Take Action:
Using and Presenting Research Findings to Make Your Case

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What story does your assessment data tell?
Which library services or resources are likely to be impacted by the information you’ve gathered?

☐ Instruction or program

☐ Reference

☐ Educational role

☐ Space, physical

☐ Discovery: institutional web, resource guides

☐ Collections

☐ Personnel

☐ Scholarly communications

☐ Other (post to chat)
Translate Findings to Action
Who are the stakeholders?
Stakeholder identification -- academic library

<table>
<thead>
<tr>
<th>Internal</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Faculty</td>
<td>Library</td>
<td>Administration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>Accreditors</td>
<td>Local community</td>
<td>Funders</td>
</tr>
</tbody>
</table>

From *Academic Library Value: The Impact Starter Kit*, Megan Oakleaf, 2017
## Stakeholder identification -- public library

<table>
<thead>
<tr>
<th>Local Government</th>
<th>Library Staff &amp; Board</th>
<th>Local Non-profits</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Board of commissioners</td>
<td>• Board of trustees</td>
<td>• Homeless associations</td>
</tr>
<tr>
<td>• Public works</td>
<td>• Library administration</td>
<td>• American Red Cross</td>
</tr>
<tr>
<td>• Economic development</td>
<td>• Full-time/part-time staff</td>
<td>• United Way</td>
</tr>
<tr>
<td>• Planning &amp; zoning</td>
<td>• Volunteers</td>
<td>• Local church groups</td>
</tr>
<tr>
<td></td>
<td>• Friends of the library</td>
<td></td>
</tr>
<tr>
<td><strong>Public Schools</strong></td>
<td><strong>Community &amp; commuting users</strong></td>
<td><strong>Employers</strong></td>
</tr>
<tr>
<td>• Staff &amp; faculty</td>
<td>• Local residents</td>
<td>• Federal, state, local employers</td>
</tr>
<tr>
<td>• Students &amp; parents</td>
<td>• Commuters</td>
<td>• Private businesses</td>
</tr>
<tr>
<td>• Homeschool community</td>
<td>• Nearby communities</td>
<td>• Military bases</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Small businesses</td>
</tr>
</tbody>
</table>
Developing key messages for stakeholder groups
What stakeholder group are you speaking to?

- What are their priorities?
- What is their preferred communication method?
- What is your key message?
  - 3 points (maximum)
  - 9 seconds
  - 27 words

See more about 27-9-3 Rule: [http://www.powerprism.org/27-9-3-elevator-pitch.htm](http://www.powerprism.org/27-9-3-elevator-pitch.htm)
Example: Improving outreach at a public library

- **Library Staff**: Improving outreach
- **Public Relations**: Creating a social media campaign
- **Patrons**: Providing bookmobile services, address accessibility
- **Director/Assistant Director**: Marketing and communication increase outreach

Image Credit: Photograph by Unsplash
Example: Eliminating fines at a public library

- **Programmers:** Remain true to our strategic plan and bring non-users, not afraid of fines
- **Circulation staff:** Patrons still held responsible lost/damaged items, expected to return materials in a timely manner
- **Library users:** Okay to check out 50 books, you won’t incur fines!
- **Former library users:** Welcome back! We value you and want you to experience the full range of services that your library has to offer
Example: Embedding library resources in online courses at a university

- **Students**: Library embedded within all course pages
- **Faculty**: Collaborative relationship with library staff improves curriculum
- **Library staff**: Universal access will increase library traffic, both digital and physical and increase awareness of library services, importance to all stakeholders

Image Credit: Photograph by Unsplash
Example: Adding outreach events at an academic library to reach diverse student groups

- **Library staff:** Outreach programming will deliver service to more patrons
- **Student groups:** Library understands the impact groups have on the students, eager to aid your members
- **First-year students:** Library assists in transition from high school to college
- **Office of the Vice Provost for Educational Equity:** Library committed to helping University meet strategic goals
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Where are the Gaps?
Questions? Follow-ups?

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Questions and Discussion

#libdata4impact

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Webinar Series: Evaluating and Sharing Your Library’s Impact

Part 1: April 24
Kara Reuter
User-centered Assessment: Leveraging What You Know and Filling in the Gaps

Part 2: August 14
Linda Hofschire
Digging into Assessment Data: Tips, Tricks, and Tools of the Trade

Part 3: October 3
Melissa Bowles-Terry
Take Action: Using and Presenting Research Findings to Make Your Case

For more information: https://www.webjunction.org/news/webjunction/webinar-series-research-assessment.html
Webinar Series: Evaluating and Sharing Your Library’s Impact Learner Guide


Series Description: Ensure your initiatives exceed expectations by using evaluation strategies, tools, and techniques. This series on user-centered assessment provides best practices for tools and techniques that allow you to evaluate your programs and meet user needs.

Bringing together research and practice of creating assessments that provide a need for an effective assessment to teach you to evaluate your programs and meet the evolving needs of your patrons and community.

What are your goals for participating?

**Personal Goals**

**Team Goals**

Part 1: User-centered Assessment

Whether you’re trying to decide if a service, format, assessment; tools or assessments are more effective. This session will learn how to use what you already need, and how to formulate specific questions to help you make informed decisions.

Part 2: Digging into Assessment Data: Tips, Tricks, and Tools of the Trade

You know what you want to know and how to ask the right questions. Now what? This session will delve into assessment tools and data collection methods that are best for your questions. You will also learn how to apply the library can use. Don’t worry if using qualitative and quantitative insight you need to use both with confidence.

Assessment tools/data collection methods

Has your library used any of the following methods for benefits or drawbacks of each. Each method is linked to Collection Method Resources at the end of this learner.

- Surveys
- Individual Interviews
- Focus Group Interviews
- Structured Observations
- Ethnographic Research (e.g. mappings, diaries)
- Analytics
- Experimental Design (with control groups)
- Usability Testing
- Other

Part 3: Take Action: Using and Presenting Research Findings to Make Your Case

You’ve formulated the hard question(s). You’ve collected your data. What stories do your findings tell, and what do they suggest? This final session explores how to present findings to your library’s key stakeholders and decision-makers in a compelling way, and how to turn those findings into action that benefits your patrons.

Developing Strategic Initiatives

Now that you have user-centered data to inform your decisions, develop strategic initiatives and action plans to meet your users’ needs. Check the boxes below for all the areas that could be impacted by changes made, using your meaningful research findings. Circle the areas to prioritize for your planning.

- instruction or program
- reference
- educational role
- space, physical
- discovery, institutional web, resource guides
- collections
- personnel
- scholarly communications
- other:

Stakeholder Priorities

List three of your library’s stakeholders and identify some of their priorities, what measures do you think would be most meaningful to users, potential users, staff, the public, a board member, management, etc.

Stakeholder 1:
Priority:
Meaningful data:

Use alone or with others to apply what you’re learning between sessions. 13 pages of questions, activities, and resources. Customizable to meet your team’s needs!