What do people want and need from a library?  
What services can your library provide?  
How can services be connected with the needs of current and potential library users?

Marketing is much more than creating attractive displays and updating your Facebook page, it’s about meeting the needs of individuals and groups. If library users aren’t aware of your resources and services they’re unlikely to visit your physical or virtual library. If they’ve had a bad experience in the past, they may be sharing this negativity with their friends and colleagues. Marketing is about understanding the needs and interests of current and potential users, reaching those individuals with quality resources and services, and evaluating the experience so adjustments can be made to increase effectiveness, efficiency, and appeal.

Instructor Information

Name - Annette Lamb, Ph.D.  
Address - PO Box 206 Teasdale UT 84773 (I often travel during the semester)  
Email - anlamb@iupui.edu  
Phone - email me for my phone number. I'm happy to speak with you.  
Personal Page - http://eduscapes.com/lamb

Course Description

This three-credit hour graduate course focuses on the application of marketing concepts, techniques, and technologies for all library types. Emphasis is on matching library customers with services through information, education, persuasion, and partnerships. Topics include planning, audience analysis, needs assessment, market analysis, goal-setting, message design, public relations, publicity, promotion, advocacy, assessment and evaluation, internal and external communication, and change theory.

This course stresses traditional, evidence-based approaches to marketing, along with forward-thinking tools and technologies to reach today’s digital audience. While brochures, banners, and bookmarks may be still be useful in some situations, skills in developing online visibility and customer niches are essential in today’s customer-driven library.

This course will showcase innovative library marketing. Through marketing campaigns and case studies, students will explore effective, efficient, and appealing approaches that work.

This course will not teach skills related to selection and use of evaluation tools, philanthropy, grant writing, funding, or topics stressed in other courses.
Finally, this course will expand your thinking about the essential role of marketing in a comprehensive academic, school, public, and/or special library setting. It will be taught entirely online including web-based readings and resources, threaded discussions, plus online presentations and activities.

Choices allow graduate students with varied backgrounds and interests to select activities that meet their professional needs.

**Course Assumptions**

The following entry skills are required for this course:

Demonstrate technology skills including use of productivity tools (i.e., word processing, spreadsheet, presentation), web development tools, social media, and utilities (i.e., downloading drivers and plugins).

Identify, select, access, and evaluate information found on the Internet and in the library.

Use Canvas for forums and information sharing.

This course makes the assumption that you are able to work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However, feel free to e-mail or arrange a chat with your instructor at any time.

**Learning Objectives**

Students will be able to:

- Apply theoretical and practical marketing concepts to libraries.
- Describe the value of libraries and the “return on investment”.
- Apply the measures, tools, resources, and approaches used in market research.
- Identify specific audiences and target strategies to meet these needs.
- Create a marketing plan for a library.
- Analyze, select, and position products and services to appeal to specific market segments.
- Design effective marketing strategies that reflect market segmentation.
- Design, develop, test, apply, and deliver informational, educational, and persuasive messages to meet communication needs.
- Apply technology tools and techniques to meet specific communication needs.
- Describe how public relations activities can be used to build long-term positive relationships between users and libraries.
• Compare and contrast publicity options for particular market segments.
• Discuss how promotion can be used to gain participation.
• Create, implement, and evaluate public relations, publicity, promotional activities that reflect marketing research.
• Describe how branding, advertising, and outreach are used to reach audiences and build loyalty.
• Describe the role of advocacy and community building in library marketing.
• Describe how a service review is conducted and used in decision-making.
• Discuss the use of external consultants, resources, and sponsors in marketing.
• Describe the role of librarian as an innovator and change agent.

MLS Program, Graduate Program and ALA Competency Connections.

This course addresses competencies related to the MLS program in the following areas:

• Assist and Educate Users
• Manage and Lead Libraries and Other Information Organizations
• Use Research Effectively
• Deploy Information Technologies in Effective and Innovative Ways
• Approach Professional Issues with Understanding

This course is connected to the Principles of Graduate and Professional Learning in the following areas:

• Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field
• Thinking critically, applying good judgment in professional and personal situations
• Communicating effectively to others in the field and to the general public
• Behaving in an ethical way both professionally and personally

This course addresses a number of ALA competencies. According to ALA (2009), a person graduating from an ALA-accredited master's program in library and information studies should know and, where appropriate, be able to employ:

• Foundations of the Profession
• Technological Knowledge and Skills
• Reference and User Services
• Research
• Continuing Education and Lifelong Learning
• Administration and Management

Course Materials

The course content will be accessed through a series of web pages. In addition to readings and presentation materials, the pages also contain reflective questions and individual exercises to reinforce key concepts.

The course materials are available at [http://eduscapes.com/marketing](http://eduscapes.com/marketing)

**Required Text (available as ebooks through IUPUI at no cost)**


**OPTIONAL TEXT**

**Course Assignments and Assessments**

The learning objectives will be assessed through a series of eight activities and a final project. Course assignments are intended to help students apply the course materials. The class contains eight “Bridging Theory and Practice” activities (70 points) and a final project (30 points).

The “bridging requirements” are posted in forum area of Canvas.

The “reply requirement” for each activity involves students in reading and responding to the work of a peer. These quality responses will be posted in Canvas as replies. Some assignments have specific criteria, so read the requirements for each.

Bridge 1: Award Winning and Notable Library Marketing

Bridge 2: Connecting Marketing to Libraries

Bridge 3: Segments and Services

Bridge 4: Plans and Promotions

Bridge 5: Message Design, Branding, and Public Relations

Bridge 6: Publicity

Bridge 7: Advertising to Advocacy

**Final Project – 30 Points**

For details on each assignment, go to the Course Guide at [http://eduscapes.com/marketing/course/courseguide.htm](http://eduscapes.com/marketing/course/courseguide.htm)

**Course Grades**

The points awarded for each activity are indicated on the Course Requirements. High expectations have been set for this course. Please notice that outstanding achievement will require careful attention to course criteria and exceptional quality in course assignments.

Final grades are based on the following range within the total 100 points possible:

- A 98-100
- A- 95-97
- B+ 92-94
- B 89-91
- B- 86-88
- C 80-85
- D 75-79
- F below 74
The meaning of the letter grades follows the SLIS Grading Policy:

A: Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations. The grade of A+ is not granted in SLIS, except in very exceptional cases.

A-: Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+: Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks defined in the course syllabus.

B: Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and has performed at an acceptable level.

B-: Marginal work. Student performance demonstrates incomplete understanding of course materials.

C+, C, C-: Unsatisfactory work and inadequate understanding of course materials.

D+, D, D-: Unacceptable work; course work completed at this level will not count toward the MLS degree.

F: Failing. May result in an overall grade point average below 3.0 and possible removal from the program.

Late and Incomplete Work

Students may request an assignment extension due to personal or professional emergencies. These requests must be made prior to the due date. Extensions beyond a couple days will result in loss of points.

A final grade of "I" or "Incomplete" will NOT be given except in extreme situations. Please let me know if you're having difficulty completing the requirements of this course.

Incompletes are only available when unexpected events prevent completion of the course requirements in the usual time frame. No student with multiple incompletes may register for additional courses. Left unchanged, an Incomplete automatically becomes an F after one year. http://registrar.iupui.edu/incomp.html

**IUPUI Mission Statement**

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
• Civic Engagement.

With each of these core activities characterized by

• Collaboration within and across disciplines and with the community;

• A commitment to ensuring diversity; and

• Pursuit of best practices.

IUPUI’s mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University’s Strategic Directions Charter.

IUPUI Values Statement

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana’s capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.

Student Academic Conduct

There is extensive documentation and discussion of the issue of academic honesty in the IUPUI Student Code of Conduct.

All students should aspire to the highest standards of academic integrity. Using another student’s work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the Code of Student Rights, Responsibilities and Conduct and in particular the section on academic misconduct. Refer to The Code > Responsibilities > Academic Misconduct at http://www.indiana.edu/~code/. All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. https://www.indiana.edu/~istd You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the Publication Manual of the American Psychological Association). To detect plagiarism instructors apply a range

Academic Misconduct:

1. Cheating: Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
   a. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
   b. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
   c. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
   d. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.
   e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
   f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
   g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.
   h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

2. Fabrication: A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

3. Plagiarism: Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.
a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
   1. directly quoting another person’s actual words, whether oral or written;
   2. using another person’s ideas, opinions, or theories;
   3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
   4. borrowing facts, statistics, or illustrative material; or
   5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment

4. Interference: A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student’s grade or the evaluation of academic performance. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

5. Violation of Course Rules: A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

6. Facilitating Academic Dishonesty: A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

Beginning Fall 2014, all students are required to complete the plagiarism tutorial during S401.

Student Accommodations for Disability

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

Students needing accommodations because of disability must register with Adaptive Educational Services and complete the appropriate form before accommodations will be given. The AES office is located in Taylor Hall Room 127, 815 W Michigan St Indianapolis, IN 46202 and may be reached by phone 317/274-3241 or 317/278-2052 TTD/TTY; by fax 317/274-2051; or by email aes@iupui.edu
For more information, go to [http://diversity.iupui.edu/aes/](http://diversity.iupui.edu/aes/)

**Administrative Withdrawal**

A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student’s responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.

**Course Evaluation Policy**

Course evaluations provide vital information for improving the quality of courses and programs. Students are required to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing. This requirement has three exceptions: (a) The student has withdrawn from the course; (b) only one student is enrolled in the section (in which case anonymity is impossible); and (c) the section is a laboratory that must be taken with a course having a different section number. Course evaluations are completed at [https://soic.iupui.edu/app/course-eval/](https://soic.iupui.edu/app/course-eval/). Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student. A course evaluation must close before the grade for that course can be released. To ensure students have had ample opportunity to complete the evaluation, an uncompleted course evaluation could delay the release of the grade for up to a week.

**Course Communication**

Indiana University uses your IU email account as an official means of communication, and students should check it daily for pertinent information. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.

Be sure to set your Canvas notification so that you receive Course Announcements through your email account.
Week 1: Marketing for Libraries

Marketing is the process of creating a connection between the users and the library. The library must demonstrate its value in meeting a customer’s need.

Week 2: Market Research and the Value of Libraries

Value is the benefit that a library user receives when using a product or service. Libraries can create value by offering the types of services that customers need in a way that is effective, efficient, and appealing.

Week 3: Audience Analysis and Needs Assessment

Patrons, customers, clients, users… this is the primary audience for our resources and services. However we also have an internal audience. These are our stakeholders, board members, and staff members. Both play an important role in marketing.

Week 4: Market Segmentation

Library users are varied. Although it would be desirable for everyone in the potential audience to use the library, not every segment is a viable market for a particular library type. Effective market segmentation groups customers in ways that result in similarity within each segment and dissimilarity between each segment on relevant characteristics. Matching customers to the library’s mission and capabilities is vital.

Week 5: Product and Service Identification

Rather than trying to be all things to all people, today’s libraries are positioning their services to appeal to specific market segments.

Week 6: The Market Plan and Cycle

A marketing plan provides a structure for the activities of public relations, promotion, and the other elements associated with this process.

Week 7: Promotion

Promotion is used to gain participation by encouraging people to take advantage of library offerings.

Week 8: Message Design, Branding, and the Library’s Story

Each library and service has a story to tell. Design, develop, test, apply, and deliver informational, educational, and persuasive messages to meet specific communication needs. Branding involves establishing a link between the library and a logo/slogan/phrase
and developing a profile that can be used to build loyalty.

Week 9: Public Relations

Public relations involves building long-term positive relationships between users and libraries.

Week 10: Publicity

Publicity is a way of communicating messages to the public.

Week 11: Advertising and Sponsorship

Advertising draws attention to the products and services available through announcements.

Week 12: Consultants

Whether it’s designing a logo or setting up a content management system, you may need to seek help in turning your vision into reality. In addition, many companies provide marketing resources at little or no charge to support library services.

Week 13: Outreach & Advocacy

Advocacy generates support for specific proposals or issues associated with libraries such as funding and privacy rights through getting people who have good opinions about the library to speak on its behalf about the value of the organization and its services.

Customer retention involves marketing aimed at developing and nurturing long-term relationships between the librarian and users.

Week 14: Internal Marketing

Conveying the value of the library to the board of trustees, administrators, or other stakeholders is an essential component of library marketing. In addition, allied departments, staff members, and volunteers also need buy-in.

Week 15: Measuring Impact and the Service Review

Conducting a service review involves examining all aspect of the marketing process and making changes based on evidence.

Week 16: Innovation and Change

Marketing requires creativity and an open mind. New services and marketing strategies come from libraries who are innovators and agents of change.

Course Resources

A master list of resources can be found at http://eduscapes.com/marketing/course/resources.htm