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A Design Based Mixed-Methods Study on Library Marketing and Communication
Practices and Stakeholder Perceptions at a Midwestern University

by

Elizabeth MacDonald

April 9, 2024

Problem of Practice

Research submitted to the Education Faculty

Lindenwood University, College of Education and Human Services

In partial fulfillment of the requirements for the degree of

Doctor of Education, Leadership EdD

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Lindenwood University, College of Education and Human Services

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Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work at Lindenwood University and that I have not submitted it for any other college or university course or degree.

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Acknowledgments

There are many thanks needed here but I would like to start with a huge debt of gratitude to my scholar cohort lead, Dr. Lynda Leavitt. Her unwavering support was truly pivotal in guiding my success. Additionally, Dr. Robyne Elder provided just the right balance of constructive feedback and kudos to get me over the finish line. The members of my cohort offered an invaluable blend of seriousness, support, and much needed humor. Specifically, I need to mention Sue. Hours upon hours of conversation and laughing until we cried about the ups and downs throughout process – she was the personification of “chicken soup for the soul” and I am truly grateful I was able to take this journey with someone I am proud to call my friend.

I also would be remiss if I didn’t offer my sincerest gratitude to my library family. My entire staff was integral to implementation of the plan described in this dissertation. Specifically, I would like to name Leah and Joanna, my two managers. These two women are undisputable leaders in their own right and contribute immensely to both our institution and the librarian profession as a whole.

Of course, my Mom and Dad, and brother Mike, could not go without mention. No matter the stage of my life or what endeavor I have undertaken, their support has been stalwart, and I am truly blessed to have them. My daughter and son, Eve and Shannon Michael continually express their pride in my work, and I only hope I can live up to their praise. They make me proud every day and I am so very grateful for their love and support.

Lastly, Jeanne, Donna, Michelle, and Don who have been and continue to be the best friends and support network anyone could ask for.

Executive Summary

The dissertation in practice was an effort to understand the relationship between communication and marketing strategies and students, faculty, and staff at a university library. The problem of practice reflected messaging challenges facing academic libraries over decades of change with rapidly changing technologies and changing stakeholder perceptions about libraries in an academic setting. The mixed-methods approach was guided by the user-centered design thinking process and endeavored to discover how a formalized marketing effort could positively shift longstanding stakeholder perceptions and increase engagement with university library resources and services. The methodology used by the scholar practitioner combined quantitative surveys, usage data, and qualitative focus group results to gather a comprehensive reflection of user perceptions and awareness about the academic library. Usage data was assessed to determine increases post- implementation of the marketing plan, 5-point Likert scale surveys were distributed post-implementation to students, faculty, and staff/administrators to measure levels of awareness; and concurrent focus groups were held to gather nuanced insights from stakeholder groups to understand individual experiences with the plan and gain perspective on initiatives moving forward. Key findings did not reveal statistically significant increases in usage post-implementation usage data, but raw data did indicate modest increases which led the scholar practitioner to determine longer term assessment would be necessary. Survey data reflected low levels of awareness about the marketing campaign, but also revealed generally positive attitudes toward library resources and services. Focus group results reflected positive attitudes by participants and offered valuable insights for refining the marketing plan moving forward. Findings from

the study underscored the complexities of launching a marketing plan in alignment with all user needs, as well as the need for continued measurement of success and failure of initiatives. However, working within the framework of the design thinking process provided the scholar practitioner with a benchmark to build upon and to refine the prototype based on quantitative results and qualitative stakeholder input.

Keywords: Academic Libraries, Communication Strategies, Marketing Strategies, Stakeholder Perceptions, Human Centered Design, Design Thinking Process, Library Engagement, Library Usage Data, Marketing Plan Implementation

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Chapter One: Introduction

Introduction

For decades, academic libraries were recognized as a foundational pillar of the university experience, characterized by expansive physical spaces, extensive collections, and welcoming study environments. University libraries have stood as enduring symbols of academic rigor and intellectual pursuit, with vast collections and quiet study halls representative of scholarly endeavors (Budd, 2018). Like the physical space, the individuals who worked in university libraries experienced extraordinary change as traditional collections and resources transitioned to digital formats. Today's academic library has been an innovative environment reliant on technology with physical resources playing a diminishing role. Innovations in collection curation and delivery, service provision, programming, curriculum support, and space design redefined the library of the 21st century (Cox, 2023). This transformation necessitated a reevaluation of the library's role within the university setting.

As libraries navigated the changing digital environment, librarians acquired new skillsets and adapted roles to meet evolving needs of students and faculty (Johnson, 2018). Academic librarians embraced new technologies, reimaged space design, developed virtual research tools, and continued support of the curriculum through delivery of instruction and information literacy initiatives (Johnson, 2018; Douglas & Rabinowitz, 2016; Oakleaf, 2010). Despite librarian advancements, a critical challenge remained: how would marketing and communication strategies convey the library's transformed role and reimaged services to stakeholders. The challenge had roots in long held messaging strategies employed by academic libraries (Pinfield et al, 2017; Shapiro,

2015; Wynne et al., 2016). Although librarians readily transitioned to digital formats and services, there appeared to be a disconnect between such innovations and perceptions held by students, faculty, and administrators (Connaway et al., 2016; Cox, 2023; Fagan et al., 2020b; Oakleaf, 2010). The core of the issue lay in the library articulating the role of the university library in a manner resonating with stakeholders and aligning with institutional goals (Connaway et al., 2017; Oakleaf, 2010). Even as academic librarians adapted skillsets supporting evolving student and faculty needs in a digital environment, there appeared to be difficulty with conveying library contributions through established communication and marketing strategies.

The scholar practitioner aimed to examine the gap between the evolving role marketing and communication strategies at academic libraries and stakeholder perceptions. The researcher examined and built upon library marketing and communication strategies at the research site and developed a deeper understanding of stakeholder perceptions. The results of the study sought to propose messaging strategies accurately reflecting the modern realities of library offerings in an effort to change stakeholder perceptions.

Position of the Problem within Practice

Academic librarians and libraries played a pivotal role in the university experience and worked in service of students, faculty, administrators, and greater campus communities. In accordance with American Library Association's (ALA, 2024) core value statement, services developed and provided by librarians included access to resources, promotion of information literacy, collection development, instruction, development of virtual research tools, working individually with students and faculty,

promotion of faculty and student scholarship, and programming. However, libraries often struggled to articulate the breadth of librarians' work and the relationship to common student achievement metrics like learning outcomes, retention, and graduation rates (Connaway et al., 2017; Pinfield, et al., 2017). Insufficient marketing and outreach prevented academic libraries from demonstrating an integral role within the academic experience. Consequently, outdated perceptions about academic librarians and libraries persisted among key stakeholder groups and were not in alignment with contemporary realities of library offerings (Cox, 2023). The desired state was to build marketing and communications strategies through study and analysis of current stakeholder perceptions.

The disconnect between stakeholder perceptions and resources and services provided highlighted the need for academic libraries to rethink marketing and outreach strategies. As Mintrop (2016) suggested,

With the help of the literature and keeping the authors own intuitive understanding of the problem in mind, designers should be able to ascertain that the observed behaviors speak to some broader patterns that may be caused by a variety of factors that they can address in the intervention. (p. 106)

The literature offered additional marketing and communication strategies for application among academic libraries. For example, when considering marketing initiatives, researchers suggested librarians avail themselves to marketing professionals and training from traditional settings to better understand the application in an academic library setting (Cordova & Ramsey, 2019; Grieves & Pritchard, 2018). Further, Grieves & Pritchard (2018) offered direction in the application of human-centered marketing

theory for libraries as a prescription for better understanding and anticipation of stakeholder needs.

When stakeholder perceptions were considered, additional literature offered perspectives about user behavior for further reflection. For example, an aspect of student perceptions of libraries not previously considered by the researcher was the concept of student library anxiety. The term was presented by Mellon (1986) and continued to appear in the literature as an influencing factor for student perceptions of the library. An additional consideration revealed in the literature was librarian self-perception and professional identity and portrayed librarians as having negative self-perceptions with feelings of professional inadequacy (Alwan et al., 2018; Andrews, 2020; Jennings, 2016; McCartin & Wright-Mair, 2022). Such feelings may have presented librarians with difficulty when developing messaging reflective of positive contributions to the university community.

Faculty perceptions toward academic librarians revealed a generally positive perception only to the extent of contributions to library instruction and transactional functions (Blankenstein, 2022; Fagan et al., 2020b; Yvelson-Shorsher & Bronstein 2018). However, positive attitudes did not extend to librarian representation at the institutional level, such as committee assignments and strategic planning (Fagan et al., 2020b). At the administrator level, Murray and Ireland (2018) noted provosts perceived librarians as positive contributors to the academic experience. However, Murray and Ireland (2018) also noted administrators did not think librarians successfully communicated ways in which library services measurably increased student outcomes.

While academic librarians fulfilled critical roles serving campus communities, libraries did not always articulate efforts in ways with which stakeholders resonated. Shortfalls in messaging efforts appeared to be tied to deficient marketing and communication strategies and resulted in stakeholder perceptions not reflective of the current state of academic libraries (Cox, 2023; Hines et al., 2019; Nicholas et al., 2018; Shapiro, 2015). Again Mintrop (2016) suggested, examining observable user behaviors revealed addressable patterns to inform improved communication tactics. Further, the literature validated gaps in library user attitudes and the role of the library (Albert, 2017; Booker & Bandyopadhyay, 2017). Researchers also pointed to alternative marketing approaches through increased stakeholder perception analysis (Albert, 2017; Shapiro, 2015). Analysis available in the literature pointed to a need for increased understanding of current stakeholder perspectives to facilitate developing targeted marketing and communication strategies, demonstrate the integral role of academic libraries and librarians within the academic enterprise.

Framework Surrounding the Problem

The research was conducted at a university situated in a suburban area along a major river, approximately 30 miles from a large metropolitan center in the Midwest under an umbrella of the central city metropolitan statistical area. According to U.S. News & World Report (2022), the research site, at the time of the study, was ranked among 18 of the best colleges in the central city metropolitan area.

According to 2020 data from the National Center for Education Statistics (NCES, Integrated Postsecondary Education Data System [IPEDS], 2020) the researched university fell under the Carnegie Classification of Master's Colleges and Universities:

Larger Programs and enrolled 4,242 undergraduate and 2,146 students for academic year 2020 -2021. Of the 4,242 undergraduate students, 77% were under 24 years of age with only 16.8% of those enrolled in completely online programs and 56% engaging in some distance education (NCES, IPEDS, 2020). Conversely, 86% of graduate students were over 25 years of age with 63% enrolled in only online education (NCES, IPEDS, 2020). The scholar practitioner believed the demographic information was important in the researched context as delivery of library services and resources to students varied depending upon age, status, and modality. The goal of the study was to develop communication to all users how library resources and services can be integrated into the academic experience to improve learning outcomes. Understanding demographic breakdowns was essential to know how communication was delivered to various populations.

An additional factor considered in the context was the variance between full-time and part-time or adjunct faculty. As of Fall semester 2020, the university employed 200 full-time faculty and 650 part-time or adjunct faculty (NCES, IPEDS, 2020). Librarians had access to full-time faculty, while adjunct faculty was more difficult to reach. As Witt and Gearin (2020) argued, adjuncts made up a mainstay of the workforce on campuses across the country. However, authors also noted high levels of disconnectedness and a general sense of dissatisfaction among adjunct faculty (Witt & Gearin, 2020). Further, authors noted the lack of investment by universities to integrate adjunct faculty into the campus community (Witt & Gearin, 2020). At the research university the adjunct population was over triple the size of full-time faculty. The lack of connection between

adjunct faculty and campus life presented difficulties for librarians to reach the large audience.

Understanding institutional support for library services at the research site's context was important. In 2021, the university library services department engaged in a yearlong program review process. Part of the process included preparing a self-study, which provided analysis of library expenditures and budgetary support for the library. The scholar practitioner prepared a comparative analysis of peer institution library expenditures per student. Peer institutions were established by the university and included 14 institutions in Lindenwood's NCAA Division II Conference – Great Lakes Valley Conference. Data was gathered using datasets from the online Integrated Postsecondary Education Data System tool. According to (NCES, IPEDS, 2018-2019) data, the scholar practitioner found of the 14 institutions under consideration, nine spent over \$300 per year per student on library resources with the highest being a similar institution in an adjoining state at \$659 per student. The remaining five institutions spent under \$300 per student (NCES, IPEDS, 2018-2019). The researched university came in second to last at \$177 per student, surpassing a like private Midwest university at \$143 per student (NCES, IPEDS, 2018-2019). Lack of financial support for library services and resources inferred the institution did not prioritize the library.

Proposed Strategy for Addressing the POP

The scholar practitioner identified a three-fold strategy to increase awareness and positively change stakeholder perceptions of the university library. Proposed strategies were targeted at administrators, faculty, and students via the use of data gathered through the empathy stage and review of the literature, the scholar researcher engaged an if/then

strategy and determined strategies. For administrators, the following if/then strategy emerged; if the library department could increase administrative awareness by articulating departmental and institutional data positively correlating library services with student outcomes, then the library would benefit from increased advocacy and budgetary support.

The proposed strategy was supported in research and indicated demonstration of library contribution to institutional priorities was vital. Murray and Ireland (2018) engaged in a nationwide survey of provosts. Provosts were asked what type of data would lead to prioritization of funding for campus libraries. Researchers indicated 72.02% of respondents prioritized demonstrated direct connections between use of library resources and student academic success; 66.07% noted demonstrated linkages between library usage and retention; 56.55% pointed to linkages between library use and enrollment; 47.62% suggested demonstrated connections between library use and faculty research (Murray & Ireland, 2018, p. 358). The study suggested with increased administrative support tied to data connecting library usage to metrics like retention and academic achievement, librarians were more likely to have maintained or grown budgets while having greater campus influence.

The if/then strategy for faculty became if the library services department increased integration of information literacy concepts into curriculum through increased collaboration with faculty, greater buy-in from faculty would occur and result in increased instruction, increased embedded librarian assignments, and increased instances of partnerships among faculty and librarians. Related research indicated students not accessing librarians or library resources resulted from a lack of awareness about what

services were provided and suggested instruction as a prescription for increased awareness (Fagan et al., 2020b; Jameson et al., 2019; LeMire et al., 2021; Price & Fagan, 2021). However, increased instruction required librarians to build stronger relationships with faculty. Researchers also indicated while faculty generally had positive perceptions of librarians and acknowledged the importance of information literacy concepts, the onus to facilitate teaching and learning initiatives fell on librarians (Yevelson-Shorsher & Bronstein, 2018). Findings suggested expanded integration of information literacy concepts into the curriculum in addition to fostering closer faculty partnerships would increase student and faculty engagement with library resources.

When student stakeholders were considered, the applicable if/then strategy became if awareness was increased about services and resources through understanding perceptions of all stakeholders including students, then the library department would experience a measurable demonstration of a relationship between library services and student academic success. Research indicated understanding stakeholder perceptions of library services informed communication and marketing strategies and resulted in greater awareness of resources and services. Wynne et al. (2016) argued the importance of libraries establishing formalized marketing strategies with stakeholder perceptions was a core tenet. If libraries approached communication and marketing strategies with a systemic and targeted method, awareness of resources and services would increase. Authors within the literature supported the idea of thoroughly understanding stakeholder perceptions for facilitation of refined communication and marketing approaches leading to wider knowledge of library offerings (Albert, 2017; Grieves & Pritchard, 2018).

Studies emphasized implementation of focused marketing plans grounded in deep knowledge of user perceptions increased libraries' reach.

The scholar practitioner surmised the integration of the broad strategies outlined above focused on integration of library departmental data with institutional, stronger collaboration with faculty and a deeper understanding of student perceptions would produce measurable progress in budget support, instructional collaborations, and demonstrated relationships between library services. The strategies also provided foundational guideposts for use throughout the design thinking process.

Research Questions and/or Hypotheses

For the design-based mixed methods research study, the scholar practitioner in consultation with the Scholar Cohort Lead/Advisor and Leadership, EdD faculty designed the following research questions and hypothesis statements:

Null Hypothesis 1: There is no difference in stakeholder perceptions of library resources and services pre/post the prototype. The scholar practitioner originally designed *Null Hypothesis 1* to include a pre and post-test. However, the scholar practitioner did not perform a pre-test resulting in the absence of statistical inference testing. Rather, the scholar practitioner used descriptive statistics to analyze post-test data.

Null Hypothesis 2: There is no increase in stakeholder engagement measured by library usage data pre/post implementation of marketing plan.

Research Question 1: How do students perceive library resources and services?

Research Question 2: How do faculty perceive library resources and services?

Research Question 3: How do staff and administrators perceive library resources and services?

Definitions

American Library Association (ALA) – According to the American Library Association’s (2022) Mission, Priority and Goals webpage, ALA promotes the creation, maintenance, and enhancement of a learning society, encouraging its members to work with educators, government officials, and organizations in coalitions to initiate and support comprehensive efforts to ensure that school, public, academic, and special libraries in every community cooperate to provide lifelong learning services to all. (para. 2)

Association of College and Research Libraries (ACRL) (ACRL, 2023) – ACRL is the largest division of the American Library Association and develops programs, products, and services to help those working in academic and research libraries learn, innovate, and lead within the academic community. Founded in 1940, ACRL is committed to advancing learning, transforming scholarship, and creating diverse and inclusive communities.

Graduate Attributes a– The scholar practitioner’s institution replaced traditional Institutional Learning Outcomes in 2021 with seven attributes the institution endeavors graduates to possess. The attributes included adaptable problem solver, lifelong learner, effective communicator, responsible citizen, ethical decision maker, and global advocate (Researched University, 2021).

Information Literacy – According to ACRL (2015), information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued,

and the use of information in creating new knowledge and participating ethically in communities of learning. (p. 8)

Learning Academy – The department at the researched university responsible for faculty and staff development.

Library Events – For the purposes of the dissertation in practice and the marketing and communications plan implemented as a result, library events included all tabling, presentation, workshop, and special programming events at the researched university.

Library Instruction – According to ACRL (2018)

instruction occurs in different modes and by using a variety of methods. The selected modes should be consistent with the goals of information literacy instruction. Learning styles should be considered and multiple modes should be incorporated whenever possible. Instruction should employ active learning strategies and techniques that require learners to develop critical thinking skills in concert with information literacy skills. Planning such active learning strategies and techniques should be carried out collaboratively with faculty to increase overall student engagement and to extend opportunities for a more reflective approach to information retrieval, evaluation, and use. (para. 5).

In the researched university instructional modalities included in-person or online interactions in group or individual settings, engagement with library produced tutorials, and engagement with digital learning objects. Sessions generally occurred for approximately one class period upon faculty request.

Reference Question – Reference questions were questions posed to librarians specifically related to the research and writing process. The library services department

receives many types of questions. However, the department specifically tracks questions related to the research process.

Student Outcomes – According to Great Schools Partnership (2013), the term student outcomes typically refers to either “(1) the desired learning objectives or standards that schools and teachers want students to achieve, or (2) the educational, societal, and life effects that result from students being educated” (para. 1). In the first case, student outcomes are the intended goals of a course, program, or learning experience; in the second case, student outcomes are the actual results which students either achieve or fail to achieve during learning or later on in life. The terms *learning outcomes* and *educational outcomes* are common synonyms.

Student Success – According to Kuh et al. (2010), student success is the extent to which students achieve their educational goals, which may encompass a broad range of factors such as academic achievement, personal development, and engagement in the learning process. Student success is often measured through indicators like grade point average, course completion, retention rates, and degree attainment. (p. 5)

Limitations and or Improvement Science Researcher Bias

Limitations encountered during the empathy stage of the design thinking process related to rates of student responses to open-ended surveys, faculty focus group composition, and lack of administrator focus group participation. While valuable information was gathered, the factors noted above may have contributed to a lack of diversity in responses. The purpose of the empathy phase was to collect data from a

diverse range of stakeholders affected by the stated problem. The researcher made efforts to engage a maximum number of participants; however, outcomes varied.

Student response rates for the open-ended survey were less than one percent, suggesting a poor representation of diverse student perceptions about the university library. Two factors from faculty focus groups may have skewed responses, the first was the composition of the groups. The first group consisted of three females and one male, and the second group consisted of four females and one male. The imbalance of gender representation may have altered the dynamics of the focus group setting. Additionally, participants in both focus groups worked closely with the researcher at one time or another. Close professional relationships with the researcher may have created bias in responses in an effort to appease the researcher. Only one participant was unfamiliar to the researcher. An additional population not clearly identified was non-library users. Identification of non-users from both faculty and student respondents could have provided additional perspective on user perceptions of academic library services.

While administrator response rates to open-ended surveys were 54%, focus groups were not held for the stakeholder group. Factors for not holding focus groups for administrators were related to time constraints and scheduling conflicts. The lack of administrator participation may have resulted in less nuanced responses gathered in the context of a focus group discussion.

The scholar practitioner worked in the framework of the liberatory mindset through self-reflection and recognition of the complexities of the problem. However, potential existed for both conscious and unconscious bias. The scholar practitioner has been with the institution for 21 years in the role of library director, which resulted in

challenges in approaching the problem from a purely objective perspective. An additional potential for bias was related to the researcher's professional experience and core value system. At the core, librarianship was based on principled concepts such as social justice, diversity, and equal access to information. In the researched context, evidence of unconscious bias could appear in the researcher's framing of questions and interpretation of data. Mitigation of such biases could be addressed through self-reflection and self-awareness when developing research methods and interacting with study participants and data.

The researcher endeavored to reach a diverse community of stakeholders related to the problem of practice with mixed results during the empathy phase. Despite such limitations, participants provided valuable insight and perspective. While limitations existed, the information garnered from the empathy phase provided a suitable framework for work in the problem definition and ideation phase. The empathy phase in addition to the researchers within the literature review further defined the problem, which acknowledged levels of disconnect between marketing and communication strategies and user perceptions at the library (Albert, 2017; Cordova & Ramsey, 2019; Nicholas et al., 2018; Shapiro, 2015). Moving into the ideation phase, stakeholders were gathered for a brainstorming session which included an administrator, a faculty representative, a student, and two library staff members. Members of the group were provided with results from the empathy stage as well as a description of the purpose and goals of the brainstorming session. The scholar practitioner emphasized core principles of the design thinking process and included self-reflection with an overarching theme of empathy. Discussions were wide-ranging and included a variety of ideas to address the problem of

marketing and communications relationship to stakeholder perceptions of academic libraries. Many of the ideas shared were notable but required significant time to develop and implement. Specific examples included a badging program provided to students for gaining competency in information literacy and formalized integration of information literacy concepts into general education courses. While such proposed ideas were of note and worthy of greater consideration, development and implementation would not be possible for the research study. Implementation of such programs would have required well-documented proposals and internal approval processes not possible in the timeframe permitted and presented limitations in the ability to create the initiative.

An additional limitation during the ideation phase was potential bias in the stakeholder group. Two of the five members were library staff. However, one of the staff members was also an online graduate student and provided insight into ways students and faculty received information about what library resources and services were available. Staff members engaged actively in the conversation but acknowledged limitations in the sustainability of some proposed ideas due to the lack of staff hours to successfully launch and maintain projects and programs.

Limitations encountered during the prototype phase included a narrow timeframe to develop an in-depth marketing plan which could be implemented and tested to meet requisite deadlines. Implementation of the 12-week marketing plan was reliant upon expanded deployment of staff in various capacities. The plan included increased visibility of library staff and added operational responsibilities such as the development of the library logo, tabling events, social media posting, library instructions, embedding in courses, displays, preparation of digital signage communication, development of special

programming and events, and development of workshops and presentations. Library staff traditionally engaged in all activities noted above. However, the nature of the marketing plan formalized the process, which had not been the case in prior years. Additionally, staff reductions in the library department posed challenges during the implementation of staffing responsibilities and the delegation of additional tasks.

The testing phase included a 12-week analysis of planned marketing and communications initiatives. Based on projected activities, the scholar practitioner tracked usage data in the following areas: media center usage, number of reference questions asked, laptop checkouts, chat interactions, social media engagement, and event attendance. Usage categories were chosen based on consistency of data collection over time, as usage data for the 12-week period in Fall 2023 would be compared to the same 12-week period for the prior three years. Based on planned activities, the scholar practitioner determined the categories noted above were services and resources where usage could be related to the marketing plan. Limitations arose from the inability to consistently track usage in the proposed timeframe for resources and services considered standard fare at a university library such as database usage or website traffic. In the case of database usage, the library department launched a new search tool in Fall 2023 which altered usage calculation making year over year comparisons invalid. In the case of website engagement, Google analytics reengineered its reporting function in August 2023 and resulted in challenges comparing usage year over year. The inability to measure such categories during the testing phase did not allow the researcher to represent a quantitative measure for two core library resources.

The results phase included a narrow timeframe to collect data and consequently a limited data set to compare with year over year usage data. Usage data collection occurred August 2023 through October 2023 and was compared with the same three month period for years 2020, 2021, and 2022. The ability to quantifiably determine the relationship between marketing strategies and stakeholder perceptions over a three month period proved difficult. However, while usage comparisons proved statistically insignificant for the time period measured, raw data reflected an upward trend in usage and suggested continued usage data collection and analysis moving forward.

The scholar practitioner distributed a survey after the 12-week marketing plan prototype implementation. However, no pre-test was distributed which resulted in the inability to compare pre and post implementation perceptions. The resulting lack of a control group prevented the scholar practitioner from measuring changes in perceptions relative to the marketing plan. Additionally, when the post-implementation survey was distributed to stakeholders about awareness levels of the marketing initiative, convenience sampling was used. Separate surveys were sent to all students, faculty, and staff. Questions on each set of surveys included variations on themes related to library resources and services relevant to each stakeholder group, making comparisons and generalizations among groups difficult. Response rates were low for students, faculty, and staff at 2%, 5%, and 6% respectively and limited the ability to make broad generalizations or assumptions about the data. The survey included questions with responses measured on a five-point Likert scale and one open ended question asking for additional comments. A limitation inherent to non-probability sampling was self-selection bias which could have resulted in respondents participating in the survey based

on preconceived notions about libraries or strong feelings about prior interactions with the department. An additional limitation of convenience sampling was the inability to follow-up with participants for continued documentation of changing perceptions which may have resulted from marketing initiatives (Qualtrics, n.d.b.).

Finally, the scholar practitioner facilitated three separate focus groups for students, faculty, and staff with six, four, and three participants respectively. Inherent limitations in focus groups included the size of the focus groups related to the population studied. Additionally, participants may have known each other and could have resulted in changed viewpoints in an effort to conform with other members of the group (Qualtrics, n.d.a.). The inclination to conform was considered in the student focus group, as four of the six student participants worked at the library. Although two of six students, three of four faculty, and two of three staff members volunteered to participate in the focus groups via the survey, professional relationships with participants could have influenced responses.

Summary

As academic libraries continued to keep pace with changing technologies and innovations in higher education, communication and marketing strategies may not have conveyed the integral role played by academic libraries and librarians in the university experience (Nicholas, et al., 2018). Preliminary research gathered during the empathy stage revealed misperceptions about the role of the library in higher education. Academic libraries contributed to student outcomes and provided a vital resource for faculty but had not communicated success to the university community. In an environment of tightening budgets, accountability, and accreditation concerns, the scholar practitioner believed an

increased awareness of the library's contributions be communicated to university administrators for increased visibility and support.

Preliminary research during the empathy stage occurred at the researched university where student, faculty, and administrator perceptions were identified through distribution of open-ended surveys and a series of focus groups. While response rates and participation were mixed, valuable information was gained and contributed to development of research questions and a prototype for testing. Hypothesis and research questions were presented which focused on the relationship of revising communication and marketing strategies to changing perceptions of university stakeholders noted above. The inclusion of definitions established the role of library professional organizations and clarified language used throughout the document.

The scholar practitioner offered broad strategies to address the POP and proposed strategies for administrator, faculty, and student stakeholder groups. Strategies for administrators focused on efforts to communicate measurable relationships between library services and student success. Faculty approaches included directed initiatives at improved student engagement through integration of information literacy concepts. For students, tailored marketing strategies based on student perceptions were offered as an option for addressing the stakeholder group. If proposed strategies were explored and employed, the scholar practitioner believed positive changes would be reflected in overall stakeholder perceptions.

The framework presented in chapter one informed the design thinking process for the researcher, and while the foundation was in place to engage in the process, limitations existed. Limitations were encountered throughout the phases and included restricted

timeframes, limited staffing, inconsistencies in existing data sets, small sample sizes, small data sets, personal and professional bias, and self-selection bias. While limitations existed throughout the process, the researcher believed the information gained throughout the process was relevant and useful. Further, the researcher believed the results gained from the process were critical to both continuous improvement and application of ideas to the iterative process of design thinking.

Chapter Two: Literature Review

Introduction

Due to the evolving nature of higher education, academic libraries and librarians experienced change at epic rates and transformed in substantive ways (Budd, 2018). Once vast storehouses for physical collections, contemporary university libraries evolved into high-tech hubs offering expansive digital resources and community-oriented spaces (Budd, 2018). While university libraries and librarians kept pace with change, marketing and communications strategies surrounding the changes did not (Pinfield et al., 2017). As a result, lasting misperceptions persisted on university campuses regarding the evolution of resources and services provided by academic libraries and librarians (Fagan et al., 2020a). Academic librarians were responsible for diversification of services, resources, and space, but made modest gains in shifting perceptions of the role of the university library and librarians in providing new and innovative resources, services, and spaces throughout the academic experience (Fagan et al., 2020a).

Despite expansion of offerings, academic libraries struggled to overcome outdated perceptions narrowly linking libraries to print books rather than the wide range of services and resources provided in the digital era (DeRosa et al., 2011). Studies traced the declining circulation of print materials and rise of electronic resources over the past few decades (Martel, 2007). Martel (2007) tracked usage patterns in an academic library from 1995 to 2004 and documented the shift from large print collections to increasing reliance on digital access to materials. Martel (2007) acknowledged the shift but offered no prescriptive measures for addressing the changes which underscored the need for academic libraries to develop communication and marketing strategies reflective of the

expanded vision and mission to foster digital literacy and skills. Further, Kenneway (2006) conceded libraries adapted to the changing environment, but perceptions of libraries were still closely aligned with more traditional connections to books and reading. One avenue to address the issue was through “addressing the importance of what librarians do, and hence, the value this expertise brings” (Kenneway, 2006, p. 124).

Efforts were made by librarians to develop communication and marketing initiatives which highlighted library offerings; however such efforts did not appear to be rooted in a clear understanding of stakeholder perceptions of the role of both the university library and librarian in the academic experience. The Association of College and Research Libraries (ACRL) recognized the need to demonstrate evidence-based practices found in academic library strategies and articulated communication imperatives to stakeholders. ACRL sponsored two comprehensive reports providing a pathway for libraries to advance institutional missions as well as research strategies for libraries reflective of contributions to the greater organization (Connaway et al., 2017; Oakleaf, 2010). Both studies offered academic libraries extensive guidance in developing assessment models connecting usage and services to institutional outcomes. While the studies referenced (Connaway et al., 2017; Oakleaf, 2010) focused on the necessity of gathering and presenting data to demonstrate library contributions to the institution, the researchers did not offer specific strategies to convey evidence through messaging strategies.

Development and implementation of evidence-based marketing and communication strategies were further complicated by librarians’ negative self-perception and professional identity as a factor in how messaging was developed and the

extent to which the messaging was delivered (Alwan et al., 2018; Andrews, 2020; Jennings, 2016; McCartin & Wright-Mair, 2022). Studies revealed librarians often lacked confidence in promoting skills and institutional roles, hindering ability to communicate contributions to the university.

Understanding the relationship between library communication and marketing strategies with user perceptions was critical to establish visibility of library services on university campuses. The literature provided the scholar practitioner with insights surrounding various factors which influenced perceptions about academic libraries and communication strategies (see Table 1). As a result, in order to reimagine sustainable communication and marketing strategies, librarians needed to reflect on the following factors described in Table 1.

Table 1

Factors Influencing University Library Perceptions and Communication

Factor	Description
Stakeholder Perceptions	Without a clear understanding of how students, faculty, and administrators engage with academic libraries, communicating the role of an academic library in the academic experience would be challenging.
Librarian Self-Perception	Understanding academic librarians' negative self-perception and professional identity was an influencing factor in communicating library contributions to student success

Library Services Relationship to Student Success	A clear picture has not been established of how the university library contributes to student success. Further, student success has not been clearly defined, and communications have not connected the benefits of the academic library to the end user.
Communication, Marketing and Branding Strategies at University Libraries	Human - centered strategies will inform identification of alternative approaches and areas for improvement.

Note. This table includes factors identified in the literature as influencing the perception and communication of academic library services. *For stakeholder perceptions, see Connaway et al. (2017) and Oakleaf (2010). *For librarian self-perception, see Andrews (2020), Alwan et al. (2018), Jennings (2016), and McCartin & Wright-Mair (2022). *For the relationship of library services to student success, see Connaway (2017), Oakleaf (2010), and Grieves & Pritchard (2018). *For human-centered communication, marketing, and branding strategies, see Albert (2017), Grieves & Pritchard (2018), Hines et al. (2019), Shapiro (2015).

The current literature provided the scholar practitioner insights into student, faculty, and staff perceptions of academic libraries, as well as the role of librarian self-perceptions and academic libraries' role in student success. The scholar practitioner also assessed analyses of marketing, communication, and branding initiatives undertaken by academic librarians which offered a broader understanding of strategies used in university library settings.

Student Perceptions

Marketing library services to university students required understanding perceptions and expectations. A traditional approach used by librarians to change student

perceptions about the academic library was instruction on information literacy concepts, such as finding, evaluating, and integrating resources into academic writing. The Association of College and Research Libraries (ACRL, 2015) defined information literacy as “the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning” (p. 8). Unfortunately, misperceptions by students about information literacy presented challenges to librarians when engaging students with such concepts, especially early in students’ university careers (Hinchliffe et al., 2018; Keba & Fairall, 2020). Qualitative research conducted by Hinchliffe et al. (2018) revealed nine common misperceptions by first year college students (see Table 2).

Table 2

Nine Common Misperceptions by First Year College Students

Misperceptions
Students believe every question has one answer
Research is linear
Google is an adequate tool to complete academic assignments
Internet resources in general are satisfactory for completing research
All library resources are credible
Research should be completed without support
The purpose of the library is to provide books and study spaces
The ability to find and access information equates to the quality of information retrieved

Students believe themselves to be information literate.

To address the gaps noted in Table 2, Hinchliffe et al. (2018) recommended collaboration between faculty and librarians to integrate instruction and assignments to identify and address first-year student misperceptions about information literacy topics. Specific strategies included integration of information literacy concepts into curriculum, problem-based learning, online tutorials, and scaffolded assignments focused on building research skills. A follow up study of first-year students by Keba and Fairall (2020) suggested Hinchliffe et al. (2018) misperceptions three through and nine were of note and should be taken into consideration when designing information literacy curriculum instruction and interacting with students one on one. Further, Keba and Fairall (2020) also emphasized the importance of librarian and faculty collaboration to design assignments which integrated information literacy skills into course material and curriculum design, which would aid in overcoming first-year student misperceptions about information literacy and the role of academic libraries in the academic experience. Both studies underscored the need for academic librarians to proactively market expertise in the area of information literacy area when working with first-year students and faculty teaching in first-year programs.

Adding to student misperceptions about libraries and concepts such as information literacy was a concept commonly referred to as *library anxiety* developed by Mellon (1986) in a study attempting to determine first-time library user experience at a university. Results of the study indicated 75% - 85% of first time college library users experienced a feeling of fear (Mellon, 1986, p. 162). Further, the author found four

reasons for the feelings, which included “(1) the size of the library; (2) a lack of knowledge about where things are; (3) how to begin; and (4) what to do” (Mellon, 1986, p. 162). While the study was 36 years ago, the term *library anxiety* still resonated.

Imagine the student library experience today when students not only encountered the physical space of the library, but also the vast landscape of electronic resources available. As Nieves-Whitmore (2021) noted, “recent trends in academic library design emphasized non-traditional layouts with greater attention paid to social, informal, active learning environments” not in alignment with historical expectations at a university library (p. 486). As a result, anxiety increased as students just wanted a quiet space to study and were unprepared for the level of activity experienced (Nieves-Whitmore, 2021). In addition to challenges navigating physical spaces, students also encountered similar obstacles in virtual spaces. Pinfield et al. (2017) argued, “in the digital world, libraries have failed to create a compelling digital presence, for either learning or research” (p. 24). Conrad and Stevens (2019) highlighted student obstacles in a virtual environment when a usability study of LibGuides was conducted during a library website redesign at a large west coast university library. LibGuides created by librarians as online research guides assisted users in accessing discipline specific resources. The guides included electronic access to resources such as books, articles, media, and other digital learning tools related to academic topics (Conrad & Stevens, 2019). However, results of the study suggested students did not understand what purpose the guides served, or how the resource was connected to the university library (Conrad & Stevens, 2019). LibGuides, were only one of many electronic and virtual tools developed by librarians for student support and could easily get lost in the morass of virtual tools adding to students

anxiety who sought information in virtual environments. The combination of uncertainty in both physical and virtual library spaces supported Mellon's (1986) findings on the sources of library anxiety and suggested the more resources and services provided via the library, the more overwhelmed and intimidated students became when faced with attempting to use the library to complete assignments.

Library instruction and orientation offered prescriptive measures for librarians to address library anxiety through direct interaction with students. Research indicated reduction in levels of anxiety after students were exposed to library offerings via librarian engagement in the classroom (Dilinka, 2023; Jameson et al., 2019; LeMire et al., 2021; Parks, 2019; Wildemuth, 2017). LeMire et al. (2021) found library instruction helped alleviate students' feelings of being overwhelmed and prior to library instruction, most students in the study felt only moderately prepared for college; felt intimidated by the prospect of research at the university level; and a majority had never used a library. Dilinka (2023) noted, "Library instruction helps students to have a clear understanding of a library and to improve their skills in navigating effectively through library resources to fulfill their information needs" (p. 12). Wildemuth (2017) acknowledged the importance of library instruction and suggested introduction to library concepts prior to university in the K-12 setting. Parks (2019) elaborated further, and suggested empathy based instructional approaches to mitigate student unease with library resources. The "warmth-based" approach proposed by Parks (2019) was seen as critical for students to understand how library resources and services were integral to the academic experience. Approaches to delivery of instruction varied but also underscored the need for direct engagement and communication with librarians to alleviate students library anxiety.

Reduction of library anxiety was critical for increased engagement and changes in student perceptions about library resources and services and was related to levels of interactions between students and librarians. LeMire et al.'s (2021) post-instruction analysis revealed students not only "felt more comfortable with librarians," but also "changed their perceptions of what the library had to offer and were able to identify a wide variety of library resources and services ranging from interlibrary loan to specific databases to the library recording studio" (p. 10). Study findings showed student interactions with librarians helped alleviate anxiety and shifted perceptions. Further, research by Fagan et al. (2020b) noted perceptions were positive once students interacted with a librarian and understood the role a librarian played. However, the interaction between student and librarian actually had to take place for student perceptions to change. According to a study cited by Van Kampen-Breit and Cooke (2015), "some students reported some anxiety approaching the desk for help, but 80 percent of these students credited librarian's professional knowledge with making them feel more comfortable" (p. 12). However, authors acknowledged levels of student confidence at the library rose when guided by a pleasant librarian (Van Kampen-Breit & Cooke, 2015). The research suggested the importance of interpersonal interactions between librarians and students to change attitudes toward university libraries making it imperative for students to be informed of the role librarians play in research assistance, developing research questions, and digital literacy support (Meguellati, 2023).

While multiple authors (Jameson et al., 2019; LeMire et al., 2021; Price & Fagan, 2021) suggested instruction as a stop gap measure to change students' perceptions, additional underlying factors were considered with relationship to student attitudes

toward academic library resources and services. Price and Fagan (2021) and Jameson et al. (2019) noted reasons students were reluctant to approach librarians, which included students' intimidation by the library, the inability of students to identify librarians, and existing stereotypes about librarians. Findings were echoed by Van Kampen-Breit and Cooke (2015) who noted existing negative stereotypes of librarians as unapproachable as a mitigating factor. Jameson et al. (2019) found many students did not feel the need to consult reference librarians due to elevated levels of personal confidence in the ability to perform research-related functions without assistance. However, upon further investigation, researchers found the majority of students not seeking a librarian's assistance had no prior instruction and had a lack of awareness of resources and services available (Jameson et al., 2019). While instruction provided an avenue to raise awareness about library resources and services, lack of exposure to information delivered by librarians in classroom settings resulted in the perpetuation of misperceptions by students.

Lack of awareness about what libraries and librarians had to offer appeared to be prevalent. Garnar and Tonyan (2021) surveyed non-library users at the University of Colorado and found "60% of respondents who reported no experience with the library's print collection rated the resource as very important or essential" (p. 2). In a scoping review, Brunskill and Hanneke (2021) found lack of awareness to be a primary reason students did not utilize campus libraries. The researchers suggested proactive marketing was needed to educate students on how library resources and services improved the academic experience. Similarly, large-scale research by OCLC indicated the public still tended to associate libraries primarily with books, despite expanded offerings (DeRosa et al., 2011). Authors found 75% of respondents primarily linked libraries with print

collections, indicating misperceptions about the breadth of resources and services offered (DeRosa et al., 2011, p. 39). Numerous researchers demonstrated a need for academic libraries' employment of communication and marketing strategies to build awareness beyond print materials such as virtual resources, specialized programming, instruction, research support, faculty support, and role in student outcomes (Brunskill & Hanneke, 2021; DeRosa et al., 2011; Garnar & Tonyan, 2021). Without messaging reflective of what libraries had to offer and efforts endeavoring to counter outdated perceptions, libraries faced obstacles in conveying the evolutions which had taken place.

Understanding student perceptions of academic libraries assisted the scholar practitioner with informing how university library marketing and communication strategies might be better framed. Factors such as library anxiety and general misperceptions about characteristics affecting student approaches to resources available via libraries and librarians for academic support were aspects of the student experience for reflection when considering messaging strategies (Keba & Fairall, 2020; Hincliffe, 2018; Jameson et al., 2020; LeMire et al., 2021; Mellon, 1986; Price & Fagan, 2021). Research offered library instruction as an intervention to address library anxiety and student misperceptions, and suggested engagement with librarians positively changed and eased student apprehension related to library use (Dilinka, 2023; Jameson et al., 2019; LeMire et al., 2021; Parks, 2019; Wildemuth, 2017). However, authors also noted the importance of broadening communication and marketing strategies reaching beyond instruction to mitigate negative student views about the university library and highlight resources and services (Fagan et al., 2020b; Garnar & Tonyan, 2021; Jameson et al., 2019; Nicholas et al., 2018).

Faculty Perceptions

While understanding student perceptions about academic libraries was critical for the dissertation in practice, understanding faculty perceptions was also significant. The scholar practitioner discovered faculty perceptions about academic libraries varied in the literature. Yevelson-Shorsher and Bronstein (2018) argued while faculty viewed librarians and the role in a positive light, faculty saw librarians as service providers rather than colleagues. Further, the authors suggested faculty perceptions were a result of “lack of knowledge about what the library has to offer” (Yevelson-Shorsher & Bronstein, 2018, p. 545). According to Fagan et al. (2020b), faculty generally perceived librarians in a positive light, but only in the context of instructional roles. Further, faculty did not see librarians’ contributions to the academic experience beyond library services departmental responsibilities. Activities such as participation in campus governance or input in strategic decision-making at the organizational level were not perceived as appropriate functions of an academic librarian (Fagan et al., 2020b). The authors suggested the perception stemmed from several factors, including viewing librarians as service providers rather than collaborators, uncertainty about the role of a librarian in an academic environment, perceptions about status of staff versus faculty, and transactional rather than collaborative relationships (Fagan et al., 2020b). The researchers highlighted the need for academic librarians to re-evaluate communication and marketing strategies focused on specific resources and services and focus more on contributions to organizational planning and governance (Fagan et al., 2020b). Without messaging which could shift faculty perceptions about the role of librarians as partners in campus decision-

making contexts, librarians continued to be underutilized in institutional leadership and governance.

A similar study published in 2022 by a well-known not-for-profit academic research and consulting service, provided an assessment of faculty attitudes towards teaching and learning, scholarship, and perspectives toward academic libraries (Blankenstein, 2022). Key findings of the study indicated several insights into faculty attitudes toward the role of libraries and librarians on a university campus. The researchers cited the following faculty attitudes about academic librarians: the primary job responsibility of an academic librarian was securing resources for faculty teaching, research support, provision of space for students, the need for librarians to play a leadership role in budgetary support, and facilitation of access to open access journal platforms (Blankenstein, 2022). The study once again reflected attitudes toward the role of a librarian as transactional and limited to perceived departmental roles. Results from many researchers were indicative of various and potentially narrow perceptions faculty had toward functions of librarians and libraries in the academe (Blankenstein, 2022; Fagan et al., 2020b; Yevelson-Shorsher & Bronstein, 2018). Studies showed the importance of librarians' demonstration of measurable contributions to the academic experience as a vehicle to gain a voice at the institutional level.

The scholar practitioner found several examples in the literature of efforts at collaboration between faculty and librarians which were prescriptive for informing efforts to improve faculty perceptions (Buess et al., 2020; Douglas & Rabinowitz, 2016; Flierl et al., 2020; Kelly, 2019; Paterson & Gamsto, 2017; Perry, 2017; Pun, 2020; Stebbing et al., 2019). Perry's (2017) study argued information literacy was critical for student

success at the college level, and librarians should play a vital role in said endeavor. The author focused on faculty perspectives on information literacy in the sciences and expectations of science majors engaging in library research (Perry, 2017). Additionally, Perry (2017) found science faculty felt “the area where students most commonly fell short was in the evaluation of sources, often selecting sources that were inappropriate or lacking in rigor (50%)” (p. 969). According to the author, science faculty were willing to engage with librarians to instruct students on researching scientific literature but needed to be confident of librarians’ knowledge of the scholarly landscape of the sciences (Perry, 2017). This suggested librarians could play a key role as intermediaries between students and faculty throughout the research process, but the onus was on librarians to facilitate collaboration with faculty by honing discipline-specific knowledge of research outputs.

Buress et al. (2020) provided an example of librarians providing information literacy support in specialized areas of study. The researchers explored a Faculty Learning Community organized by a librarian which focused on data literacy. Further, authors explored the collaborative work of librarians and faculty from multiple disciplines to establish data literacy competencies across general education curriculum to support student interpretation of raw data in various field of study (Buress et al., 2020). Researchers working outside the bounds of traditional information literacy concepts opened conversations between faculty and librarians and “served to foster a sense of collegiality that led to new librarian-faculty teaching collaborations and raised awareness among faculty regarding the scholarly literature in the library and education fields” (Buress et al., 2020, p. 5). Faculty who worked regularly with librarians understood the importance of the role of the librarian in improving student research skills and

information literacy (Douglass & Rabinowitz, 2016; Kelly, 2020). Buress et al. (2020) established a model for building faculty-librarian relationships which supported student research endeavors.

In addition to Buress et al. (2020), Douglass and Rabinowitz (2016), Kelly (2020), and Paterson and Gamsto (2017) offered examples of collaborations between librarians and faculty members to integrate information literacy into the curriculum. The Paterson & Gamsto (2017) study paired a librarian and an English instructor to assess graduating English major's perceptions of information literacy skills and concepts gained in an English Capstone course. In the course, the librarian and instructor worked together to integrate information literacy assignments and librarian interactions to reinforce students' research skills needed to navigate course requirements. Authors pointed out the importance of the study results for both increasing students' grasp of information literacy concepts as well as use of results to further standardize and integrate information literacy into the broader English curriculum (Paterson & Gamsto, 2017). While the study provided an excellent example of librarian/faculty collaboration in one course and implied confidence in a librarian's skillset and ability to contribute to curriculum development, the model was not standard practice across higher education.

An example of an institutional level initiative which promoted faculty integration into the curriculum development process was offered by Flierl et al. (2020). The author described a provost-led program at a large research university where course redesign was facilitated through a collaborative approach (Flierl, 2020). The Instruction Matters Purdue Academic Course Transformation (IMPACT) program sought to reframe course redesign by creating consultative teams of librarians, instructional designers, and staff

from the university teaching and learning center to support faculty in development of courses focused on student needs (Flierl et al., 2020). Librarians used the opportunity to underscore the importance of integrating information literacy concepts into curriculum through regular interactions with disciplinary faculty. The study resulted in recommendations for ways librarians could continue to build relationships with faculty and participate in ongoing conversations about the integral role information literacy plays across disciplines.

Librarian collaboration with faculty was evident throughout the literature as previous examples showed (Buess et al., 2020; Douglass & Rabinowitz, 2016; Kelly, 2020; Paterson & Gamsto, 2017). An area for further consideration in was the role faculty status for librarians played in disciplinary faculty perceptions. Standards for Faculty Status for Academic Librarians (ACRL, 2021) advocated and articulated justifications for faculty status for librarians. The “document seeks to unify standards and guidelines for the faculty status of academic librarians, affirming ACRL’s commitment to equity, diversity, and inclusion, regardless of the type of institution employing librarians” (ACRL, 2021, para. 3). Research by Weng and Murray (2020) suggested faculty status for librarians increased visibility on campus through committee assignments, as well as a willingness of disciplinary faculty to collaborate with librarians on research initiatives and curriculum design. However, the study also indicated disciplinary faculty still primarily saw librarians fulfilling traditional roles such as collection development and reference services (Weng & Murray, 2020). Researchers further noted increasing collaboration and collegiality between disciplinary faculty and librarians did not require

faculty status for librarians and the burden was on librarians to cultivate professional relationships to build partnerships for specific purposes (Weng & Murray, 2020).

Researchers within the literature revealed the challenges surrounding faculty perceptions about the role of academic librarians in the university experience and provided prescriptive measures for meeting challenges and conveying contributions (Blankenstein, 2022; Fagan et al., 2020b; Yevelson-Shorsher & Bronstein, 2018). Whether by proactively building collaborative instructional partnerships with faculty through increased awareness of the importance of information literacy in the curriculum or potentially increasing visibility by gaining faculty status, opportunities existed for vehicles to highlight and underscore specialized skill sets of academic librarians (Buress et al., 2020; Douglas & Rabinowitz, 2016; Flierl et al., 2019; Kelly, 2019; Paterson & Gamsto, 2017; Perry, 2017; Pun, 2020; Stebbing et al., 2019).

Administrator Perceptions

Literature referencing administrator perceptions and expectations regarding academic librarians and library services was limited. Kelly (2020) provided approaches for libraries to demonstrate contributions to student outcomes at an institutional level. The author acknowledged growing attention by administrators on evidence-based practices supporting institutional missions and goals suggested evidence-based practices in libraries should be applied to all university co-curricular units (Kelly, 2020). Oakleaf (2010) argued, academic libraries must understand institutional missions and how they contribute to them; they must also share information with others by clearly aligning library services and resources to institutional missions. Communicating that alignment is crucial for communicating library value in institutional terms (pp. 29-30). Kelly (2020)

recommended assessment as a context for achieving such alignment and reported 16.7% of respondents always and 41.7% very often used institutional mission and learning goals as foundational to developing co-curricular programs, and 33% used organizational goals for the same purpose (p. 335). Oakleaf (2010) indicated only incremental moves by libraries to align programming, assessment, and departmental planning with broader institutional mission and goals. In today's higher education environment, drawing such connections and supporting connections with evidence was critical from the perspective of administration (Kelly, 2020).

Academic libraries traditionally pointed to use statistics to assess relationships between resources and student outcomes. As Oakleaf (2010) pointed out, "library statistics, especially inputs and outputs, equate use with value, suggesting that the more books circulated or the more instruction sessions offered, the better the library" (p. 20). However, the author went on and concluded use statistics did not present a compelling evidence-based argument for alignment of library missions and goals with larger institutional strategic initiatives (Oakleaf, 2010). When considering administrator perceptions of library services, communicating measurable relationships between departmental and institutional goals was critical for elevating visibility of library services. Connaway et al. (2017) further supported the concept in a research study which included a series of semi-structured interviews with provosts where authors found "Provosts consider communication and mission alignment and strategy to be essential components of academic library value related to student learning and success" (p. 31).

Further research was needed to establish methods for librarians to draw relationships between library services and institutional goals, as well as how results were

conveyed to senior administrators. Connaway et al. (2017) conceded provosts understood making direct connections between library services and student learning outcomes was problematic but also suggested connections were incumbent upon library administration and staff to “continue to communicate with provosts to determine what provosts value and develop strategies for communicating how practices contribute” (p. 35). Fife and Naylor (2016) offered a low stakes approach and suggested librarians provide literature search services in support of providing senior administrators with evidence-based research to inform decision making at the institutional level. The authors maintained providing literature search services to senior administrators increased visibility of librarians and library services and supported relationship building between the library department and units outside the library (Fife & Naylor, 2016).

Research surrounding information literacy competencies for freshmen students and upper division students by Lowe et al. (2020) suggested results from data collection informed discussions between librarians and multiple campus stakeholders ranging from individual faculty, academic department leaders, academic program leaders, and campus administration. Researchers used data gathered from the National Survey of Student Engagement (NSSE) Information Literacy survey responses and a revised version of the Association of American Colleges and Universities (AAC&U) Information Literacy Value Rubric (Lowe et al., 2020). Using institutional level data, researchers found first-year students were “significantly more likely to engage in activities associated with the development of IL” (Lowe et al., 2020, p. 498). While overall findings in the study were notable, the way the data was used informed practices for librarians to communicate relationships between library services and student outcomes which was necessary as

pointed out by Connaway et al. (2017) and Oakleaf (2010). Researchers' use of standard data collection tools such as the NESSE Information Literacy survey and the AAC&U Information Literacy Value Rubric provided campus stakeholders with results from familiar and credible sources. Further, the way data were summarized and connected to higher level institutional goals opened conversations with administrators, leading to increased recognition of the role of librarians in the academic experience; broadened conversations among multiple stakeholder groups; and increased librarians' inclusion in campuswide conversations surrounding broader integration of information literacy concepts across the curriculum (Lowe et al., 2020).

Murray and Ireland (2018) articulated a few key areas senior academic administrators identified as connected to the library on campus: research productivity, student academic success, retention, and first-year programs, among others. Areas where provosts did not see the library as useful were DEI, learning communities, service learning, and internships (Murray & Ireland, 2018). While overall, libraries were seen as an important attribute, library leadership was unable to articulate the relationship of library services to student outcomes in any measurable way from the provosts' perspective (Murray & Ireland, 2018). A basic framework for areas of measurement was provided by the authors which informed ways library leadership could provide demonstrable proof of library services' relationship to institutional measurements, such as student outcomes, retention, and persistence.

Researchers suggested libraries were valued by university administrators, but librarians were not conveying the message in measurable ways which connected library services to institutional priorities and outcomes (Cheng & Hoffman, 2020; Connaway et

al., 2017; Oakleaf, 2010). Thus, if librarians found avenues to quantifiably prove positive relationships between university library offerings and student outcomes to senior administration, the same message could be translated to all stakeholders. Such findings were highlighted in Cheng and Hoffman (2020) when the authors cited Oakleaf 's (2010) work as foundational for libraries and evidence-based accountability. Cheng and Hoffman (2020) stated, "amidst some perceptions that libraries are less relevant when so much content is available online, academic libraries increasingly feel the pressure to demonstrate their relevance to education administrators and specifically to show their impact on students" (p. 539).

As noted in the literature, communication of evidence-based results of library initiatives resulted in senior administration recognition of librarians as essential partners in advancement of institutional goals. Further, quantifying the library's contributions allowed librarians to have greater visibility during the budgetary and strategic decision-making process. As the literature contended, implementation and communication of data-driven processes and results were critical to provide librarians with leverage to justify or increase funding levels through presentation of measurable results to senior administration.

Librarian Self-Perceptions

An area for further exploration when considering perceptions of library services was the way in which librarians distinguished themselves in professional roles. Such perspective provided insight into how librarians navigated the higher education landscape and sense of place in the academe; a possible relationship existed between librarian self-perception and ability to communicate the value of library work. Fagan et al. (2020a)

suggested professionals in the library field tended to view self and work as misunderstood, or worse, not understood at all. However, librarians in the same study gave library colleagues high marks about service and professional expertise. While librarians tended to stay in the profession, there was lamentation related to a perceived minimized role in the academe (Fagan et al., 2020a).

Examples of librarian negative self-perceptions in the literature were found in many studies (Alwan et al., 2018; Andrews, 2020; Jennings, 2016; McCartin & Wright-Mair, 2022). Andrews (2020) suggested librarians developed imposter syndrome as a result of feelings of professional inadequacy and defined the term as such: “when a person doubts the validity of their accomplishments, attributes them to external forces, and has an irrational fear that they will be revealed as a mistake” (p. 44). Alwan et al. (2018) suggested academic librarians were victims of status-based micro-aggression by teaching faculty and resulted in diminished self-perceptions by library professionals.

Jennings (2016) contended perceived negative public stereotypes and librarians’ inability to push back on such imagery severely damaged the reputation of the profession while McCartin and Wright-Mair (2022) further reinforced the notion where long-held stereotypes assigned to the field of librarianship led to what the authors described as deference behavior. McCartin and Wright-Mair (2022) used Silverstein’s (2013) definition of deference behavior, which was “when one makes a choice or acts by yielding [their] own preferences, wishes, desires, wants or principles to those of another person or group” (Silverstein, 2013, as cited in McCartin & Wright-Mair, 2022, p. 2). The authors noted librarians engaged in deference behavior as a direct result of long-standing stereotypes embedded in academic culture which resulted in systemic inequities

among faculty and librarians (McCartin & Wright-Mair, 2022). While literature contended academic librarians saw professional contributions as less valuable than faculty counterparts, there appeared to be a gap in research connected to librarian self-perception and ability to communicate library contribution to academics. If a librarian's professional identity was lacking, creating messaging reaching all university stakeholders would prove difficult, and thus caused librarians to project inadequacies onto the very population the librarian wished to reach. Librarian self-perception could be an area of further exploration by the researcher as librarians' professional identity provided additional insight into the problem of practice presented in this dissertation.

Relationship of Library Services to Student Success

Academic libraries and librarians operated in an environment where evidence-based practices were necessary to communicate professional roles in support of student outcomes, as well as overall function in the educational process. Efforts varied and included measuring student success in relation to library space, usage, instruction, and resources. Oakleaf's (2010) ACRL-sponsored comprehensive study, "The Value of Academic Libraries: A Comprehensive Research Review," shone light on the importance of such exercises and identified potential correlational relationships between a wide range of academic library services and institutional objectives. Oakleaf (2010) emphasized the importance of aligning library services and resources with larger institutional goals such as retention, persistence, and GPA, and argued measurable assessment of such activities was critical for academic libraries to remain relevant. A follow up environmental scan by Connaway et al. (2017), "Academic Library Impact: Improving Practice and Essential Areas to Research," also sponsored by ACRL, built on Oakleaf's (2010) work. The study

by Connaway et al. (2017) pointed to the Oakleaf (2010) report as seminal and foundational, creating a “professional development program to build the profession’s capacity to document, demonstrate, and communicate library value in alignment with the mission and goals of their colleges and universities” (Connaway et al., 2017, p. VII). Connaway et al.’s (2017) work provided guidance on both how and what academic librarians should measure, as well as how and what should be communicated to senior administration.

Connaway et al. (2017) identified six areas of focus for academic librarians and university administrators to align as librarians developed spaces, services, and resources which support student outcomes and success. One of the six priorities was to “Quantify the Library’s impact on student success” (Connaway et al., 2017, p. 5). The authors noted the importance of drawing relationships between library services and resources with learning indicators, such as assignment completion, GPA, and persistence (Connaway et al., 2017). Connaway et al. (2017) maintained the relationship could be accomplished by refining components related to student success, as well as tying departmental and individual student data with institutional level data to create metrics for quantifying library services’ relationship to student success. The report showed how such connections could be made by offering examples of exemplary studies where research methods and analysis were employed and resulted in relationships between library services and student success (Connaway et al., 2017). The Connaway et al. (2017) and Oakleaf (2010) studies’ core emphasis was the necessity of implementing evidence-based practice to assess outcomes at academic libraries. However, both studies also emphasized the importance of

communicating outcomes to university stakeholders as an instrument to elevate visibility and relevance on campus.

Oakleaf (2010) and Connaway et al. (2017) informed a study by Kogut (2019) which explored scholarship in the library and information science (LIS) discipline to understand research methods used by librarians to assess library services' relationship to student success. Kogut (2019) discovered librarians did not generally explore literature outside the LIS discipline to understand library services relationship to topics in higher education such as "persistence, GPA, retention, graduation rates, degree attainment, degree completion, or time to graduation" (p. 139). The author also contended librarians must explore research outside the LIS discipline to better understand how experts outside the library environment measure student success (Kogut, 2019). Additionally, Kogut (2019) acknowledged a large body of literature existed in higher education which considered factors related to student success in a much broader context than libraries. The author suggested scholarship in LIS literature integrate research from the field of higher education for deeper understanding of the relationship between student success and libraries (Kogut, 2019). Efforts to integrate evidence-based practices in assessing outcomes from scholarship outside the LIS literature offered legitimacy as academic librarians engaged in the practices and communicated findings to university stakeholders.

Stemmer and Mahan (2016) offered an approach by reaching outside the LIS disciplinary literature and applying the Astin Input-Environment-Output model as a conceptual framework to draw relationships between library usage and student success. The model was used in higher education as a tool to better understand student factors related to student progression throughout the college experience. The study found student

usage of academic libraries changed year over year for college students, and as students progressed, distinctions were made between the library as a resource and the library as a physical space (Stemmer & Mahan, 2016). Further, the study found the amount of time students spent at the library had a less significant positive relationship to student retention, persistence, and GPA than when students shifted to using the library as a resource (Stemmer & Mahan, 2016).

A later study by Soria et al. (2017) employed the same approach and explored the relationship between first-year college students' "academic engagement, engagement in scholarly activities, academic skills development, and grade point average" (p. 10). Soria et al. (2017) also applied the Astin Input-Environment-Output model as a conceptual framework. The authors' conceded GPA was often used as an indicator of student success, but many factors drove a student's GPA which were not always indicative of student learning (Soria et al., 2017). Researchers reviewed first-year students' use of books, scholarly articles, online resources, and participation in library instruction and found a positive correlation between usage of the above noted resources with higher engagement in academic work, academic activities, focus on scholarly work, and higher GPA (Soria et al., 2017). Stemmer and Mahan (2016) and Soria et al. (2017) did not suggest use of the Astin Input-Environment-Output model elevated results to stakeholders, nor did the authors note ways results were offered to stakeholders. However, both studies offered a useful model for academic librarians to apply research methods outside the library and information science field per Kogut (2019).

Nichols-Hess and Greer (2015) drew connections between library usage metrics and student success but also took into consideration the sense of community provided by

the library as a physical space. The authors pointed to the positive relationship between student employment at the library and increased social engagement and sense of belonging, as well as greater knowledge of library resources due to proximity provided by employment at the library. A study by Melilli et al. (2016) expanded on Nichols-Hess and Greer (2015) and created workshops for student employees who worked at the library. Workshop design focused on development of skills for students which could be used both in academic work as well as attainment of job-related skills applicable in a professional setting when leaving the university. The study found students perceived the program as positive and contributing to both academic and personal success (Melilli et al., 2016). Further, study results reflected positive student perceptions toward the workshop experience and noted student employees “felt supported because they perceived that the library was taking time to invest in them as individuals” (Melilli et al., 2016, p. 436). Both studies offered an approach to identifying specific relationships between library services and student outcomes. From a communications perspective, results from the studies provided a unique example and an opportunity to tell a convincing story about a positive relationship between library usage and the student experience.

Gaha et al. (2018) and Rowe et al. (2021) focused on the role of library instruction in increasing student GPA. Like Connaway (2017), Gaha et al. (2018) noted, the authors recognize that four-year cumulative GPA is not a perfect proxy for “student success.” While there are many definitions of student success, GPA is one that is widely recognized, easily quantifiable, and readily available at many, if not all, institutions of higher education. (p. 745). Nevertheless, Gaha et al. (2018) found a statistically

significant rise in GPA for students who engaged in at least one library instruction and noted the importance of the finding to raise visibility of instruction on campus.

Rowe et al. (2021) cited Oakleaf's (2010) study as the impetus to engage in the work of measuring correlations between library instruction and student GPA with the intent of establishing a metric easily understood and communicated to university administrators. The four-year study tracked students engaged in library instruction as part of an English composition course. The authors identified student success indicators as "GPA, pass or fail status in a course, and retention (in other words, re-enrollment the semester following the instruction)" (Rowe et al., 2021, p. 8). Like Gaha et al. (2018), Rowe et al. (2021) acknowledged participating in library instruction was not solely responsible for student success in the form of higher student retention rates or GPA, when considered together, as discussed in the literature review, it was very compelling evidence to suggest a relationship between library instruction and student success (p. 16). Nevertheless, findings from the study suggested a positive correlation between participation in a library instruction given during an English composition course and student success.

The studies cited in the literature review related to measuring student success were reliant on access to institutional level data. Connaway et al. (2017) and Oakleaf et al. (2017) offered insight into ways libraries traditionally collected data to understand how library services related to student outcomes. The authors argued because of the inability to tie internally collected departmental data to institutional data, results were not traditionally accepted. However, with the continued trend toward the use of institutional level analytics tools, new opportunities existed to create relationships between library

services and student outcomes. Connaway (2010) and Oakleaf et al. (2017) provided a roadmap to draw connections between departmental and institutional data to create quantifiable connections. Such opportunities described a pathway to quantify library services' offerings and integrate findings into communication and marketing about library services aimed at stakeholders.

As reflected above, drawing measurable connections between library instruction/services and student success presented challenges. However, as Connaway (2017) and Oakleaf (2010) asserted, there was a critical need to draw such connections as academic libraries faced increased scrutiny by senior administrators. Such scrutiny was not unwarranted as budgets continued to shrink and accountability became necessary in the higher education sector (Cordova & Ramsey, 2019; Grieves & Pritchard, 2018). However, while librarians worked to meet the moment, sound methods were needed to draw connections between academic library services and student success.

Marketing Strategies in Academic Libraries

Communicating the role of an academic library on a university campus through marketing presented ongoing challenges due to ingrained stakeholder perceptions and difficulty conveying links between libraries and student outcomes. Consequently, library services' marketing and communication approaches on college campuses were varied, and questions abated on how librarians met the challenge (Anderson, 2020; Nicholas et al., 2018). Wynne et al. (2016) provided a broad overview of marketing activities in academic libraries and suggested marketing strategies should be fully integrated into strategic planning and long-term goals. Connaway et al., (2017), Kelly (2020), and Pinfield et al. (2017) echoed Wynne's (2016) assertions and pointed to key library

departmental metrics which could be aligned with broader institutional goals and noted the importance of communicating strategic linkages through data-driven practice.

However, challenges persisted with the approach. As Anderson (2022) and Nicholas et al. (2018) argued, libraries were good at promotion, but deficient at large-scale marketing strategies.

Wynne et al. (2016) underscored the importance of market research and development of marketing infrastructures to gain a full understanding of user perceptions and needs. The authors described the evolution of an innovative marketing strategy embracing many technical initiatives provided by the library which were not apparent to casual users. Further, the authors noted how fresh marketing strategies were leveraged to support both new and legacy services (Wynne et al., 2016). The case study was relevant as academic libraries faced the issue of the ability to tell a story. Without an understanding of user populations and long-term departmental commitments to branding, messaging, and marketing, academic libraries continued to struggle to find a place in the academe. Cox (2023) noted negative implications if libraries did not engage in sustainable efforts at communicating library contributions to the university community. The author prescribed, “concise messaging and use of clear language to engage and even surprise recipients are important considerations, along with strong linkage of library initiatives to institutional priorities” (Cox, 2023, p. 281). In other words if libraries did not engage in new approaches to marketing and communications, it would be at their own peril.

Anderson (2020) and Wynne et al. (2016) offered models for building and implementing a sustained strategic marketing plan. However, with shrinking resources

and limited staff, authors conceded such approaches were not always feasible and posed threats to the relevance of university libraries (Anderson, 2022; Wynne et al. 2016). Cordova and Ramsey (2019) conceded such initiatives as described by Wynne et al. (2016) traditionally offered challenges for academic libraries. The authors concluded librarians did not have adequate training, time, or funding to successfully develop and launch long-term, sustainable marketing campaigns (Cordova & Ramsey, 2019). However, workarounds were offered which included inviting marketing professionals from outside the library to educate librarians, collaboration with university communications staff, gaining buy-in from administrators, and taking advantage of low-cost marketing and messaging tools (Cordova & Ramsey, 2019). Authors emphasized the need for sustained messaging and marketing initiatives to remain relevant on university campuses (Anderson, 2020; Cordova & Ramsey, 2019; Wynne et al., 2016). As Shapiro (2015) argued, librarians could no longer rely on traditional perceptions of an academic library as the ‘intellectual heart of a campus’; librarians needed to understand how academic libraries might be better woven into the academic fabric of the campus.

Varying approaches to library marketing were offered throughout the literature (Albert, 2017; Anderson, 2020; Cordova & Ramsey, 2019; Grieves & Pritchard, 2018; Hines et al., 2019; Nicholas et al., 2018; Shapiro, 2015; Siegfried, 2018). Shapiro (2015) conceded the perceived declining role of academic libraries on college campuses and suggested modeling programming and services on public libraries. The suggestion was based on data reflecting sharp increases in public library usage based on data collection beginning in 2007 through 2014. Shapiro’s (2015) approach was based on the idea of recognition and understanding of diverse populations and increased community

engagement found in the public library environment. Hines et al. (2019) proposed engaging students in the development of marketing and outreach plans. Additionally, the author suggested such collaboration between students and librarians in communication efforts provided perspective not typically considered in such initiatives (Hines et al., 2019). Grieves and Pritchard (2018) proposed targeted efforts at understanding user populations and use of information gathered to develop and employ human-centered marketing strategies. Like Cordova and Ramsey (2019), the authors suggested engagement with marketing professionals outside the library department to better understand user populations and establish marketing concepts and benchmarks for success (Grieves & Pritchard, 2018). As Young and Kelly (2018) argued, librarians sometimes made decisions about user services based on mistaken assumptions about what patrons needed. Without taking necessary steps to understand target audiences through accepted marketing strategies, libraries struggled to create messaging which resonated with stakeholders (Nicholas et al., 2018). Finally, the research suggested a shift in library marketing towards user-centric, research-backed approaches rather than assumptions.

While user-centered approaches to marketing and communication strategies for libraries were necessary, challenges were encountered. Booker and Bandyopadhyay (2017) acknowledged while virtual marketing tools such as social media platforms were widely embraced by online communities, traditional promotional methods were preferred by on-site library patrons. Authors suggested the importance of understanding the needs of both online students and on ground students and the need to develop strategies reflective of the diversity of campus stakeholders (Booker & Bandyopadhyay, 2017).

Albert (2017) further highlighted patron-centered approaches to library marketing and examined marketing the academic library in a virtual environment. The author discovered online students were not aware of virtual library resources and services available, which implied substandard communication regarding available tools. A survey of 950 online instructors uncovered low consideration of integration of library services and resources into coursework with 38% not even considering using the library for support in courses. Further, 54% of respondents did not require library utilization by online students, and 28% doubted research skills were needed for the classes (Albert, 2017, p. 240). The researcher's results demonstrated substantial need for specialized outreach showcasing online offerings tailored specifically for distance populations and sparked the researcher to engage in a targeted marketing campaign directed at both online faculty and students (Albert, 2017). Marketing materials were developed and framed around themes including patrons' feelings and actions, anticipating the messaging would be instructional. The approach represented an evolution from reliance on traditional promotional practices to empathy-based marketing focused on communicating the role of the library based on user needs. Albert (2017) and Booker and Bandyopadhyay (2017) emphasized the diversity of stakeholders on a university campus and the importance of developing messaging specific to each stakeholder group.

The literature offered insight on opportunities for academic libraries to create awareness through targeted messaging and marketing. As Albert's (2017) study exposed, developing targeted messaging required taking time to genuinely understand intended users' needs and contexts to ensure messaging was on point. However, as Nicholas et al. (2018) discussed, academic libraries often struggled to distinguish high-level integrated

marketing strategies from ad hoc promotional activities not connected to broader institutional mission and goals. As Cordova and Ramsey (2019) pointed out, promotions, initiatives, and activities were a function of an overall marketing strategy and plan and should be considered in the context of user expectations but should not be the sole marketing vehicle. Further, the authors noted, “Getting students, faculty, staff, and the community to understand the full array of services and help provided by the academic library is a fundamental need” (Cordova & Ramsey, 2019, p. 110).

Siegfried (2018) provided an excellent example of an integrated and user-centered approach to library marketing at the German National Library of Economics (ZBW) in Germany. The author engaged in a three-year image campaign which endeavored to broaden stakeholder understanding of services offered and value provided by library services for stakeholders. Over the three-year period, biannual surveys were distributed to measure whether the integrated campaign was increasing awareness about library services. Final results of the study indicated “68.6% of users initially surveyed valued ZBW as a research partner and by 2016, the number rose to 89.7% showing an understanding of user perceptions and needs can successfully inform messaging and markedly improve recognition of the library brand” (Siegfried, 2018, p. 48). The researcher demonstrated how use of an integrated approach to marketing successfully reshaped user perceptions of the role of the library in the academic experience.

Similarly, quantitative findings from Twum et al. (2020) revealed a clear positive relationship between high-quality customer service and brand loyalty. Researchers collected data using LibQual, a survey tool developed by ACRL used to measure service quality at libraries (Twum, et al., 2020). Analysis of data collected from LibQual

indicated a positive relationship between quality of customer service, brand loyalty, and library user loyalty. Siegfried (2018) and Twum et al. (2020) highlighted the importance of integrating patron-centered original research and metrics into strategic marketing and communication outreach campaigns. As Cox (2016) noted, clearly conveying emerging value in new areas like digital scholarship or online learning required taking time to first understand diverse populations' priorities through primary research. Cox (2016) cited Lewis et al. (2015) and explained, "Investment is vital in understanding the priorities of the range of audiences involved and recognizing their diverse skills, culture, needs, and challenges" (p. 139). Such data-driven approaches to building awareness about library resources proved to resonate with stakeholders and informed librarians on strategies moving forward.

Authors found in the current literature related to marketing strategies advocated for movement toward user-centered marketing and communication strategies moving away from assumptions and integrate human-centered assessment, empathy, collaboration, and ongoing evaluation to develop strategies (Albert, 2017; Cordova & Ramsey, 2019; Grieves & Pritchard, 2018; Hines et al., 2019; Shapiro, 2015). Additionally, a transition from one-off promotional initiatives to integrated marketing and communication campaigns was also needed Nicholas et al. (2018) and Wynne et al. (2016). Although the present environment had presented funding, staffing, and resource challenges, librarians had the opportunity to leverage data-driven messaging initiatives to increase awareness and meet stakeholder needs Cox (2016) and Twum et al. (2020).

Summary

The scholar practitioner examined aspects of academic libraries, focused on student, faculty, and administrator perceptions, as well as research which reflected the relationship between academic libraries and student outcomes. Additionally, literature related to the role of marketing and communication strategies in academic libraries was reviewed. The researchers conveyed student perceptions about information literacy concepts, library anxiety, and a lack of awareness about library resources and services could be shifted by increased engagement in instruction sessions and interactions with librarians (Dilinka, 2023; Jameson et al., 2019; LeMire et al., 2021; Parks, 2019; Wildemuth, 2017). Faculty perceptions of librarians were defined by professional roles in support and service functions (Fagan et al., 2020b; Yevelson-Shorsher & Bronstein, 2018). However, increased collaboration between faculty and librarians highlighted instructional and scholarly research contributions librarians could make (Buess et al., 2020; Douglas & Rabinowitz, 2016; Flierl et al., 2020; Kelly, 2019; Paterson & Gamsto, 2017; Perry, 2017; Pun, 2020; Stebbing et al., 2019). The authors further suggested the imperative for librarians to proactively seek to build relationships and cultivate professional partnerships to increase visibility on campus. Researchers also revealed the necessity for academic library initiatives to align with institutional goals to demonstrate the role of the library related to student success and suggested communicating such evidence-based initiatives was imperative to gain understanding of the academic library's contributions to the university (Cheng & Hoffman, 2020; Connaway et al., 2017; Murray & Ireland, 2018; Oakleaf, 2010).

However, to build awareness surrounding the concepts, human-centered marketing and communication strategies were considered. The authors cited in the

literature review emphasized the importance of presenting evidence-based and human-centered practices as part of communication, marketing, and branding strategies.

Researchers suggested such approaches could be achieved by reimagining marketing, communication, and branding strategies which considered user perceptions, student success, and engagement with stakeholders (Albert, 2017; Anderson, 2020; Cordova & Ramsey, 2019; Grieves & Pritchard, 2018; Hines et al., 2019; Shapiro, 2015). Further, the scholar practitioner believed considering the relationship between librarian self-perception and the ability to create messaging reflective of professional contributions may have provided insights into the challenges faced when promoting library resources and services to the university community (Alwan et al., 2018; Andrews, 2020; Jennings, 2016; McCartin & Wright-Mair, 2022).

Chapter Three: Methodology and Results

Problem Statement

Academic libraries underwent rapid evolution in recent decades and transitioned from repositories of physical collections to dynamic hubs of technology-driven services and resources (Budd, 2018). While librarians adapted to align with 21st century demands, a key problem was communication and marketing strategies at many academic libraries did not convey changes to users (Anderson, 2020; Nicholas et al., 2018). As a result, student, faculty, and administrator perceptions of the library's offerings and value were outdated or misaligned with the library's transformed purpose and functions in the digital era (Fagan 2020b; Murray & Ireland, 2018; Yevelvson-Shorsher & Bronstein, 2018).

Without resonant messaging tailored to stakeholder groups, libraries struggled to promote awareness and utilization of new and existing services critical to supporting student success and institutional outcomes (Anderson, 2018; Nicholas 2015). The scholar practitioner examined the extent of the disconnect between academic libraries' evolved services and prevailing perceptions among campus constituents. Through analysis of current marketing channels, an audit of awareness and usage patterns, and qualitative insight into stakeholder attitudes, the results were intended to inform recommendations for realignment of marketing and communication approaches with user needs and expectations. The goal was to assist academic libraries in more accurately and persuasively articulating the role in the digital age via targeted outreach, messaging, and branding.

Design Thinking Process

The problem of practice was approached using the design thinking methodology, a human-centric and iterative process for developing solutions. As Dam (2022) outlined, design thinking follows five key phases, empathy, define, ideate, prototype, and test. The process closely aligned with other related methodologies such as design-based research and improvement science emphasized in education. Applying the design thinking process allowed the scholar practitioner to focus on empathy, stakeholder engagement, and contextual understanding of user perceptions at a university library. As Mintrop (2016) discussed, design efforts should be participatory, co-created with stakeholders, and based on human needs and empathy. Similarly, Bryk et al. (2015) advocated for making solutions user-centered and context-specific.

The problem posed in the study, examining library marketing and communications strategies and stakeholder perceptions, was well-suited for human-centric approaches such as design thinking. The scholar practitioner surmised reaching patrons required empathy and an understanding of stakeholder viewpoints. Further, the scholar practitioner determined communication and marketing should resonate with multiple stakeholder groups, which included students, faculty, administrators, and campus partners. Finally, the researcher concluded each stakeholder group had distinct needs and context for perceptions regarding library services.

During the empathy stage of the human-centered design process, the researcher was able to uncover individual perspectives to define the problem and inform communication strategies. Through a series of focus groups and distribution of open-ended surveys throughout the empathy stage, the scholar practitioner discovered students

were not aware of the role libraries played in academic success and engagement. Administrators lacked clarity about the connection between libraries and student success. Further, administrators saw academic libraries as substantial cost centers and easy targets for reductions during fiscally challenging times. Faculty were identified as critical conduits for messaging, as well as potential partners in support of course content and delivery. To further guide the process, the scholar practitioner used the information gathered to develop empathy maps, fishbone diagram, and a story map (see Appendix A).

As Bryk et al. (2015) and Mintrop (2016) suggested, potential solutions could be rapidly prototyped and tested on a small scale with iterative improvements. As applied to the problem presented here, a prototype in the form of a marketing plan was developed based on the ideation process. The marketing plan was developed with the intent of future refinements after the testing phase. The researcher believed marketing and communication strategies could be adapted as perceptions were tested and reassessed over time as a function of the iterative nature of the design thinking framework. Using the concepts encapsulated in design-based research provided an opportunity to develop a small-scale solution applicable in many settings.

Empathy Phase

The purpose of the study was to understand the relationship between communication and marketing strategies and perceptions of academic library stakeholders. The empathy stage focused on gaining an understanding of current stakeholder perceptions by creating and dispersing open-ended surveys distributed to students, faculty, and administrators at the university during Fall semester 2022. The researcher received 16 completed surveys from students, seven from faculty, and 10 from

administrators. Additionally, four focus groups were organized to include students and faculty. Two student focus groups were organized with three participants in the first group on November 16, 2022, and four participants in the second group on February 22, 2023. Two additional faculty focus groups were organized with four participants in the first group on February 23, 2023, and five participants on February 24, 2023.

Student Responses. Student participants in open-ended surveys and focus groups included a combination of online, on ground, graduate, and undergraduate students from a variety of majors. Data from surveys and focus groups indicated a general understanding of the role of the library, librarian, and resources at an academic library. In survey responses, when asked about the role of the library, students most often noted access to books, articles, research materials, and databases. However, when asked about specific services available through the library, respondents pointed to support areas such as the Writing Center, tutors, and IT Help desk. While located in the library building, the specific departments each had a separate function outside the Library Services department.

Student focus groups were similarly revealing. Student respondents showed a general understanding of libraries and librarians. As digital natives, participants revealed high levels of confidence in use of library services and resources with low levels of exposure to libraries prior to enrollment in college. Students described librarians with words such as helpful and patient but were uncomfortable approaching a professional librarian as students felt previous experience in virtual settings provided the skill set needed to easily navigate library tools and resources. Additionally, when asked about

specific library resources and services, participants often pointed to functions not actually managed by the library department such as the Writing Center and tutoring services.

Further, when survey participants were asked to define information literacy, which was core to the mission of the Library Services department, most participants conveyed a general understanding of the term. However, responses in no way connected information literacy to the role of libraries or librarianship in an academic setting.

Faculty Responses. Faculty respondents to surveys and focus groups included a mixture of on ground, online, adjunct, and full-time faculty. Respondents to the open-ended survey indicated a well-rounded understanding of resources and services available via the Library Services department. Most often noted was aiding in the research process for both faculty and students. Additionally, faculty noted the development of LibGuides, virtual reality support, Canvas modules, assistance with resource acquisition, MOBIUS, and the instructional support role played by librarians. Overall, responses indicated a positive view of the Library Services department.

Focus group participants indicated similar views to survey respondents. However, upon deeper exploration in focus group settings, the researcher discovered while participants acknowledged the importance of the role of academic libraries and librarians in the academic experience, a lack of consistency existed in leveraging library resources and services in course delivery. Participants indicated use of librarians in instructional support roles but time constraints and lack of proximity to library staff prevented widespread integration of library services into curriculum delivery. Further, when asked about the role of librarians in dissemination of information literacy concepts, participants

acknowledged librarians *should* play a critical role, but there was no clearly defined path for doing so.

Administrator Responses. Administrators did not participate in focus groups. However, surveys were distributed to individuals with titles of director, assistant vice president, associate vice president, and vice president. Due to the limited number of potential respondents, no identifying information was requested to protect anonymity. Survey respondents revealed an understanding of the role of the library and librarians at the university. Respondents noted research assistance, student support, customer service, MOBIUS, Interlibrary loan, the embedded program, space, technology, resources, databases, LibGuides, and media and gaming support. However, additional participants mentioned the Writing Center and tutoring as services available via the library. As noted above, writing assistance and tutoring services were located in the building but were not a function of the Library Services department. Notably, one of the respondents who mentioned writing and tutoring assistance as a library service also answered “not sure” when asked about the role of an academic librarian at the university. The same respondent provided a robust answer to questions regarding the role of an academic library and resources available. The answer suggested a disconnect between what happens at the library and *who* is facilitating library initiatives and offerings.

Define Phase

Overall, data suggested each stakeholder group could identify services and resources available via the university library and in general, participants perceived the library and professional librarians in a positive light. However, each stakeholder group viewed services and resources from a unique lens. Students had a general awareness of

library resources available but did not ask for help because the student felt confident in information gathering abilities and perceived help as unneeded. Additionally, students did not ask for help and felt information seeking was a skill gained through years of immersion in digital environments. Further, students felt as though asking for help might make the student appear less intelligent and did not connect the core library function of information literacy to the role of the librarian.

Faculty had positive perceptions about the library and support role of the librarian. Faculty also acknowledged the importance of the role of librarians in a supporting role in the dissemination of information literacy concepts but lacked the time and ready access to integrate librarians fully and consistently in curricular delivery. The responses suggested the less proximity faculty had with the library and librarians, the less likely resources and services were accessed. Further, responses implied faculty did not prioritize utilization of resources and services provided at the university library.

Administrators conveyed working knowledge of the role of libraries and librarians on campus but did not always differentiate library services from other support areas in the library building. Results noted above reflected barriers to how communication and marketing strategies could be revised to change current stakeholder perceptions not aligned with the library services departmental core mission and functions.

Data from surveys and focus groups framed the question to be asked during the ideation phase, which was: “How can communication and marketing strategies be reshaped to change student, faculty, and administrator perceptions about the role of academic libraries and librarians?” The question above informed the ideation, prototyping, and testing phase. The scholar researcher gathered the stakeholder group for

the ideation phase, which included a faculty member, three librarians, a student, and an administrator, to brainstorm ideas and viewpoints about how the problem would be addressed.

Ideate Phase

Prior to the creative session, stakeholder participants were provided an overview of the design thinking process and goals of the study. Stakeholders were asked to consider the question posed above, “How can we reshape communication and marketing strategies to change student, faculty, and administrator perceptions about academic libraries and librarians?” Additionally, stakeholders were provided with information gathered during the empathy and define phase of the design thinking process. The scholar researcher intended library user perceptions be reviewed by stakeholders prior to meeting.

The 51-minute brainstorming session took place on April 27, 2023, with participants having provided input on solutions moving forward. Participants included two staff members, one student, one faculty member and one administrator. The ideation session began with a general discussion of information gathered during the empathy and define phase and moved to dialogue surrounding resources and services offered at the library. All ideas were collected and transcribed visually using a Canva whiteboard tool (see Appendix B). Discussion centered around aspects of library offerings, the scholar researcher determined, were most important to all constituencies and then described the importance of instilling information literacy concepts to students. Further, the researcher explained how information literacy was accomplished through library instruction, the embed program, and overall engagement with reference librarians. The researcher noted

librarians were committed to delivery of such services as part of a professional core value system and emphasized the importance of stakeholder awareness of said services and resources related to academic success.

Participants suggested information literacy skills could be related to several of the institution's seven Graduate Attributes. Graduate Attributes were the university's iteration of institutional learning outcomes. The specific applicable attributes identified by the group were lifelong learner, analytical thinker, effective communicator, and ethical decision maker. While the scholar practitioner explained the concepts in the context of student success, the researcher also pointed to the necessity of faculty buy-in as a vehicle to ensure information literacy concepts were included in the curriculum, and also provided an intervention and support service to alleviate the burden of course delivery for faculty. Further, the ability to tie information literacy concepts to student success as well as student outcomes provided a tangible return on investment easily communicated to administrators.

When assessing information provided by the researcher to ideate solutions for marketing and communications, the administrator in the group offered an approach to consider for students. The administrator suggested the library needed to differentiate perceptions between why students believed the library to be important versus a perceived student need within the department. Such a distinction could inform development of communication and marketing strategies. In other words, a student may acknowledge a library resource or service was important, but the acknowledgement may not translate into recognition of an individual's need for particular resources or services. Stakeholder discussion supported the imperative of understanding user needs when developing

human-centered communication, messaging, and marketing strategies, which was supported throughout the literature and helped direct the remainder of the discussion. Participants offered various avenues and solutions for promotion of library services to users. The faculty stakeholder suggested a focus on branding with attention paid to development of a recognizable logo. The researcher stated the library had a logo which had been included in all promotional materials for at least 10 years. Other than librarians in the stakeholder group, no one was aware the library had used an internally designed owl symbol as the library logo for many years. Participant discussion suggested the owl was not the best representation and suggested a more visible logo was revisited during the prototype stage. In the same vein, the administrator suggested the approach be a well-defined and targeted message articulating why the library was important. A further suggestion included pushing the message out through all marketing platforms. Logo refinement and development of a targeted message was a component of the prototype phase and will be described further in the next section.

Additional suggestions related to broadened marketing strategies were offered by student, administrator, and faculty stakeholders. Examples of additional suggestions included establishment of a static location for the reference desk. Stakeholders believed a fixed location would increase visibility of librarians. Since the library department had an established static desk staffed by reference librarians for many years the suggestion was not prioritized. However, low usage and staffing limitations caused the library department to abandon traditional reference desk services, and instead focused on delivery of reference interactions through instruction, the embedded program, live chat, email, phone, and one-on-one drop-in support.

One proposed solution focused on how to align library messaging with user needs specifically linking core library services directly to supporting the university's seven guaranteed Graduate Attributes which all students developed by graduation. Discussion among stakeholders concluded while library services supported multiple Graduate Attributes, messaging should be geared toward the analytical thinker attribute. The Researched University (2021) defined the attribute of analytical thinker as a person who used "data and evidence to form judgements about complex situations" (para. 5). An information literate person could articulate research needs, find appropriate sources, integrate sources and build upon existing knowledge, and communicate results effectively (Mueller, 2023). As noted previously, information literacy was a core tenant of the work of academic librarians, and communication of such efforts in alignment with the analytical thinker graduate attribute may be one aspect of a solution to address the proposed problem.

Additional solutions offered by the stakeholder team included increased integration of library related content into the curriculum. For example, one stakeholder suggested the library work through the university professional development department. Stakeholders proposed development of presentations to faculty, as well as development of library-related assignments for integration into university courses. However, previous efforts were already being addressed through the embed program. A similar suggestion was offered proposing the library work through the general education task force to gain fuller integration of library offerings into the general education curriculum. While this was an excellent recommendation, the timeframe to produce measurable results was not in alignment with the project. However, the scholar researcher continued to explore the

idea. Other examples of proposed solutions already in place at the library were the development of Canvas modules to be integrated into course shells, as well as greater integration of library resources and services into first-year programs. The department developed modules which were placed in Canvas Commons in 2020, and reference librarians already provided presentations and taught in first-year experience courses. A solution of note was the proposal stating the library department work with the university's Manager of Alternative Credentials to develop a badging program for students who demonstrated information literacy requiring increased integration of library skills into the curriculum. While such an undertaking would not be plausible within the timeframe for the study, the initiative was prioritized as a future initiative for consideration by the scholar researcher. To accomplish such a program would require buy-in from both academic administrators and faculty and would require levels of approval inconsistent with the research timeline. Although developing an information literacy badging program was not within the scope of the study, the idea provided an added opportunity for a long-term strategy supportive of student learning outcomes through formal credentialing of library skills and increased curriculum integration. The ideation phase produced several approaches to solving the problem posed in the dissertation. The common theme throughout the session focused on avenues for increased outreach, communication, and promotion of library services; summed up by the administrator who simply said during the ideation session, when communicating about library resources and services, 'say it again, say it again, and say it again.' The various solutions offered throughout the session implied the need for coordinated and sustainable marketing efforts. Further, the suggestion to repeatedly articulate the alignment of library

offerings with aspects of institutional Graduate Attributes provided guidance for development of a prototype in the formulation of a limited formalized marketing plan to be initiated, implemented, and tested Fall 2023. While longer term initiatives like badging programs and integration of library related concepts into the general education curriculum held promise, a marketing plan offered a first step toward promoting awareness and understanding of library services among students, faculty, and administrators.

Prototype Phase

As Linke (2017) explained, the prototyping phase in the design thinking process is the opportunity to take proposed solutions and design an approach to solve the problem at hand. Further, Linke (2017) explained the first iteration of solutions will be revisited, evaluated, and revised for continuous improvement. The prototype developed to understand the relationship between marketing and communication strategies and user perceptions was the development of a marketing plan (see Appendix C) with initial implementation scheduled August 2023 through November 2023. The goal of the prototype was to determine whether the implementation of a formalized marketing plan changed perceptions about library services over the initial implementation period. The assumption was if the plan was implemented, perceptions about the library would change and usage of library resources and services would increase.

As Dam and Siang (2020) noted, the prototyping phase in the design thinking process offered practitioners a low cost, solutions-based opportunity to approach a problem in an iterative manner. As a result, the initial marketing plan focused on raising awareness and increasing usage of library resources and services within a defined

implementation timeframe of 14 weeks. However, the plan was revised (see Appendix D) to meet the data collection needs of the study and reduced to a 12-week implementation period. Further, rather than conducting pre and post-assessments, the evaluation phase was adjusted to compare historical usage data during the prescribed prototype testing period with a follow-up survey and focus groups. The change demonstrated the flexible, iterative nature of prototyping, and allowed adjustments to the marketing plan to gather and evaluate findings within the dissertation project timeline.

Revisions to the marketing plan prototype focused primarily on timeline and evaluation metrics. However, the primary focus of the plan remained intact and included a rebranding of library services with a revised messaging reflecting the breadth of resources, services, and spaces provided at the university library. The plan included the strategic vision and mission of the library, which reflected an alignment with the researched university strategic mission and vision. Additionally, the plan considered the following: findings from stakeholder groups throughout the empathy and ideation stage of the design thinking process; thematic identification of service, resource, and space offerings to build messaging around; and ascertainment of appropriate platforms for message delivery.

Additional elements of the marketing plan in alignment with solutions offered in the ideation phase were the development of a new logo and tagline, and increased efforts to highlight instructional efforts and library spaces. Subsequently, the marketing plan prototype specified plans for revised print and electronic promotional and marketing materials to include the new library logo and tagline, presentations, workshops, tabling events, special programming, and increased partnerships with units outside the library

department. As noted in the plan, changes were achieved by leveraging existing marketing channels such as the library website, social media, digital signage, standing partnerships with stakeholders, print materials, word of mouth, and existing electronic communication vehicles, such as email, newsletters, and digests.

The marketing plan prototype included information gathered during the empathy and define stage of the design thinking process and formalized solutions proposed during the ideation stage. The prototype phase also provided flexibility to adjust implementation timelines and evaluation processes to align with the study design expectations. While revisions were made to the prototype, the core components remained intact as noted above. The prototyping process enabled gathering measurable data within the research timeline, allowing the researcher to determine ongoing viability of the marketing plan for shaping stakeholder perceptions, awareness, and usage. Findings from prototype testing and evaluation were assessed for making recommendations on future marketing and outreach strategies for the researched university library.

Test Phase & Data Analysis

The testing phase of the marketing plan prototype ran between August 2023 through October 2023 and targeted the entire campus community, which included approximately 5,000 undergraduate and 2,000 graduate students participating in 70 undergraduate programs and 30 graduate programs; 300 full-time and 500 part-time faculty teaching in the same mix of programs; and 400 staff members (Research University, n.d., para. 1-2.). The initial testing phase did not necessitate permissions or consents as the initial phase only included launching activities outlined in the revised plan. However, specific historical usage data points were identified to be used for

comparison purposes at the conclusion of the testing phase. The same usage data points were tracked and measured throughout the 12-week testing phase to determine whether marketing efforts resulted in increased usage over the same period compared to the previous 3 years. Usage data under consideration during the testing phase were as follows: media and gaming lab usage, reference questions asked, instruction, laptop checkouts, chat interactions, social media engagement, and both in-person and virtual event attendance. Selected data points were identified because the marketing plan focused on increasing awareness about the types of library resources and services noted above. The implication for the collection of specific data was to determine if implementation of the marketing plan caused increases in usage of library resources and services.

As Dam and Siang (2022) pointed out when engaging in the testing phase of the design thinking process, “show don’t tell, let your users experience the prototype” (para. 6). As such, the scholar practitioner did not survey users before or during the implementation of the marketing plan prototype as awareness by users of a marketing plan implementation would create bias when post-implementation surveys and focus groups were employed. Rather, tracking usage statistics and comparing with historical data as the plan was implemented informed future iterations of the prototype.

The testing phase began with a soft launch and included the new library logo and tagline. The logo and tagline were regularly displayed on digital signage and included on all print and electronic advertising, marketing, and promotional materials. Also, additional signage was placed throughout the building to highlight specific library spaces such as the Media and Gaming Lab. Library staff engaged with both full-time and adjunct

faculty via presentations, workshops, tabling activities, and special events when instructors arrived on campus for the Fall semester kick-off.

The 12-week testing phase of the marketing prototype during Fall 2023 concluded with final collection of data across key library services and included usage from the library Media Lab, research questions asked, events held, technology checked out, and social media engagement. Quantitative assessment was determined through usage data gathered during the testing phase which was compared against historical statistics over the same months for the prior three years and included 2020, 2021, 2022, and 2023. Additional quantitative and qualitative data was collected via surveys using convenience sampling and distributed to all students, faculty, and staff/administrators (see Appendix E). Finally, the scholar practitioner engaged in three separate focus groups with students, faculty, and staff to gain greater insights into stakeholder perceptions.

Results

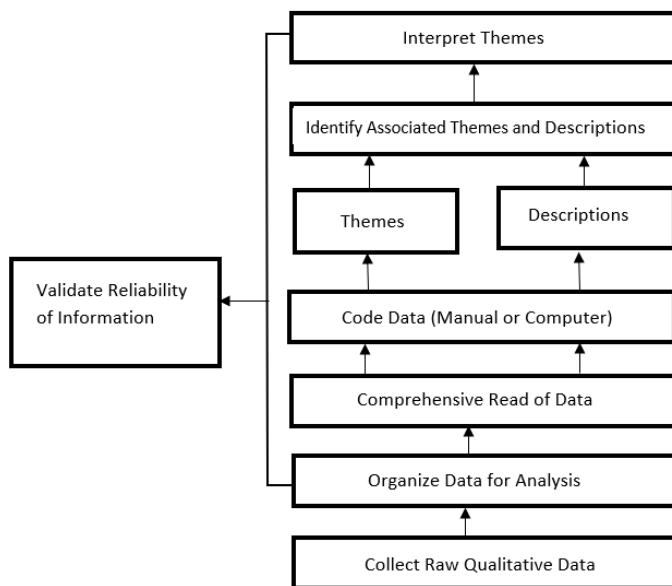
The purpose of the study was to determine the relationship between the implementation of communication and marketing strategies and perceptions of academic library stakeholders at a medium sized Midwest university. The scholar practitioner performed quantitative and qualitative research methods to analyze various library usage metrics which included engaging users with surveys and focus groups to assess possible relationships between implementation of a marketing plan and changed perceptions about library resources and services.

Likert scale results gathered from surveys were analyzed through generation of descriptive data using SPSS. SPSS was also used to perform an inferential analysis using ANOVA tests applied to usage data which will be described further below. Qualitative

data gathered from focus groups and an open ended question included in the surveys were analyzed using Cresswell's (2018) five step qualitative analysis process which includes the following: organizing and preparing data, reading the data, coding the data, generating themes, and representing and describing the themes.

Figure 1

Cresswell's five step qualitative data analysis process



Note: This is a revised version of Cresswell's (2018) five step qualitative analysis table.

Organization and preparation was completed by generating verbatim written transcripts from the focus via Microsoft Teams and ensuring each participant's remarks were appropriately identified. The scholar practitioner then engaged in an immersive process of reading transcripts while reviewing video multiple times to ensure participant's comments, tone, and body language were acknowledged.

The following step involved the coding process in which Creswell (2018) directs the researcher to refer to Tesch's (1990) coding procedures. Tesch (1990) described a process where the researcher take a broad view of the qualitative data and continuously

drill down and organize until codes are categorized and decided upon. Tesch (1990) further suggested recoding if necessary. The scholar practitioner engaged in the open coding process manually, as the size of the dataset did not warrant the use of coding software.

Codes were then synthesized and consolidated to reflect themes related to student participant perspectives and experiences related to the university library. Finally, themes were represented both the narratives accompanying Tables 3-5 and in Tables 7-20 which reflected findings from the qualitative data garnered from the open ended survey question and focus groups respectively. Using Cresswell's (2018) five step open coding process, the scholar practitioner was able to synthesize qualitative data, highlight core themes, and relate results to the research questions presented in this dissertation in practice.

During the 12-week testing phase in Fall 2023, the library services department employed seven full-time staff compared with nine full-time staff members employed at the library for the same period during Fall semester 2022. With a reduced staff environment, the department implemented and executed the plan which included increased visibility in areas where librarians were most likely to encounter library users. For example, the number of events held by the library increased by 10 from the previous year; the number of instructions increased by nine; the number of courses with embedded librarians increased by 12; and the library logo and tagline were a permanent fixture on digital signage. The most notable area where library presence decreased was social media postings. Lower social media presence was a direct result of reductions in staff. Despite operating with reduced staffing, the library increased visibility through expanded

instruction sessions, events, embedded librarian placements, and digital signage, but due to limited staff, librarians did not increase the number of social media postings.

Analysis of focus groups and survey data after the conclusion of prototype testing provided quantitative and qualitative data on user perceptions of marketing initiatives and library services and resources in general. While the data collection period was limited in scale, quantitative usage numbers and survey data coupled with qualitative data received via focus groups informed further efforts for aligning library marketing and communication efforts with changing stakeholder perceptions through human-centered methods.

Hypothesis Test Results

Null Hypothesis 1: There is no difference in stakeholder perceptions of library services and space post marketing plan implementation.

The scholar practitioner determined distribution of a pre-test would raise awareness about the planned marketing campaign potentially influencing respondents awareness of the marketing campaign rather than gauging authentic feedback and true stakeholder perceptions post campaign implementation. The determination caused the scholar practitioner to refrain from distributing a pre-test. Rather, the study design was revised to include a post-test which would be used to assess post-implementation perceptions and provide a snapshot of stakeholder awareness and attitudes at the close of the twelve week testing period. Understanding the lack of pre-test data would limit the ability to statistically assess changes in stakeholder perceptions over time, the researcher felt analysis of descriptive data would provide actionable information about stakeholder perceptions at the close of the testing phase. In alignment with the design thinking

process, the researcher felt post-assessment descriptives analysis would inform future revisions to the prototype.

After the 3-month testing phase of the marketing plan prototype, the scholar researcher used convenience sampling to conduct a survey to gauge levels of stakeholder awareness and perceptions based on exposure to marketing activities. Several aspects of library resources and services related to the marketing plan were measured on a 5-point Likert scale from Strongly Disagree = 1 to Strongly Agree = 5. Surveys were distributed via Qualtrics to students (n=180), faculty (n=42), and staff and administrators (n=25). Quantitative data was analyzed through generation of descriptive data using SPSS and included number of respondents, mean, and standard deviation. Due to the lack of a pre-test, inferential statistical analysis was not employed. The survey also included one open-ended qualitative question. The qualitative data was analyzed using Cresswell's (2018) five step process as described above.

Table 3

Students Post Marketing Plan Implementation Survey

Student Post Marketing Plan Survey			
	N	Mean	Std. Deviation
	Statistic	Statistic	Statistic
Q1: The library marketing campaign revealed I have more to learn about research for academic writing assignments.	180	3.22	1.064

Q2: The library marketing campaign did not influence my perceptions about the benefits of libraries for student academic success.	180	3.19	1.181
Q3: The library marketing campaign increased my willingness to approach a librarian for research assistance.	180	3.15	1.121
Q4: The library marketing campaign increased my awareness of resources and services available at the university library.	180	3.53	1.239
Q5: The library marketing campaign increased my knowledge about student spaces in the library.	180	3.3	1.307
Q6: The library marketing campaign increased my awareness about specialized technologies at the library such as virtual reality headsets and apps, podcasting equipment, and gaming consoles and controllers.	180	3.12	1.36

Convenience sampling was used to distribute surveys to all students 180 responding (n=180). Surveys included six Likert scale questions and one open-ended question.

Responses were measured on a 5-point Likert scale from strongly disagree = 1 to strongly agree = 5 When participants responded to question 1: The library marketing campaign revealed I have more to learn about research for academic writing assignments, results revealed the campaign only moderately increased students' awareness of learning opportunities for academic reading and writing assignments (M=3.22, SD=1.064).

However, when results were assessed from question 2: The library marketing campaign

did not influence my perceptions about the benefits of libraries for student academic success ($M=3.19$, $SD=1.181$), inconsistencies appeared and suggested the campaign did not strongly influence existing views on libraries enabling academic success. The inconsistency remained apparent through the remainder of the results.

For question 3: The library marketing campaign increased my willingness to approach a librarian for research assistance ($M=3.15$, $SD=1.121$), results indicated a slight gain in student inclination to inquire about research assistance from a librarian. While Question 4: The library marketing campaign increased my awareness of resources and services available at the university library ($M=3.53$, $SD=1.239$), offered the highest level of agreement about increasing students' awareness about library offerings in general. Participant responses to Question 5, The library marketing campaign increased my knowledge about student spaces in the library, suggested a moderate increase of awareness regarding various spaces available at the library ($M=3.3$, $SD=1.307$). The least level of agreement appeared when participants responded to question 6: The library marketing campaign increased my awareness about specialized technologies at the library such as virtual reality headsets and apps, podcasting equipment, and gaming consoles and controllers ($M=3.12$, $SD=1.36$), and suggested a near neutral perception of any marketing activities where technology offerings were highlighted.

An additional open-ended question was presented asking respondents if there were any additional comments. Sixty-one participants provided written comments, and over half ($n=32$) specifically noted lack of awareness of a marketing campaign. Comments such as, 'I was not aware of any marketing campaign' or 'I did not know that there was a library marketing campaign' were common throughout. Additional comments

such as ‘I can’t take advantage of their services due to being an out-of-state online student. The only real access I have is through their access to online databases such as Jstor which are available through most universities’. suggested lacking outreach to online students. Two negative comments pointed to dissatisfaction with the library. One student commented, ‘There's a library?’ and another noted, ‘Want us to use the library more? Improve the online library search engines--which are horrifically bad on a good day.’ Examples of comments which revealed a general awareness of marketing activities included ‘The YouTube videos were especially helpful with the tour of the library and website functions. The Instagram was the most useful is showing resources like the library of things and podcast stuff etc. ‘and ‘The Library social media page on Instagram is where I learned about events and things occurring in the library’ suggested virtual outreach was reaching some respondents.

Quantitative and qualitative results from student surveys suggested mixed findings. Descriptive analysis provided by SPSS implied modest gains in awareness after the prototype testing phase with mean scores for questions one through six ranging from 3.12 to 3.22. Qualitative analysis was performed using Cresswell’s (2018) five step process for coding and theme development processes (see Appendix F) and complemented the quantitative findings by providing a broader context for understanding stakeholder perceptions. Themes developed through qualitative analysis conveyed a lack of awareness of marketing activity and need to increase focus on online students. While data represented only limited change in student perception related to the marketing campaign, results offered valuable insights for marketing and communications moving forward.

Table 4*Faculty Post Marketing Plan Implementation Survey*

Question	N	Mean	Std.
			Deviation
	Statistic	Statistic	Statistic
Q1: The library marketing campaign created a higher likelihood that I will require students to use library resources to complete research assignments.	41	3	1.095
Q2: The library marketing campaign increased my awareness of the importance of assessing students' information literacy skills such as finding, evaluating, and integrating sources into writing assignments.	42	3.19	1.153
Q3: The library marketing campaign made it more likely that I will collaborate with librarians to teach information literacy skills in my courses.	42	3.12	1.273
Q4: The library marketing campaign increased my knowledge of library resources and services that support my teaching and scholarship.	42	3.26	1.308
Q5: The library marketing campaign increased my awareness about specialized technologies available at the library that support teaching and learning.	42	3.21	1.406
Q6: The marketing campaign increased my awareness about ways library spaces facilitate student studying and learning.	42	2.98	1.259

Convenience sampling was also used distributing a post-marketing campaign survey to all faculty to determine levels of awareness, as well as perceptions held about library services after implementation of the marketing plan (n=42). Faculty were asked six quantitative questions and one qualitative question. Responses were measured on a 5-point Likert scale from strongly disagree = 1 to strongly agree = 5.

Results showed the campaign had a modest influence on faculty perceptions about library resources and services. When asked question 1: The library marketing campaign created a higher likelihood that I will require students to use library resources to complete research assignments (M=3, SD=1.095), results indicated a neutral view of willingness to have students interact with library resources. Question 2: The library marketing campaign increased my awareness of the importance of assessing students' information literacy skills such as finding, evaluating, and integrating sources into writing assignments (M=3.19, SD=1.153), showed a slightly greater awareness about development of information skills in student learning.

Responses to question 3: The library marketing campaign made it more likely that I will collaborate with librarians to teach information literacy skills in my courses. (M=3.12, SD=1.273), inferred a just above neutral willingness to partner with librarians to implement aspects of information literacy into the curriculum. Similarly, answers to question 4: The library marketing campaign increased my knowledge of library resources and services that support my teaching and scholarship (M=3.26, SD=1.308), only implied a minor increase in faculty enthusiasm for integration of library materials into courses after implementation of the marketing campaign.

In the data from question 5: The library marketing campaign increased my awareness about specialized technologies available at the library that support teaching and learning ($M=3.21$, $SD=1.406$), faculty responses suggested just above a moderate awareness of various technologies available to support teaching and learning at the library. While participant responses to question 6: The marketing campaign increased my awareness about ways library spaces facilitate student studying and learning ($M=2.98$, $SD=1.259$), offered the lowest level of faculty awareness about various places available to students at the library relevant for student work at the university library.

An additional open-ended question was presented asking respondents if there were any additional comments. Twenty-seven faculty participants provided written comments, and over half ($n=14$) specifically noted lack of awareness of a marketing campaign. Comments such as 'I'm sorry. I wasn't really aware of the marketing campaign' and 'I didn't even notice a marketing campaign' were common and reflected a general unfamiliarity with marketing activities. Additional comments suggested faculty were already aware of resources and did not feel the marketing campaign increased levels of awareness and was reflected in comments such as 'I am not sure that I was aware of the library campaign, but I have always required students to use the library' and 'As a faculty member, I'm pretty much already aware of what services the library offers which would be of benefit to me and my students. The added advertising was not too beneficial for me personally, because I was already aware. Two comments pointed to positive feelings about the library and specifically pointed to value added by the embedded librarian program. Comments related to the embed program included, 'Having the

embedded librarian and emails were the most helpful in increasing my knowledge of the resources students had to access online' and 'I LOVE the embedded librarian features'.

Quantitative and qualitative results from faculty surveys suggested mixed findings. Descriptive analysis provided by SPSS implied modest gains in awareness after the prototype testing phase with mean scores for questions one through six ranging from 2.98 to 3.26. Qualitative analysis was performed using Cresswell's (2018) five step process for coding and theme development processes (see Appendix G) and complemented the quantitative findings by providing a broader context for understanding stakeholder perceptions and complemented the quantitative findings by providing a broader context for understanding stakeholder perceptions. Themes developed through qualitative analysis conveyed a lack of awareness of marketing activity. Additionally, qualitative results reflected some knowledge of library resources and services and positive attitudes toward the library embed program. While data represented only limited change in student perception related to the marketing campaign, results offered valuable insights for marketing and communications moving forward. Specifically, greater expansion of the embed program to increase awareness about resources and services.

Table 5

Staff/Administrators Post Marketing Plan Implementations Survey

Question	N	Mean	Std. Deviation
	Statistic	Statistic	Statistic

Q1 The library marketing campaign increased my awareness about ways the library contributes to positive student outcomes.	25	3.56	1.158
Q2 The library marketing campaign increased my awareness about how library mission and goals align with the university mission and goals.	25	3.68	1.282
Q3 The library marketing campaign increased my awareness about the instructional role of librarians in the teaching and learning process.	25	3.44	1.294
Q4 The library marketing campaign did not increase my awareness about library resources and services on campus.	25	2.92	1.352
Q5 The library marketing campaign increased my awareness about library events, exhibits, and programs.	25	4.04	1.172

Convenience sampling was used to distribute a post-marketing campaign survey to all staff and administrators at the university (n=25). Staff and administrators were asked five Likert scale questions and one open-ended question. Participant responses were measured on a 5-point Likert scale from strongly disagree = 1 to strongly agree = 5. Responses from staff indicated a higher level of awareness than student and faculty groups. When staff were asked question 1: The library marketing campaign increased my awareness about ways the library contributes to positive student outcomes (M=3.56, SD=1.158), responses suggested above moderate awareness of ways library services and

resources contribute to student success. Similar attitudes were revealed when staff participants answered question 2: The library marketing campaign increased my awareness about how library mission and goals align with the university mission and goals ($M=3.68$, $SD=1.282$). Responses suggested an understanding of the university mission and how library services aligned with university goals and objectives.

Staff responses for question 3: The library marketing campaign increased my awareness about the instructional role of librarians in the teaching and learning process ($M=3.44$, $SD=1.294$), implied a moderate level of awareness about contributions of librarians in academic coursework. When participants responded to question 4: The library marketing campaign did not increase my awareness about library resources and services on campus ($M=2.92$, $SD=1.352$), data suggested staff slightly disagreed the library marketing campaign was not evident. The highest level of agreement came from question 5: The library marketing campaign increased my awareness about library events, exhibits, and programs ($M=4.04$, $SD=1.172$). Results suggested the marketing campaign raised awareness about library offerings for staff and administrators.

An additional open-ended question was presented to staff and administrators asking respondents if there were any additional comments. Ten participants provided written comments, and less than half ($n=4$) specifically noted unawareness of a marketing campaign with comments such as 'I was not aware of any marketing campaign' and 'I didn't have any perception that a marketing campaign was underway. Additional comments suggested staff and administrator comments reflected positive attitudes toward library services and noted specific marketing activities such as digital signage, workshops, book displays, and social media. Comments included, 'I liked the voting on

the Owl post on Instagram’ and ‘I love how the library has evolved over time. The puzzles in the hallway, the ‘library of things’ exhibit on the shelves, various workshops; the library offers so much support to students! and ‘The Library does an excellent job at marketing its services, resources, and events. Due to the digital boards, it makes it easier for them to get those communications out without too much hassle’ and ‘Excellent use of social media and meeting students where they are, especially interviewing library workers and students using resources’ and revealed a greater awareness about library marketing activities in general.

Quantitative and qualitative results staff and administrator surveys suggested mixed findings. Descriptive analysis provided by SPSS implied modest gains in awareness after the prototype testing phase with mean scores for questions one through five ranging from 3.44 to 4.04. The lowest mean score was 2.92 for Q4, but the question, ‘The library marketing campaign did not increase my awareness about library resources and services on campus?’ was intended to ensure respondents were engaged with the survey. Qualitative analysis was performed using Cresswell’s (2018) five step process for coding and theme development processes (see Appendix F) and complemented the quantitative findings by providing a broader context for understanding stakeholder perceptions (see Appendix H). Themes developed through qualitative analysis conveyed a more positive awareness of marketing activity than student and faculty respondents. Qualitative data conveyed positive attitudes toward marketing activities and library services from staff and administrators. Data represented a slightly greater change in staff and administrators’ perceptions related to the marketing campaign and offered valuable insights for marketing and communications moving forward.

When descriptive results from SPSS were compared among the three stakeholder groups, the scholar researcher discovered modest overall gains in awareness and changed perceptions about library resources, services, and spaces after a three-month implementation of the marketing plan. The least change occurred among faculty with mean ratings ranging from 2.98-3.26 on a 5-point scale. Student responses indicated only slightly higher gains with mean ratings ranging from 3.12 - 3.53 on a 5-point scale. Staff and administrator responses indicated the highest levels of awareness with mean ratings ranging from 3.44 - 4.04 on a 5-point scale.

Qualitative data showed a slight disconnect with quantitative results and revealed low levels of awareness about the marketing campaign, which was discovered when responses to open-ended questions were assessed. When asked “Do you have any additional comments,” over half of student written responses (n=32) specifically noted no awareness of the plan. Over half of faculty written responses (n=14) remarked no awareness of the plan. However, less than half of staff and administrators (n=4) indicated no awareness.

The qualitative data was analyzed using Cresswell’s (2018) five step process to code and determine themes generated from open ended surveys. Qualitative results complemented the quantitative findings by providing a broader context for understanding stakeholder perceptions. However, the absence of baseline data from a pre-test left the scholar practitioner unable to conclusively determine whether stakeholders perceptions represented a change from prior attitudes. While analysis using inferential statistical methods was not possible, analysis was adapted to assess post-implementation data through utilization of descriptive statistics. Descriptive statistics obtained from post-

implementation surveys allowed the scholar practitioner to measure central tendencies, variability, and distribution of stakeholder perceptions to develop benchmarks for future comparison.

Null Hypothesis 2: There is no increase in stakeholder engagement measured by library usage data pre/post implementation of marketing plan.

Table 6

Library Usage Statistics

Category	Df	MS	F	P	η^2
Media Center	5	34108.22	14.672	0.004	0.87
Event Attendance	5	16693.19	0.608	0.634	0.233
Chat Interactions	5	58.972	0.264	0.849	0.117
Social Media Engagement	5	54312.97	0.985	0.46	0.33
Laptop Checkouts	5	1282.444	5.167	0.042	0.721
Reference Questions	5	946.75	2.713	0.138	0.576

The scholar practitioner implemented the marketing plan August 2023 and assessed usage through October 2023. Library resources and services usage was compared for 3 months with the same 3-month time period for academic years 2020/2021, 2021/2022, 2022/2023, and 2023/2024. A two-way randomized block ANOVA method combined with a pairwise comparison analysis method was used to determine if there was a significant difference in usage for the timeframe under consideration. Analysis indicated statistically significant differences in media center usage ($F = 14.672$, $p=.004$, $\eta^2 = 0.87$). While the ANOVA results ($F=5.167$ and $p=.042$)

for Laptop Checkouts are accurate, the pairwise comparison differences between 2020-2023 and 2021-2023 were not significant. Only 2022-2023 was significant. The large eta squared values indicated significant year-to-year variance explained for media center usage at 87%. Application of Tukey HSD pairwise procedure showed year-over-year statistically significant usage increases for media center usage; laptop usage increased significantly between 2020/2021 and 2023/2024. No other year-to-year differences indicated significance for laptop checkouts. The data in Table 6 summarizes the statistical data analysis, which includes the all usage categories.

Beyond media center usage, no year-over-year increases indicated significance and resulted in not rejecting the null hypothesis. While results did not indicate dramatic changes in usage patterns, a baseline was provided for expanded assessments of potential trends in library resource usage when a larger dataset was considered. Results also indicated areas of focus for marketing and communications initiatives. Further analysis through 2023 and beyond with larger data sets for comparison could determine if results represented a true reflection of usage over time or the start of an upward trend. However, based on current data, only episodic evidence of changing usage patterns for the period was identified.

Research Question Results

Research Question 1: How do students perceive library resources and services? After the 3-month implementation phase of the marketing plan, the scholar practitioner facilitated three focus groups with students, faculty, and staff members to explore perceptions of library resources and services. Focus groups were chosen to gain qualitative data via in-depth conversations with stakeholder groups at the researched university. Focus groups

provided the scholar researcher an opportunity to observe and engage with participants' perceptions about librarians, library services, resources, and space. Participants were recruited via both survey responses and email requests. All surveys included the following request, 'Please provide an email address if you would be interested in participating in a focus group to further discuss marketing initiatives at the University Library.' Respondents who indicated a willingness to take part were contacted via email to confirm and coordinate participation in student, faculty, and staff/administrator focus groups. No respondents with an administrator level title responded to the request and were not represented in the staff/administrator focus group.

The 49-minute student focus group was held on November 27, 2023, and began at 10:00 a.m. The meeting was in-person and included six participants. Participants one and two were graduate students (higher education administration), participants three and five were juniors (history and criminal justice), and participants four and six were seniors (musical theatre and public health). Four of six participants were student employees at the library and provided insight on both personal engagement with Library Services as well as perceptions about how peers approached the library. Informed consent was obtained from all participants and the session was recorded and provided the scholar practitioner with an accurate transcription of the encounter. The session was recorded, and transcripts were coded (see Appendix I), allowing the scholar practitioner to identify relevant themes.

Using Cresswell's (2018) five step focus group discussions were analyzed by detailed review of the video recording and associated transcript. The scholar researcher manually coded transcripts to identify themes related to library engagement and

perceptions. The coding process included an initial review of the recording and transcript and a subsequent deeper analysis of the information to develop codes which were then attached to broader themes. The purpose of the process was to accurately reflect the thoughts and perspectives of focus group participants.

Participants were asked to share thoughts and comments related to the following questions: 1. How did you or do you use the library outside of the university setting?; 2. How did library marketing activities resonate with you?; 3. What do you think the role of a librarian is?; 4. What do you think about the library space?; 5. Do you have any suggestions moving forward? The student focus group revealed several themes throughout the group discussion as described below.

Table 7

Question 1. How Did You or Do You Use the Library Outside of the University Setting?

Theme	Description	Comment Summary
Theme 1: Experiences with libraries varied.	Participants noted differing experiences and levels of engagement with libraries prior to college and outside the university experience.	P1, P2, and P3, and P4 noted prior library use with activities such as book and video checkouts, and passport obtainment. P5 and P6 did not use libraries outside of college.
Theme 2: Usage of libraries changed in college.	Activities specific to academic versus public library settings were noted and suggested changed perceptions about the role of the university library for academic work.	P1, P3, P4, and P5 remarked on differentiation between engagement with public library academic library resources for coursework.

	Four of six participants in the focus	
Theme 3:	group were employed at the university	All participants noted familiarity
Proximity to	library and two participants work in the	with library resources as a function
library as a factor	library building in different	of personal interaction with
for awareness.	departments, potentially causing bias.	librarians and the library space.

Table 7 presented key themes provided by students (n=6) on library habits prior to attending university. The purpose of question 1 was to determine previous familiarity with libraries as an indicator of increased library usage in college. Three themes emerged in analysis of qualitative data. Theme one suggested experiences with libraries varied prior to and outside of an academic setting. Two of six participants noted zero to little use of a library before college, and the remaining four participants noted use for leisure activities such as summer reading programs and video checkouts. Theme two represented participants' usage changed because of college attendance and reflected a shift in perceptions about how library resources were applied in an academic setting. Three of six participants differentiated between materials found at a public library versus a university library. Theme three indicated increased awareness of library resources due to proximity. Four of six participants were employed at the library and two worked in other departments in the building, suggesting increased awareness because of frequency in the building.

When participants were asked if there were any of the marketing strategies which resonated, the scholar practitioner described marketing activities to participants' activities such as tabling, embedded librarians, library instruction, social media, digital signage,

events, internal communications, and special programming. P1 and P4 specifically cited interaction with librarians and library resources through both the embedded program and instruction as a critical factor as to how library resources were understood. P1 stated, ‘I loved the embedded librarian. I did my undergrad here too and didn’t have that. I had no idea what I had access to before that.’ P4 noted, ‘I do think from an outside perspective, being in a Gen Ed class and having a librarian come in and go through resources for research like the databases was extremely helpful for at least one of my composition classes.’ Responses signaled participants were made aware of resources and services through direct interaction with librarians.

Table 8

Question 2. Could You Describe Any Library Services Marketing Strategies That Resonated With You?

Theme	Description	Comment Summary
	Participants having direct interaction with librarians through embedding and instruction conveyed increased awareness by students of library resources and services contributions to academic success.	P1 and P4 conceded interactions with librarians and embedded instruction settings positively affected academic performance.
Theme 1: Interactions with librarians as key for communications.		
Theme 2: Proximity to library space and staff increased awareness.	All participants in the group either worked for the library department or in the building and led to discovery of	P1, P4, and P6 noted availability of graphing calculators. P5 noted a special collection. P4 noted VR headsets and gaming technologies.

	resources not always related to libraries.	
Theme 3: Students share knowledge with peers.	Participants acknowledged increased awareness about resources and services and indicated sharing knowledge with peers and colleagues.	P1, P4, and P5 noted sharing information about technology, games, and services available with other students and co-workers.

Table 8 provided an assessment of how students did or did not recognize marketing activities at the library during the testing phase. Three themes emerged from analysis of the qualitative data. Theme 1 suggested recognition of interactions with librarians as a vehicle for communicating library resources and services. Two of six participants remarked on direct interaction with librarians which resulted in increased awareness of resources and services. Theme 2 indicated students' proximity to the physical space and staff increased awareness of non-book resources at the library. Four of six participants acknowledged increased awareness of technology resources, board games, and special collections because of being physically present in the space. Theme 3 implied students shared knowledge about availability of resources with peers. Three of six participants shared instances of providing information with peers about availability of resources and services.

Participants noted awareness of other resources offered through the university library. P1 specifically noted, 'I had no idea about the games,' and 'I did find out about checking out calculators.' P4 also pointed to VR headsets, board games, and gaming controllers. P5 stated, 'I think something that opened their [library users] to the fun side

of the library might be the Library of Things that we do.’ However, it should be noted participants three, four, five, and six are student employees at the library, which likely increased awareness about non-traditional resources. P6 implied the sentiment through the comment, ‘I’ve told people as well, they had no idea about the calculators and stuff.’

Table 9

Question 3. Can You Describe the Role of a Librarian?

Theme	Participant Quotes	Comment Summary
		P2, P4, and P6 indicated confusion
Theme 1: Reasons for negative perceptions about librarians	Responses implied a lack of clarity about who librarians are and what their role was.	student anxiety when approaching staff.
		P1, P2, and P3 noted research
	Statements suggested participation	assistance as a notable service
Theme 2: Exposure to embedded librarians increased awareness.	in a course with an embedded librarian highlighted expertise of librarian in the area of research.	provided by embedded librarians. However, P6 was not aware of the program.
		P1, P2, P3, P4 shared experiences
Theme 3: Importance of interactions with librarians for academic support.	Assertions by participants indicated librarians played an important role in course support.	and offered suggestions for expanded visibility of librarians to communicate and aid with resource and service usage.

Table 9 reflected perceptions about how students viewed librarians as part of the academic experience. The purpose of the question was to determine whether interactions with librarians during the prototype testing phase changed attitudes toward librarians. Three themes were identified when qualitative data was reviewed. Theme 1 presented reasons for negative perceptions about librarians. Two participants from the group implied a lack of clarity about the role of librarians. Theme 2 signaled a strong recognition of contributions of embedded librarians to the academic experience. Three of six participants noted benefits from exposure to embedded librarians. Theme 3 expressed increased exposure to embedded librarians did or could contribute to increased usage and greater understanding of resources available. Theme three was further acknowledgement of the importance of interacting with librarians for realization of library resources and services. All six participants noted the importance of interacting with librarians through embedding, instruction, and other interactions for increased awareness.

When asked to describe the role of a librarian, participants pointed out librarians were not always considered a key player in the educational experience. For example, P2 commented, 'I think I would confuse a librarian with a writing consultant' prior to interactions with an embedded librarian. Participants also used terms like 'scared, intimidated, and anxiety' when the participants referred to interacting with librarians and library resources. However, participants one, two, and three specifically noted benefits gained from the embedded librarian program. P1 described the importance of an embedded librarian as a student returning to university after some time and noted, 'It's a really great resource.' P2 mentioned, 'librarians can look at your research paper, but I think I didn't know that before.' P3 explained experiences as a history major with an

embedded librarian and described the way fellow students benefitted by saying, ‘I think it’s the first time they’ve ever been introduced to the idea of a librarian helping with research.’ Comments by participants emphasized the importance of being exposed to a librarian and raised awareness about the types of support provided throughout the student academic experience.

Table 10

Question 4. Describe Your Thoughts on the Library Space.

Theme	Description	Comment Summary
	Verbal and non-verbal responses indicated a good knowledge of student usage of various spaces in the library. Uses of each floor were described in detail using positive language.	P3 and P4 indicated personal use of the space and observed specific activities such as group and individual work throughout the building. Remaining participants agreed by way of nodding heads.
Theme 1: Library space is viewed positively.		P1 noted quiet space open to students. P3 described lack of ability of individual study rooms and ways such spaces contributed to academic work outside the classroom. P4 shared use of archives as a quiet study space.
Theme 2: More quiet study space is needed.	Verbal and nonverbal responses acknowledged limited availability of quiet study spaces.	

Table 10 reflected students’ attitudes toward library physical spaces. The purpose of the question was to understand if students were able to differentiate spaces across the

building. Two themes emerged when assessing qualitative data. Theme one was students viewed the space positively and acknowledged multiple uses. All participants expressed agreement both verbally and non-verbally on the high levels of occupancy and versatility of the space. Theme two was additional quiet study spaces were needed. All participants agreed both verbally and non-verbally quiet study areas were valued by students and there should be more. As noted above, awareness of types of usage of space may have been related to participants' student employment status and participants who worked in other departments in the library building.

When asked to describe thoughts on library space, responses were generally positive. Further, perspectives were based on personal experiences, as well as observations gained by participants' roles as student employees at the time of the study. For example, P3 described heavy usage of the library prior to being employed in the department. The participant further described the library as a 'multi-use' space and noted the second floor was heavily used for studying. P4 commented on the lack of individual study rooms and wished there were more. P4 also assessed how spaces on each floor were used both personally and by the larger student body. Comments reflected the space was experienced positively and purposes of the various spaces throughout the building were well understood.

Table 11

Question 5. Do You Have Ideas Moving Forward for Library Marketing?

Theme	Description	Comment Summary
Theme 1: Students	Respondents offered options for prefer quick, upbeat, alternative communications in	P1, P4, and P5 offered examples of approaches to text, email, and digital

and informational messaging.	alignment with ways students consume information and focused on tools such as texts and social media.	signage to provide brief but understandable messaging. Discussion and non-verbal responses suggested agreement among the group.
Theme 2: Collaboration with student organizations for increased engagement.	Responses indicated building partnerships with campus groups and departments could increase communication channels and create a broader reach	P4 and P5 noted specific departments and student groups which could be targeted for communication initiatives. Discussion indicated general agreement among the group.

Table 11 displayed student comments about potential marketing activities moving forward. The purpose of the question was to understand the library's approach to marketing versus what resonated with students. Theme one revealed students preferred quick, informational, and upbeat messaging. Four of six participants verbally and non-verbally expressed agreement as a valid approach. All participants agreed verbally and non-verbally on a similar approach to social media posts. Theme two expressed collaboration with student organizations as a vehicle for increased engagement and awareness. Two participants offered examples of student organizations for potential collaboration and avenues for increased communication via such organizations. When asked for suggestions regarding marketing strategies, student participants suggested some activities already employed, such as direct email, digital signage, and social media; however, several new ideas emerged. For example, P1 suggested engagement through text messaging. All other participants in the group expressed

agreement with the approach. P5 suggested direct engagement with student government. P1 and P3 proposed student workers be leveraged for marketing purposes, leading to a broader conversation about expanded social media presence linking students directly to library resources versus strictly informational posts. Student perspectives on marketing strategies indicated when moving forward, greater emphasis should be placed on communication channels more closely aligned with students. Specifically, text messaging and an engaging social media presence could result in increased student engagement with library resources and services. Additionally, partnerships with student organizations such as student government as well as student workers may also expand reach through trusted peers.

Faculty Focus Groups

Research Question 2: How do faculty perceive library resources and services?

Faculty focus group members were recruited in the same manner as student focus groups. The 47-minute focus group was held on November 28, 2023, and began at 10:00 a.m. The meeting was held online via Microsoft Teams and included four participants. While the focus group was small, valuable information was gained from the session. Participant one was a faculty member and department chair in the College of Humanities. Participants two and four held full-time faculty roles in the College of Humanities and College of Science, Technology, and Health respectively. Participants two and four also managed support areas for writing and math respectively. Participant four was an adjunct instructor in the College of Business. All participants signed informed consent forms. The session was recorded, and transcripts were coded (see Appendix J), allowing the scholar practitioner to identify relevant themes.

Participants were asked to share thoughts and comments related to the following questions: 1. Did the library marketing campaign cause a change in your teaching approach?; 2. Could you share your thoughts on the library space?; 3. How would you describe the role of a librarian in an academic setting?; 4. What changes in marketing and communications could library services improve moving forward? The faculty focus group revealed several themes, described below.

Table 12

Question 1. Did Library Marketing Activities Cause a Change in Your Teaching Activities?

Theme	Description	Comment Summary
		P1, P2, and P3 noted past uses of library resources and librarians
Theme 1: Marketing did not change faculty behavior.	While faculty participants noticed some marketing activities and noted past usage of resources, behaviors were dependent upon immediate need.	and projected future use based on the type of course to be taught rather than specific marketing efforts.
Theme 2: Library contributed to the academic experience.	Faculty participants were aware of various contributions of the library and pointed to ways the library supported student success.	P1 noted use of library resources for building a course. P2 remarked on how librarians and library resources were used in a course. P3 commented on how students were sent to the library

for help. P4 mentioned growing awareness of available resources.

Table 12 revealed the relationship of marketing activities and faculty instructional activities. The purpose of the question was to determine if faculty received any communication resulting in changes to course delivery. Two themes emerged from analysis of qualitative data. Theme 1 indicated overall acknowledgement of marketing activities and library contributions to academic activities but little relationship to changed teaching approaches. Three of four participants conceded noticing aspects of marketing, but also admitted no current change in behavior; they conceded services would be further integrated in the future. Theme two reasserted ways library resources contributed to student success. All four participants indicated knowledge of specific resources and services and provided examples.

When asked whether marketing activities caused a change in teaching approaches, faculty members acknowledged library marketing activities. However, after deeper exploration, it appeared three of four participants were already aware of resources and services available to faculty, but increased marketing activities served as a reminder of opportunities for greater integration in courses. For example, P1 noticed marketing activities and specifically mentioned social media but also indicated previous use of library resources for building a course. P2 noted a librarian was asked to provide an instruction on specific database resources for a student assignment and in the process learned about a new resource. P3 acknowledged a lack of awareness about a marketing campaign but indicated prior coordination with library services. The example provided by P3, an online adjunct instructor, was as follows: ‘About two years ago, I was getting a lot

of international students who were having issues with access and copyright, so I sent them your way and you guys did some magic.’ As a newer employee, P4 commented, ‘I feel like I am always finding out about something new in the library.’ Comments provided by participants in the faculty focus group suggested positive perceptions of the university library, as well as knowledge of available resources.

Table 13

Question 2. *Could You Share Your Thoughts on the Library Space?*

Theme	Description	Comment Summary
Theme 1: Students use the space	Faculty suggested the space was well utilized and noticed regular student activity in the space.	P1 noted visible and regular activity in the space. P2 commented on high utilization of all spaces in the building
Theme 2: The space provides opportunities for engagement	Faculty acknowledged the space lent itself well to student activities and noticed various ways students used the space.	P1 remarked on the film series and availability of puzzles. P2 mentioned the main floor, study spaces, study rooms, and outdoor seating.

Table 13 reflected faculty perceptions about the physical space of the library. Analysis of results suggested faculty focused on student use of the space. Two themes emerged when assessing qualitative data. Theme one conveyed high student usage of the space observed by faculty. Two of four participants noted visible and sustained usage of the space. Theme two established the space as multi-use and amenable to student needs. Two of four participants cited specific spaces throughout the building which provided opportunity for academic and non-academic activities for students.

When asked to provide thoughts about the physical library space, comments were positive and reflected an acknowledgement of how the space was conducive to student needs and engagement. For example, P1 described vibrancy and activity in the building and noted puzzles and book displays which stood out as engaging features in the department and went on to say, ‘I think it’s noticeable what library staff are doing to keep it lively and engaging.’ P2 remarked, ‘I think the students utilize every space,’ and went on to detail visibly high usage of various community and study spaces throughout the library building. Faculty recognition of ways library space was used indicated positive perceptions about the space and the importance of the library as a center for student study and engagement.

Table 14

Question 3. How Would You Describe the Role of a Librarian in an Academic Setting?

Theme	Description	Comment Summary
		P1, P2, P3, P4 remarked on librarians’ contributions in the
Theme 1: Awareness of librarian’s skills applied to curriculum delivery.	Responses indicated overall knowledge of the role of an academic librarian and various opportunities in the curriculum for skills to be applied.	areas of research, instruction, source validation, video production, and development of supplemental materials.

Table 14 displayed faculty attitudes toward librarian roles in a university setting. The purpose of the question was to establish levels of awareness by faculty about services provided by academic librarians. Analysis of qualitative results revealed one primary

theme; faculty were aware of how librarians' skills could be applied in delivery of curriculum. Each participant noted specific opportunities for librarians to support students both in and out of the classroom no matter the teaching modality.

When asked to describe the role of librarians in an academic setting, responses revealed an understanding of ways librarians contributed to the university experience. All four participants expressed specific ways librarians helped in delivery of courses, as well as ways librarians could contribute to teaching and learning in the future. P1 expressed appreciation for enthusiasm showed when assisting users with 'finding materials and making things available.' P2 noted librarians were used 'pretty much every semester because I teach Comp'. P2 further outlined the importance of ways librarians helped students identify credible sources for assignments. P3 reiterated students needed to be able to perform 'rudimentary research' and 'incorporate that into their research paper.' Because of P3's role as an online instructor, further comments reflected benefits gained by librarian participation in a live session online. As a math instructor, P4 affirmed the necessity of student awareness of library resources related to math and suggested the development of 'a very consolidated one-pager or video' describing what was available. P4 went on to explain students did not really see a connection between library resources and math but conceded advantages for students.

Table 15

Question 4. What Changes in Marketing and Communications Could Library Services Improve Moving Forward?

Theme	Description	Comment Summary
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		P1 and P4 noted difficulty in finding
	Responses implied lack of	relevant information and potential
	clarity of where library resources	challenges when directing students or
Theme 1: Enhanced	resided for both students and	adjunct faculty to find resources on the
website navigation.	faculty.	site
	Responses acknowledged	P1, P2, and P3 suggested expanded
	channels used for marketing and	placement in instruction, syllabi
Theme 2: Increased	recommended increasing	announcements, meeting attendance,
visibility through	presence in the existing	online course engagement, and module
direct engagement.	framework.	development.

Table 15 represented faculty opinions on expanding marketing reach. The purpose of the question was to understand thoughts on how library services might increase awareness about resources and services available in support of full-time, adjunct, and online faculty. Upon analysis of qualitative results, two themes emerged. Theme 1 was enhanced website navigation. Two of four participants noted difficulty in finding resources via the library website. Theme 2 was increased visibility through direct engagement. All four participants suggested use of existing vehicles for increased opportunities for librarians to serve a broader scope of faculty.

When asked about changes in marketing and communications strategies, faculty participants recognized initiatives by library services, but also offered suggestions to increase awareness about services as well as facilitate greater integration of the library into the academic experience. An area of agreement among P1, P3, and P4 was the

navigability of the library website. P1 noted, 'I think the students are very challenged with the way the website is set up.' P4 concurred by saying the website 'should be more intuitive and more informational.' P1 extended concerns about the website and explained more resources for adjuncts would be helpful if available via the website, and further explained such a resource had been there in the past but was unclear where the resource(s) could be found.

Additional thoughts from P1 and P3 included greater integration of librarians into courses and course-related activities. P1 supported librarians' continued efforts to speak to classes and plug information into syllabi. P3 suggested librarians become included in a 'cycle of refreshing classes.' P3 went on and described the 'cycle of refreshing classes' as a 'time to really engage with librarians to consider getting a module or a piece about library services.' In other words, it would be a time for librarians and faculty to regularly collaborate on integration of library resources into courses.

Staff Focus Groups

Research Question 3: How do staff perceive library resources and services?

Staff focus groups were recruited in the same manner as students and faculty. The 37-minute focus group was held on December 21, 2023, and began at 10:00 a.m. The meeting was held online via Microsoft Teams and included three participants. Participant one was a grant writer for Academic Affairs, participant two was a manager from Academic Affairs, and participant three was an office manager from Academic Affairs. No participants were administrators. All participants signed informed consent forms. The session was recorded, and transcripts were coded (see Appendix K), allowing the scholar practitioner to identify relevant themes.

Participants were asked to share thoughts and comments related to the following questions: 1. Could you describe any Library Services marketing strategies that resonated with you?; 2. Could you describe your thoughts on the role of an academic library on a college campus?; 3. Are there services the library could offer that aren't currently available? 3. How would you describe the role of a librarian in an academic setting? 4. Do you have ideas about collaboration between Library Services and other support areas for programming purposes?; and 5. What changes in marketing and communications could Library Services make to improve moving forward? The staff focus group revealed several themes, which are described below.

Table 16

Question 1. Could You Describe Any Library Services Marketing Strategies That Resonated With You?

Theme	Description	Comment Summary
Theme 1: Visibility of exhibits in the physical space.	Responses indicated staff interaction with marketing resulted from direct interaction with the library building.	P1, P2, and P3 remarked on noticing and relating with book displays, puzzles, and digital signage in the building.
Theme 2. Limited recognition of branding.	Focus group participants were aware of the newly launched departmental logo but did not necessarily connect it to the library.	P1 did not know the logo was attached to the library. P2 and P3 noticed the logo but didn't indicate it as a strong branding initiative.

Table 16 reflected university staff reactions to library services' marketing activities. The purpose of the question was to determine levels of staff awareness of initiatives implemented during the prototype testing phase. Upon analysis of qualitative results, two themes emerged. Theme 1 was visibility of exhibits in the physical space. All participants noted awareness of and engagement with various displays and activities throughout the building. Theme two suggested limited recognition of branding. Two of three participants had a vague recognition of the new logo as associated with the library services department. One participant did not associate the new logo with library services. When asked to describe marketing strategies which resonated, staff members acknowledged specific initiatives such as Banned Books week and the new library logo via digital signage and internal communications. Participants one and three connected the owl logo to the library. However, P2 noted, 'I noticed the owl logo, but I didn't connect it to the library. I just thought, oh that's a cool graphic.' The other marketing effort which stood out to participants was library displays. All three noted the Banned Book display and suggested awareness was caused by the display itself, as well as information provided on digital signage and internal communications. P2 also noted a game display and an ongoing passive programming initiative which placed puzzles in public spaces for student engagement. Staff responses suggested general awareness of library marketing efforts.

Table 17

Question 2. Could You Describe Your Thoughts on the Role of an Academic Library on a College Campus?

Theme	Description	Comment Summary
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		P1, P2, and P3 conceded study as a primary purpose of the library.
	Responses focused on	P2 and P3 noted need for
	studying as a central function	additional quiet study spaces. P1
Theme 1: Libraries serve as	of an academic library but	and P3 identified additional areas
both a study and collaboration	also conceded the role has	for collaborative activities in the
space.	broadened.	library building.

Table 17 presented staff participants' perspective on expectations of a library on a university campus. The purpose of the question was to understand staff expectations of the library environment at the researched university campus. Qualitative analysis of responses uncovered one theme. Theme 1 indicated acknowledgement of libraries as both an academic hub and collaborative space. All participants agreed the core focus of academic libraries was studying. However, participants also noted additional options for collaboration and other activities.

When asked to describe thoughts of the role of an academic library on a college campus, participants reflected on past experiences when in college and concurred a library's primary purpose was for study. However, participants also conceded the university library in question offered additional opportunities for student engagement. P1 noted availability of various games in the library media and gaming lab and observed students regularly collaborating in the space. P3 agreed and remarked, 'the thing I noticed most prominently when I came to the building were the areas mentioned by P1, like the rooms for collaboration, which I think is cool – and I do see those rooms being used.'

However, P2 and P3 suggested more individual study space was needed for students.

Staff comments reflected the perceived importance of the library for study and academic endeavors but also conceded the researched university library offered additional opportunities for student engagement and collaboration.

Table 18

Question 3. Are There Services the Library Could Offer That Aren't Currently Available?

Theme	Description	Comment Summary
		P1 and P2 noted printing. P1 noted rare books, P2
Theme 1: Lack of awareness of available library services.	Participants suggested provision of basic services at the library which had been long established.	suggested gaming events, and P3 was unclear about the availability of computer labs.

Table 18 represented staff knowledge about services offered at the library. The purpose of the question was to examine knowledge of services available from the researched university library. After analysis of qualitative data, one theme developed. Theme 1 indicated a lack of awareness of services available. All participants offered suggestions for additional services already available for students, faculty, and staff at the library.

When asked if there were services the university library could offer not currently available, participants provided suggestions for services the library already offered. For example, P1 and P2 were not aware of printing services. P3 asked, 'How many computer labs are there in the library? Where are they because I don't even know?' P1 asked if

there was a rare books room. All three services and resources were available and implied library services was not communicating availability of basic services to staff.

Table 19

Question 4. Do You Have Ideas About Collaboration Between Library Services and Other Support Areas for Programming Purposes?

Theme	Description	Comment Summary
	Remarks suggested a lack of clarity about programs in place or opportunities for alternative partnerships.	P1 and P2 offered suggestions for partnering on gaming events. P2 suggested greater engagement with student scholarship.
Theme 1: Lack of awareness about existing collaborations.		

Table 19 offered staff perspectives on opportunities for collaboration with other support areas. The purpose of the question was to understand if staff could articulate cases where support areas could partner to leverage departmental offerings for enhancing the student experience. Upon analysis of qualitative results, one theme emerged. Theme 1 was lack of awareness of collaborative efforts between the library and other departments. Two participants offered suggestions for activities already launched in partnership with other departments.

When asked for ideas about library collaboration with other support area for programming purposes, participants indicated interest in partnerships in relation to student research, as well as gaming events in collaboration with staff offices. While library services have already engaged in such activities, responses suggested a lack of awareness about partnerships between the library department and other staff areas. On the

other hand, responses also conveyed recognition of a department dedicated to both academic activities and initiatives related to engagement among students, faculty, and staff. For example, P1 remarked on the possibility of using open office spaces for game play throughout the day. P1 followed up on the comment and said, ‘that’s not necessarily what a library needs to focus on. I think the library is more about books, research, study, and things like that.’ P2 also suggested gaming events and proposed a supplemental student research in addition to the annual student research showcase. As noted, collaborative gaming and student research events were activities library services already engaged in.

Table 20

Question 5. What Changes in Marketing and Communications Could Library Services Make to Improve Moving Forward?

Theme	Description	Comment Summary
Theme 1: Non-traditional marketing activities.	Participants indicated options for outreach not previously considered by the library department.	P1 suggested branding applied to paper coffee cups in partnership with the campus coffee shop. P3 offered an opportunity to post information in bathrooms.

Table 20 presented staff comments on alternative forms of marketing for the university library. The purpose of the question was to understand opportunities for expanded reach to stakeholders. After analysis of qualitative results, one theme emerged. Theme 1 was specific to non-traditional promotional activities. Two participants offered

unconventional suggestions to highlight library services. One participant suggested expansion of established marketing channels.

When asked for suggestions for changes to marketing and communications efforts moving forward, P1 and P3 offered specific initiatives, which P2 felt overall marketing strategies were sufficient. P1 suggested partnering with the campus coffee vendor to advertise on coffee cups. P3 suggested placing informational signs in bathroom stalls throughout the building. Both suggestions implied efforts to provide short but informative messaging.

Summary

The scholar practitioner engaged in the design thinking process and developed a framework for addressing the problem of understanding the relationship between marketing and communications strategies at a university library and stakeholder perceptions. Throughout the study the scholar practitioner applied human-centric practices and engaged in a five-phase process which included empathy, define, ideate, prototype, and test. Use of the design thinking process caused the scholar practitioner to develop a small-scale solution applied over a 12 week timeframe. In accordance with the design thinking process, the scholar practitioner engaged in preliminary original and secondary research during the empathy phase. The empathy phase included a literature review, open-ended surveys, and focus groups and focused on understanding stakeholder perceptions about library resources and services.

During the define phase, the problem was further articulated and resulted in development of a question to be posed to stakeholders during the ideation phase. The question considered during the ideation phase was “How can communication and

marketing strategies be reshaped to change student, faculty, and administrator perceptions about the role of libraries and librarians?” The scholar practitioner then posed the question to the stakeholder group, shared data gathered throughout the empathy phase, and engaged in the ideation phase where the group brainstormed potential solutions. The solution provided included development of a new logo and tagline, as well as a marketing plan to be implemented Fall 2023. The marketing plan served as the prototype and was developed during Summer 2023.

The prototype was launched August 2023 and tested through October 2023. Over the 3-month testing phase, the prototype was implemented and assessed. Throughout the testing period, quantitative data was collected in the form of usage data for specified resources and services. At the end of the testing period, additional quantitative data as well as qualitative data were gathered via surveys and focus groups. The results phase included statistical analysis of quantitative data using ANOVA inferential testing via SPSS and coding and thematic analysis of qualitative data. Results indicated limited increase in usage and overall positive perceptions about of library resources and services.

The design thinking process provided the scholar practitioner with increased knowledge of library stakeholders attitudes and perceptions. The activity also provided significant data to be applied for continuous improvement purposes in alignment with goals of human-centric research endeavors. The undertaking also aligned with expert perspectives on design-based research, grounded in empathy and input from representative stakeholders invested in user-centered solutions (Bryk et al., 2015; Mintrop, 2016).

Chapter Four: Critical Analysis – Integration into Practice

Critical Analysis

The scholar practitioner engaged in the design thinking process to address the problem of marketing and communication strategies' relationship to stakeholder perceptions at a university library. As Leuzinger et al. (2018) suggested, application of design thinking process in an academic library provided an opportunity to engage in a user-centered framework “to enhance user experience, innovate services and systems, and improve space usage” (para. 5). The scholar practitioner engaged with the literature and explored themes related to stakeholder perceptions about university libraries and research related to how academic libraries developed and implemented marketing and communications strategies. Additionally, the scholar practitioner discovered research on topics related to both user perceptions of university libraries and marketing and communications strategies at university libraries. However, studies connecting the two ideas were limited.

A representative stakeholder group was gathered and determined a prescriptive measure to address the problem. As previously noted, the ideation phase revealed a need for development of a marketing plan. The marketing plan emphasized increased visibility of librarians and included a revised logo and new tagline. Areas and activities chosen for plan implementation were increased presence on digital signage, expanded integration of library instruction and embeds in the classroom, development of additional workshops and presentations, heightened presence at tabling events, increased social media posts, and additional communication via internal communication channels. The scholar practitioner determined the communication and marketing channels chosen would be best

suited to reach all stakeholder groups and would have been most likely to expand awareness, change perceptions, and increase usage.

The marketing plan was developed in the context of the design thinking process and included a low-cost and easily implemented prototype. Unlike the prescribed method of in-depth market research efforts and established marketing infrastructure offered by Wynne et al. (2016), the scholar practitioner worked within the human-centered framework and developed a stripped-down version of a marketing plan for quick implementation and assessment to determine incremental improvement. The strategy is further supported by Meier and Miller (2016), who cited the application of rapid prototyping in libraries as a necessary approach for assessing whether the design implementation should be discarded or further refined.

While overall qualitative and quantitative data gathered during the testing phase did not reveal significant gains in increased awareness of library resources and services, there was evidence of modest gains. Six categories of library usage data were chosen by the scholar practitioner for analysis: media center, event attendance, chat interactions, social media engagement, laptop checkouts, and reference questions asked. Data revealed media center usage as the sole category where statistically significant increases occurred. However, when raw data was considered, all usage categories except social media realized increases for the 3-month period included in the study (see Appendix L) suggested the need for further analysis.

Lower instances of social media posting throughout the testing period resulted in lower than projected engagement and was related to personnel reductions in the library department. However, also notable was year-over-year increases in the context of a

relatively static full-time enrollments (FTE) and year-over-year staff and budget reductions. Limitations of usage statistics gathered during the testing phase suggested the 3-month testing period required expanded analysis to understand if modest increased usage reflected a real connection between usage and marketing activities or if other factors should be considered. Siegfried (2018) provided a useful example of longitudinal analysis of marketing activities based on a 3-year study on the relationship between user perceptions and comprehensive image campaign implemented at a research library.

Analysis of quantitative and qualitative survey data collected from students, faculty, and staff post-marketing implementation reflected modest levels of agreement for each stakeholder group when asked to relate perceptions of specific and general library resources and services to the marketing plan. Survey results revealed slightly above neutral levels of agreement in all categories but one. Overall, faculty responses revealed the least agreement about the penetration of the marketing plan compared with the student and staff stakeholder groups. The lowest category of agreement from faculty survey respondents indicated slightly less than neutral responses when asked about the relationship between knowledge of student study spaces at the library and the marketing campaign. A limitation in this respect was approximately one quarter of respondents taught fully online and suggested a disconnect of library initiatives and reaching the online faculty population. Results implied revised marketing strategies aimed at the online faculty population would be needed for increased awareness not related to library spaces.

While potentially promising, faculty results obtained by the scholar researcher were supported by the literature and suggested opportunities to overcome obstacles.

Blankenstein's (2022) comprehensive study of faculty attitudes toward librarians revealed an acknowledgement of librarians' primary role was as provider of resources. Yvelson-Shorsher and Bronstein (2018) noted a lack of faculty awareness related to the library offerings. However, the literature also revealed opportunities to expand faculty awareness about university library and librarian contributions through expanded direct collaboration between faculty and librarians (Douglass & Rabinowitz, 2016; Kelly, 2020). Quantitative results obtained by the scholar practitioner indicated while only overall modest gains were made regarding increased awareness about specific services offered to faculty by librarians, increased areas of focus with regard to the marketing plan could be expanded direct collaboration through library instruction and the embed program with both on-ground and online faculty.

The lowest levels of agreement for student survey respondents were related to increased awareness of specialized technology via the library marketing. Results were incongruous with usage statistics. Usage statistical analysis revealed usage of the media center as the only area encountering statistically significant increases. The media center was where much of the library's specialized technologies reside. Further, laptop checkouts increased noticeably year-over-year when raw data was reviewed. The disconnect between usage and survey data fostered further analysis.

An additional area of note was a lower level of agreement when students considered approaching a librarian for help because of the marketing campaign. Such sentiments would be reiterated as the students mentioned some students felt anxiety about approaching librarians. The phenomenon of library anxiety in students was well-documented in the literature, dating to an initial study released by Mellon (1986) who

revealed the concept. Fagan et al. (2020b) further researched the concept along with Jameson et al. (2019), LeMire et al. (2021), Parks (2019), and Price and Fagan (2021). Research results indicated some level of initial interaction with librarians as necessary to reduce student anxiety relative to interacting with library staff. Student focus group responses echoed such sentiments and further indicated higher levels of student success after direct interactions with library staff via instruction, embeds, and employment at the library. Taken collectively, results suggested expanded student librarian interactions would be needed to see continued increases in student willingness to approach librarians for help.

The highest level of agreement, from the survey for all stakeholder groups, related to increased knowledge about the library implementation of the marketing plan regarding resources and services as a general category. Students, faculty, and staff were asked one survey question about increased awareness about library resources and services in general. For all three stakeholder groups, general knowledge about resources and services indicated the highest level of agreement. All groups were asked about generic knowledge of library resources and services relative to the marketing campaign. The staff survey question differed slightly as the survey question focused specifically on library exhibits, displays, and programs but also suggested general messaging was connecting with the staff and administrator population. Analysis suggested marketing activities related to resources and services in general were having a positive difference and should continue to be assessed to determine long term sustainability.

As noted above, staff survey responses were highest in agreement overall and reflected a moderately higher understanding of the nuanced role of the library in the

academic experience related to the marketing campaign. Overall, total respondents in the staff category were small; and most respondents identified as staff and a smaller percentage of respondents identified themselves as administrators. Staff and administrator respondents for the category may have reflected self-selection bias with tendencies to be supportive of library initiatives. However, when asked for levels of agreement about various aspects about library services, staff agreement levels suggested an understanding of library contributions to student success, library alignment with university mission and goals, and the instructional role of librarians.

As Oakleaf (2010) and Connaway et al. (2017) noted, librarians should measure and communicate messaging about library contributions to mission and student outcomes. The authors suggested provision of library metrics to senior administrators was needed if libraries wanted to maintain relevancy on campus. The university library historically maintained extensive statistics documenting utilization of the resources and services. However, the scholar practitioner believed increased efforts were essential to more directly link library data to overarching institutional outcomes and priorities. While staff and administrator levels of agreement about contributions of the university library to broader institutional initiatives were moderately higher than neutral, results suggested additional work was required to reach the stakeholder group. Enhanced communication illustrating strategic alignments may have improved understanding of the university library's contributions; specifically, visually highlighting data and usage metrics could increase staff and administrator's understanding of the library's role on campus.

In addition to the quantitative results collected from surveys distributed to stakeholders, qualitative data was also provided. All participants were asked if anyone

had additional comments. A total of 98 respondents contributed written answers with 50 respondents noting they were not aware of a marketing campaign. While the number of respondents not aware of marketing initiatives was notable, additional comments provided guidance for moving forward. Students and faculty both noted benefits of the embedded program, online students and adjunct faculty implied a disconnect with the library, and comments were made related to the wealth of information available. Staff and administrator comments included examples of specific library outreach initiatives such as digital signage, displays, activities, and social media. Additional feedback shared by faculty proved revealing. Some faculty remarked familiarity with available library offerings and suggested increased communications efforts had limited personal sway on the faculty's established instructional practices.

Qualitative data collected from the survey offered valuable insights for further consideration. Clearly, responses described consistent messaging was not recognized over the testing phase of the marketing plan, which suggested further refinement of messaging. The data also noted benefits of direct interactions among students, librarians, and faculty, but also indicated an underlying unwillingness by faculty to explore library resources and services beyond what was already known. Based on the data, the researcher proposed two remedies which included continued increases in instruction and embedded presence, as well as expanded efforts at targeted outreach to all faculty as previously noted.

Additional qualitative data from the student focus group provided valuable insights related to student perceptions of library resources, services, and spaces at the library. Students' interactions with libraries prior to university attendance suggested

students had positive attitudes toward public libraries but also noted a different experience when participants engaged with an academic library for college-level work. Students implied direct interaction with librarians and the physical space as a positive factor in how resources and services were perceived. Further, students indicated knowledge of available resources was shared with peers after engagement with librarians. Participants also suggested student reluctance to approach librarians because students lacked clarity about who librarians were and potential for anxiety when students had to interact with librarians or library staff. However, students implied increased engagement with librarians and library resources shifted student perceptions about library and librarian contributions to the academic experience. Perspectives were also offered about alternative marketing strategies more closely aligned with student experiences. Limitations in student focus groups included a small sample size as well as self-selection bias due to student participants related to library services or other offices in the building. However, the students' proximity also offered unique perspective on peers' attitudes and behaviors relative to the university library.

Student responses supported data gathered via the survey described above. Students offered specific examples of direct interaction with librarians via increased instruction and expanded presence in embedded courses. Further student comments also implied a positive relationship between increased academic performance and knowledge of library resources and services. The scholar practitioner affirmed focus group comments informed further expansion of instruction and embed presence. In addition to increased levels of academic performance, engagement with librarians contributed to the reduction of library anxiety experienced by students as noted by focus group participants.

Additionally, the scholar practitioner affirmed leveraging student employee input in delivery of library communications increased the likelihood of creating messaging more closely aligned with peer values.

Qualitative data collected from faculty focus group participants reflected generally positive perceptions of library services, resources, and spaces. Faculty noted positive experiences with librarians, library resources, and the physical space. However, faculty respondents did not indicate the implementation of the marketing campaign offered any new information. Participants provided examples of how various resources, services, and spaces were used in the past for course delivery but did not indicate future plans were in any way predicated on new information learned through the testing phase of the marketing plan. Faculty also suggested a revised website, as well as further expanded librarian roles in course delivery. While the website is a familiar concern among all users, at the time of the study library staff had little control over the layout, framework, or overall navigability.

Perceptions about the library were generally positive and participant responses indicated openness to increased interactions with library resources and services. Faculty support for greater integration into the educational process was an indicator of faculty's views of librarians as integral to the teaching and learning process. One comment impressed the scholar practitioner as particularly instructive for improvements to the plan. The participant noted,

So I think the more you just continue beating the drum on the availability of you guys to come into class to plug things into syllabi, I think you know eventually

it'll start to stick because I think all professors are like wait, I can hand half the class over to somebody else?

As was noted in discussion of survey results, some faculty believed a belief among some library resources and services were already known. However, the faculty response suggested an opportunity to leverage existing faculty partnerships to recruit additional faculty to consult with librarians. Additionally, the comment suggested refinement of targeted messaging to faculty went beyond highlighting resources and services. Communications needed to focus on librarian faculty collaborations resulting in student's academic achievement.

Staff focus group responses revealed perceptions of the library as an integral part of the university landscape providing vital academic and community services. However, the focus group was small and did not include participants who identified as administrators. The lack of administrator input was not representative of the entirety of the stakeholder group the scholar practitioner planned to engage with. Staff participants showed an appreciation for the library's current marketing efforts, yet participants also recognized opportunities for expanding services and enhancing communication strategies to further integrate the library into the campus community. Focus group responses from staff indicated generally positive perceptions about library services, resources, and spaces. Staff participants recognized marketing strategies such as displays, digital signage, and internal communications. While participants reflected the primary purpose for an academic library was for study, staff also acknowledged increased opportunities for engagement for students who used the library. However, staff appeared to have a lack of knowledge about services offered or past collaborative efforts between the library and

other staff departments. When asked about potential partnerships and services to be offered, staff provided suggestions for offerings already in place. While staff perceptions about library resources, services, and spaces appeared generally positive, the scholar practitioner also discovered areas where increased communication could have broadened awareness about established basic services and already developed external collaborations. Collectively, results from quantitative and qualitative data were mixed. Overall, while usage increases were not statistically significant, raw data suggested a potential upward trend. Quantitative data from surveys, while modestly positive, suggested opportunities where improvements could be made. Qualitative data from survey results indicated a need for refinement of the marketing plan with attention paid to increased focus on strategies placing librarians in direct contact with constituents. Qualitative data from student and faculty focus groups supported the importance of firsthand engagement with stakeholders and provided the scholar practitioner with guidance for next steps.

Integration into Practice

Considering results found through engagement with the design thinking process, the scholar practitioner discovered opportunities to refine the marketing plan prototype to better suit constituent needs. Results from the implementation of the prototype suggested direct engagement with librarians was the most successful channel for communicating opportunities for improved student outcomes and support of faculty. However, the message did not connect as deeply as the scholar practitioner projected; determined continued efforts and refinement of the prototype, would be best accomplished by approaching the problem in the context of transformational leadership and human-centered design.

Like the first iteration of the design thinking process, the scholar practitioner needed to address improvements to the prototype from a human-centric approach. As indicated by Mintrop (2016), in educational contexts, problem solving from a human-centered approach including user-centered processes was codesigned and “not done *to* people but *with* people” (p. 13). Bryck et al. (2015) further supported such approaches and described stakeholder groups who shared a vested interest in development of workable interventions and solutions to collective problems. In libraries, Boisvenue-Fox and Meyer (2019) reflected when design thinking was implemented, leaders were able to reevaluate previously held views and “deeply influence organizational culture” (p. 17). Further, the authors pointed to human-centered design in libraries as a user-centered process focused on stakeholder participation, as well as an opportunity to provide a model for replication of such behavior across the organization. When the scholar practitioner considered future modification of the prototype based on the study results further inclusion of representatives from all stakeholder groups would be included. When considering adjustments to the marketing plan prototype, Grieves and Pritchard (2018) and Albert (2017) reinforced efforts at development of marketing initiatives from a user-centered perspective and offered guidance on the critical need for participation and collaboration with stakeholders in the process. To move forward, the scholar practitioner will be required to engage in leadership skills aligned with human-centric models. One aspect of leadership offered by Tucker (2017) was building buy-in. Results from the study identified aspects of student and faculty which reflected lacking levels of buy-in. Student responses indicated lack of awareness of library resources and services resulting from online status, left the scholar practitioner curious as to where online students

obtained resources. Such results suggested the need for library resources and services did not occur to the subset of students. Further, student participants in the focus group who shared proximity to the library observed a lack of awareness of resources available to the students, again leaving the scholar practitioner curious as to where students went for resources. Gaining buy-in from students who lack awareness will be a critical aspect of leadership moving forward. One approach offered both in the literature and student comments in the focus group was inclusion of students in development of marketing and strategies. Hines et al. (2019) reflected inclusion of student perspectives in the development of marketing and communication strategies was not characteristic. Greater inclusion of student populations presents a tangible example of a human-centered approach to build buy-in from student populations unaware of available resources and services.

Results from faculty indicated awareness of resources but an unwillingness to accept new resources and services which may be available, or worse, unwilling to accept new ways resources and services may be applied to better facilitate instructional activities. As Giacomini (2014) remarked, “Today’s human centered design is based on the use of techniques which communicate, interact, empathize and stimulate the people involved, obtaining an understanding of their needs, desires and experiences which often transcends that which the people themselves actually realized” (para. 11). The scholar researcher understood faculty attitudes would need to be addressed to convey messaging which reflected the support functions offered by librarians as well as opportunities for reduced workloads. Faculty perceptions of librarians and libraries led to an additional leadership approach by the scholar practitioner. Tucker (2017) offered the importance of

leaders' ability to assault assumptions. Faculty results implied predetermined attitudes existed about the role of the library and librarians in the academic experience. The scholar practitioner determined understanding the depth of predetermined attitudes by faculty will inform future ideation sessions and the modification of the prototype.

An additional approach identified by the scholar practitioner for application to all stakeholder groups was offered by Ancona (2005) who suggested a framework which included four elements: sensemaking, visioning, relating, and inventing. Sensemaking was described as the ability to understand a problem. Visioning was the ability to identify solutions to the problem. Relating suggested the ability to build and sustain relationships through true understanding of stakeholders to leverage for development of solutions to problems. While inventing was described as an intentional act of creating new ways to work with stakeholders. In the scholar practitioner's context, two aspects of Ancona's (2005) approach resonated, which were relating and inventing. The ability to use research results to inform further collaboration and build appropriate teams with student, faculty, and staff and administrator groups was perceived as critical moving forward. Ancona (2005) suggested relating as an approach which afforded leaders to develop collaborative relationships and "create coalitions for change" (para. 13). Finally, Ancona (2005) described inventing as the process of examining "alternative ways of grouping people together, organizing their internal interaction, and linking across different groups" (para. 8).

Creating a coalition for change with students will require the scholar practitioner to identify and further engage with student populations not currently aware of what a university library has to offer. As noted above, further identification and engagement of

students, could be in the form of partnering with student employees and engaging student organizations to both gain perspectives on underserved student populations, as well as partner to create messaging reflective of the needs of underserved students. Creating a coalition for change with faculty required a similar approach. The scholar practitioner planned to utilize existing faculty relationships to create pathways for successful communication and marketing strategies targeted at low-use faculty. Applying the approach of inventing could include use of relationships with students to convey library contributions to faculty.

Building coalitions with staff and administrators will require further collaboration with other support departments to create a joint message of support units' contributions to positive student outcomes. Not only can such collaborations be responsible for innovative solutions for students and faculty but could also reinforce the necessity of such services for positive academic experiences. Because support services are wide-ranging, identifying appropriate representatives across departments to refine the marketing prototype will require creative application of the inventing approach offered by Ancona (2005). However, using the inventing approach to create a team could also result in a coordinated message for both library services and support services.

The scholar practitioner planned to apply human-centered leadership practices when revisiting the marketing prototype. The iterative nature of the design thinking process requires not only the refinement of the chosen intervention, but also a reevaluation of which stakeholders will be engaged in the process and how. Applying approaches based on empathy and human-centered leadership provides opportunities to build solutions benefitting all stakeholder groups.

Conclusion

Perceptions of the role of libraries and librarians in the academe has been a research topic in the professional literature focused on students, faculty, and administrators (Blankstein, 2022; Fagan, 2020b; Murray & Ireland, 2018). Research related to how librarians could develop marketing, communications, and branding strategies was also identified (Anderson 2020; Nicholas et al., 2018). However, a gap in the literature was apparent when the scholar practitioner sought to discover research establishing relationships between marketing and communications strategies relationship to stakeholder attitudes. To further explore the relationship between library marketing and user perceptions, the scholar practitioner engaged in a design-based approach to identify a low cost, easily implemented intervention (Dam & Siang, 2020). The intervention included the development of an abbreviated marketing plan to be implemented and tested over a three-month period.

Qualitative and quantitative results collected over the testing phase reflected modest increases in library resource and service usage patterns, as well as modest to moderate positive shifts in student, faculty, and staff and administrator perceptions toward library resources and services. The scholar practitioner believed the gains, while modest, offered an opportunity to move forward using the design thinking process to use results from the study to inform refinements to the marketing plan prototype. As the prototype was refined, the scholar practitioner also determined further analysis would be needed to understand whether marketing and communications strategies were related to increased usage and positive changes in perceptions about university library resources and services.

Using human-centered design principles and human-centered leadership attributes, the scholar practitioner felt a longer-term analysis would be necessary and determined an increased application of human-centric leadership attributes identified in the dissertation in practice could create sustainable positive results. The iterative nature of such human-centered solutions laid the groundwork for a culture of continuous improvement, which is exactly the purpose of the design thinking process.

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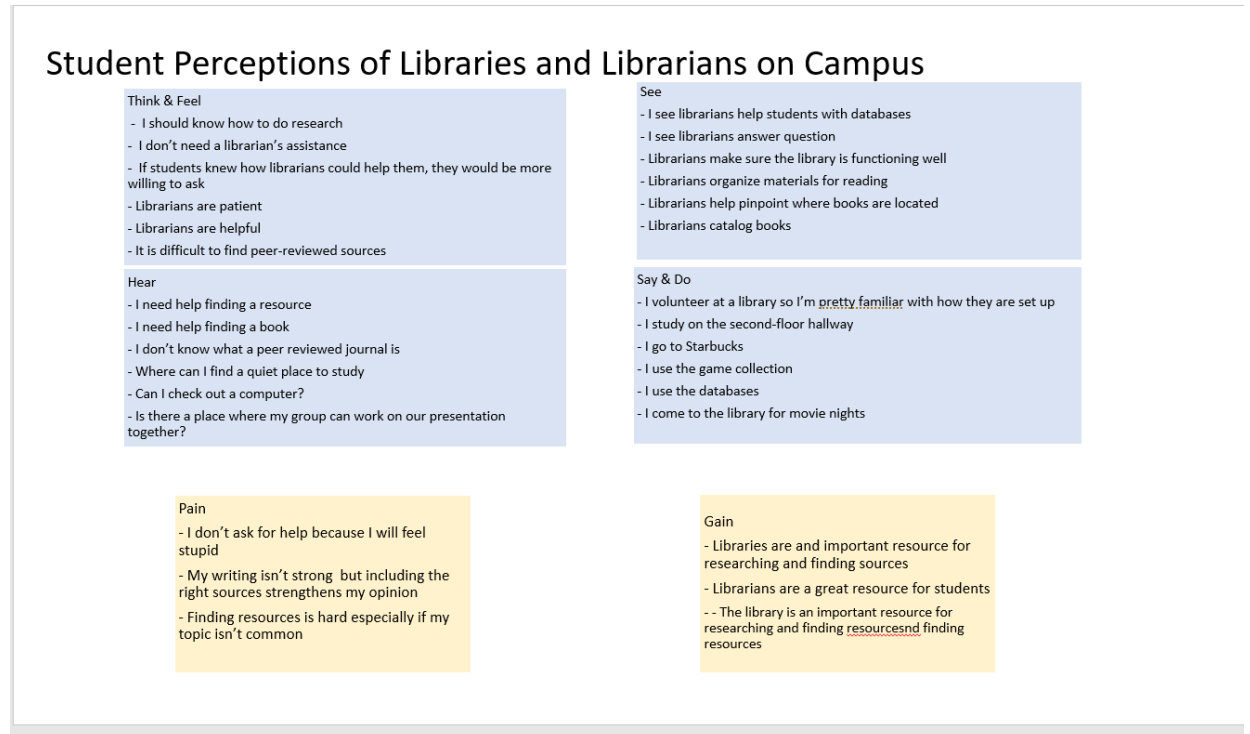
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Appendices

Appendix A: Empathy Map, Fishbone Diagram, and Story Map

Empathy Maps



Faculty Perceptions of Libraries and Librarians on Campus

Think & Feel

- Librarians and libraries are important for student success
- Information literacy is important
- Librarians should play a role in dissemination of information literacy concepts
- I'm not sure how librarians can play a formal role in integrating information literacy concepts into the curriculum.

Hear

- I need a librarian to give a one-hour instruction
- I need an embedded librarian in my course
- Can you provide a resource for my course?
- I have a class assignment. I am sending my students to the library for help.

Pain

- I don't have time to utilize the library in my courses.
- I know what the library offers and instruct students myself
- Why don't you have more books?

See

- I see librarians in the classroom for instruction
- I see librarians helping students
- I see librarians helping faculty
- I see library resources created by librarians
- I see services offered at the library

Say & Do

- If I don't teach in the library building, it doesn't always occur to me to use library resources or direct my students to the library.
- I don't always have time to include librarians in my courses
- I know what the library has to offer and don't need to consult with a librarian
- I send students to the library for research assistance
- I send students to the library for resources

Gain

- Information literacy is important
- Librarians play an important role
- Libraries play an important role in teaching and learning

Staff and Administrator Perceptions of Libraries and Librarians on Campus

Think & Feel

- Customer service is a top priority at the library
- The library has many resources
- Tutoring and writing services are great
- Librarians offer a personal touch
- Librarians need to be knowledgeable about many academic topics

Hear

- I need help finding an office
- I need to reserve a room
- I need to help students plan an event
- I like the book displays

Pain

- Misperception about what services are library services in the building i.e., Writing Center and Tutors

See

- I see people being helpful at the front desk
- I see library staff being welcoming at the front desk
- I see a lot of people in the building
- I always have positive interactions with library staff
- I have collaborated with library staff on successful programs

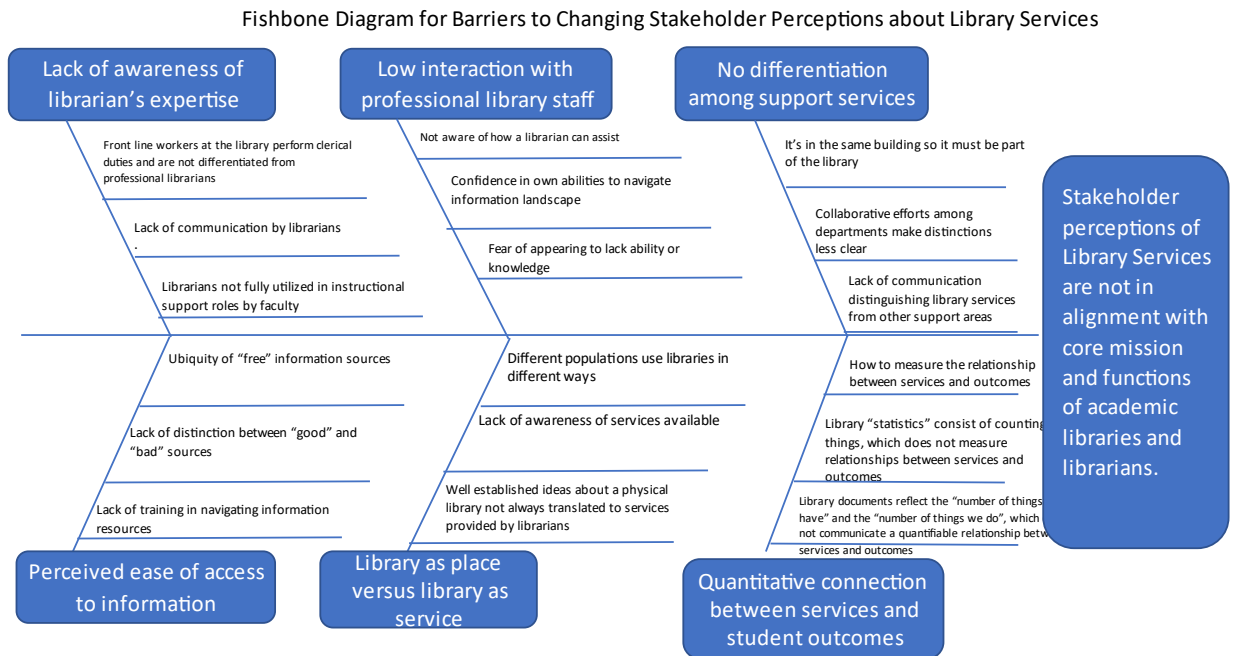
Say & Do

- I like our library
- I like working with library staff on projects
- I'm not sure what librarians do
- The library has a lot of resources and services for students

Gain

- The LARC provides an abundance of paper and digital resources as well as personnel to help students with papers, projects, and research

Fishbone diagram



Stakeholder perceptions of Library Services are not in alignment with core mission and functions of academic libraries and librarians.

Low interaction with professional library staff

Confidence in own abilities to navigate information landscape

Not aware of how a librarian can assist

Fear of appearing to lack ability or knowledge

Lack of awareness of librarians expertise

Front line workers at the library perform clerical duties and are not differentiated from professional librarians

Lack of communication by librarians

Librarians not fully utilized in instructional support roles by faculty

Perceived ease of access to information

Ubiquity of “free” information sources

Lack of distinction between “good” and “bad” sources

Lack of training in navigating information resources

Lack of differentiation between library as place and library as service

Well established ideas about a physical library not always translated to services provided by librarians

Lack of awareness of services available

Different populations use libraries in different ways

Lack of quantitative connection between services and student outcomes

Library “statistics” consist of counting things, which does not measure relationships between services and outcomes

Library documents reflect the “number of things we have” and the “number of things we do,” which does not communicate a quantifiable relationship between services and outcomes

How to measure the relationship between services and outcomes

Challenges and needs

Barriers include over confidence of students in ability to navigate an ever-expanding information landscape and an unwillingness to approach a librarian for help either because they feel “stupid” or because they are unaware of librarian’s skill set. Faculty acknowledge the support role of librarians but lack time, proximity, and sometimes

knowledge to integrate services into curriculum delivery. Administrators seemingly understand the role of the library on a university campus but do not always distinguish library services from other support roles.

Biggest Frustration

Librarians do not feel services are being leveraged or integrated into the broader university community to their full extent, and while there seems to be a general understanding of what resources and services should be provided by the Library Services department, there seems to be a disconnect about what that means in daily professional practice and relationship to student outcomes.

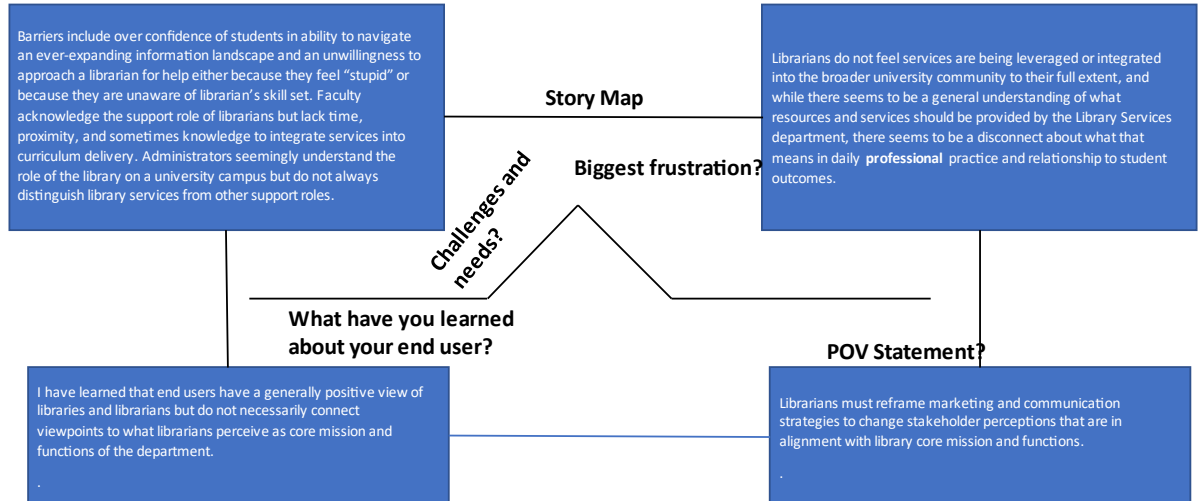
What have you learned about your end user

I have learned that end users have a generally positive view of libraries and librarians but do not necessarily connect viewpoints to what librarians perceive as core mission and functions of the department.

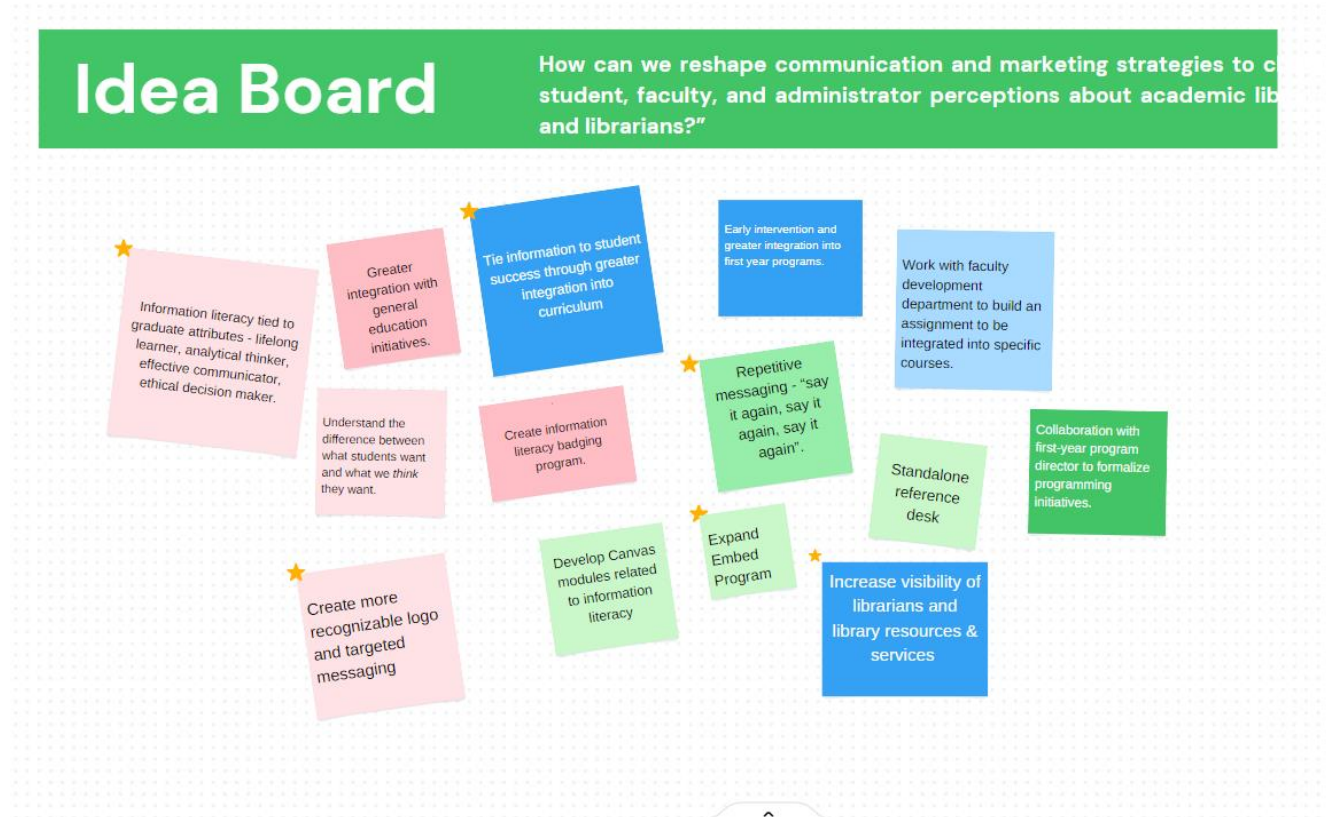
What is my POV statement

Librarians must reframe marketing and communication strategies to change stakeholder perceptions that are in alignment with library core mission and functions.

Story Map



Appendix B: Ideation Brainstorming Session



Appendix C: Prototype – Marketing Plan

University Library Marketing Plan

Introduction

The Library and Academic Resources Center serves the students, faculty, and staff of researched University. The department encompasses a variety of spaces throughout the building and provides appropriate resources, services, and programming to support student, faculty, and staff needs. Annual visitor foot count for academic year 2021- 2022 was 56,911 based on data extracted from the library statistics tracking system, Datatracker. Library Services spaces include common study areas, computer labs, instruction rooms, individual and group study rooms, an archive, media lab, A/V editing rooms, gaming room, virtual reality lab and innovative technology that supports curriculum and increases collaborative learning. Additionally, the Library Services department has a digital presence providing users with access to a wide breadth of electronic resources including, e-books, e-journals, databases, LibGuides, video tutorials, chat accessibility, and various learning tools.

The library is open 94 hours per week throughout Fall and Spring semesters and has a staff of 8 full-time employees, 10 student employees, and two - four interns per semester. Librarians engage with the user community in many ways including, but not limited to, instruction, research assistance, programming, and access to technology and collections.

Library Strategic Mission, Vision, and Values

The departmental strategic mission, vision, and values were developed in alignment with the university mission and vision, graduate attributes, and commitment to service through established Q2 quality initiatives.

Mission

Supporting students, faculty, and staff through quality resources, innovative programming, and a commitment to excellence in customer service.

Vision

Lindenwood University Library seeks to inspire users to be intellectually curious, community minded, and globally conscious.

Values

Intellectual and Academic Freedom

Lifelong Learning

Service and civility

Leadership

Collaboration

Diversity, Equity, and Inclusion

Strengths, Weaknesses, Opportunities, and Threats**Strengths**

Customer service is a core tenant of library staff

Dedication to continuous improvement through assessment

Commitment to improvement of student outcomes

Outreach and collaboration among both academic and support offices

Strategic integration of new and emerging technologies for faculty and student education

Weaknesses

Self-perception of college student's ability to navigate digital landscapes

Community outreach and partnership opportunities through special collections of regional and national interest

Lack of widespread integration of information literacy concepts into curriculum

Faculty perceptions of library and librarian's role in academics

Opportunities

Artificial Intelligence integration into information literacy initiatives

Analytics tools to quantify library relationship to student outcomes

Use of institutional repository to bridge faculty and student scholarship to library services

Increased engagement in open access initiatives with implementation and on open educational focus on open educational resources

Focus on experiential and service learning through student employee and internship programs

Threats

User misperceptions about information literacy skills

Changing expectations of students

Changing expectations of faculty

Changing information landscape, i.e. mergers, acquisitions, streaming services, open source technologies and resources, integrated library systems, and artificial intelligence

Strategic Priorities

Strategic priorities for the marketing plan are based on data gathered from departmental surveys, focus groups, annual assessment activities, analytics, as well as university-wide goals and objectives and are as follows:

Increase awareness and usage of electronic resources

Objective: Promote access and utilization of e-books, journals, databases, LibGuides, video tutorials, open educational resources, and artificial intelligence platforms

Tactics: Tutorials, social media spotlights, digital signage

Highlight library spaces

Objective: Promote individual study spaces, group study spaces, technology, and unique spaces to increase foot traffic and satisfaction

Tactics: Open house events, tabling, signage, and virtual interactive scavenger hunt

Increase campus partnerships

Objective: Collaborate with academic departments, student groups, and staff offices on initiatives and events

Tactics: Identify partnership opportunities, co-host events, provide research support, and increased outreach

Raise brand Awareness

Objective: Increase familiarity with library resources, services, and spaces as an element of student success

Tactics: Create library advisory board, new branding rollout, tabling, instructions, print materials

Ongoing assessment

Objective: Gather user input on services, spaces, and resources.

Tactics: Surveys, focus groups, departmental analytics

Target Audiences

The target audiences for the marketing plan include, approximately 5,000 undergraduate and 2,000 graduate students participating in 70 undergraduate programs and 30 graduate

programs; 300 full-time and 500 part-time faculty teaching in the same mix of programs; and 400 staff members. During academic year 2022 – 2023, all constituents were represented through a series of surveys and focus groups. Results from survey and focus group activities were integral to the SWOT analysis and strategic priorities noted above.

Students

Student survey and focus group participants were represented by online, on-campus, graduate, and undergraduate students across various majors. While students expressed a general understanding of the library's purpose in providing access to resources, they lacked awareness of the specific services and support provided by the Library Services department. Many incorrectly associated other campus departments like the Writing Center and IT Help Desk with the library's offerings. The data suggests students' confidence as digital natives may prevent them from seeking assistance from librarians. Though students conveyed a baseline understanding of information literacy, they did not connect this concept to the expertise and educational role of academic librarians. This presents an opportunity for increased marketing and outreach to educate students more thoroughly on the library's services, resources, and personnel. Overall, the feedback indicates a need to clearly communicate the library's value proposition to students as an essential partner in their academic journey.

Faculty

Faculty survey and focus group participants included online, on-campus, adjunct, and full-time instructors. Overall, faculty expressed a strong understanding and positive perception of the library's offerings, citing resources like research support, LibGuides, VR services, MOBIUS access, and instructional partnerships. While focus groups

confirmed that faculty value academic libraries and librarians, integration of these services into curriculum delivery appears inconsistent. Time constraints and lack of proximity were cited as barriers preventing deeper faculty-librarian collaboration. Though faculty agree librarians should play a critical role in teaching information literacy concepts, there is no clearly defined strategy for achieving this. The data indicates an opportunity to further educate faculty on the library's full range of instructional support services and to develop more structured partnerships and channels that facilitate seamless integration of the library across courses and programs. Consistent outreach and marketing of the library as an instrumental partner in curriculum design and delivery will be key.

Administration/Staff

The administrators and staff surveyed displayed a broad understanding of the library's offerings, including research help, MOBIUS access, interlibrary loan, embedded librarians, technology, resources, and more. However, some respondents incorrectly associated writing and tutoring services with the library, even though these are separate departments located in the building. One participant in particular acknowledged uncertainty about the specific role of academic librarians, despite describing the library's purpose accurately. This suggests a potential disconnect between the library's initiatives and resources and who is responsible for facilitating them. While administrators seem knowledgeable about the library's functions overall, there is an opportunity to provide further education on the specialized expertise and services that librarians provide, beyond just access to spaces and materials. Increased outreach is needed to ensure administrators and staff fully grasp the instructional and research support librarians contribute across

campus. Consistent communication will help cement the library's partnerships with administrators and staff.

Brand Strategy

Focus group data indicated a lack of awareness of the current library owl logo. As a result, Library staff worked together to redesign the owl logo as represented below to be included on all marketing and promotional materials. In addition, library staff developed a library tagline (see below) to reflect departmental, as well as institutional mission and goals.

Logo Variations



Library Tagline

“Discover your Library: A space for ideas, a path to opportunities everywhere you are”

Marketing Mix

Library Services will engage and monitor available marketing channels, which include:

Website: The library website will be revised to include redesigned branding. The site will also be updated to highlight new resources and services, as well as new search functionality to be launched Fall 2023.

Electronic communications: The Library Services department will collaborate with departments across campus to use existing electronic communication vehicles to highlight resources, services, and programming. Formats will include digests, newsletters, social media, and general email communication.

Social media: Daily content will be posted across all library social media channels, with approaches consistent with audiences typical for each platform. For example, Instagram will feature content specific to student interests. Facebook will develop content specific to faculty, LinkedIn will publish professional development and career-related content for faculty, students, and staff.

Digital signage: Monitors throughout the library and campus will display content that highlights spaces, programming, new resources, and general library information.

Print: Flyers, brochures, guides, and signage will be designed using revised branding and placed in strategic locations within the Library and Academic Resources Building, high traffic locations across campus, and distributed at university events.

Implementation Calendar

August – soft launch brand and tagline

Welcome week

Adjunct orientation

Digital signage display promoting library hours

Pre-assessment distributed to students, faculty, and staff

September – November

Banned books week

Instructions

Book displays

Workshops

Tabling events

Special programming

Mid-term, finals events

November

Post-assessments distributed to students, faculty, and staff

Focus groups

December

Gather and analyze usage data

Evaluation Strategy

The plan will begin with a soft launch that will incorporate a newly crafted branding slogan and departmental logo to be displayed on digital signage, the library website, and on all library affiliated social network platforms. The plan will be refined to include consistent and repetitive language applied to marketing, promotional, and advertisements for all aspects of library services, resources, and programming. Analytics and event attendance will be used to determine whether increases in usage and attendance occurred over the testing period.

A pre/post assessment will be distributed to faculty and students to determine if the marketing strategy increased awareness or changed perceptions about the Library Services department on campus. Additionally, faculty and student focus groups will be held to assess how the marketing strategy did or did not affect attitudes. All participants will be provided informed consent forms.

Appendix D: Revised Prototype (Elimination of website redesign and distribution of pre-test)

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The library is open 94 hours per week throughout Fall and Spring semesters and has a staff of 8 full-time employees, 10 student employees, and two - four interns per semester. Librarians engage with the user community in many ways including, but not limited to, instruction, research assistance, programming, and access to technology and collections.

Library Strategic Mission, Vision, and Values

The departmental strategic mission, vision, and values were developed in alignment with the university mission and vision, graduate attributes, and commitment to service through established Q2 quality initiatives.

Mission

Supporting students, faculty, and staff through quality resources, innovative programming, and a commitment to excellence in customer service.

Vision

Lindenwood University Library seeks to inspire users to be intellectually curious, community minded, and globally conscious.

Values

Intellectual and Academic Freedom

Lifelong Learning

Service and civility

Leadership

Collaboration

Diversity, Equity, and Inclusion

Strengths, Weaknesses, Opportunities, and Threats**Strengths**

Customer service is a core tenant of library staff

Dedication to continuous improvement through assessment

Commitment to improvement of student outcomes

Outreach and collaboration among both academic and support offices

Strategic integration of new and emerging technologies for faculty and student education

Weaknesses

Self-perception of college student's ability to navigate digital landscapes

Community outreach and partnership opportunities through special collections of regional and national interest

Lack of widespread integration of information literacy concepts into curriculum

Faculty perceptions of library and librarian's role in academics

Opportunities

Artificial Intelligence integration into information literacy initiatives

Analytics tools to quantify library relationship to student outcomes

Use of institutional repository to bridge faculty and student scholarship to library services

Increased engagement in open access initiatives with implementation and on open educational focus on open educational resources

Focus on experiential and service learning through student employee and internship programs

Threats

User misperceptions about information literacy skills

Changing expectations of students

Changing expectations of faculty

Changing information landscape, i.e. mergers, acquisitions, streaming services, open source technologies and resources, integrated library systems, and artificial intelligence

Strategic Priorities

Strategic priorities for the marketing plan are based on data gathered from departmental surveys, focus groups, annual assessment activities, analytics, as well as university-wide goals and objectives and are as follows:

Increase awareness and usage of electronic resources

Objective: Promote access and utilization of e-books, journals, databases, LibGuides, video tutorials, open educational resources, and artificial intelligence platforms

Tactics: Tutorials, social media spotlights, digital signage

Highlight library spaces

Objective: Promote individual study spaces, group study spaces, technology, and unique spaces to increase foot traffic and satisfaction

Tactics: Open house events, tabling, signage, and virtual interactive scavenger hunt

Increase campus partnerships

Objective: Collaborate with academic departments, student groups, and staff offices on initiatives and events

Tactics: Identify partnership opportunities, co-host events, provide research support, and increased outreach

Raise brand Awareness

Objective: Increase familiarity with library resources, services, and spaces as an element of student success

Tactics: Create library advisory board, new branding rollout, tabling, instructions, print materials

Ongoing assessment

Objective: Gather user input on services, spaces, and resources.

Tactics: Surveys, focus groups, departmental analytics

Target Audiences

The target audiences for the marketing plan include, approximately 5,000 undergraduate and 2,000 graduate students participating in 70 undergraduate programs and 30 graduate programs; 300 full-time and 500 part-time faculty teaching in the same mix of programs; and 400 staff members. During academic year 2022 – 2023, all constituents were represented through a series of surveys and focus groups. Results from survey and focus group activities were integral to the SWOT analysis and strategic priorities noted above.

Students

Student survey and focus group participants were represented by online, on-campus, graduate, and undergraduate students across various majors. While students expressed a general understanding of the library's purpose in providing access to resources, they lacked awareness of the specific services and support provided by the Library Services department. Many incorrectly associated other campus departments like the Writing Center and IT Help Desk with the library's offerings. The data suggests students' confidence as digital natives may prevent them from seeking assistance from librarians. Though students conveyed a baseline understanding of information literacy, they did not connect this concept to the expertise and educational role of academic librarians. This presents an opportunity for increased marketing and outreach to educate students more thoroughly on the library's services, resources, and personnel. Overall, the feedback indicates a need to clearly communicate the library's value proposition to students as an essential partner in their academic journey.

Faculty

Faculty survey and focus group participants included online, on-campus, adjunct, and full-time instructors. Overall, faculty expressed a strong understanding and positive perception of the library's offerings, citing resources like research support, LibGuides, VR services, MOBIUS access, and instructional partnerships. While focus groups confirmed that faculty value academic libraries and librarians, integration of these services into curriculum delivery appears inconsistent. Time constraints and lack of proximity were cited as barriers preventing deeper faculty-librarian collaboration.

Though faculty agree librarians should play a critical role in teaching information literacy concepts, there is no clearly defined strategy for achieving this. The data indicates an opportunity to further educate faculty on the library's full range of instructional support services and to develop more structured partnerships and channels that facilitate seamless integration of the library across courses and programs. Consistent outreach and marketing of the library as an instrumental partner in curriculum design and delivery will be key.

Administration/Staff

The administrators and staff surveyed displayed a broad understanding of the library's offerings, including research help, MOBIUS access, interlibrary loan, embedded librarians, technology, resources, and more. However, some respondents incorrectly associated writing and tutoring services with the library, even though these are separate departments located in the building. One participant in particular acknowledged uncertainty about the specific role of academic librarians, despite describing the library's purpose accurately. This suggests a potential disconnect between the library's initiatives and resources and who is responsible for facilitating them. While administrators seem knowledgeable about the library's functions overall, there is an opportunity to provide

further education on the specialized expertise and services that librarians provide, beyond just access to spaces and materials. Increased outreach is needed to ensure administrators and staff fully grasp the instructional and research support librarians contribute across campus. Consistent communication will help cement the library's partnerships with administrators and staff.

Brand Strategy

Focus group data indicated a lack of awareness of the current library owl logo. As a result, Library staff worked together to redesign the owl logo as represented below to be included on all marketing and promotional materials. In addition, library staff developed a library tagline (see below) to reflect departmental, as well as institutional mission and goals.

Logo Variations



Library Tagline

“Discover your Library: A space for ideas, a path to opportunities everywhere you are”

Marketing Mix

Library Services will engage and monitor available marketing channels, which include:

Outreach initiatives: any event where library services can engage with the user community, such as presentations, workshops, tabling events, collaboration and partnerships with external units for programming purposes.

Electronic communications: The Library Services department will collaborate with departments across campus to use existing electronic communication vehicles to highlight resources, services, and programming. Formats will include digests, newsletters, social media, and general email communication.

Social media: Daily content will be posted across all library social media channels, with approaches consistent with audiences typical for each platform. For example, Instagram will feature content specific to student interests. Facebook will develop content specific to faculty, LinkedIn will publish professional development and career-related content for faculty, students, and staff.

Digital signage: Monitors throughout the library and campus will display content that highlights spaces, programming, new resources, and general library information.

Print: Flyers, brochures, guides, and signage will be designed using revised branding and placed in strategic locations within the Library and Academic Resources Building, high traffic locations across campus, and distributed at university events.

Implementation Calendar

August – soft launch brand and tagline

Welcome week

Adjunct orientation

Digital signage display promoting library hours

September – November 1

Banned books week

Instructions

Book displays

Workshops

Tabling events

Special programming

Mid-term, finals events

November

Post-assessments distributed to students, faculty, and staff

Focus groups

December

Gather and analyze usage data

Evaluation Strategy

The plan will begin with a soft launch that will incorporate a newly crafted branding slogan and departmental logo to be displayed on digital signage, the library website, and on all library affiliated social network platforms. The plan will be refined to include consistent and repetitive language applied to marketing, promotional, and advertisements for all aspects of library services, resources, and programming. Analytics and event attendance will be used to determine whether increases in usage and attendance occurred over the testing period.

A post assessment will be distributed to faculty and students at the conclusion of October 2023 to determine if the marketing strategy increased awareness or changed perceptions about the Library Services department on campus. Additionally, faculty and student focus

groups will be held to assess how the marketing strategy did or did not affect attitudes.

All participants will be provided informed consent forms.

Appendix E: Staff/Administrator, Faculty, and Student Surveys

Informed Consent

You are being asked to participate in a survey conducted by Elizabeth MacDonald at researched University. We are doing this study to understand student, faculty, and administration perceptions of library services at the university. Data from the study will be used to assess the relationship between current library communication and marketing strategies and stakeholder perceptions of library services. You will be asked questions about experiences with library services at - University It will take about 5 minutes to complete this survey.

Your participation is voluntary. You may choose not to participate or withdraw at any time by simply not completing the survey or closing the browser window.

There are no risks from participating in this project. We will not collect any information that may identify you. There are no direct benefits for you participating in this study.

WHO CAN I CONTACT WITH QUESTIONS? If you have concerns or complaints about this project, please use the following contact information:

Elizabeth MacDonald, emacondonald@lindenwood.edu

Dr. Lynda Leavitt, lleavitt@lindenwood.edu

If you have questions about your rights as a participant or concerns about the project and wish to talk to someone outside the research team, you can contact Laura Wehmer-Calahan (Director - Institutional Review Board) at 636-949-4864 or Lwehmer-callahan@lindenwood.edu. By clicking the link below, I confirm that I have read this form and decided that I will participate in the project described above. I understand the purpose of the study, what I will be required to do, and the risks involved. I understand

that I can discontinue participation at any time by closing the survey browser. My consent also indicates that I am at least 18 years of age.

You can withdraw from this study at any time by simply closing the browser window.

Please feel free to print a copy of this information sheet.

Q1 What is your current status at the university?

- Student (1)
- Faculty (2)
- Staff (3)
- Administrator (5)

Staff/ Administrator Questions

Q23 How long have you been with the university?

- 0 - 5 years (1)
- 6 - 10 years (2)
- 11 - 15 years (3)
- 16 - 20 years (4)
- Over twenty years (5)

Q24 Which classification best describes you?

- Staff (1)
- Staff administrator (2)
- College administrator (3)

Q31 What is your departmental or College affiliation?

Q27 The library marketing campaign increased my awareness about ways the library contributes to positive student outcomes.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q28 The library marketing campaign increased my awareness about the instructional role of librarians in the teaching and learning process.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q29 The library marketing campaign increased my awareness about how library mission and goals align with the university mission and goals.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q30 The library marketing campaign did not increase my awareness about library resources and services on campus.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q31 The library marketing campaign increased my awareness about library events, exhibits, and programs.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q32 Please provide any additional comments regarding the library marketing campaign in the text box below.

Q31 Please provide an email address if you would be interested in participating in a focus group to further discuss marketing initiatives at the University Library.

Faculty Survey Questions

Q13 What is your college affiliation?

- College of Arts and Humanities (1)

- College of Business and Entrepreneurship (2)
- College of Science, Technology, and Health (3)
- Global (4)
- College of Education and Human Services (5)

Q14 Which best reflects your current status at the university?

- Full-time faculty (1)
- Adjunct faculty (2)

Q15 Which best describes your teaching modality?

- In person only (1)
- Online only (2)
- Combination of online and in person (3)

Q16 The library marketing campaign created a higher likelihood that I will require students to use library resources to complete research assignments.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q17 The library marketing campaign increased my awareness of the importance of assessing students' information literacy skills such as finding, evaluating, and integrating sources into writing assignments.

- Strongly disagree (1)
- Somewhat disagree (2)

- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q18 The library marketing campaign made it more likely that I will collaborate with librarians to teach information literacy skills in my courses.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q19 The library marketing campaign increased my knowledge of library resources and services that support my teaching and scholarship.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q20 The library marketing campaign increased my awareness about specialized technologies available at the library that support teaching and learning.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)

Strongly agree (5)

Q21 The marketing campaign increased my awareness about ways library spaces facilitate student studying and learning.

Strongly disagree (1)

Somewhat disagree (2)

Neither agree nor disagree (3)

Somewhat agree (4)

Strongly agree (5)

Q32 Please provide any additional comments regarding the library marketing campaign in the text box below.

Q31 Please provide an email address if you would be interested in participating in a focus group to further discuss marketing initiatives at the University Library.

Student Survey Questions

Q2 What is your major(s)?

Q3 What is your classification?

- Freshman (1)
- Sophomore (2)
- Junior (3)
- Senior (4)
- Graduate student (5)

Q4 Choose response that best characterizes you.

- I take all classes in person (1)
- I take all classes online (2)
- I take a combination of courses in person and online (3)

Q6 The library marketing campaign revealed I have more to learn about research for academic writing assignments.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q8 The library marketing campaign did not influence my perceptions about the benefits of libraries for student academic success.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q9 The library marketing campaign increased my willingness to approach a librarian for research assistance.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q10 The library marketing campaign increased my awareness of resources and services available at the university library.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q11 The library marketing campaign increased my knowledge about student spaces in the library.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q12 The library marketing campaign increased my awareness about specialized technologies at the library such as virtual reality headsets and apps, podcasting equipment, and gaming consoles and controllers.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q13 Please provide any additional comments regarding the library marketing campaign in the text box below.

Q14 Please provide an email address if you would be interested in participating in a focus group to further discuss marketing initiatives at the University Library.

Appendix F: Survey Coding Students

Student Survey Comments	Category
I never heard of it	U
I was not aware of any marketing campaign	U
I check my email all the time maybe the library emails looked sketchy so thats why I never payed attention to them thought they were a scam alert since it pops up saying that you guys might be. Should fix that .	U
I feel as if any emails or campaigns at the library are unnoticeable. I typically read emails from and interpret signage at the Library as the generic signage, however I have had a sense the past semester that the Library seems more active if anything.	U
I was not aware there was a specialized marketing campaign but I use the library frequently and their info has always been easily available	U
I can't take advantage of their services due to being an out-of-state online student. The only real access i have is through their access to online databases such a Jstor which are available through most universities.	U, O
I was unaware that there was a campaign going on.	U
The LARC multifaceted benefits were revealed to me by professors. Like the math success off, SASS, VA and IT. There is still a lot of information that is not widely known.	U
I did not know that there was a library marketing campaign	U
The YouTube videos were especially helpful with the tour of the library and website functions. The Instagram was the most useful is showing resources like the library of things and podcast stuff etc.	A

I did not see any of the marketing campaign materials since I take classes online only.	U, O
I am not really sure what the library marketing campaign is	U
I have only used the online library resources	O
I didn't even know it was happening	U
It's a library -- even if you want to rebrand it a resource center. It's a nice facility, but still not as convenient as using the Internet. Buildings may be anachronistic. Want us to use the library more? Improve the online library search engines -- which are horrifically bad on a good day.	U, O
IL student. I have never been to the St Charles campus.	O
Would they provide any type of program that off campus students to check out items like that and then send back?	O
The Library social media page on Instagram is where I learned about events and things occurring in the library	U
I had no idea about the library marketing campaign. I don't even know what that is.	U
The campaign showed be the benefits of the library and I'm less intidated to go in and I'm aware of everything it offers.	A
I didn't see much of it beyond the workshop things.	U
I'm not aware of anything	U
I do not recall clearly any library marketing except some emails. Since I take classes fully online, I would not have seen any of the in-person marketing. I do recall being reminded that there is the library and there are resources. I would have liked more information geared specifically towards those who take classes online (e.g. resources, software, librarian	U, O

services, etc.). Repeat emails help too because I get busy and forget where I might have seen the information. Thank you!!	
I enjoy the access the online library provides to a variety of reading materials including research documents as well as general reading for entertainment.	O
I haven't really seen anything about the marketing campaign. The most I've saw was through announcements (papers, on the tv..) at the library	U
I'm not sure what marketing went on.	U
I was unaware of a captain	U
I didn't notice the new marketing strategies, so my awareness of the library didn't change	U
I do not remember seeing any emails or advertisements about this campaign	U
I am not aware of a library marketing campaign.	U
I'm not the best person to take this survey because I already have a terminal degree and am already a professor -- so I already believe in the importance and value of the library. BUT you definitely made me feel like librarians are an available resource. I LOVE that both a writing specialist and a research librarian are embedded in most of my classes. I haven't needed them yet, but I definitely feel like the school cares we all do well and that I can reach out to them if needed. So thank you for that. :-)	A
Haven't heard of the library marketing campaign before this survey	U
for me, the marketing was a bit weak	U
I have no idea as to what this is referring to. I also hate the library at Lindenwood, where are all the books? Why is the majority of the library classrooms? I wish there were more tables, this library sucks.	U

I did not know there was a marketing campaign	U
I don't know what marketing campaign we're discussing. Not publicized enough	U
I missed probably 90% of the campaign because of being fully remote. I'm also an outlier because I already have a library degree so know how to do scholarly research and use online sources	U, O
The librarian is a great help when showing that you all support all kinds of activities and accessories to not only to those with books but that gaming counts as media as well.	A
I just don't know anything about it.	U
To be completely honest, I did not notice much of a change in my day to day process. I take classes in the Larc but do not remember feeling like they changed much in regard to introducing or showcasing what the library has to offer. I may not be very observant which may have contributed to me not being aware of any changes.	U
I am an online student so I don't use the Library often, but with what I have seen of it I would be interested in looking into their digital library.	U, O
I did not see the library marketing campaign	U
You might want to throw out my response as I am an online student and basically ignore all e-mails that don't seem pertinent to me. I almost skipped the one that led to this survey.	U, O
To be honest I'm not sure about this is about but I wanted to help with answering the survey	U
I don't know anything about a library marketing campaign. I also don't know how to access anything online students can use regarding the library.	U
This is the first I'm hearing about it now.	U
Need to be informed of technology/ spaces we can utilize	U

I never heard anything about the library marketing campaign but I'm sure it would have been interesting!	U
I think that it is sort of cool to try and put all of this out there, but I needed to have the campaign pointed out to me instead of finding it on my own.	U
I didn't realize there was a marketing campaign. It is a great idea, though, because I know that the library has a ton of resources that I am unfamiliar with!	U
Key	
U = unaware of marketing campaign	
A= aware of library resources and students	
O= online students and resources	

Appendix G: Survey Coding Faculty

Faculty Comments	Category
I'm sorry. I wasn't really aware of the marketing campaign.	U
I regularly collaborate with the library and appreciate what is offered--so the marketing campaign had less impact on me than perhaps others less familiar.	U
I was not aware of the marketing campaign	U
I had no awareness at all of any library marketing campaign. I teach Marketing at the University but the campaign failed to impact me and I am not sure why. Therefore all my answers to the Likert scales were neutral	U
The campaign increased my awareness of what services were available for students and what services were available to assist faculty in increases library resources within our classrooms.	A
I have not been aware of any marketing. I am off campus so that may have something to do with it.	U
I believe the students that want to learn will utilize the area no matter what. However that's not a large percentage of students. The students that have to interact are aware of the services as I interact with my class and see how their experience with the book store was. I also refer them there for resources as I am a stickler for APA style of writing and require more than certain online references.	A
I don't recall the marketing campaigns.	U
Having the embedded librarian and emails from the librarian were the most helpful in increasing my knowledge of the resources students had to access online.	A

I LOVE the embedded librarian features. While the marketing doesn't change my behavior as an instructor, I think it does provide additional opportunities for students which is super important!	A
I consider myself to be one of the more research-centered faculty on campus and I am largely unaware of any efforts made by the library to market anything they do to our students.	U
My role as an adjunct site visitor is more of an evaluator. The instructor teaching the course should be the one promoting research in the library.	U
Visits each term would be beneficial	U
As an adjunct, I am only on campus a few hours a week. I do see the message boards and my students studying in the library. They do a lot of research online.	A
I wasn't aware of the library marketing campaign.	U
I already require my students to use library books and the databases for their assignments!	A
The LARC/ library scavenger hunt was a good idea	A
I only teach graduate students and I was not very aware of any of this, so it didn't change how I interact and encourage students to use library resources.	A
I'm unsure of what exact advertisements and utilities that I witnessed were part of the library marketing campaign. I'm still fairly new to the university and so I don't know what were necessarily new additions or already existing advertising components that the library was making use of.	U
I didn't even notice a marketing campaign.	U
I am new/ work in the library, so my responses will be weird.	

Sorry to be so vague but I did not remember any marketing campaign from the library.	
I know the importance and have partnered with them in the past for my courses but was not aware of a recent campaign.	U, A
I had ZERO awareness of this campaign. Thus, it had ZERO effect on my teaching.	U
I am not sure that I was aware of the library campaign, but I have always required students to use the library.	U
As a faculty member, I'm pretty much already aware of what services the library offers which would be of benefit to me and my students. The added advertising was not too beneficial for me personally, because I was already aware.	U, A
I am not aware of the new campaign, saw something online but not much else.	U
Key	
U= unaware of marketing campaign	
A= aware of library resources and services	

Appendix H: Survey Coding Staff/Administrator

Staff/Administrator Comments	Category
Never saw anything about the library	U
I didn't have any perception that a marketing campaign was underway. I do not recall seeing or becoming aware of any library services, etc.	U
I don't remember seeing anything specifically	U
I love how the library has evolved over time. The puzzles in the hallway, the 'library of things' exhibit on the shelves, various workshops; the library offers so much support to students!	A
The library does a great job providing opportunities and events creating a positive learning environment.	A
I was most aware of the book displays (especially during banned book week) and the game display. The puzzles upstairs always catch my attention.	A
I liked the voting on the Owl post on instagram	A
The Library does an excellent job at marketing its services, resources, and events. Due to the digital boards, it makes it easier for them to get those communications out without too much hassel.	A
Excellent use of social media and meeting students where they are, especially interviewing library workers and students using resources	A
Key	
U= unaware	

A= awareness of library resources and services	
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Appendix I: Focus Group Coding - Students

Category	Participant	Comments	Key
Question 1. How did you or do you use the library outside of the university setting			
UO	P1	So I had younger kids, so we would go like summer reading program. So I had younger kids, so we would go like summer reading program	UO= use outside of college
UO	P1	We would get videos to take on our long trips and things like that so that we kind of use the Public Library in that aspect	UC= usage changed
UC	P1	But, you know, now that I'm a college student, it's different for me.	
UO	P2	For me, I think I don't go as often like outside of campus because throughout middle school and high school there was a library in my school.	
UO	P2	Other than that, I did go recently because I didn't know this was a thing, but I took my passport picture.	
UO, UC	P3	I'm a big library person. I usually use the library in my hometown outside of campus. And now as an adult I don't often get to go home and use those library resources.	
UO, UC	P4	I would normally check out, a lot of books in high school, it kind of died down just because, you know, you're	

		required to read all these other books for your classes. So I don't have as much time to do, like leisure reading, but I definitely still like back home	
NU, UC	P5	I started using everything in the library [at the university] more like the resources and the books and stuff when I had to start writing essays in English and stuff like that.	
NU, UC	P5	So I didn't make as much use of it back home, but here I definitely, yeah, especially with like being a junior and like the it's getting more difficult. a lot of great resources.	
NU, UC	P6	To be honest, I didn't use the library growing up. I didn't have much exposure to the library at all when I was young.	
Question 2. Could you describe any Library Services marketing strategies that resonated with you?			
LI	P1	I loved the embedded librarian. I did my undergrad here, too, and I didn't have that. I had no idea what I had access to before that.	LI= librarian interaction
P	P1	But I had no idea about the games and I got an e-mail from somebody which I need to figure out who that was and thank them...I forwarded that e-mail right on.	P= proximity
P	P1	I did find out about checking out like a calculator	SP= share info w/peers

P, SP	P1	I've had some students come in not prepared for a test with their calculator and they're like, oh, I thought you'd give me one.....But you can go downstairs, you know, And they're like, what?	
LI,	P4	I do think like from like a outside perspective, like being in like a Gen. Ed class and having a librarian come in and talk and go through like resource resources for research and like the databases and things like that I think was extremely helpful and I at least know one of my composition classes.	
P, SP	P4	Students find out that they can like rent out like VR headsets and like games and game controllers. You don't need to buy your own PS5, like you can come play here or even like board games, like stuff like that. So many people don't know you can check it out and they think we just have books.	
P	P4	I think our marketing with Libby has been pretty good	
LI	P4	It really depends on their classes and if they have librarian come to their class.	
P	P5	I think there's a big, especially among college students, there's a big stigma about libraries maybe like being boring. They didn't realize the amount of resources that we actually have. And I think something that opened their	

		eyes more to like the fun side of the library might be the library of things that we do	
SP	P6	I've told people as well, like, they had no idea about the calculators and stuff.	
Question 3. Can you describe the role of a librarian?			
E	P1	It's been a really great resource that they've implemented into the class [embedded librarians], which I really like because for those of us who've been out and the card catalog really doesn't exist anymore, like we don't get to thumb through at all.	E= embed
LI	P1	As freshman, they have no idea how to navigate the library where the resources that they have out there.	LI= librarian interaction
LC	P2	I think I would confuse librarians with the writing center.	LC= lack of clarity
LI	P2	Librarians can also look at like your research papers that you have and not just send it to like the writing center. But I didn't also know that they were able to like take a look at it and like do more in that aspect.	LA= library anxiety
E	P2	I think mine were mainly like English courses. And sometimes my professor actually himself, like, would show us, like, here's the database, here's what you can, you	

		can use it. And it was really helpful to show us step by step.	
E	P3	I do think for me as a history made you the biggest benefit that's been having that embedded librarian in your class. I think it's the first time they've ever been introduced to this idea of a librarian can help with research as well.	
LI	P3	I think getting that earlier than most of us who are in our junior year, I think getting that earlier would be really, really beneficial.	
E	P3	The biggest benefit has been that we're just going to go ahead and like integrate a librarian into the class. I went my entire freshman year not really knowing how to use the library, like, at all.	
LI	P3	But it's that's like one professor out of an entire department who is covering those bases.	
LA	P4	I think that sometimes at least like for me and I feel like I see this in a lot of my friends, sometimes people are scared to approach like emailing a library staff member.	
LA	P4	Things like the videos and stuff are also super helpful because especially if the person just has anxiety or they just don't want to talk to a person, they can watch a video walking through the steps.	

LI	P5	The other day a student came in and I was like, yeah, it's the first time I'm using the library and he's a junior now, and now he's realizing everything that it has to offer.	
LA	P5	But they just maybe they're [students] just too intimidated by the website.	
E	P6	I never knew about the embedded libraries. So I don't think they go in everybody's classes.	
Question 4. Describe your thoughts on the library space.			
Q	P3	I have a friend as well who also, weirdly enough, swears by studying in the archives at nowhere else.	Q= quiet study
P	P3	As a student, I spent a lot of time in the library before I worked here. This is where I did most of my homework because I didn't want to do it in my dorm room and have that, like stress of like, oh, this is where I live, but this is also where I do all my work, right?	P= positive view
P	P3	I see the most people on the 2nd floor round the group in the group study rooms. And like, very surprisingly, like above the Starbucks.	
P	P3	I think that that [the library] can be a very multi use space.	
P	P3	This is my preferred space to do any of my assignments for a lot of reasons, most of which it's just that this was a very quiet, very focused space.	

Q	P4	Especially, like Thursday, Friday, those single study rooms fill up so fast. I wish we had more	
P	P4	For me personally, yeah, I see the first floor like the Grove more as like a socializing space. And even the third floor, the indoor seating area, I feel like a lot of people go there to like eat lunch, or at least a lot of my friends go there to eat lunch or just like talk or work on like a group project up there versus in perspective because I've only ever been there to study myself in the evening.	
Q	P4	I feel like during the day a lot of people are like more like hanging out up there versus yeah, I feel like second floor has always been like the study.	
Q	P4	Feel like the first floor is like you're grab and go. Like you got to print or you're going to sit. You got to you need to finish your assignment before your class starts at 9:00.	
Question 5. Do you have ideas moving forward for library marketing?			
TM	P1	One thing I can think of, and I know you guys do this kind of a little bit, but maybe a tip for the day, like an e-mail that goes out to everybody or something just from the library, you know, what about this or have you thought about this?	TM= targeted messaging

TM	P1	Send a text to them' cause they're likely to open that. You know, And if it's two sentences with the link or something, you know, just a quick tip from the library or something, you know, Especially around finals time.	SW= student worker involvement
TM	P1	I wonder if after schools get started, because the first couple weeks, everybody's throwing all kinds of stuff at them and whatever. Videotape something and send it out to the classes.	C= collaboration
TM, SW	P1	I know even some of the student workers, maybe they could go out and do you advertise?	
TM, SW	P3	I always feel like there's more that we could be doing as student workers. I think we can even promote like a student workers even more as a resource in case people are a little intimidated going to like a staff member.	
TM	P5	But I also promoted on like the TV screens and on Instagram. If somebody just wants to, like, look up a book pretty quickly, like, just go into the library, Instagram, click on the link, and there it is.	
C	P5	Oh yeah, something with the student government as well.	
TM	P5	And so I know with the newsletter being sent out in emails, like we have that resource as well.	
TM	P4	I don't know if you guys do like the boosting of posts or anything. Because I think a lot of people don't know that	

		the library has an Instagram and that's where so much good stuff is like the hey, did you know we have this.	
C	P4	I think if we could get like either student involvement or like the regular like Lindenwood, Instagram to like post about the library services Instagram I think that would help.	
TM	P4	I think even in e-mail being like, need to relieve some final stress, come play Mario Kart, like, I don't, you know, something like that. If it has like a subject line, that's something that sounds like fun and free.	
TM	P4	If there's a way for like librarians to come in during like the NSO week or something like that, just to kind of like go over resources if they don't already, I think that'd be a really good.	

Appendix J: Focus Groups Coding – Faculty

Category	Participant	Comments	Key
Question 1. Did library marketing activities cause a change in your teaching approach?			
EK	P1	I know that I made extensive use of of all the different search features and acquiring text, excuse me, last year in sort of building a new course, but I haven't done this much with with this semester, and I haven't really had a call to do much in terms of courses.	EK=existing knowledge
SS	P1	Now I will say one thing that's changing is so the COM curriculum which I oversee, which has been completely redone for this year, has a much greater emphasis on com studies. Because we need to get the students thinking in terms of research. So I'll do a little bit more research and what you guys have been doing so we can leverage that because I think we need that expertise to come into the classroom.	SS= student success

EK	P1	I definitely noticed the marketing like, I mean the social media people that you have like the stuff on Instagram. I'm not in love with the new logo. I have a bit of a fondness for the old, the old owl. So I'm definitely aware of the different activities and stuff going on is some of the particulars that you were talking about in terms of the more academic programs I hadn't dug into.	NK= no knowledge
EK, SS	P2	I had a librarian come to the class and talk about using not just our databases but the career databases. And so she took the students all the way through that and then she was available, made herself available to meet with them afterwards. But the Lib guide was new to me. I think the students, I think the students were pretty impressed.	
NK	P3	I think interesting how I got an invite for this was you sent out the survey and I said wow, you did an emphasis and really did some marketing and stuff. And I got to be totally honest with you, I didn't notice.	
EK, SS	P3	Then about two years ago, I started getting a lot of international students and they were having more access issues with copyright and other stuff going	

		across borders. And so I sent them your way again and you guys did some magic.	
EK	P3	There's just so much in there [Canvas Shell] and you know and if you're if you're not familiar with how to use the library it you know you can get overwhelmed. I'd like to have some little vignettes, video vignettes that you guys do. They talk about your services. They're not going to respond to a web page.	
SS	P3	I just found out this semester that they can actually get a rental or get a loaner laptop to use.	
SS	P4	I feel like I'm still new, so I have nothing to really compare it to. But I do feel like I'm always kind of finding out what new stuff that's in the library. I guess like during new faculty orientation, we kind of got the speed a tour of what was here and you know, math Success center.	
Question 2. Could you share your thoughts on the library space?			
SU, SE	P1	The LARC is about the only place that still feels somewhat vibrant. When I go to the LARC, it's one of the few places that on a on a normal day has a certain level of activity. I think the space is very	SU= student use

		inviting. I do kind of dig the puzzle thing on the 2 nd floor.	
SU, SE	P1	Everyone in the library's been so hospitable in helping me out with the film series, with the screenings. I mean it's become a real challenge to get students engaged on campus and I don't know if someone can figure out the solution.	SE= student engagement
SU, SE	P1	I think you guys are doing work that's very noticeable like I do think it's noticeable what everyone is doing down there to keep the place active to keep it lively to keep it engaging. The book displays like everything about it is very inviting, but I think we're all just fighting that that you know the fight to keep students on campus.	
SU, SE	P2	And I think the students do utilize every space. You know, when I come in, the main floor students are, you know, curled up. They've got the study space on top of Starbucks and the study rooms down at the far end of the second floor are always in use. So I think you know always students in the in the spring and the fall that outdoor seating on the third floor was always full students really enjoy that and it's a it's a nice view too	

Question 3. How would you describe the role of a librarian in an academic setting?			
CD	P1	So I think, you know, specifically for some of the courses that we've introduced like setting to com, you know, the ability for, you know, for someone to come in, take the onus a little bit off of the instructor to put together those materials. You know, the easier it is for them to find really powerful, impactful resource materials, the less likely they are seek other means to put papers together which might not be awesome.	CD= curriculum delivery
CD	P1	I think that also helps that every time I've had to find something, you know, I'm meeting with people that that have an enthusiasm for materials and finding materials and making these things available. If you've got a professor that really wants that research done, having someone that can come in, you know, that that has a, you know, a real interest in providing those is, I think is really valuable.	
CD	P2	I use the library pretty every semester because I teach comp. They they need to be able to know what's a credible source and where to go and how	

		<p>to get that information and be able to turn it around. So we have the librarians come in for many different things in my composition class. So, for me, it it's an integral part of my curriculum</p>	
CD	P3	<p>For me it's asynchronous And so I've got to have everything scanned write a canned video of some kind. But I would love it like in if I had a live class to have you come in, even though it's teams and they're all off in the world somewhere to come in and talk about how they do rudimentary research to go out.</p>	
CD	P3	<p>They really need to learn how to go fish at any given time to find a topic to me that would be a worth taking something else out of my curriculum to give them points to take this module and answer you know a quiz with some kind of knowledge transfer to make sure that it took that they and then they can incorporate that. If I did that early in this in this class, they can then incorporate that into their research paper.</p>	

CD	P4	<p>I guess for math, for most classes I think it would just be useful if it was just somewhere in very consolidated easy like 1 pager or video of like.</p> <p>These are the resources relevant to math class that you can get from the library, like check out calculators, check out laptops, go to the math success center. As much as I plug that and things like that, just because I think that a lot of students are like, oh, library and math doesn't necessarily go together, even though there's plenty of resources there</p>	
<p>Question 4. What changes in marketing and communications could Library Services improve moving forward?</p>			
W	P1	<p>So that also it's there once you find it and I think the materials are easy to navigate but sometimes you know it's things are housed on slightly different pages and so it can be I think they're challenged with the way the website is set up.</p>	W= website
DE	P1	<p>So I think the more just to continue beating the drum on the availability of you guys to come into class to plug things into syllabi, I think you know eventually it'll start to stick because I think all</p>	DE= direct engagement

		professors are like wait, I can hand half the class over to somebody else.	
W	P1	I know we have some adjunct resources and I've looked at that page and I I know there's, I'm pretty sure there was some library stuff on it. But maybe something like that like a specific adjunct toolkit if you will.	
DE	P2	So maybe having the liaison come to a faculty meet, a college meeting, maybe the October meeting might be better when things are a little slower so that that information can really stick.	
DE	P3	But just keep in mind too, you got an awful lot of adjunct that don't go to those faculty meetings because we're not even invited.	
DE	P3	Something else you might consider is going through a certain cycle of refreshing our classes, right, redesigning them. That would be a time to really engage with them to say as you're redesigning consider getting a module or a piece in here about library services.	
W	P4	Whoever brought up that the website should be, I think, more intuitive and more informational because I think it would be nice if we could	

		actually just tell students, like, the information's on the website and, you know, they can easily find it.	
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Appendix K: Focus Groups Coding – Staff

Category	Participant	Comments	Key
Question 1. Could you describe any Library Services marketing strategies that resonated with you?			
E	P1	I saw like the advertisements for Banned Book Week or like those types of things and then some stuff on the digital signage.	E= exhibits
L	P1	I did notice the new logo, it's an owl, isn't it? It differentiate, differentiates you all from the rest of campus kind of.	L= logo
L	P2	I noticed that the Owl logo too, but I didn't, I didn't connect that as a new logo for the library. I just thought, oh, that's kind of a cool graphic.	
E	P2	The Band Book Week is the one that I most noticed, but I probably noticed it for different reasons and I'm always interested.	
E	P2	The things that catch my eye most obviously are the displays in that front downstairs lobby. The game display for instance is really cool. Up on the 2nd floor, the puzzles, it catches me every time.	

L	P3	I noticed the OWL when I looked online at one of the library things, a link from the library to something else, but I don't remember where I saw it and I did notice it	
E	P3	I do notice every day when I come in I see the digital signage right by the staircase that I go up, but since I don't come in the main entrance I don't see a lot.	
E	P3	I noticed the banned book thing. I did notice just because I thought it seemed like a hot topic. I think I noticed that from the digest announcement.	
Question 2. Could you describe your thoughts on the role of an academic library on a college campus?			
S	P1	I would say the same when I was in college, That was the place where you went to study to access materials too.	S= study
S, Q, C	P1	Down by the games on the 2nd floor, there's the board game and role-playing game, and there are those rooms that obviously people sign up for. I see people in there all the time and sometimes they're collaborating together and sometimes it's just one person studying. I think that's all terrific.	Q = quiet
S	P2	Yeah, I would say like studying	C= collaboration

C	P2	<p>But you know, as an undergrad, we did have like we had activities at the library like little, like not like social events, but like the front of our library was kind of like the common space....You can kind of sit out and talk or just hang out between classes on Wednesday.</p> <p>So that was fine</p>	
S, C	P2	<p>Like you had some of the book collection but like just study tables. And it was one of the few spaces in the library where you didn't have to be like quiet, quiet per se. So you could have like, you know, study group meetings or have like snacks or something.</p>	
S, Q	P2	<p>I think the only thing that I could see being done differently, and I don't even think that's possible in the lark now adding more study space for the students.</p> <p>There's places for the students to sit or just even for like just faculty and staff.</p>	
S	P3	<p>Mainly when I went to the library, it was to study</p>	
C	P3	<p>I think I would probably add, the thing I noticed most prominently when I first came to the Lark were the areas that Anthony mentioned like the rooms for collaboration, which I think is really cool.</p> <p>And I do see those rooms being used.</p>	

C	P3	<p>But I think a huge draw to the library is the Starbucks.</p> <p>Also her and her friends are constantly getting Starbucks and using the lark. And I would also second what Danielle said about more study space.</p>	
<p>Question 3. Are there services the library could offer that aren't currently available?</p>			
LA	P1	<p>I was actually going to bring up printing as well because we don't, I'm not printing as in like printing out a couple of sheets. We don't have like a print and bind option, do we?</p>	LA= lack of awareness
LA	P1	<p>The second hand thing is we don't, we don't have a rare books room, do we?</p>	
LA	P2	<p>What about printing?</p>	
LA	P3	<p>How many computer labs are there in the library? Where are they because I don't even know.</p>	
LA	P3	<p>Are the rare books in the Archives?</p>	
<p>Question 4. Do you have ideas about collaboration between Library Services and other support areas for programming purposes?</p>			
LA	P1	<p>Using that that open office space to set up a board game, be able to play you know like over lunch hours, you know for 45 minutes during the day when I come in once a week and stuff like that. But you can do that kind of thing. I don't want to advocate that too much because</p>	

		<p>I know I'm biased and I know that that's something that I really enjoy, but that's not necessarily what a library needs to focus on. It's a nice thing to have as kind of you know, one additional thing. But you know I think the library's more about books and research and study and things along those lines.</p>	
LA	P1	<p>Try to find a way to get some like educational opportunities out or I guess like hold little events. I know the former VP was gung ho about getting Dungeons and Dragons going in our office for some reason. But just like something like that would be cool for the students to actually participate in.</p>	
LA	P2	<p>It'd be cool if we had like a like a like an offshoot of the student research conference because I know that's a big deal or sorry student academic showcase.</p>	
LA	P3	<p>They met here for hours like all day one weekend and maybe even more than that to build a PC and my first thought was why are why are they doing this at the library, but I think that goes to your point of it's a whole different environment. So I think you know to your kudos to you for supporting that kind of community environment where they felt like they could come here to build a PC, right?</p>	

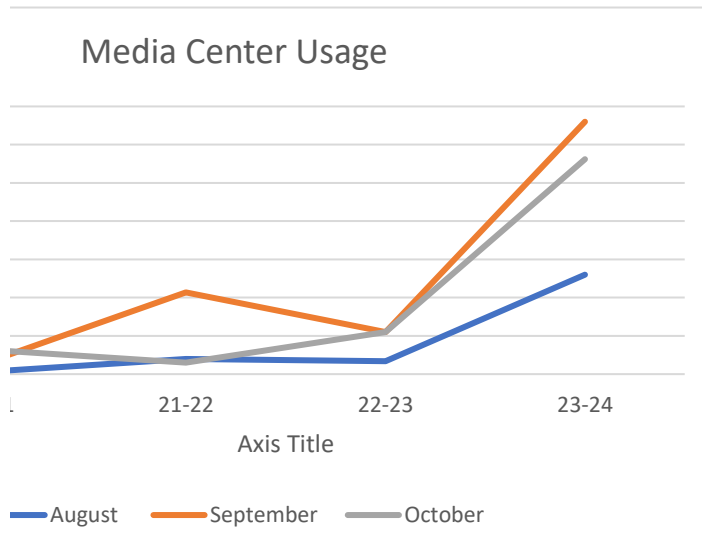
Question 5. What changes in marketing and communications could Library Services improve moving forward?			
NT	P1	Put an advertisement on Starbucks coffee cups.	NT= nontraditional
LA	P2	I don't think so because I got feel like you guys do. It's a good job already, I guess. I don't know if the students have a version - I would assume they have a version of the Digest too, right?	
NT	P3	I'm looking into the campaign that an administrator wants to help with student affairs to advertise on the back of the bathroom stalls. Maybe you could even advertise something. Maybe you could do something like hey, did you know these things happen at the library? And then list things that are like non study, non-research and just kind of get the word out that way or even in the digest or even on the screens, the digital screens like hey, did you know this has happened in our library?	

Appendix L: Raw Usage Data

Media Center Usage

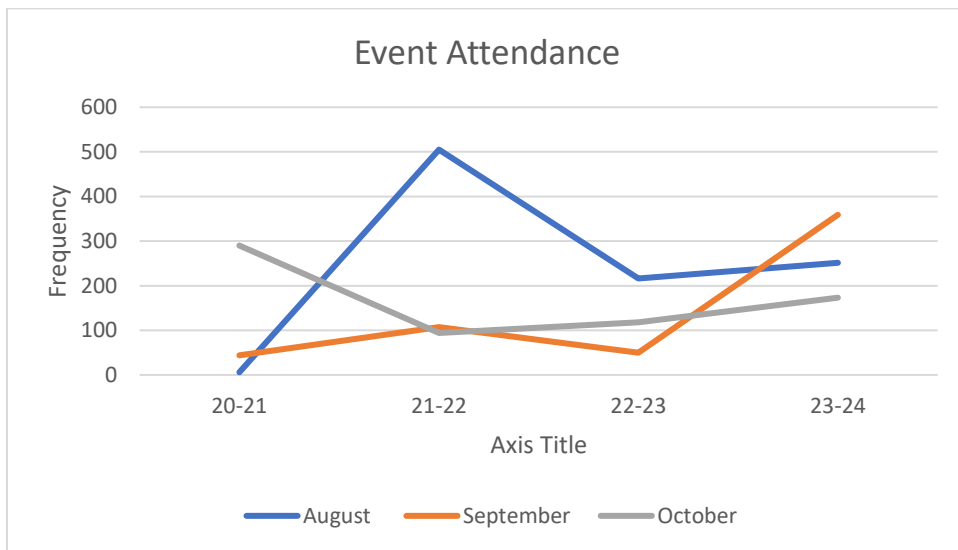
	20-21	21-22	22-23	23-24
August	3	20	17	130
September	15	107	55	330
October	32	15	55	281
Total	50	142	127	741
FTE	7382	7003	7000	7130

*Note: FTE= Full Time Enrollment



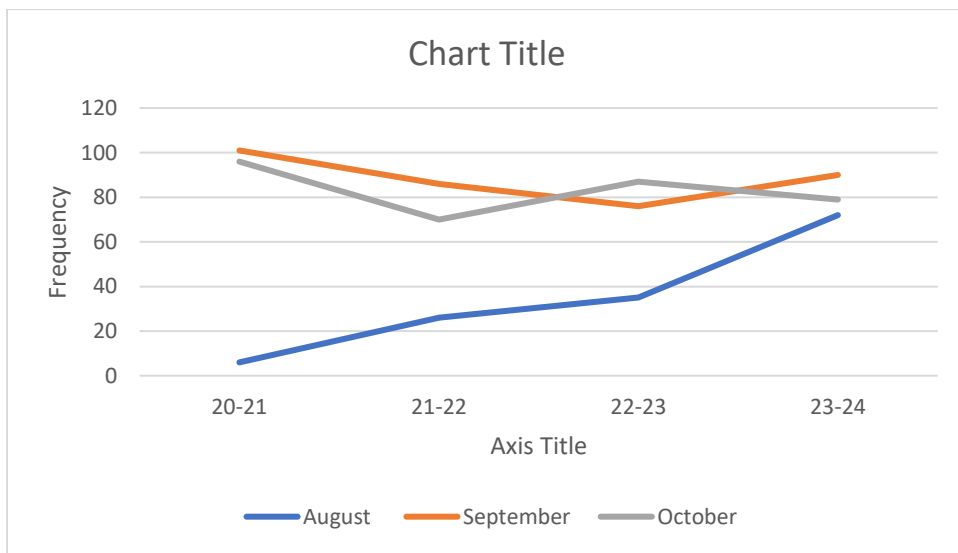
**Event Attendance (workshops,
presentations, special programming,
tabling)**

	20-21	21-22	22-23	23-24
August	6	505	216	251
September	44	107	50	359
October	290	94	118	173
Total	340	706	384	783



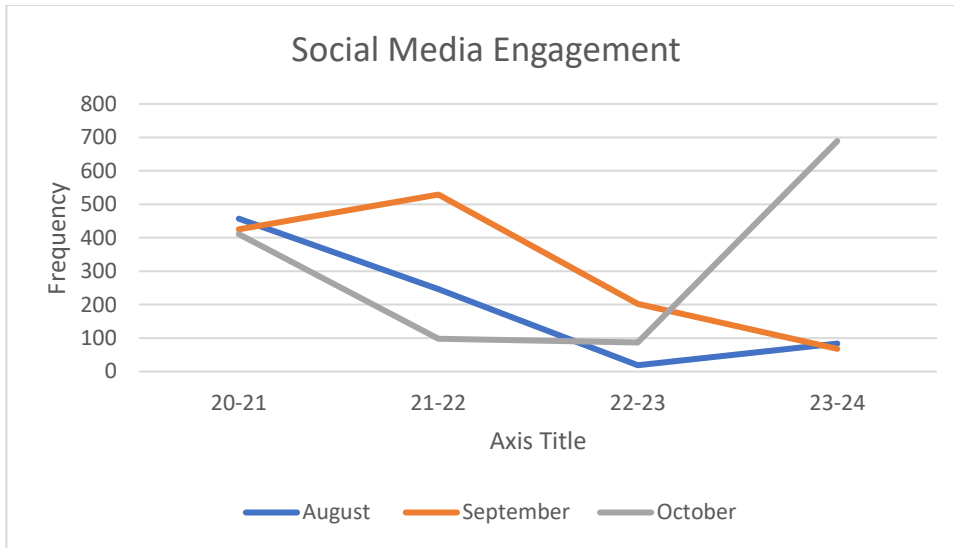
Chat Interactions

	20-21	21-22	22-23	23-24
August	6	26	35	72
September	101	86	76	90
October	96	70	87	79
Total	203	182	198	241



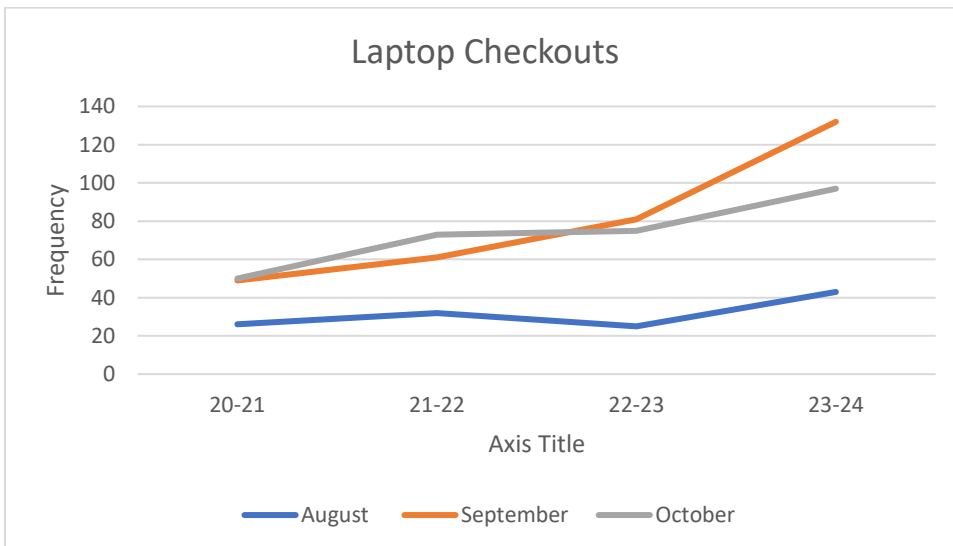
Social Media Engagement

	20-21	21-22	22-23	23-24
August	457	246	19	84
September	425	529	202	68
October	411	98	87	689
Total	1293	873	308	841



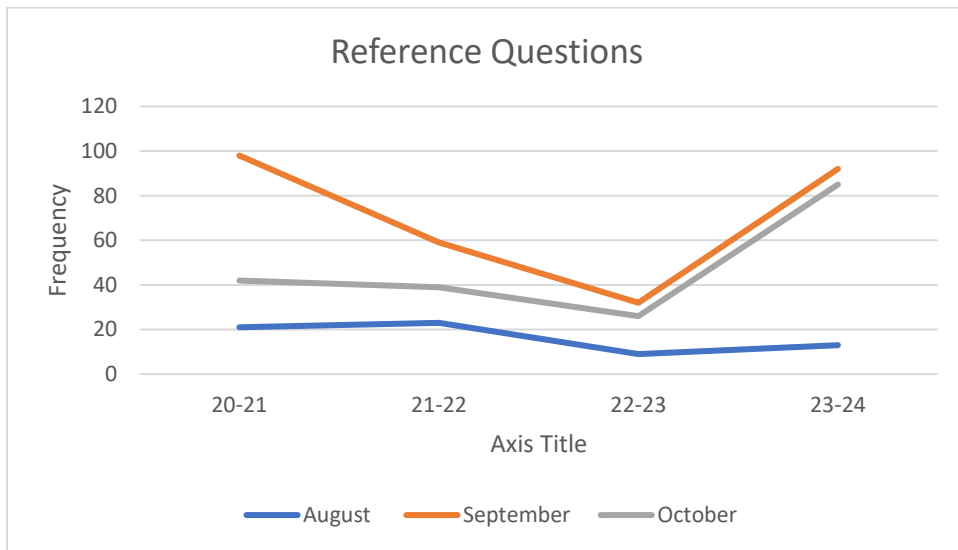
Laptop Checkouts

	20-21	21-22	22-23	23-24
August	26	32	25	43
September	49	61	81	132
October	50	73	75	97
Total	125	166	181	272



Reference Questions

	20-21	21-22	22-23	23-24
August	21	23	9	13
September	98	59	32	92
October	42	39	26	85
Total	161	121	67	190



Biographical Information or Vitae

I have worked as a professional academic librarian since 1993 and have held leadership roles since 1998. Throughout my career, I have worked to provide leadership and vision for my staff, institution, and profession as a whole. In addition to my interest in marketing and stakeholder perceptions at university libraries, my professional interests include integration of information literacy concepts across the curriculum, co-curricular assessment to measure academic support services' relationship to student outcomes, collaborations among academic support units to enhance student experiences and outcomes, the use of open educational resources (OER) to reduce textbook costs and promote innovative open pedagogy, and examining ethical implications of generative AI for student research, writing, and academic honesty.

I have presented extensively throughout my career at local, regional, national, and international conferences such as Gateway Writing Center Association (GWCA), Association of College and Research Libraries (ACRL), International Writing Center Association (IWCA), Higher Learning Commission (HLC) and others on topics such as student engagement with generative AI, embedded librarian collaborations, assessment methods, and formalized partnerships between libraries and writing centers. Most recent presentations included "Ethical Use of AI" at GWCA in 2024, "What is Co-curricular Assessment" at HLC in 2023, "Research and Writing: Success with High Impact Practices and Collaboration," at ACRL in 2022," "Better Together: Research and Writing Embedded Support" at IWCA in 2022.

In addition to my role as a professional librarian, I taught world history as an adjunct instructor at the research university 2007-2017. I hold a Master's degree in

Library Science from the University of Missouri, Columbia, a Master's degree in European History from Southern Illinois University, Edwardsville, and am in the process of completing an EdD in Leadership and Curriculum Design in May 2024. I have also served on the boards of statewide and regional library consortia. My extensive background, commitment to my core professional values and those I serve spans library leadership, instruction, assessment, campus collaborations, and an overarching sense of social justice.