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

Melissa Bowles-Terry
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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>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
</tr>
<tr>
<td>Faculty</td>
</tr>
<tr>
<td>Library</td>
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<tr>
<td>Administration</td>
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<table>
<thead>
<tr>
<th>External</th>
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</thead>
<tbody>
<tr>
<td>Parents</td>
</tr>
<tr>
<td>Accreditors</td>
</tr>
<tr>
<td>Local community</td>
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<tr>
<td>Funders</td>
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From *Academic Library Value: The Impact Starter Kit*, Megan Oakleaf, 2017
# Stakeholder Identification for a 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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Public Schools</th>
<th>Community &amp; commuting users</th>
<th>Employers</th>
</tr>
</thead>
<tbody>
<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 can help increase usage of materials we have purchased and want to make available to the community.

- **Public Relations**: Creating a social media campaign can help with informing people about our outreach activities programs.

- **Patrons**: Providing bookmobile services will help with providing more resources and gaining accessibility.

- **Director/Assistant Director**: Marketing and communication can help increase the use of the outreach service and the library.
Example: Eliminating fines at a public library

- **Programmers**: Elimination of fines allows us to remain true to our strategic plan and will bring non-users back into the library if they are not afraid of fines.

- **Circulation staff**: Patrons will still be held responsible should they lose or damage an item. They will still be expected to return materials in a timely manner.

- **Library users**: It’s okay to check out 50 books, because if they’re a day late, you won’t incur a fine!

- **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**: Embedding the library’s link within all course pages will enable you to access the library’s digital resources with a single click – no need to open new tabs or perform internet searches.

- **Faculty**: A collaborative relationship with library staff improves the focus of the curriculum. Two-way communication with library staff gives you access to the most up-to-date resources to develop your curricula.

- **Library staff**: Universal access to the library’s digital resources will increase library traffic, both digital and physical. Increased library traffic will increase awareness of library services and their importance to all stakeholders.
Example: Adding outreach events at an academic library to reach diverse student groups

- **Library staff:** Outreach programming will help us deliver our service to more patrons.

- **Student groups:** The library understands the impact your groups have on the students of the college and is eager to aid your members.

- **First-year students:** The library has programs to assist you in the transition from high school to college.

- **Office of the Vice Provost for Educational Equity:** The library is committed to do its part in helping the University meet its strategic goals.
What stakeholder group are you speaking to?

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Where are the Gaps?
Questions? Follow-ups?

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Thank you!

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*

**Series Learner Guide**

**Webinar Series: Evaluating and Sharing Your Library’s Impact Learner Guide**


**Series Description**: Ensure your library is exceeding expectations by using evidence-based practices in library measurement and planning. We’ll focus on user-centered assessment and sharing research findings. This series will help you gain confidence and competence in your work and highlight the value of your library in your community.

- **Part 1: User-centered assessment**
  - Whether you’re trying to decide on a space, formal assessment tools or ad hoc, informal assessments are more effective if you learn how to use what you already need, and how to formulate and use your questions.

- **Reflections on Informal Assessments**
  - Consider or discuss examples of informal assessments or programs that were informal assessment. Did you feel there were challenges with library users and potential patrons? Was it possible to support your decisions and provide data that helped you make good 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 analyze data in a way your library can use. Don’t worry if using qualitative and quantitative data feels intimidating. You need to use both with confidence.

**Assessment tools/data collection methods**

<table>
<thead>
<tr>
<th>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 guide.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Surveys</strong></td>
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<tr>
<td><strong>Individual Interviews</strong></td>
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<td><strong>Focus Group Interviews</strong></td>
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<tr>
<td><strong>Structured Observations</strong></td>
</tr>
<tr>
<td><strong>Ethnographic Research</strong> (e.g., mappings, diaries, etc.)</td>
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<tr>
<td><strong>Analytics</strong></td>
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<tr>
<td><strong>Experimental Design</strong> (with control groups)</td>
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<tr>
<td><strong>Usability Testing</strong></td>
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<td><strong>Other</strong></td>
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**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 them: users, potential users, the public, a board member, management, etc.

**Stakeholder 1:**
- Priority:
- Meaningful data:

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**Resources Section**

**Existing Data Sources**

Public Libraries

- Public Library Planning and Support of Public Libraries in 2013
- Public Libraries and Technology in the Future
- Libraries, Communities, and Support of Public Libraries

- The State of Literacy in US Public and StateLibraries

- Essential Areas to Research (ACRL)
- Librarians and Patrons’ Success (ACRL)
- Libraries and Social Media (ACRL)
- Libraries and Social Media (ACRL)

**Book Resources**

- Essentials of Online Engagement
- The State of Literacy in US Public and StateLibraries

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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!