:

- 1) Develop a plan to communicate with adjunct faculty to increase awareness and understanding of library resources
 - a. Devote communication resources to adjunct faculty
 - b. Develop a process to receive adjunct faculty feedback
 - i. Survey at beginning of semester
 1. Incentive
 - ii. Survey at semester mid-point
 - c. Devote portion of library website to adjunct faculty
 - d. Devote a portion of the UNLV staff/faculty website to adjunct faculty
 - e. Create database of adjunct faculty
 - i. Work with UNLV Employee Relations
- 2) Develop a plan to ensure that adjunct faculty have library access and training on library resources
 - a. Evaluate appropriate access to library resources for adjunct faculty
 - b. Determine internal mechanisms that need to change so adjuncts have appropriate access

- c. Determine training opportunities related to library resources for adjunct faculty
 - i. Explore opportunities for collaboration with the Teaching and Learning Center
 - ii. Monday before classes begin, booth at assignment pick-up area
 - 1. Consider library as location
 - iii. Include a special adjunct training section on library website
- 3) Develop a plan to encourage the ongoing use of the library, for research needs and curriculum design
- a. Determine the viability of offering ongoing use of the library to adjuncts
 - b. Determine library services that are most beneficial to adjuncts
 - i. Survey for adjuncts
 - ii. Focus groups
 - iii. Web survey
 - c. Create an awareness campaign that positions the library as an adjunct faculty member's "teaching partner"
 - i. Collateral mailed to adjuncts
 - ii. Website
 - iii. Mailbox flyers
 - iv. Library liaisons
 - v. Workshops offered through Teaching and Learning Center
 - vi. E-mail using database
 - vii. E-zine (electronic newsletter)
 - d. Develop a process for soliciting feedback
 - i. Library liaisons
 - 1. Set schedule for collecting feedback and assessing needs

Measurement:

A preliminary survey will be conducted with adjunct faculty members to establish benchmarks for objectives. A post survey will be conducted with adjuncts to determine if:

- Awareness and understanding of library resources increased by 35 percent by completion of phase two.
- Library use increased by 25 percent by completion of phase two.
- Perception of library's relationship with them increased by 35 percent by completion of phase two.

AUDIENCE: Full-Time Faculty & Staff

Situation Analysis: (The information below is based on interviews with library faculty and staff.)

- Full-time faculty demonstrate a strong appreciation and fondness of library as entity.
- Full-time faculty are not fully aware of the ever-expanding library resources (i.e. journals and databases) and services (i.e. electronic reserves) available to them.
- Full-time faculty may not be aware that library employees want them to promote library to students.
- Full-time faculty may not be aware that library can assist in curriculum design and assignment development.
- Library liaisons are in place to provide departmental and one-on-one support to faculty within the assigned academic department.
- Faculty and academic departments may not fully understand the role of liaisons.
- Professional staff perceive library as a place for students and faculty, and are unaware of what it can offer them.
- Faculty and staff may not be fully aware of faculty/staff section of the UNLV website, were library information is sometimes posted.

Objectives:

- 1) Increase faculty members' awareness of ever-expanding collection and services by 50 percent by completion of phase two.

- 2) Increase faculty members' awareness of library's abilities to assist in curriculum design and assignment development by 50 percent by completion of phase two.
- 3) Increase faculty members' understanding of their role as library ambassadors to students by 50 percent by completion of phase two.
- 4) Introduce professional staff to library; create awareness of library as a resource for them by 35 percent by completion of phase two.

Strategies:

- 1) Develop a plan to communicate with full-time faculty/professional staff
 - a. Collaborate with marketing employee relations manager to assess effectiveness of current communication channels produced by employee relations
 - i. Inside UNLV
 - ii. UNLV Info (UNLV e-mail list serve)
 - iii. UNLV faculty/staff website
 - b. Assess effectiveness of current communication channels within library
 - i. Liaisons
 - ii. Library website
 - c. Develop a process to funnel newsworthy library information to appropriate media
 - i. Identify internal library staff person responsible for collecting and disseminating information to appropriate media (i.e. Inside UNLV)
 1. Develop method for news collection
 - a. Intranet form

- b. E-mail
 - ii. Inform library faculty/staff members of point person and his or her role
 - d. Create awareness campaign focused on collection, services and benefits of utilizing subject librarians in developing curriculum/assignments
 - i. Brochure
 - ii. UNLV faculty/staff website
 - iii. Library website
- 2) Develop a plan to publicly launch liaison program with faculty
 - a. Communicate scope of liaison program
 - i. Identify services
 - ii. Identify limits
 - iii. Identify expectations of liaisons
 - b. Hold presentations within academic departments
 - i. Introduce library liaisons to academic departments
 - ii. Collateral for department faculty/staff members
 - iii. Scripted presentation
 - iv. Dedicated area on library website
 - 1. Include presentation and collateral
 - c. Communicate liaison program in university internal communication vehicles
 - d. Create template e-mail newsletter for liaisons to use for establishing timely and tailored contact with departments on a regular basis
 - i. General library news
 - 1. Supplied to each liaison by communication point person within library

- ii. Updates on journals of interest to particular department
- iii. Updates on collection expansion of interest to particular department
- iv. One tangible example per issue on how library can partner with department in curriculum/assignment development

Measurement:

A preliminary survey will be conducted with full-time faculty/staff to establish benchmarks for objectives. A post survey will be conducted with full-time faculty/staff to determine if:

- Awareness of services increased by 50 percent by completion of phase two.
- Awareness of library's ability to assist in curriculum design and assignment development increased by 50 percent by completion of phase two.
- Staff's awareness of library resources increased by 35 percent by completion of phase two.

AUDIENCE: Alums

Situation Analysis: (The information below is based on interviews with library faculty and staff and a representative from Alumni Relations.)

- UNLV has just over 60,000 alums, 52,000 are addressable.
- The alumni base is small relative to other schools of similar size.
- The university's growth in recent years has contributed to the disproportionately large percentage of alums who graduated in the past decade.
- Alums have traditionally shown most interest in their academic departments.
- Anecdotal evidence suggests that those who used the Lied Library during their academic careers have favorable feelings for the facility.
- After graduation, alums frequently inquire about receiving library access.
- There are no current communication initiatives in place to reach alums.
- Alumni e-mail database and alumni portal are under development.
- Library access levels (remote and physical access) for alums are unclear.
- Alums have never been surveyed about library.
- It is unclear what value alums would place on receiving access to the library's resources and services.

Objectives:

- 1) Increase alums' awareness of library resources by 50 percent by completion of phase two.
- 2) Increase alums' perceived value of library by 50 percent by completion of phase two.
- 3) Increase alums' support of libraries by 35 percent by completion of phase two.

Strategies:

- 1) Develop a plan to increase alums' awareness of library resources
 - a. Conduct research to determine what library resources are available to alums and what resources and services they desire
 - i. Ask library department heads to develop list of resources/services (in library and online) that they believe alums could find useful
 - ii. Develop a plan for soliciting feedback from alums regarding the library resources and services they would like to access
 1. Determine feasibility of online survey (based on status of e-mail database)
 2. Consider direct mail survey to sampling of alums (52,000 of 60,000 alums are addressable)
 - b. Collaborate with Alumni Relations/Association to determine access tiers—which resources and services are appropriate for members (graduates of UNLV) and active members (pay dues)
- 2) In conjunction with Donor Relations, develop a plan for communicating both services and “feel good” news (i.e. UNLV Oral History Research Center project on UNLV's 50th Anniversary) with alums
 - a. Determine effectiveness of communicating through various channels
 - i. UNLV Magazine
 - ii. College newsletters
 - iii. Brochure outlining services
 - iv. Special section on library website
 - v. Special section of library information on Alumni website

Measurement:

A preliminary survey will be conducted with alums to establish benchmarks for objectives. A post survey will be conducted with alums to determine if:

- Awareness of library resources increased by 50 percent by completion of phase two.
- Perceived value of library increased by 50 percent by completion of phase two.
- Alums' support of library increased by 35 percent by completion of phase two.

AUDIENCE: Donors

Situation Analysis: (The information below is based on interviews with library faculty and staff.)

- Approximately 400 to 500 donors contributed \$375,000 to the libraries in 2004.
- Philanthropy extends to in-kind gifts, the majority of which are received by Special Collections.
- Donors are reached through thank-you letters and a series of phone and in-person contacts.
- Suite of donor collateral materials is not integrated.
- Donors are sometimes unclear about basic donating procedures (i.e. questioning if donations can be made via credit card).
- Donors are unaware of benefits associated with supporting the libraries (i.e. library privileges); library is unclear about what resources/services it can offer donors.
- Donors are not fully aware of how their gifts are used.
- Library employees (those not involved with development) are unclear about role of library fundraising.
- Special Collections is relatively well known among corporate and individual donors.
- Majority of Special Collections' outreach is done via word-of-mouth and its website.
- Local, regional and national publicity surrounding Special Collections helps draw in-kind donors and collection users to its doors.
- The average age of donors to academic libraries in the United States is 60+ years old.

Objectives:

- 1) Create awareness and understanding of library's role at university and in community among donors and potential donors by 50 percent by completion of phase one.
- 2) Increase awareness among donors and potential donors for opportunities and benefits associated with donating or participating with the libraries by 50 percent by completion of phase one
- 3) Improve and foster relationships with current donors by 25 percent by completion of phase one.
- 4) Increase library staff members' awareness and understanding of donor relations by 50 percent by completion of phase one.
- 5) Increase participation and support from UNLV alums by 35 percent by completion of phase one.
- 6) Increase participation and support from corporations by 35 percent by completion of phase one.

Strategies:

- 1) Develop a plan to create awareness and understanding of library's role at university and in community among donors and potential donors.
 - a. Clearly define library's role
 - i. At university
 - ii. In community
 - b. Communicate library's role
 - i. Face-to-face meetings
 - ii. Presentations to current and potential donors
 - iii. Brochure insert for profile demonstrating library's role at university and in community

- iv. Section on library website for donors that outlines the library's role
- 2) Develop awareness among donors and potential donors for opportunities and benefits associated with donating, participating with the library
- a. List benefits associated with supporting the library
 - i. Work with library department heads to develop list of tangible and intangible benefits
 - 1. Corporate benefits
 - 2. Individual donor benefits
 - b. Develop a donor awareness campaign
 - i. Develop and publish donor newsletter
 - 1. Tells the library's stories
 - 2. Highlights giving opportunities
 - 3. Thanks donors
 - 4. Makes them aware of how their donations are used
 - 5. Alerts them to services and resources they can access
 - 6. Profiles donors (one individual, one corporate per issue)
 - ii. Create a section on the library website for donors that highlights opportunities and benefits associated with giving
 - 1. All donor support materials available online
 - 2. Promote online donations through the Foundation website
 - 3. Links to library resources
 - iii. Align the suite of collateral materials used with donors
 - 1. Donor pledge card (corporate/ & individual)
 - 2. Thank you cards
 - 3. Annual recognition piece

4. Annual report

- 3) Develop a plan to improve and foster relationships with current donors
 - a. Evaluate effectiveness of current activities
 - b. Develop a program for improving and fostering relationships with donors
 - i. Signature events
 - ii. Library tours
- 4) Develop plan to increase library staff members' awareness and understanding of donor relations
 - a. Assess current knowledge of staff members
 - b. Train library staff on role and expectations associated with donor relations
 - c. Communicate expectations for staff members' role in donor relations
 - i. FAQs page
 - ii. Intranet
 - iii. Library internal communication vehicles
 - iv. Presentation twice annually in all-staff meeting
- 5) Develop a plan to increase participation and support from UNLV alums
 - a. Assess their awareness of opportunities and benefits of supporting the library
 - b. Develop a program for increasing their awareness
 - i. Collaborate with Alumni Relations/Association
 - ii. Library website
 - iii. Special events
 - iv. Alumni website
 - v. UNLV Magazine
 1. Article/column highlighting library

- vi. Targeted collateral
 - 1. Insert in general donor brochure
- 6) Develop a plan to increase participation and support with corporations.
 - a. Identify and initiate cultivation of existing vendors and prospective supporters
 - i. Tours
 - ii. Presentations
 - iii. One-on-one meetings
 - iv. Collateral
 - 1. Highlight technology used by library
 - 2. Highlight travel ease/proximity to airport
 - b. Identify and initiate mutually beneficial partnerships
 - i. 3M
 - ii. Cisco Systems
 - iii. HK Systems

Measurement:

A preliminary survey will be conducted with cross-section of donors and potential donors to establish benchmarks for objectives. A post survey will be conducted with cross-section of donors and potential donors to determine if:

- Awareness and understanding of library's role at university and in community increased by 50 percent by completion of phase one.
- Awareness of opportunities and benefits associated with donating, participating or volunteering with the libraries increased by 50 percent by completion of phase one.
- Perceived value of relationship with library increased by 25 percent by completion of phase one.

A preliminary survey of donor data will be consulted to establish benchmarks for the following objectives. A post survey of donor data will be conducted to determine if:

- Participation and support from UNLV alums increased by 35 percent by completion of phase one.
- Participation and support from corporations increased by 35 percent by completion of phase one.

A preliminary survey will be conducted with library employees to establish benchmarks for objectives. A post survey will be conducted with library employees to determine if:

- Awareness and understanding of donor relations increased by 50 percent by completion of phase one.

AUDIENCE: Community

Community Sub-Category: General Public

Situation Analysis: (The information below is based on interviews with library faculty and staff.)

- Both library and university administration hope to position library as intellectual and cultural entity in Southern Nevada.
- Confusion in community and among Lied Library employees regarding role of academic library.
- Each year, dozens of VIPs from universities and corporations tour the library. There is limited collateral to support these activities.
- The branch libraries tend to be very focused and have relationships with specific groups of community users. For instance, the Music Library has regular community users (non-professionals) who utilize the jazz and classical resources; however, others who don't understand the role of the academic library come seeking pop/rock resources.
- The UNLV Oral History Research Center plays an active role in gathering and preserving oral histories locally and regionally. Its projects engage the community and have been a large part of the Las Vegas Centennial Celebration.
- Library employees are concerned about library's capacity to serve community patrons, especially should outreach occur.

Objectives:

- 1) Create an awareness and understanding of library's role among general public by 25 percent by completion of phase two.
- 2) Position library as an intellectual and cultural center in Southern Nevada by 25 percent by completion of phase two.

Strategies:

- 1) Develop a plan to create awareness and understanding of library's role among public
 - a. Determine what it means to be a cultural entity in Southern Nevada
 - b. Determine library's cultural offerings
 - i. Ask library department heads to develop list of cultural events/resources that could be geared to public
 1. Exhibits
 2. Book signings
 3. Traveling displays
 4. Author lectures
 5. Guest speakers
 6. Library workshops
 7. Music Library resources geared to Las Vegas Music Festival participants (approximately 300 15-25 year olds on campus for three weeks each summer)
 8. UNLV Oral History Research Center projects
 - c. Conduct an awareness campaign that informs public of library's role in community, its resources and its cultural offerings
 - i. Advertising
 1. Radio Ads
 2. Print Ads
 - ii. Collateral
 1. Brochure positioned near entrances
 2. Accompanying signage

- iii. Press releases to targeted media outlets (with UNLV Public Affairs)
- iv. UNLV Website
 1. Link exchange with relevant websites to drive traffic to UNLV site
- v. Partner with Educational Outreach to determine opportunities to communicate library's offerings

Measurement:

A preliminary survey of general public members will be conducted to establish benchmarks for the following objectives. A post survey of general public members will be conducted to determine if:

- Awareness and understanding of library's role increased by 25 percent by completion of phase two.
- Perception of library as intellectual and cultural center in Southern Nevada increased by 25 percent by completion of phase two.

Community Sub-Category: CCSD/Private School Educators

Situation Analysis: (The information below is based on interviews with library faculty and staff.)

- The Curriculum Materials Library (CML) is very focused and has relationships with specific groups of educators.
- CML gives local teachers (CCSD and private school teachers) unlimited access to the physical collection. This tradition has historical roots.
- Many of the teachers who borrow from CML are enrolled as UNLV graduate students.
- CCSD does not provide support to CML or reciprocate in any way.
- Graduate students/former students aware of the CML borrowing policy use it to their benefit; there is not widespread use among other educators.
- Library employees are in favor of establishing an official relationship with CCSD/private school educators.
- CML informally works with CCSD Administration Office of Curriculum and Professional Development to receive adopted texts and materials.

Objectives:

- 1) Create awareness and understanding among CCSD/private school educators of Curriculum Materials Library's role within the community and resources available to them by 50 percent by completion of phase three.
- 2) Improve and foster formal relationships with CCSD/private schools by 25 percent by completion of phase three.

Strategies:

- 1) Define CML's current relationship with CCSD/private schools
 - a. Evaluate effectiveness of current activities

- i. Lending policies
 - ii. CCSD Office of Curriculum and Professional Development
 - b. Assess feasibility of potential offerings
- 2) Develop a plan to formalize CML's role with CCSD/private schools
 - a. Determine CML services that would be beneficial to CCSD/private school educators
 - i. Survey of teachers
 - ii. Focus groups
 - iii. Web survey
 - b. Define resources and services that will be made available to educators
 - c. Determine CML outreach efforts with K-12 educators
 - i. How much outreach is appropriate
 - ii. What outreach opportunities exist
 - d. Define reciprocal benefits to CML
- 3) Develop a plan to create awareness and understanding of CML's role among CCSD/private school educators
 - a. Communicate CML's role
 - i. Among CML employees
 - ii. Within educational community
 - b. Create an awareness campaign to communicate CML's role and services
 - i. CCSD newsletter
 - ii. Identify opportunities where CML employees can speak about services they can offer educators
 - 1. Teacher in-service days
 - 2. Professional development courses offered at UNLV
 - iii. Library website

1. Special section for community educators
- iv. Semi-annual mailing to educators (as defined above)
 1. Packet including CML general collateral
 2. Cover letter updating them on resources
 3. FAQs
 4. Quick-reference phone/e-mail directory

Measurement:

A preliminary survey of CCSD/private school educators will be conducted to establish benchmarks for the following objectives. A post survey of CCSD/private school educators will be conducted to determine if:

- Awareness and understanding among CCSD/private school educators of Curriculum Materials Library's role within the community and resources available to them increased by 50 percent by completion of phase three.
- Formal relationships were improved and fostered with CCSD/private schools by 25 percent by completion of phase three.

Community Sub-Category: Business Community

Situation Analysis: (The information below is based on interviews with library faculty and staff.)

- Library engages in activities with business community, offering some business workshops and sending guest speakers to trade and professional association meetings.
- The Architecture Studies Library has a strong relationship with the local professional community of architects (i.e. archiving American Institute of Architects (AIA) design materials, receiving donations from AIA Las Vegas chapter in support of six speakers annually, attracting professionals to lectures through AIA forums).

Objectives:

- 1) Create an awareness and understanding of library's role within business community by 50 percent by completion of phase three.
- 2) Improve and foster relationships within business community by 25 percent by completion of phase three.
- 3) Increase participation and support from business community by 25 percent by completion of phase three.

Strategies:

- 1) Define audiences within the business community and determine priority.
- 2) Develop a plan to define library's role within the business community
 - a. Evaluate effectiveness of current activities
 - i. Outreach efforts
 - ii. Speaking engagements
 - iii. Workshops

- iv. Trade show presence
 - b. Ask library department heads to develop list of resources/workshops that could be offered to business community
 - c. Assess feasibility of potential offerings
- 3) Develop a plan to create awareness and understanding of library's role in business community
- a. Clearly define library's role
 - i. Among library employees
 - ii. Within business community
 - b. Create an awareness campaign to communicate library's role and services
 - i. Press releases sent to business media (work with UNLV Public Affairs)
 - ii. Brochures mailed to human resources departments
 - iii. Identify opportunities where library employees can speak about services they can offer business community
 - 1. Chambers of commerce
 - 2. Nevada Development Authority
 - 3. Trade/Professional Associations
 - a. AIA Las Vegas
 - iv. UNLV website
 - 1. Community Calendar (list workshops)
 - v. Section on library website dedicated to business community

Measurement:

A preliminary survey of business community members will be conducted to establish benchmarks for the following objectives. A post survey of business community members will be conducted to determine if:

- Awareness and understanding of library's role within business community increased by 50 percent by completion of phase three.
- Perception of library's relationship with business community increased by 25 percent by completion of phase three.
- Participation and support from business community increased by 25 percent by completion of phase three.

Community Sub-Category: Gaming Community/Industry

Situation Analysis: (The information below is based on interviews with library faculty and staff.)

- Center for Gaming Research has successfully used its website to attract targeted visitors and media outlets.
- Center for Gaming Research receives publicity from local and national media, as it is the world's leading repository for material on gaming and related issues.
- Special Collections acquires manuscripts, institutional documents, photographs and artwork from gaming entities and serves as archives for such groups as Harrah's Entertainment, Inc.
- The coordinator of the Gaming Studies Research Center maintains daily weblog, including news and insights on casinos and gambling.
- Gaming industry executives are aware of Center for Gaming Research and its services more through word-of-mouth efforts than through formal communications initiatives.

Objectives:

- 1) Create an awareness and understanding of Center for Gaming Research within gaming community/industry by 50 percent by completion of phase three.
- 2) Improve and foster relationships within gaming community/industry by 25 percent by completion of phase three.
- 3) Increase gaming industry's utilization of center's services by 25 percent by completion of phase three.

Strategies:

- 1) Define gaming community/industry (including local, regional, national and tribal gaming audiences)
- 2) Develop a plan to define Center for Gaming Research's role within the gaming community/industry
 - a. Evaluate effectiveness of current activities
 - i. Outreach efforts
 1. Formal communications with gaming executives
 2. Informal communications with gaming executives
 - ii. Speaking engagements
 - iii. PR activities
 1. Local
 2. Regional
 3. National
 - iv. Participation at expos/trade shows
 - b. Develop list of services that could be offered to gaming community
 - c. Assess feasibility of potential offerings
 - i. Within Las Vegas gaming community
 - ii. Within Nevada's gaming community
 - iii. Within the national gaming community
 1. Tribal gaming
 - iv. Within the international gaming community
- 3) Develop a plan to create awareness and understanding of Center for Gaming Research's role in gaming community
 - a. Clearly define Center for Gaming Research's role
 - i. Among Special Collections employees
 - ii. Among all library employees

- iii. Within gaming community
- b. Create an awareness campaign to communicate Center for Gaming Research's role and services in gaming community
 - i. Consider development of advisory board comprised of gaming industry members
 - ii. Press releases sent to business media and gaming specific media (work with UNLV Public Affairs)
 - iii. Industry expert column in print business publications and gaming specific publications
 - iv. Set up a booth at gaming expos
 - v. Center for Gaming Research events for industry members
 - vi. Presence on home page of UNLV website

Measurement:

A preliminary survey of gaming community/industry members will be conducted to establish benchmarks for the following objectives. A post survey of gaming community/industry members will be conducted to determine if:

- Awareness and understanding of Center for Gaming Research's role within gaming community increased by 50 percent by completion of phase three.
- Perception of Center's relationship with gaming community increased by 25 percent by completion of phase three.
- Utilization of center's services by gaming industry increased by 25 percent by completion of phase three.

**UNLV Libraries Communications Plan
Addendum
October 18, 2005**

Research - Data Sources

Secondary data/documents supplied by Lied Library

- UNLV Libraries LibQUAL 2004 Survey
- Strategic Plan, June 2005
- UNLV Libraries, External Relations Glossary of Terms, Draft
- External Relations – A Structure in Support of the Libraries – Staff Overview
- Organizational Chart
- Materials for May 10 & 11 2005 all-staff meetings and outcomes
- Library Liaison Charge
- Subject Librarians - Liaisons Proposal, Draft
- Report on UNLV Libraries Organizational Partnerships for FY'05 and UNLV Libraries External Relations Plan for FY'06, Draft
- Samples of collateral from every library department

Series of interviews and group meetings

- Patty Iannuzzi, Library Dean
- Suzanne Devlin, Libraries HR
- MJ Miller and Dani Porter, External Relations, Library
- Library Dean's Cabinet
 - Patty Iannuzzi, Library Dean
 - Jen Fabbi, Curriculum Materials Library

Steve Fitt, Hot Topics Chair
MJ Miller, External Relations
Gail Munde, Associate Dean
Wendy Starkweather, Public Services
Kay Tuma, Hot Topics Co-chair

- Marketing Committee

Kathy Rankin, Librarian
Priscilla Finley, Librarian & Instruction
Diane VanderPol, Instruction and co-chair
Lee Scroggins, Dean's Assistant

- Department Heads

Jeanne Brown, Architecture Studies Library
Su Kim Chung, Special Collections
Jen Church, Media and Computer Services
Jen Fabbi, Curriculum Materials Library
Vicki Nozero, Research and Information
Reeta Sinha, Collection Development
Diane VanderPol, Instruction
Xiaoyin Zhang, Materials Ordering and Receiving

- Wendy Starkweather, Public Services
- Diane VanderPol, Instruction
- Peter Michel, Su Kim Chung, Dave Schwartz of Special Collections
- Russ Kost, Alumni Relations
- Cate Weeks, Marketing
- Roberta Sabbath, former adjunct, now full-time faculty member

Questions Posed/Discussion Outline for Meetings

- Do you feel that XXXXX is an important audience for the libraries? Why or why not?
- What are the group's needs (as related to the libraries)?
- Are the libraries meeting those needs? Describe the supporting communication/marketing efforts.
- What perception do XXXXX have of the libraries? Why do they have that perception?
- What could/should the libraries be doing (or doing better) to reach these audiences?

Results of Libraries' internal survey using Web-based tool Survey Monkey

UNLV Libraries' Communications Survey

- In your job, what group do you primarily serve? (undergrads) (grads) (faculty) (staff) (alumni) (donors) (vendors) (community members) (library faculty/staff) (other – please specify)
- From your experience, what are the key needs of this group within the libraries? (text box)
- How does this group currently get information about the libraries? (text box)
- How could we better communicate with them? (text box)
- How do you think this group perceives the libraries? (excellent) (good) (fair) (poor)
- Why do you think this is their perception? (text box)
- What question are you most frequently asked by library patrons? (does not apply) (text box)

- What library patron question that you are asked, either occasionally or frequently, is the most challenging to answer? (does not apply) (text box)
- Do you have any suggestions about how we might better communicate with our patrons? (text box)
- Do you have anything to add about communications that you want us to know? (text box)
- Do you consider yourself a front-line employee? (yes) (no)

UNLV Libraries Communication Plan							
Part II: Timeline & Budget							
18-Oct-05							
Budget does not include printing costs or advertising placement.							
FTEs represent dedicated communications FTEs needed.							
Audience & Tactic	Budget	FTE	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
ALL STAKEHOLDERS							
<i>Strategy 1</i>							
Research mechanism	25,000		X				
Analyze	0		X				
Subtotal for Strategy 1	25,000						
<i>Strategy 2</i>							
Align materials		0.3	X				
Library profile	3,000						
Media kit	500						
Brochures for each branch library	500						
Guide to the libraries	1,500						
Circulation guidelines brochures	500						
Advertising campaign		0.05	X				
Print	2,500						
Radio	500						
Awareness campaign	2,000	0.1	X				
Subtotal for Strategy 2	11,000	0.45					
LIBRARY EMPLOYEES							
<i>Strategy 1</i>							
Collect feedback	0	0.05	X				
<i>Strategy 2</i>							
Determine resources	0		X				
Create and publish monthly e-newslet	500	0.1	X				
Dedicate Intranet section	0	0.1	X				
Clarify expectations	0		X				
<i>Strategy 3</i>							
Training needs	0		X				
Training guide	500	0.1	X				
Internal orientation	0		X				
Assess effectiveness	0		X				
<i>Strategy 4</i>							
Articulate concept	0		X				
Dean forums	500	0.1	X				
<i>Strategy 5</i>							
Identify team	0			X			
Subtotal	1500	0.45					

Audience & Tactic	Budget	FTE	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
UNDERGRADUATES							
<i>Strategy 1</i>							
Conduct research	0			X			
<i>Strategy 2</i>							
Awareness campaign	0			X			
"chachkas"	2,000						
Collateral	2,000						
Engage faculty	0			X			
Subtotal	4,000	0.1					
GRADUATES							
<i>Strategy 1</i>							
Conduct research	0			X			
Library website	0			X			
E-mail database	0			X			
<i>Strategy 2</i>							
Rebel Card procedures	0			X			
Communicate procedures	500			X			
<i>Strategy 3</i>							
Subject librarians	0			X			
Awareness campaign	2,000			X			
Conduct research	0			X			
Subtotal	2500	0.1					
ADJUNCT FACULTY							
<i>Strategy 1</i>							
Devote resources	0	0.4		X			
Feedback process	0			X			
Library website	0			X			
UNLV website	0			X			
Database of adjuncts	0			X			
<i>Strategy 2</i>							
Internal mechanisms	0			X			
Training opportunities	0			X			
Library website	0			X			
<i>Strategy 3</i>							
Determine viability of use	0			X			
Determine services	0			X			
Awareness campaign	1,000			X			
Feedback process	0			X			
Subtotal	1,000	0.4					

Audience & Tactic	Budget	FTE	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
FULL-TIME FACULTY/STAFF							
<i>Strategy 1</i>							
Assess UNLV communications	0			X			
Assess library communications	0			X			
News collection process	0			X			
Awareness campaign	1,000			X			
<i>Strategy 2</i>							
Communicate scope	0			X			
Department presentations	500			X			
Communicate in university	0			X			
Template e-newsletter	500			X			
Subtotal	2,000	0.25					
ALUMS							
<i>Strategy 1</i>							
Conduct research	0			X			
Determine access tiers	0			X			
<i>Strategy 2</i>							
Assess communications	0			X			
Subtotal	0	0.1					

Audience & Tactic	Budget	FTE	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
DONORS							
Strategy 1							
Define library's role	0	0.1	X				
Face-to-face meetings	0		X				
Presentations to current/potential donors	0		X				
Brochure insert for profile	500	0	X				
Library website	0	0.05	X				
Strategy 2							
List benefits	0		X				
Awareness campaign		0.5	X				
Two donor newsletters annually	4,000						
Library website	0						
or pledge cards (corporate/individual)	500						
Thank you cards	500						
Annual recognition piece	500						
Annual report	5,000						
Strategy 3							
Evaluate current relationship pgm	0		X				
Signature events	10,000			X			
Library tours	0	X					
Strategy 4							
Assess	0		X				
Training	0		X				
Communicating employees' role		0.1	X				
FAQs page	0						
Intranet	0						
Library internal comm. vehicles	0						
Presentation twice annually	0						
Strategy 5							
Assess awareness	0		X				
Alum awareness			X				
Library website	0						
Special events	2,500						
Alumni website	0						
UNLV Magazine	0						
Targeted collateral	1,000						
Corporate awareness			X				
Tours	0						
Presentations	0						
One-on-one meetings	0						
Collateral	1,000						
Identify partnerships	0		X				
Subtotal	25500	0.75					

Audience & Tactic	Budget	FTE	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
COMMUNITY - GENERAL PUBLIC							
<i>Strategy 1</i>							
Cultural offerings	0			X			
Radio campaign for six cultural offeri	6,000			X			
Subtotal	6000	0.1					
COMMUNITY - CCSD/Private School Educators							
<i>Strategy 1</i>							
Evaluate effectiveness	0				X		
Assess feasibility	0				X		
<i>Strategy 2</i>							
Determine services	0				X		
Define resources	0				X		
Define benefits	0				X		
<i>Strategy 3</i>							
Communicate role	1,000				X		
Awareness campaign	0				X		
Subtotal	1000	0.1					
COMMUNITY - BUSINESS COMMUNITY							
<i>Strategy 1</i>							
Define audiences	0				X		
<i>Strategy 2</i>							
Evaluate activities	0				X		
Resources/workshops	0				X		
Assess offerings	0				X		
<i>Strategy 3</i>							
Define role	0				X		
Awareness campaign	2,500				X		
Subtotal	2,500	0.1					
COMMUNITY - GAMING COMMUNITY/INDUSTRY							
<i>Strategy 1</i>							
Define audiences	0				X		
<i>Strategy 2</i>							
Evaluate activities	0				X		
List of services	0				X		
Assess offerings	0				X		
<i>Strategy 3</i>							
Define role	0				X		
Awareness campaign	2,500	0.1			X		
Subtotal	2,500	0.1					