

# Course Syllabus

## Spring 2022

### LIS S557 Marketing for Libraries

Indiana University-Purdue University at Indianapolis (IUPUI)  
School of Informatics and Computing - Dept. of Library and Information Science

*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.

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#### Course Information

**Credits:** 3

**Instructors:** Annette Lamb,  
IUPUI SOIC Dept of Library and Information Science, Senior Lecturer

Willie Miller,  
IUPUI University Library, Associate Dean for Communication & Technology

**Email:** Use Canvas Inbox for course communications  
Annette Lamb, [anlamb@iupui.edu](mailto:anlamb@iupui.edu)  
Willie Miller, [wmmiller@iupui.edu](mailto:wmmiller@iupui.edu)

**Instruction Mode:** This course is offered online only.

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#### 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.

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.

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## Required Entry Skills

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).
- Use basic audio and video production hardware and software.
- Identify, select, access, and evaluate information found on the Internet and in the library.
- Use Canvas for discussions and information sharing.

The ability to communicate well is emphasized both in librarianship competencies and in departmental outcomes. As such, while this is not an English or composition course, you are expected to have gained a proficiency in those skills appropriate for a masters level program. The University Writing Center has many resources and links for any student seeking additional information or assistance. [University Writing Center \(https://liberalarts.iupui.edu/uwc/\)](https://liberalarts.iupui.edu/uwc/)

## Citations

As of fall semester of 2020, all MLIS students must obtain a copy of the 7th edition of the *Publication Manual of the American Psychological Association*. This publication will help you structure your writing artifacts (e.g., research papers), write clearly and concisely, follow grammatical rules, and appropriately attribute source material. The Department of Library and Information Science values and expects quality, graduate-level writing.

1. American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

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## Course Prerequisites

Students must complete S401 or s500 prior to enrolling in this course. It's recommended that students enroll in S501 and S502 concurrently with or prior to taking this course.

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## Required Readings and Resources

The course content will be accessed through Canvas including lessons (PDF) and video-based presentations. The lessons contain lecture materials along with reflective questions and individual exercises to reinforce key concepts.

### Optional Texts

There are some excellent books focusing on marketing associated in particular library settings. These are **NOT** required. However, they are useful in providing additional depth for specific areas of interest.

I highly recommend selecting one of these books to follow through the course. Most of these books include the major areas outlined in the course.

Leadership Focus - Anderson, Cordelia (2020). **Library Marketing and Communications: Strategies to Increase Relevance and Results**. ALA Editions.

Practice Focus - Goodman, Amanda L. (2019). **Marketing Plans in Action: A Step-by-Step Guide for Libraries, Archives, and Cultural Organizations**. ALA Editions.

Practice Focus - Ottolenghi, Carol (2018). **Intentional Marketing: A Practical Guide for Librarians**. Rowman & Littlefield.

Small Libraries Focus - Polger, Mark Aaron (2019). **Library Marketing Basics**. Rowman & Littlefield.

Academic Libraries Focus - Yi, Zhixian George (2017). **Marketing Services and Resources in Information Organizations**. Chandos Publishing

Electronic Resources Focus - Kennedy, Marie R. & Laguardia, Cheryl (2017). **Marketing Your Library's Electronic Resources**. Second Edition. Neal-Schuman Publishers.

The “Classic” Textbook - Dempsey, Kathy (2009). **The Accidental Library Marketer**. Information Today, Inc. Many librarians still refer to this “classic” in marketing for libraries. This text is available for FREE as an ebook that can be read on the computer or an ebook reader. Download it from IUPUI's ebrary at <http://site.ebrary.com.proxy.ulib.uits.iu.edu/lib/iupui/detail.action?docID=10492817>.

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## Learning Objectives and Assessments

Students will be able to:

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

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## Course Assignments and Assessments

The learning objectives (LO) 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. (LO 1-18)

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 (LO 1)

Bridge 2: Connecting Marketing to Libraries (LO 1, 2, 3, 4)

Bridge 3: Segments and Services (LO 1, 2, 3, 4, 5, 6, 7)

Bridge 4: Plans and Promotions (LO 1, 5, 6, 7)

Bridge 5: Message Design, Branding, and Public Relations (LO 1, 8, 9, 10)

Bridge 6: Publicity (LO 1, 11, 12, 13)

Bridge 7: Advertising to Advocacy (LO 14, 15, 16, 17, 18)

Final Project – 30 Points (LO 1-18)

For details on each assignment, go to Canvas.

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## Course Schedule

To view the course calendar, go to Canvas.

### **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.

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## 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 96-100
- A- 90-96
- B+ 87-90
- B 84-87
- B- 80-84
- C 70-80
- D 60-70
- F below 60

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: Unsatisfactory work.** Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.

**D:** Student has failed the course. An incomplete is not an available option.

**F:** Student has failed the course. An incomplete is not an available option.

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## Expectations, Guidelines, and Policies

### **Attendance**

The course will be taught entirely online. There are no required face-to-face or synchronous online meetings. However, students are encouraged to e-mail or arrange an online chat with the instructor as needed.

Students must participate in all class activities and complete all course assignments to complete the course.

### **Late and Incomplete Work**

All assignments are due by MIDNIGHT EST on the dates listed. A couple extra hours beyond midnight is okay if you're working late or have computer problems. One advantage of this type of course is flexibility. However based on the instructor's experiences teaching online, it's important to establish due dates. The due dates are provided to ensure that all students are successful in this course.

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 lose 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. See: IUPUI Registrar: Grade of Incomplete ([registrar.iupui.edu/incomp.html](http://registrar.iupui.edu/incomp.html))

### **Your Questions, Concerns, and Comments**

Please do not hesitate to contact the instructor directly viaCanvas mail with any questions. If needed, the instructor will also use Canvas Announcements to notify the entire group (e.g., syllabus change, instructor availability, etc.). If you have problems accessing Canvas, please contact the University Information Technology Services (UITS) Support Center at 317-274-HELP. All course Announcements will be found in Canvas along with the course schedule, assignments, and other course documents.

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## MLS Program, Graduate Program and ALA Competency Connections

The Master of Library Science (M.L.S.) program prepares students to become reflective practitioners who connect people and communities with information. Upon completion of the M.L.S. program, graduates are prepared to:

- Connect Core Values and Professional Ethics to Practice
- Facilitate Engagement in the Information Ecosystem
- Curate Collections for Designated Communities
- Lead and Manage Libraries, Archives and Other Information Organizations
- Organize and Represent Information
- Conduct Systematic Research to Inform Decisions
- Innovate Professional Practice with Information Services and Technology

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
- Information Resources
- Technological Knowledge and Skills
- Reference and User Services
- Administration and Management

### **ACRL Framework for Information Literacy**

The ACRL Framework for Information Literacy is woven throughout our curriculum. The frames highlighted below have been incorporated directly into this course.

- 1) Authority is Constructed and Contextual
- 2) **Information Creation as a Process**
- 3) **Information Has Value**
- 4) **Research as Inquiry**
- 5) Scholarship as a Conversation
- 6) Searching as Strategic Exploration

To learn more, go to [ACRL Framework for Information Literacy](#).

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## Student Academic Conduct

There is extensive documentation and discussion of the issue of academic honesty in the IUPUI Student Code of Conduct. Students should be sure to read the Student Code of Conduct. The Academic Handbook states that faculty members have the responsibility of fostering the “intellectual honesty as well as the intellectual development of students.... The faculty member should explain clearly the meaning of cheating and plagiarism as they apply to the course... Should the faculty member detect signs of plagiarism or cheating, it is his or her most serious obligation to investigate these thoroughly, to take appropriate action with respect to the grades of students, and in any event to report the matter to the Dean of Students. The necessity to report every case of cheating, whether or not further action is desirable, arises particularly because of the possibility that this is not the student’s first offense, or that other offenses may follow it. Equity also demands that a uniform reporting practice be enforced; otherwise, some students will be penalized while others guilty of the same actions will go free.” (p. 172). For more information, go to <http://studentcode.iu.edu/>.

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## Other University Policies

1. **Administrative withdrawal:** A basic requirement of this course is that students complete all required course activities. 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. Learn more at [IUPUI Administrative Withdrawal Policy \(registrar.iupui.edu/withdrawal-policy.html\)](http://registrar.iupui.edu/withdrawal-policy.html)
2. **Civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in all course exercises. IUPUI nurtures and promotes “a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued” (IUPUI Strategic Initiative 9). IUPUI prohibits “discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or veteran status” (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.
3. **Communication:** For online courses, the instructor or teaching assistant should respond to emails within two Indiana University working days, which excludes weekends and holidays. The instructor should accept appointments for face-to-face, telephone, or teleconferenced meetings, and announce periods of extended absence in advance.

4. **Conferences:** To present research at an academic conference as speaker is commendable and aligns with the educational and research mission of the school and university. However, instructors can only provide accommodations for absences if a student is presenting work, such as a paper or poster, or is supported by a school or campus-level scholarship. The student should request from the instructor accommodation for an absence as soon as possible upon paper, poster, or scholarship acceptance. In the request for accommodation for absence, the student should provide supporting documentation of acceptance as well as confirmation from their mentor or campus sponsor that the presentation is to meet a research, educational, or diversity objective. Permission is granted at the discretion of the instructor. Students should not expect an exception for nonacademic conferences or conferences at which the student is not presenting as speaker. Travel arrangements should not be made until the student has received permission from the instructor.
5. **Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the CAPS office at 274-2548 or [capsindy@iupui.edu](mailto:capsindy@iupui.edu). For more information visit the [CAPS website \(studentaffairs.iupui.edu/health-wellness/counseling-psychology/\)](http://studentaffairs.iupui.edu/health-wellness/counseling-psychology/)
6. **Course evaluations:** Course evaluations provide vital information for improving the quality of courses and programs. Students are not required to complete a course or instructor evaluation for any section in which they are enrolled at the School of Informatics and Computing. Course evaluations are completed in Canvas (Course Questionnaire). Course evaluations are open from the eleventh week. 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.
7. **Disabilities policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. Students with learning disabilities for which accommodations are desired should contact the Adaptive Educational Services office on campus, and inform the instructor as soon as possible: [Adaptive Educational Services \(AES\) \(aes.iupui.edu/\)](http://Adaptive_Educational_Services_(AES).aes.iupui.edu/) 317-274-3241.
8. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.
9. **Emergency preparedness:** Know what to do in an emergency so that you can protect yourself and others. For more information, visit the emergency management website at [Protect IU \(protect.iu.edu/emergency\)](http://Protect_IU.protect.iu.edu/emergency)
10. **IUPUI course policies:** Several campus policies governing IUPUI courses may be found at [IUPUI Course Policies \(registrariupui.edu/course\\_policies.html\)](http://IUPUI_Course_Policies.registrariupui.edu/course_policies.html)
11. **No class attendance without enrollment.** Only those who are officially enrolled in this course may attend class unless enrolled as an auditor or making up an Incomplete by

prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel. See [Administrative Policy: No Class Attendance without Official Enrollment \(registrar.iupui.edu/official-enrollment-class-attendance.html\)](http://registrar.iupui.edu/official-enrollment-class-attendance.html)

12. **Religious holidays:** Students seeking accommodation for religious observances must submit a request form to the course instructor by the end of the second week of the semester. For information visit [IUPUI Policy on Religious Holidays \(registrar.iupui.edu/religious.html\)](http://registrar.iupui.edu/religious.html).
13. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.
14. **Sexual misconduct:** IU does not tolerate sexual harassment or violence. For more information and resources, visit [Stop Sexual Violence \(stopsexualviolence.iu.edu/\)](http://stopsexualviolence.iu.edu/)
15. **Student advocate:** The Student Advocate assists students with personal, financial, and academic issues. The Student Advocate is in the Campus Center, Suite 350, and may also be contacted at 317 274-4431 or [studvoc@iupui.edu](mailto:studvoc@iupui.edu). For more information visit [Division of Student Affairs \(studentaffairs.iupui.edu/advocate\)](http://studentaffairs.iupui.edu/advocate)

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## IUPUI Course Policies

A number of campus policies governing IUPUI courses may be found at the following link: [Course Policies \(registrar.iupui.edu/course\\_policies.html\)](http://registrar.iupui.edu/course_policies.html)

See [the Important Supplement for IUPUI Syllabi \(.pdf\)](#). This link is also automatically inserted at the top of the Canvas Syllabus page. This supplement covers:

- IUPUI Policy on Disability Accommodations
- IUPUI Policy on Religious Holidays
- IUPUI Policy on Academic Integrity
- IUPUI Policy on Sexual Misconduct
- Education and Title VI
- Military Related Personnel Statement
- Two-Step Login (Duo)

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## 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.

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## 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.

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## IUPUI Land Acknowledgment

IUPUI acknowledges our location on the traditional and ancestral territory of the Miami, Potawatomi and Shawnee people. We honor the heritage of Native peoples, what they teach us about the stewardship of the earth and their continuing efforts today to protect the planet. Founded in 1969, IUPUI stands on the historic homelands of Native peoples and, more recently, that of a vibrant Black community, also displaced. As the present stewards of the land, we honor them all as we live, work and study at IUPUI.