The Future of the Academic Library: Strategic Management for the 21st Century

A PANEL DISCUSSION
Thursday, January 24th 2008
1:00-3:30 p.m.
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21st Century libraries exist in today and tomorrow's "flat" and ever evolving "dog-year change" world. Libraries and library and information support environments strive to be cutting edge while struggling to avoid bleeding edge and balancing and budgeting for the traditional with the new. Juggling diverse employees (basic and advanced competencies, experience, education, etc.) and human resources/supervisory issues; multi-type library collaborations; .com, .gov, .edu and .net; global vs. local information and library services; open source content issues; federal, state and local library and information policy; and extensive access concerns - to name but a few areas - creates major issues that prove challenging for the contemporary library managers/supervisors and decision makers.

Although maintaining and developing programs and services and solving problems is critical, of more importance is the identification of ways of doing library and information business in a 21st century flat world including ways to envision and plan for future organizations, the establishment of a process for identifying evolving new century issues that specifically relate to libraries, the recognition of the need to address change in and of itself, the design of modes and methods for delivering services and resources, and the design of extensive, continuous professional development to equip administrators, managers and employees - in all environments - to best meet the needs of constituents.
Can all types of academic libraries demonstrate their value in the age of the corporate university model?

How can librarians persuade and problem-solve with administrators to accomplish the mission and goals of higher education?

How can librarians collaborate with other academic departments to achieve organizational effectiveness?

What new role will the library of the 21st century play in the academy?
Can all types of academic libraries demonstrate their value in the age of the corporate university model?

Ongoing challenge for a library (non-revenue generating space) to demonstrate value

Must identify current values that are “valued” in the corporate model and articulate worth in that context

Express your value and worth using the same identifiers as the academic environment

Must identify services and resources and products that play a major support role in the academy

Must match outcomes to the valued outcomes of the organization

Identify role of library in entrepreneurial activities (development

Match goals? Outcomes to the states higher education goals (ex. “Closing the Gaps”)

Identify library assets

Consider branding the library with a value/worth focus

Match outcomes/directions to accreditation (general, discipline-specific, etc.

Focus on student engagement

Focus on student success

How can librarians persuade and problem-solve with administrators to accomplish the mission and goals of higher education?

Be proactive

Be specific

Match your general terminology to their terminology

Assess/revise library documents to parallel your institution’s documents
Use techniques of persuasion and influence

Cultivate relationships

Bring partners to the table

How can librarians collaborate with other academic departments to achieve organizational effectiveness?

Identify the specific elements/definitions of organizational effectiveness in the institution (ex. Matriculation? Graduation rates? Etc.) How does the library support matriculation? Graduation rates?

Match library services, resources and products to general education, workforce and specific disciplines

Design outcomes to match/parallel academic department outcomes

Partner with academic departments to design outcomes to meet departmental needs

What new role will the library of the 21st century play in the academy?

Provide support for/seamless delivery of resources and services to match all teaching and learning formats (ex. content management software)

Host in-person/virtual social networking environments

Identify destination aspects of library in actual and virtual world

Provide portal for current/previous students

Design end user interfaces for web/online environments to match academic needs

House/deliver faculty/student designed content/product/publication
21st Century

The 21st Century world – sometimes called a flat world - of today and tomorrow emphasizes:

- Not standardized skills but common sets of skills across diverse groups
- Identifying who can solve problems regardless of where, who, etc.
- High tech…more common platforms then unique or specialized software
- Goals are to identify and reduce barriers; Outcomes are to articulate results/impact
- Faster/greater web access
- Focus on the competitive mode for product created by tech and not tech itself
- Invest in “greater depth and breadth of quality education” and specifically on workforce/first two years of education
- Equalizing/establishing horizontal communication over vertical communication (up to down or down to up)

21st Century - Higher Education

K-16 educational environments today include public and private, elementary, middle and high schools, homeschoolers, the four year liberal arts educational setting, the classic halls of ivy, the research academy, the thirty thousand seat-filled public university institution, the bustling urban high rise four-year diploma environment, the private alternative educational four-year retreat, and the wide variety of community college environments that house over 60% (and growing) of the country’s freshman and sophomore population.

What do all of these diverse educational opportunities have in common? They are all moving…some slowly. Some hurtling…toward the future of education. Some if not all of the trends below characterize them.

- Student enrollments are growing to surpass the capacity of traditional infrastructures (home schooling and community colleges at a higher rate.)
- Profiles of learners and teachers are changing.

- Clients and potential clients are shopping for education and students are integrating higher education profit and not-for-profit environments.

- Higher education (all employee levels) roles, motivation, and training needs are shifting

- Program costs, workload, compensation, and instructional issues deter some from shifting from more traditional instructional programs to 21st century instructional models

- Many education structures are changing to focus on design and implementation of programs and processes of “academic accountability, competency outcomes, outsourcing, content standardizing, and adaptation to learner-consumer demands.”
Educational structures are committed to student success and competing for attracting and retraining students through maximum focus on student engagement.

- The Internet and info tech devices are becoming more widespread in teaching and learning. Curriculum – both traditional and newer content - is being delivered in technological structures in either all or in part of classes.
- The Internet and info tech devices are supporting the building and maintaining of online communities and social networking.
- Performance expectations for students include proficiency in computer literacy and now computer literacy is now accompanied by proficiency expectations for technological awareness and technological fluency

Funding challenges are increasing with critical, ongoing expensive investments needed and fewer resources to meet demands...these challenges force many to move to commercial products and/or consortial programs and/or offerings rather than investing in in-depth, substantive and permanent changes in institutions

Distributed learning opportunities (distance, hybrid) are increasing the need for “effective course-management systems and teaching strategies that utilize technology”

Although education customer profiles are changing, customers still need extensive support for both technology-driven (hardware, software and courseware) and campus (more traditional) educational opportunities such as advising, testing, counseling, and library and student life. The student is seen as consumer and there is a need for increased accessibility for those with special needs.

Knowledge and information are growing rapidly and information doubles every four years. This growth in information dramatically impacts higher education and learning in general as hardware, software, textbooks, monographs, periodicals and intellectual content must now be continuously reviewed for accuracy in content and matched to delivery. As content grows there is a move to standardize content in reusable learning objects to be organized and stored in databases for use in the creation of “customized learning experiences for specific needs”

- For-profit educational institutions are the fastest-growing sector in higher education.
- Academic accountability is paramount and accreditation and program approval is now and will continue to be based on educational outcomes. Testing programs to assess outcomes and provide accountability are growing in number at both the local and national level.

“Academic emphasis is shifting from course-completion to competency” with “outcomes-based” or “employer-based” competency a critical need for course completors or graduates. In many cases, “certification is becoming more preferable than a degree” “integrating applied or on-the-job experience into academic programs” as a critical characteristic” of higher education.

K-16 education is becoming more seamless between/among high school, college, and further studies. “Home school movement leads to a home-college movement.” Higher educational environments are blurring...specifically 2 to 4 year environments.

- Successful marketing of education and the educational product is critical to the success of non-profit higher education.
- Alumni are an ever expanding market for higher education “goods and services.”
Higher education is looking outside standard operating procedures and processes for outsourcing opportunities and partnerships with other colleges, universities, companies, and other kinds of institutions to share technology and to produce and deliver courses.

21st Century - Higher Education - Students

Today's students are dramatically different in all education environments today.

Population projections indicate there will soon (if not now) be too many students to support in traditional educational modes and methods.

Students today are shopping for schools and courses that meet their needs...courses that meet varying schedules and diverse life circumstances. They demand short accelerated programs, well suited for online delivery, and portfolio credentials.

- “Lifelong learning is becoming a competitive necessity.” Some have estimated that people change careers, on average, every 7 to 10 years. Approximately 40% of the workforce change jobs every year.

- The percentage of adult, female, and minority students/learners is increasing and “42 percent of all students at both private and public institutions are age 25 or older.”

Today's older students are motivated by professional advancement, external expectations, the need to better serve others, social relationships, and pure interest in the subject.

- Multi-tasking – although not always with successful results - is a way of life for all education students, “staying connected is essential, and there is zero tolerance for delays.”

Many students are both school and online students and – as online students - are not mainstream but are a new subpopulation of learners.

21st century literacy for student performance includes “not only text but also image and screen literacy—it involves navigating information and assembling knowledge from fragments.” 21st century illiteracy will not be those that can't read and write. They will be those who can't learn, unlearn, and relearn.”

- Student retention rates concern administrators and faculty members. Environments are gathering data retention in general and campus vs. distance retention. Numbers are not enough.

- There are serious knowledge and technology/skills sets gaps in students today.

- There are serious gaps created by economics, and equity in regards to race and ethnicity. Not everyone has the same "access" and not everyone is being educated equally today.

There is a digital divide and it affects current k-12 students as well as higher education environments. (K-16)

Older adult learners – an ongoing growing population - may be second or third career learners, first time learners or be seeking certificates, formal education or specific, targeted training or retraining:

- Becoming more used to technology, but not as comfortable as younger learners
- Have longer term goals
- Are motivated by income, need to retain, change employment
• Need more in-person social structures
• Need more in-person learning structures
• Are self-directed but need reinforcement during the teaching and learning processes
• Are more "rule-followers" in learning
• Desire and follow instructions and use manuals
• Perceive themselves to be doers; using previous learning to achieve success as workers, parents, etc.
• Earn best when they perceive the outcomes of the learning process as valuable—contributing to their own development, work success, etc.
• Often have very different ideas about what is important to learn
• Are very different from each other. Adult learning groups are likely to be composed of persons of many different ages, backgrounds, education levels, etc.
• Perceiving time itself differently than younger learners do, also are more concerned about the effective use of time
• Have a broad, rich experience base to which to relate new learning
• Learn more slowly than younger learners, but they learn just as well
• Are much more likely to reject or explain away new information that contradicts their beliefs
• Learn more directly linked to need—needs related to fulfilling their roles as workers, spouses, parents, etc. and coping with life changes (divorce, death of a loved one, retirement, etc.)
• Are more concerned about the immediate applicability of learning
• Are more often internally motivated (by the potential for feelings of worth, self-esteem, achievement, etc.)
• Have well-formed expectations, which, unfortunately, are sometimes negative because they are based upon unpleasant past formal learning experiences

In addition, our patrons

Have seen rapid change in the past 10 years (dog-year change)
Are more used to change and fast-paced activities
Have shorter attention spans
Need more "glitz" to both attract and keep their attention even
View technology as status and are involved in positioning for status, control and feel that those involved in technology are getting the rewards
Many think they know more about technology than they really do
Don't value/often aren't aware of tradition and traditional ways
Have different work ethics
Work differently
Are learning on the "surface"
Know contemporary (very current) factoids and often not facts/not historical ones
Know popular culture and not culture
Know more facts than content
Are not "self-directed" but are not used to working with others or in teams
Need frame of reference more often than not, i.e. how does it relate to me/my job/my future
Have a variety of learning opportunities (more than ever, learning styles match the task at hand)
Are trying to "multi-task" and balance multiple work environments and family responsibilities
Want variety in learning opportunities...their learning styles are exacerbated by contemporary society
Many courses in general and especially technology-driven or delivered curriculum offerings are not accounting for diverse technology awareness and basic computer skills skill sets.
Still know less science and math; still can't write
Still aren't aware of the importance of research
Need continuous work on the development of their critical thinking skills and therefore need extensive problem-based education
Still need LOTS of attention, assessment and feedback

21st Century - Library and Information Issues

Massive policy issues
Assumption of equality when equality does not exist
Critical need for win/win successful partnerships when people aren’t educated in teamwork and/or partnership relationships
Vast training/education/development needs identified; more standardized basic and advanced competencies/skills sets such as “Information and Communication Skills,” “Thinking and Problem-Solving Skills” and “Interpersonal and Self-Directional Skills”
Keeping up with tech funding is difficult and must be standardized to maintain platforms
Critical need to express business results in impact terminology
- How many you intend to offer? Not important
- What do you promise the program or service ‘will do’ and for whom? Important
- How many you offered? Less important
- How many people attended? Less important
- How much did they cost? Important
- Impact of program/did it do what it said you would do? VERY IMPORTANT
Frank Hermes of “Library Leadership” <http://www.libraryleadership.net> have commented on 21st century/flat world library issues:

- Libraries need to be clearly viewed as an essential ingredient in winning the race. How can we convince those “in power” that the library can be a very important part of the solution to 21st century issues and flat world problems?
- Academic libraries of all types must continue to have all of the resources needed to effectively complement classroom learning and be integrated with today’s learning systems.
- Library leaders need to passionately communicate the critical role that well-funded libraries can play in education. And in expressing the value of the library, they need to not just talk about collections, but also highlight the expertise of the library staff in facilitating learning.
- Library leaders across types of libraries need to find commonalities for collaborating on services and resources while retaining clarity of roles for primary audiences.
- Library managers must focus on managing and leading remotely and the management of technology.

### 21st Century - Sorting Out the Issues

| Equality | • Struggle by size and type  
| Communication | • Perceptions  
| • Standards, protocols, digital/virtual  
| • Varied skills sets; varied definitions  
| Content | • Access  
| • Formats  
| • Standardized platforms  
| • Design, creation, delivery, management  
| • More tech than not/missing infrastructure  
| Destination | • Debate over “place”  
| • Virtual/digital – yes  
| • In-person – many same/new issues  
| Management | • Vastly different skill levels  
| • Training/Education  
| • Managing remotely  
| • Managing atypical staff (tech)  
| • Managing different ages, generations  
| Marketing/PR | • Articulating 21st century roles and responsibilities  
| • Branding/Co-branding –identifying and establishing niches  
| Assessment | • Counting, tracking, successful outcomes  
| Value | • Value of information, services, expertise; proving worth  
| Leadership | • Within organizations and institutions  
| • Within communities  
| • Leading remotely  
| Recruitment/Retention | • Generations  
| • Skill levels  
| • Training/education  


Academic libraries must take an active role in articulating their contributions to student and organizational success in the academy. In general libraries must:

- Mirror organizational documents (plans, goals, outcomes, assessments)
- Insure that library staff or library representatives are placed throughout the organization in all decision making/discussion groups
- Identify internal supporters who will be placed on a distinct, significant paths of learning about the library and advocating for the library internally
- Brand the library and, where appropriate, co-brand the library.
- Integrate library services (IL) with curriculum outcomes/general ed and workforce education (curriculum outcomes, general critical thinking, etc.)
- Track accrediting agency best practices and benchmarks for the organization in general and specifically for library services
- Proactively explore partnership initiatives internally to maximize student, faculty and staff successes
- Identify economic values of staff, services and resources
- Design outcome assessments for staff, resources and services
- Match library services outcomes with organizational outcomes and goals
Libraries and Library Environments have changed over the years but have changed rapidly and dramatically in the last decade. To better explain how we meet customer needs, what we did and what we now do, it is best to view the changes in a paradigm shift.

21st Century – Library/Paradigm Shifts

<table>
<thead>
<tr>
<th>THEN</th>
<th>NOW</th>
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<tbody>
<tr>
<td>1. All services available only when library was &quot;open&quot;</td>
<td>Many services available 24/7</td>
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<tr>
<td>2. Limited technology for individual use by public</td>
<td>Greatly expanded technology for individual patrons</td>
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<td>3. Single or individual product workstations</td>
<td>One workstation or network now multi-tasks</td>
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<tr>
<td>4. Change in library services hardware, software and patron need occurs once a year or 18 months</td>
<td>Change occurs anywhere from every month to every two to three months - constant reassessment is needed</td>
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<tr>
<td>5. Strong reliance on print resources</td>
<td>Strong reliance on electronic and print</td>
</tr>
<tr>
<td>6. Most things available in print, only indexes available electronically</td>
<td>Full text available electronically and some things now available only electronically</td>
</tr>
<tr>
<td>7. Patrons have easily identified needs and levels of learning and knowledge</td>
<td>Patrons have dramatically different needs and area on dramatically diverse levels of learning and knowledge, often hard to identify and change rapidly</td>
</tr>
<tr>
<td>8. Patrons spend moderate time with print materials and indexes</td>
<td>Patrons spend expanded time on library hardware</td>
</tr>
<tr>
<td>9. Traditional services available such as copying</td>
<td>New services added on top of old services such as printing, downloading, basic computer skills such as keyboarding</td>
</tr>
<tr>
<td>10. Standard budget categories for buying, record keeping</td>
<td>Additional/expanded categories relating primarily to hardware and software resources</td>
</tr>
<tr>
<td>11. Offer library instruction in traditional ways such as tours, one-on-one, handouts</td>
<td>Expanded offerings on top of traditional such as signage, small group instruction, virtual</td>
</tr>
<tr>
<td>12. Planning qualitative and quantitative</td>
<td>Planning very data driven, emphasis on strategic</td>
</tr>
<tr>
<td>13. Planning for resources annual or bi-annual updates</td>
<td>Rapid change in products drives more frequent updating/greater expenditures</td>
</tr>
<tr>
<td>14. Limited technology for staff</td>
<td>Greatly expanded technology for staff</td>
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</tbody>
</table>
15. Not much time spent teaching the tool, rather locating and using content | Now much time spent teaching tool or method of finding, etc.
---|---
16. Reference in person | Reference in person, virtual, digital, synchronous, asynchronous
17. Offer only those things we purchase | Offer access to selective resources freely and available
18. Library a quiet place with individual seating for study | Noise! Equipment! One-on-one teaching of hardware/software, vying for seating and finding seats without computers at them!

Along with everything you are doing now: increased access...expanded delivery...print and e-resources...different services

| E-technology hardware (yours...theirs...) | Second Life
---|---
Portable | Web content...commercial...digitized...archival...
Wireless | Portals
IPods | Gateways
Blackberry | Destinations
Plug-in's | Chat...synchronous...asynchronous

| E-technology software (yours...theirs...) | "One-stop" arrangements/set ups
---|---
Web-delivered | Combined service desks
Up grades | Combined access points
Productivity | Contiguous library/information settings
Databases | Co-location
Create/design vs. purchase | Co-branding

| E-resources | Distance learners/distributed learning
---|---
E-books | Orientation
Learning objects | Training
Chunks | Staff development
Downloaded files/iTUNES/curriculum | Patrons/customers (using your hardware; your software)

| Digital/virtual/2.0 | Distance learners – all ages
---|---
Blogs | Distance learners – higher education
Wiki's | My Space, Face Book
# 21st Century – Paradigm for Staff

<table>
<thead>
<tr>
<th>THEN</th>
<th>NOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Librarians and library professionals could provide reference and information services and has a few specialty areas.</td>
<td>Librarians and library professionals must provide a variety of kinds of reference and information services AND specialize AND have many general areas.</td>
</tr>
<tr>
<td>2 Librarians and library professionals serve on few internal workgroups/committees.</td>
<td>Librarians and library professionals serve on a wide variety of committees for their expertise and to integrate libraries into the organization.</td>
</tr>
<tr>
<td>3. Teaching was point-of-use in-person and some small group/tour presentation.</td>
<td>Teaching is now point of use in-person and virtual and small group and large group in class and virtual. It is both asynchronous and synchronous.</td>
</tr>
<tr>
<td>4. Librarians select materials and create some print material guides and handouts and make them accessible.</td>
<td>Librarians now select, make accessible AND create print and online documents, guides and resources to meet patron needs.</td>
</tr>
<tr>
<td>5. Librarians and library professionals need to possess and maintain traditional personal instructional technology tools/competencies such as overheads/word processing.</td>
<td>Librarians and library professionals must maintain all traditional and also add 21st century toolbox for staff such as html, java scripting, web-based products, and PowerPoint.</td>
</tr>
<tr>
<td>6. Librarians and library professionals continuing education was typically more library-related such as resource based and selection based.</td>
<td>Librarians and library professionals now must more broadly address training in hardware, software, and teaching and learning and general management issues.</td>
</tr>
<tr>
<td>7. Staff continuing education has been in traditional formats for learning.</td>
<td>Staff continuing education and development has been expanded into additional formats, web-based, teleconferences, etc.</td>
</tr>
<tr>
<td>8. Professional development and learning has been sporadic, periodic and often issue or product specific.</td>
<td>Learning and development is now continuous, ongoing and now often more general.</td>
</tr>
<tr>
<td>9. Librarians and library professionals have worked on committees and groups on some projects with some decision-making.</td>
<td>Librarians and library professionals now have more of a smaller team approach to general work functions with more team recommendations and decision-making.</td>
</tr>
<tr>
<td>10. People have been working together in person on projects and committees.</td>
<td>People also now working together virtually.</td>
</tr>
<tr>
<td>11. People could share workspaces, hardware and environments.</td>
<td>People now need their individual workstations to be able to customize hardware and software to ergonomic and intellectual needs.</td>
</tr>
<tr>
<td>12. Librarians and library professionals more reactive.</td>
<td>Librarians and library professionals must be proactive.</td>
</tr>
<tr>
<td>13. Librarians and library professionals create PR for their services and activities.</td>
<td>Librarians and library professionals must market themselves.</td>
</tr>
<tr>
<td>14. Librarians and library professionals justify needs with general goals and aggregate data.</td>
<td>Librarians and library professionals justify with general and targeted goals and outcomes statements. Usage data must be designed to match goals statements.</td>
</tr>
</tbody>
</table>
Appendices

And in the last five years

Open Access
Open Source Software
Open URL
Partnerships
PDAs/Portability of Data
Personal Search Software
Plagiarism Detection Systems
Policies and Technology
Preservation of New Media Formats
Privacy
Rapid escalation of complexity
Rate of change
RDA
Reading Habits (Scanning vs. Reading)
Reference, Automating
RFID
RSS
Search Engines
Security (USA Patriot Act)
Self-Publishing (Amateur Fiction)
Semantic Web
Warehousing scholarship/archiving
Second Life
Shop Floor Management
Social Networking/Social Software
Spam Filters
Storage and Organization of Mass Data
Streaming
Submerging Technology
Surface Learning
Survey of Multimedia Software Creation Tablet PCs
Tech doesn’t mean smaller
Tour trends
Trust Management
Usability
User Centered Design
XML and MARC
Web Services
Web Usability
Wireless
Wikis – as public reference tools; as shared resource
design/storage
### Higher Education - Outcomes

**Outcomes:**
- Patrons demonstrate problem-solving skills.
- Patrons access information via a recommended search engine.

**Outputs:**
- 500 patrons will be trained in information literacy sessions/classes focusing on specific problem-solving issues during '06 spring and '06 summer.
- 50 patrons will attend a library training session on recommended search engines.

**Targets:**
- 200 of the patrons attending or 40% of those trained in the spring and the summer (and who pretested 60% lack of knowledge) will find a solution to a specific information issue with 100% accuracy.
- 80% or 40 of the patrons completing the library search engine class will select one of recommended search engines to search the web.

**Indicators:**
- 100 of the students attending or 20% of those trained found the correct solution to their issue.
- 85% or 45 of the patrons completing the library search engine class selected one of the recommended search engines to search the web.

The outcome is the benefit/what patrons will "get," the target is what you are reaching for in numerical terms & the data gathering information from the stated indicator is how well "you" are succeeding at making this outcome happen.

<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Outcomes</th>
</tr>
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<tbody>
<tr>
<td>Broad future-oriented statements</td>
<td>Describe the desired results of the unit's processes or services</td>
</tr>
<tr>
<td>Reflect what the unit is striving towards or hoping to provide</td>
<td>Focus attention on the specific types of behaviors that stakeholders are expected to demonstrate when the unit has achieved its goals.</td>
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</table>

<table>
<thead>
<tr>
<th>Outcomes Examples</th>
<th>Better Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor Outcomes</td>
<td>Better Outcomes</td>
</tr>
<tr>
<td>Students will know how to use the web.</td>
<td>Students demonstrate information literacy skills.</td>
</tr>
<tr>
<td>Users will have better health information.</td>
<td>Visitors make healthier life-style choices.</td>
</tr>
<tr>
<td>Staff will be trained in reference skills.</td>
<td>Staff members understand and practice the key/successful elements of the reference interview process.</td>
</tr>
<tr>
<td>Democracy will flourish.</td>
<td>Visitors register to vote; participate in the process</td>
</tr>
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<table>
<thead>
<tr>
<th>Indicator Examples</th>
<th>Better Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor Indicators</td>
<td>Better Indicators</td>
</tr>
<tr>
<td>The # and % of students who know how to use the web.</td>
<td>The # and % of participating students who bring up and Internet search engine, enter a topic in the search function, and bring up one example of the information being sought within 15 minutes.</td>
</tr>
<tr>
<td>Visitors will make healthier choices</td>
<td>The # and % of users who report they made one or more life-style changes from a list of 10 key life-style health factors in the last 6 months.</td>
</tr>
</tbody>
</table>
Why/where can I use outcomes in libraries?

Outcomes are best used to measure:
- Specific impact of a program or service
- Activities that can more readily be measured

Don’t expect outcomes to:
- Measure whether or not the library or your program or service has improved someone’s “quality of life

Library Outcomes:

Short term
- Participants completing library computer skills classes demonstrate basic computer skills in using library database resources in class exercises.
- Participants find high-quality health information in print library resources.

Long Term
- Patrons seek health information assistance from the library.
- Patrons seeking health information from the library make health decisions based on high-quality information.

Logic Model: Outcome: Library staff members demonstrate basic computer skills in using library resources.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Apply to</th>
<th>Data Source</th>
<th>Data Interval</th>
<th>Target (Goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants who can complete 4 basic exercises without assistance</td>
<td>All participants who finish “basic” training class.</td>
<td>Completed assignment</td>
<td>After “basic training session”</td>
<td>75%</td>
</tr>
</tbody>
</table>

Education/Academic library outcomes:

Is the academic performance of students improved through their contact with the library?

1. Students on campuses with x type of instruction with x level of use of the library score x level higher in x (English Comp I, etc.)
2. Students completing integrated information literacy assignments have higher average...

2. By using the library, do students/patrons improve their chances of having a successful career?
   1. Students using the library to complete x were ranked very good or superior in x results.

3. Are undergraduates who used the library more likely to succeed in graduate school?
   1. Undergraduates who rank their use of the library in their undergraduate studies as “weekly” or “more than once a week” have a higher grade point average in graduate programs...

4. Does the library’s bibliographic instruction program result in a high level of “information literacy” among students?

5. Students completing classes with integrated information literacy assignment with a grade of C or better completed the rising junior (exit, etc.) test with a B or better...

6. As a result of collaboration with the library’s staff, are faculty members more likely to view use of the library as an integral of their courses?
--Over 80% of the faculty who partner with librarians to design library assignments rank library partnerships as “integral to the success of their students” or “very integral…” on the annual internal school survey...

7. Does the libraries’ “library user technology workshop program” result in patrons who are more independent users of library technology?
   - Over 90% of those completing library user technology workshops indicate in post-tests that they are “significantly more aware” of library e-resources.
   - Over 90% of those completing library user technology workshops indicate in post-tests that they are “significantly more comfortable” in using e-resources in the exercises following the workshops.

### ACRL Example

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicator</th>
<th>Data Collection Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/patron recognizes when information is needed, can clarify aspects of the information, and can formulate clear questions based on the information need.</td>
<td>Patron/Student self-assessment indicates rating of &quot;good&quot; or better.</td>
<td>Self-assessment</td>
</tr>
<tr>
<td>Patron/Student matches information needs to information resources and can organize an effective search strategy.</td>
<td>Satisfactory performance on topic formulation assignment.</td>
<td>Assignment</td>
</tr>
<tr>
<td>Student interprets bibliographic citations and the internet equivalents and knows how to locate/retrieve cited items.</td>
<td>Rating of search log shows evidence of an effective search strategy.</td>
<td>Analysis of search log</td>
</tr>
<tr>
<td></td>
<td>Scores on test/assignment that measures ability to formulate research questions and devise a search strategy based on simulated information needs scenarios.</td>
<td>Test/assignment</td>
</tr>
<tr>
<td></td>
<td>Patron/Student self-assessment indicates rating of &quot;good&quot; or better.</td>
<td>Self-assessment</td>
</tr>
<tr>
<td>Student seeks various sources of evidence to provide support for a research question or conclusion.</td>
<td>Scores show acceptable performance decoding citations and how to retrieve.</td>
<td>Test/assignment</td>
</tr>
<tr>
<td></td>
<td>Research paper/other products show evidence of retrieval of items.</td>
<td>Rating of bibliography or other products</td>
</tr>
<tr>
<td></td>
<td>Scores of research paper/other products' references/bibliographies show variety of appropriate sources.</td>
<td>Rating of references or bibliographies; portfolio analysis</td>
</tr>
</tbody>
</table>
21st Century – Association Support

Who are we?

ACRL, a division of the American Library Association, represents 13,500 academic and research librarians and interested individuals. ACRL is the only individual membership organization in North America that develops programs, products and services to meet the unique needs of academic and research librarians. Its initiatives enable the higher education community to understand the role that academic and research libraries play in the teaching, learning and research environments.

Mega Issues

Mega issues are questions that span areas within the ACRL Strategic Plan, & that are also reflected in the strategic areas, goal areas & strategic objectives. They reflect concerns & challenges faced by the profession & the association in many areas of the plan, including technology, membership & member services, advocacy, marketing, communication, outreach & liaison, & the environment in which we work & live. Some mega-issues are inclusive of others, some serve as the over-arching questions we all work to address, & some focus energy & inquiry in specific program areas influenced by our changing world. The ACRL Board considers these mega-issues in shaping the framework for addressing these questions through constant revision of the Strategic Plan, & through annual prioritization of member effort, budget, & staff resources.

How does the profession stay relevant?

- Launched environmental scanning process to ensure that ACRL stays on top of critical events affecting higher education. (2005)

How should ACRL structure itself for future success?

- Redefined Nominations Committee to Leadership, Recruitment, & Nominations Committee (LRNC) (2006)
- As a 4-year pilot (through 2012) combined 6 nominating committees for the Board to one LRNC. (2007)
- Created concept of Interest Groups to encourage creation of member groups, greater opportunities for specialization & unique (long & short term) interests by members. Will be on 2008 ballot if Board takes 2nd positive vote at MW08.
- Increased dues for first time since 1989. (Phased in 2005-2006)
- Restructured staff. Created position of Scholarly Communications Government Relations Specialist. Also created Content Strategist position to work on acquiring content for publications & professional development events. Split C&RL News/ Web Manager position into two positions to focus on online services. C&RL News position also includes marketing & communications.
- established Legislative Network to mobilize members to reach out to congress on issues for academic & research libraries.

What role does ACRL play in recruiting aspiring librarians to the profession while improving diversity?

- Sponsors mentors for all Spectrum Scholars that request an academic librarian mentor (2003—ongoing)
- Supported ALA’s Emerging Leader project. (2006-)
- Emerging Leader project developed recruitment Wiki (2007) (Presidential Initiative)
- E.L. project assessed ACRL recruitment content & designed a marketing plan for using materials.

What role will ACRL play in ensuring that the profession is leading technology change rather than responding to it?
- In 2006 ACRL convened an invitational summit, “Changing Roles of Academic & Research Libraries,” focusing on how technologies & the changing climate for teaching, learning, & scholarship will likely recast the roles, responsibilities, & resources of academic libraries over the next decade. The full essay & an expansion of & response to that conversation are at http://www.al.org/al/acr/acrissues/futureofacademiclibraries&highereducation/changingroles.htm
- March 5 & 6, 2007, ACRL jointly sponsored “Stepping through the Open Door: A Forum on New Modes of Information Delivery in Higher Education” with EDUCAUSE & the National Association of College Stores (NACS). This forum focused on changing roles within higher education. The nature of content within higher education is changing, both for scholarship & course materials. Many of the traditional modes for creating & disseminating information are changing, as are the roles of associated individuals & organizations. A report is available http://www.al.org/al/acr/acrpubs/whitepapers/whitepapersreports.cfm

How does ACRL assist its members in communicating library value to faculty, & administrative & academic decision-makers?
- The Grassroots Advocacy Toolkit, prepared by Julie Todaro for the Grassroots Library Advocacy Presidential Task Force, has been completed & was available at the ALA Annual Conference program featuring Robert Cialdini in “The Power of Personal Persuasion: Advancing the Academic Library Agenda from the Frontlines.” The program was a Library Journal pick. The Toolkit was mailed to every ACRL member after the conference (2006;) there are follow-up workshops: ULS is working to replicate advocacy programs locally; and there was an advocacy workshop at ACRL National Conference. (2007).
- ACRL received the report of research it commissioned on “What Chief Academic Officers Want from Their Libraries.” Results were shared at a meeting at Midwinter & it was the focus of the ACRL President’s Program at ALA Annual Conference 2007, “The Art of Persuasion: Strategies for Effective Communication with Chief Academic Officers.” (2007)

How does ACRL assist librarians in garnering greater understand & respect for their profession?
- Publishes ads in the Chronicle congratulating the Excellence Award winners (annually-)
- Partners with other higher ed organizations to ensure librarians are well represented in their work i.e. AAC&U, AASCU, EDUCAUSE, NRC-FYE, CUPA-HR, CHEMA, NACUBO, SCUP (revision of nationally recognized source of job descriptions.)
- Supports Council of Liaisons & other external partner activities through member Action Plan approval.

How will ACRL assist in promoting information literacy or other library services?
- ACRL sections have been reaching out to subject discipline associations. Some examples:
  - The Anthropology & Sociology Section (ANSS) developed subject specific IL standards & a workshop (“Information Literacy: The Partnership of Sociology Faculty & Social Science Librarians”) to help faculty & curriculum advisors understand how to apply the standards. The workshop was presented at the August 2007 meeting of ASA.
  - A rich collaboration between subject faculty & librarians has grown up around the ANSS information literacy project, & the American Sociological Association has invited ANSS to their headquarters in Washington, D.C. during the ALA Annual Conference for a brainstorming session to talk about other areas of future collaboration. (2007)
  - The Society for Information Technology & Teacher Education (SITE) invited EBSS to present two panels in San Antonio (March 26-30, 2007) on “The Challenging Face of Scholarly Communication for Educators” & the “5Ws of IL.”
EDUCAUSE's VP for EDUCAUSE Learning Initiative (ELI) asked ACRL to make a poster presentation at its annual meeting, January 22-24, 2007, in Atlanta, Georgia. ACRL's poster session was on information literacy initiatives. ACRL was asked to help plan an ELI IL workshop held August 14-15, 2007, in CO. ACRL A.D. served on the EDUCAUSE planning group. (2007)

ACRL E.D. met with VP of Education & Institutional Renewal at the Association of American Colleges & Universities to consider collaborations & endorsement of the Standards for IL in Higher Education was discussed. (2006)

EBSS invited disciplinary faculty to the Midwinter Meeting in order to further develop the EBSS Subject Specialty Information Literacy Standards (in the areas of Communication Studies, Psychology/ Psychiatry, & Social Work). (2007)

Time Magazine featured a cover story, “How to Build a Student for the 21st Century,” (Dec. 18, 2006), that advocates for the need for information literacy at all levels to “better prepare students to thrive in the global economy.” The language used throughout echoes learning outcomes & definitions used in the “IL Competency Standards for Higher Education.”

George Steele & Melinda McDonald received permission to cite the ACRL “Objectives for Information Literacy Instruction” in a chapter they are writing for the National Academic Advising Association (NACADA) & First Year Experience (FYE) Monograph on First-year Advising: Undecided Students.

ACRL member Sharon Sample recently created an Info 2.0 Blog & received permission to link it to the “Information Literacy Competency Standards for Higher Education.” The Info 2.0 Blog is for those interested in Information Literacy.

ACRL publishes a number of titles in this area including:
- Student Engagement & Information Literacy (Gibson, ed.), 2006
- Teaching IL Skills to Social Sciences Students & Practitioners (Cook & Cooper, eds.), 2006
- Studying Students: The Undergraduate Research Project at the University of Rochester (Gibbons & Foster, ed.), 2007
- Information Literacy Handbook (IS), forthcoming 2008
- Information Literacy Programs in the Digital Age: Educating College & University Students Online (Cook, Russo, Daugherty), forthcoming 2007
- The 3-week online course, “Creating a Comprehensive Plan for Information Literacy,” was offered Spring 2007.

Continued the Institute for Information Literacy Immersion program twice each year (a national program, a licensed regional)

- An IL Standards Review Task Force was created & asked to recommend whether the 2000 standards should be updated (2007)
- Asked Beth Dupuis (experienced in most of ACRL’s IL structures) to assess ACRL’s structure of information literacy & make recommendations for changes to better provide content & support for ACRL/IL.

How will ACRL assist academic libraries in planning the physical space needed for the library of the future given the increase in virtual research capabilities & changes in pedagogy?

- Second Life T. F. created to examine how to best have an ACRL presence in Second Life.
- EBSS ERIC Users Forum at Midwinter focused on web enhancements (& input from EBSCO,CSA, & APA).
- AAMES is making good progress on its action plan to create a virtual global knowledge base of experts in AAMES subject areas.
- “Better Spaces, Many Faces: Critical Choices in Future Library Design” was offered as an interactive webcast as part of the ACRL/CNI/EDUCAUSE Joint Virtual Conference. This session applied key findings from a 2003 web survey of recent library building projects & more than 30 recent site visits to stimulate exploration of the features most likely to promote active use in future libraries. ACRL is exploring additional ways to partner with LAMA BES for content for members.
How will academic libraries design & deliver programs, including instruction, to users who rely primarily on the library's web-based content & services?

- In 2006 262 individuals attended for the Joint Virtual Conference, “Innovate & Motivate: Next Generation Libraries,” April 20-21, 2006, cosponsored by EDUCAUSE & CNI (synchronous activities, such as live webcasts. 200+ individuals logged in for live sessions & Learning Times indicated that compared to other online events they have offered, a very high percentage of our registrants participated in the live sessions. (ACRL is looking forward to the ALA TF proposal on member virtual participation.)
- Choice, partnering with R.R. Bowker, released the print & Web editions of Resources for College Libraries (RCL), a new core list for academic libraries, along with an RCL version of Bowker's new collection analysis tool, in the fall of 2006. A revision is scheduled for late 2007 a publication of an expanded RCL list that includes vocational-technical titles by 2009 is being considered.
- Choice launched a completely redesigned version of its Web product, Choice Reviews Online Version 2.0 (CRO2) in January. The new publication features a new interface, includes all editorial content (with reviews,) links to Open WorldCat, & Web-only content.

How does ACRL assist libraries engaged in collaborative & cooperative work?

- ACRL supports units working with subject discipline associations on common projects such as joint projects with other ALA areas, joint publications, joint programming through Action Plan Process, Council of Liaisons, TF on Scholarly Communications effort for best practices on campuses, IIL Best Practices on campus partnerships, etc.

What does the academic library of the future look like & how will the association help its members shape both facilities & services to meet future user needs?

- In 2006 ACRL convened an invitational summit focusing on how technologies & the changing climate for teaching, learning, & scholarship will likely recast the roles, responsibilities, & resources of academic libraries over the next decade.
- ARL/ACRL Institute on Scholarly Communication helps librarians formulate a campus plan to advocate with authors, researchers campus administrators & others for needed change in the system.

2007-2008 Focus

Positioning the 21st Library in the Competitive Academy: Why We Can't Wait Task Force

Charge/Action Plan

The Task Force charge is "to identify ways to position the library in the competitive academy that can be undertaken by members and by ACRL" and the Task Force action plan will address these issues:

1. Identify challenges facing academic librarians related to the library's position on campus
2. Recommend short- and long-term aggressive activities in which members/administrators can engage to strengthen the library's position on campus
3. Recommend short- and long-term proactive programmatic initiatives ACRL can undertake to support members addressing these challenges

Todaro states "I don't see major surveys of membership nor hearings or forums...I see straight talking, plain language content and recommendations. These might be realized as 'must' statements or - for example - ten markers of the most successful academic libraries in higher education environments. The group might take the functional areas of the academic library environment such as budget, facilities, teaching role, research, collections and place three statements that would indicate 'three success elements' or 'in order to be successful in today's academy you should....'"
"I'm open... I would like to see something radical and something that is practical that might be a roadmap. Along with Task Force recommendations or statements, I think we would need corollaries such as 'ACRL's role in support/leadership of this recommendation would include...'. I look at this Task Force membership as a think tank of the best thinkers and 'doers' of ACRL and higher education in our arena."

Persuasion

Managers should assess the organization's documents to ensure that:

- Internal advocacy for the library within the institution is included in all position job descriptions with specificity as to roles and responsibilities and necessary competencies. Advocacy roles and responsibilities are evaluated in librarian and library worker evaluations.
- Goals statements – either departmental or individual – should include advocating for/positioning the library within the umbrella institution.
- The library’s communication plan includes general goals for communicating the library’s message of services and resources as well as the library’s role within the umbrella institution for all librarians and library workers. In addition, meeting agendas should include opportunities for consistent discussions on advocacy initiatives.
- The library’s marketing plan includes marketing, public relations and publicity regarding internal messages and positioning of the library for librarians and library workers.
- Professional development plans provide education and training opportunities for internal advocacy competencies/skills sets areas for all library employees.
- The library’s budget includes funding for internal advocacy for all librarians and library workers.

Managers should design the 21st century message

The message of the academic library is as varied as academic institutions themselves. While most librarians might agree that the basic messages articulated in ALA’s Toolkit for Academic and Research Libraries are the key messages and include:

- College and research libraries are an essential part of the learning community;
- College and research libraries connect you with a world of knowledge; and,
- College and research libraries are investing in the future while preserving the past;

...the reality is that within institutions the academic library agenda (vision, mission, goals, outcomes, roles, etc.) might vary dramatically and often. In addition, multiple messages may be delivered to multiple target audiences. Given these issues, therefore, what should take place is:

- the exploration of academic library messages
- the design of profiles of target groups
- the identification of frontline individuals to deliver messages
- the design of processes to deliver messages including “how to,” “getting permission,” “assessing success”

The exploration of academic library messages

Institutions should begin with their umbrella institution’s overarching statements such as the vision statement, the mission statements, goals, etc., then their own vision, mission statement, goals, etc. and – in addition – statements from partnership institutions and organizations. In addition, a review of the education and non-profit world should take place to assess issues relevant to academic library messages. This general content assessment or “scan” for message elements should take place systematically and consistently, using environmental scanning. These categories to review or scan might include:
Higher Education: What is the educational product? How is it competitive? Who are partners to higher education including nonprofit/service and profit/business partners; who are traditional/non-traditional customers, how do alumni figure in to the life of the institution/how might they be reached, what is the image of organization and/or the educational product?
Technology: Funding; institutional consistency; keeping up/keeping current/striving for cutting edge; integrating technology into the institution and instruction
Guidelines/Regulations: Keeping up/integrating changing/new federal, state legislative content (FERPA, funding/taxing, ADA, HIPA, grant opportunities)
Change/Management: Managing educational change and change in general; redesigning organizations to meet needs of diverse employees/faculty in more/diverse locations; commitment to communication diversity of medium and consistency of message; human resources issues including leadership, and/or management skills
Professional development/Training/Continuing Education: Balancing traditional content needs with current issues; funding; delivery of content

Performance Evaluation/Assessment: New measures (outcomes, accountability) for federal, state, local assessment; employee performance
Funding: Alternative revenue streams; maximizing resources and services; funding models for hybrid offerings, partnerships, etc.
Competition: Distance/distributed learning; proprietary environments

Assessing these statements, categories and areas should take place to determine:
- What major directions are articulated in the educational environment?
- How might the library play a role in these directions and what type of role such as primary? Secondary? Supporting? Integral? Reactive? Proactive? Short term? Long term?
- Does the message needed match a current direction/message of the library? If yes, how might the library articulate their support of direction with a current message?
- If no, how might the library articulate a support for the direction with a new message?

Message Examples

- Libraries are major players in the design of economic and efficient business models in support of new educational initiatives such as hybrid classes, community based partnerships, and support for distributed learning.
- Funding for cutting edge library resources and services must keep pace with student enrollment.
- Librarians are educational partners in the delivery of instruction.
- Growth of the number of library workers has not kept pace with the growth of classroom faculty, student enrollments and support services customers. When looked at in the context of the growth of staff supporting disciplines, libraries have not kept pace and have hired 33% fewer staff than other institutional services.
- Library instruction/information literacy outcomes are designed to assist in gathering critical, required data for the institution's student learning outcomes.
- Academic libraries - resources, services and personnel - are vital economic partners in the institution's community partnerships.
- Libraries support workforce curriculum by delivering the resources critical to accreditation standards and guidelines.

So what is "persuasion"?

Exerting power/personal influence at work to advance the library's agenda from the frontlines includes persuading others to your point of view. The goals for persuading others includes – before or when decisions are being made:
- Getting individuals or groups attention and then getting them to listen to us
• Getting individuals or groups to think about things we want them to think about/consider in a positive way
• Getting individuals or groups to support part/all of our needs/requests
• Getting individuals or groups to carry our message to others
• Getting individuals or groups to carry forward our specific needs to others

So, what is persuasion?

Persuasion – considered to be both an art AND a science - is the process of moving others by argument to a position or course of action either temporarily or permanently. A topic of research for many years, the study of persuasion includes:

• What the unique aspects or techniques of persuasion ARE;
• Ways to increase the likelihood of someone saying yes to requests when they are asked;
• Ways to get someone to not only say yes but also say yes AND change their attitude to our request;
• Ways to get others to say yes and change their perceptions; and,
• Ways to get others to say yes and change their behavior.

Although the goal of any toolkit is to give users techniques to implement immediately, this toolkit strives to give you a wide variety of tips for persuading others and SIX specific techniques and how to use these six techniques in an academic library setting.

Persuasion is considered to be most viable/possible approach when a number of elements are present. These elements include:

The most successful messages delivered are those that convince others of a need and then support presentation and discussion of the need with data.
If two messages must be delivered, one desirable and one not or less than desirable, the more desirable message should be presented first.
Message presentations should include repetition of the need and supporting data for the best learning and anticipated success and acceptance.
Presenters should stress similarities rather than differences of those involved in discussions/those you are trying to persuade.
Both sides of issue should be presented in discussions and during the presentation of pros and cons, the communicator’s favored viewpoint should be presented last as listeners – typically not familiar with an argument - remember the end better than the beginning or the middle.
Closure or summary statements and conclusions should be stated explicitly.
Presenters should stress the desirability of the argument to all groups involved.

• Messages that require the greatest amount of opinion change are likely to produce the most change.

Carl I. Houland

Six major principles of persuasion, based on Robert Cialdini’s research, offer those building messages and persuasion principles and techniques significant approaches to influencing others from the frontlines. These six basic principles include:

1. Principle of Reciprocation
2. Principle of Scarcity
3. Principle of Authority
4. Principle of Consistency
5. Principle of Consensus
6. Principle of Liking
1. Principle of Reciprocation
Societies are based on a concept "I am obligated to give back to you the form of behavior that you gave to me. If you gave me a favor, I owe you a favor. In the context of obligation people say YES to those they owe.

It works because groups that play by the rules of reciprocal exchange gain a competitive advantage. Members of a group can call on other members of the group because when they send resources they aren’t sending them “away.” What you "give" is a credit.

Individuals need to master the art of “exchange.” WHY? It sets the tone for partnerships to be formed.
- When in a situation one should always first ask the question not “what can you do for me” (that comes later) but “what can I do for you - that will prepare the environment/situation for future exchange?”
- In this process the message and language and dialogue is important.
- When people say thank you for what you’ve given them don’t say “don’t think anything of it”…or “YOU owe me one now!”
- When people say “thank you,” say “I know that if the situation was reversed, you’d do the same for me.”

AND if you have two options to present to someone do you first present the more costly or the less costly?

In the reciprocation process (reciprocation of concessions) – start out with the larger favor. AND relate it to concessions…ask, “if you can’t do that (the bigger or first favor)”…”will you do this?”

Use this honestly .ask for the larger first and have other things you want "waiting in the wings."

THIS is an individual’s moment of power…after someone says "no" to you .don’t retreat .don’t wait .ask immediately for the second - typically lesser thing you want.

2. Principle of Scarcity
Scarcity of commodities is a major persuasion factor for people. Research shows that the merits of something don’t matter as much as context…people want what they can’t have.

How do you use the principle of scarcity to persuade?
- When you present an idea, explain what it is they will get that from you (or what you offer) that they can’t get anywhere else…

Present – in your arguments/persuasion - the bundle of advantages they will get if they “move in your direction.

Data show it is not enough to say what people will gain…people are more motivated by what they will lose . SO we explain the unique benefits they stand to lose if they don’t “go your way.”

Many people avoid this because it thinks they are threatening others but if individuals use neutral language in using the principle of scarcity, this message is easier to deliver.

Example: People have had access to something, now they won't. .Rather than IF YOU DON'T think/vote my way, this is what will happen to you/your constituents...etc.

AND

Scarcity works even better when you add the concept of "exclusive information."
When you get a new piece of information/unpublished report available. if it supports what you want to argue.give it to the select people as soon as you can.

SO

Do you tell those people you are talking to/trying to persuade what they can gain or what they stand to lose if they don’t support you? Tell them what they will lose and give them unique information to make your case and to help persuade them.

3. Principle of Authority
If an expert says it, it must be true. everyone's perception is that the most powerful have knowledge and trustworthiness.

SO we want them to realize your knowledge and we need to establish your trustworthiness and we want to present your idea as a credible one …one they can trust…then convince them it’s the best for them.

SO, before you present your strongest arguments as to why you are trying to persuade others, raise your weakness first and then present your strongest points that are designed to outweigh/overwhelm the weaknesses. This establishes you (or your idea) first as trustworthy or credible (you told us your weakness or the weakness of the idea first) then as an expert (or why the idea is so good.)

4. Principle of Consistency
Consistency and commitment

We want to persuade people to say yes to our message AND to identify if they have said yes to us in the past AND we want them to continue to support us by telling us verbally and to put their commitment to us in writing.

Persuading people to say “yes” is not just the nod and smile, but our goal is to include public commitment and if we can, written commitment.

Language that works is.

Rather than saying. ”we hope you will” .You should say

"would you please?” or
“when can you?” or
“can we count on your to… ?

5. Principle of Consensus
One technique for persuading others is to try to get consensus or everyone agreeing that your message is best. You want those you are trying to persuade to think “a lot of other people are doing this or saying “yes”…therefore, it must be the right thing to do.”

In order for consensus to occur, or in order for others to be persuaded, people have to identify with or relate to or understand the "other people" who you are speaking of. Bringing in general names and general categories – such as “all faculty" or “deans agree” doesn't work as well as saying similar or specific people (like them) who are "signing on" to your idea/request/saying yes. Examples of more specific groups could include:

• All English faculty in integrated instruction…
• The counselors working in the highschool to college program…
• Members of the college’s accreditation committee…
The last six colleges who have gone through accreditation under the new standards...

6. Principle of Liking
People can be persuaded and people like to say “yes” when...
- They are aware that others who are involved in the message are those whom they like and who are like them
- They are complimented and thanked for supporting the message and
- When they feel they are part of the whole that are working together for success.

Do the Principles of Persuasion work the same across cultures?

Persuasion researchers like Cialdini state that the principles work the same basically but what works best is weighted differently among cultures.

Examples of how different cultures and groups respond differently include:

- In the United States, people are best persuaded with RECIPROCATION...i.e. Has this person done me a favor lately?
- In Asia countries...people are best persuaded if the requestor has AUTHORITY and is connected to senior members of their small group?
- In Spain/Latin Countries...people are best persuaded because of LIKING ...Is this connected to my friends?
  In Germany...people are best persuaded if the request was CONSISTENT with the rules and regulations of the organization.

How do these principles work in libraries? Or what is “Library” persuasion

<table>
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<th>How might we use this?</th>
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<td>Our librarians support new faculty in these ways...</td>
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<tr>
<td>Arguments for persuasion and reciprocation should have multiple opportunities for success, that is, those persuading should be ready with alternative requests if the first request is not possible.</td>
<td>Library resources provided the critical information for the successful grant application by...</td>
</tr>
<tr>
<td>The library gathered outcomes data for required general education requirements in three areas including...</td>
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<tr>
<td>Scarcity of commodities is a major persuasion factor for people. Research shows that the merits of something don’t matter as much as context...people want what they can’t have.</td>
<td>Don’t only tell them what their area will gain if they fund us...tell them specifically what they will lose and be specific.</td>
</tr>
<tr>
<td>How do you use this to persuade?</td>
<td>If the library doesn’t get the full operating request, we will...</td>
</tr>
<tr>
<td>• When you present an idea, explain what it is they will get that they can’t get anywhere else...</td>
<td>...lose these resources (be specific)...</td>
</tr>
<tr>
<td>• Tell them the bundle of advantages they will get if they move in your direction.</td>
<td>....lose access to the following...</td>
</tr>
<tr>
<td>• Data show it is not enough to say what people will gain...people more motivated by what they will lose...so we explain the unique benefits they stand to lose if they don’t “go your way.”</td>
<td>and not just “they” will lose but targeted information as to what their specific constituents will lose...such as...</td>
</tr>
<tr>
<td>• Many people avoid this because they think they are threatening others but use language that is neutral.</td>
<td>....the x department will lose...</td>
</tr>
<tr>
<td>Example: People have had access to something, now they won’t...Rather than IF YOU DON’T think/vote my way, this is what will happen to you/your constituents....etc.</td>
<td>....the students enrolled in .... will no longer be able to...</td>
</tr>
<tr>
<td>AND</td>
<td>Support persuasive arguments with data such as outcomes, strategic plans, accreditation documents ... tailored specifically to their area of study/expertise.</td>
</tr>
<tr>
<td>Scarcity works even better when you add the concept of “exclusive information.”</td>
<td>Give them data that “only they have” or create unique data just for them...a report that provides them with specialized information just for their discipline or departments.</td>
</tr>
<tr>
<td>When you get a new piece of information/unpublished report available...if it supports what you want to argue...give it to the select people as soon as you can.</td>
<td></td>
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</table>
### 3. Principle of Authority

**If an expert says it, it must be true...everyone's perception is that the most powerful have knowledge and trustworthiness.**

SO we want them to realize your knowledge and we need to establish your trustworthiness and we want to present your idea as a credible one...one they can trust...then convince them it's the best for them.

SO, before you present your strongest arguments as to why you are trying to persuade others, raise your weakness first and tell them your strongest points outweigh/overwhelm the weaknesses.

If you and your ideas have strengths and weaknesses, present the weaknesses FIRST and SECOND present your STRENGTHS. This establishes you (or your idea) first as trustworthy or credible (you told us your weakness or the weakness of the idea first) then as an expert (or why the idea is so good.)

<table>
<thead>
<tr>
<th><strong>How might we do this?</strong></th>
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</table>
| When delivering or asking for support/persuading others to support your message validate the credentials of your services and the credentials or expertise of the people presenting or attempting to persuade. If your expectation is that those whom you are trying to persuade are best persuaded by the principle of authority, match the presenter based on their credentials or expertise. This principle also works by sending individuals to persuade those who have served on the same committees and/or those who have had similar successes. Messages should be validated during the process of persuasion by separating the argument with the weaknesses first and the strengths second such as:

- The library is requesting additional money to support expanded hours but the hours won't meet all the needs of the discipline-specific faculty with the existing staff. During the persuasion arguments, those presenting should begin by stating what/who the hours won't serve first, then close by highlighting what the library will be able to achieve and for whom with the additional funding. |
### 4. Principle of Consistency

<table>
<thead>
<tr>
<th>Consistency and commitment</th>
<th>How might we do this?</th>
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<tbody>
<tr>
<td>• We want to get people to say yes to us AND</td>
<td>Persuasive arguments for libraries and library workers for consistency include:</td>
</tr>
<tr>
<td>• to identify if they have done it in the past and</td>
<td>Choosing frequent supporters of the library to carry the message.</td>
</tr>
<tr>
<td>• we want them to continue to support us by telling us verbally</td>
<td>Asking them specifically:</td>
</tr>
<tr>
<td>• and in writing commitment to telling us they will do it.</td>
<td>We need to take our message to the task force and ask them to send emails … or vote for library services requests in the master planning process… or we need your vote when technology initiatives are placed in front of the tech committee.</td>
</tr>
<tr>
<td>Getting people to yes is not just the nod and smile but our goal is to include public commitment and if we can written commitment. Language that works is…</td>
<td>• Can we count on you to vote for us?</td>
</tr>
<tr>
<td>Rather than saying... we hope you will</td>
<td>• Will you send an email to you colleagues in support of us?</td>
</tr>
<tr>
<td>SAY</td>
<td>• Will you be featured as a supporting faculty member when we put endorsements on our website?</td>
</tr>
<tr>
<td>…………………….would you please?</td>
<td>Will you ‘testify’ for us before the Board by talking about your project and how library e-resources made it possible to do your project remotely?</td>
</tr>
<tr>
<td>or when can you?……………….</td>
<td></td>
</tr>
<tr>
<td>5. Principle of Consensus</td>
<td>How might we do this?</td>
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<tr>
<td>--------------------------</td>
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<tr>
<td>&quot;A lot of other people are doing, therefore, it must be the right thing.&quot;</td>
<td>All of the English faculty with integrated instruction are supporting us in our request and are linking our webpage to their departmental webpages. We would like the History faculty to link their pages as well. Can you speak to the History task force to request they support us?</td>
</tr>
<tr>
<td>People have to identify with or relate to or understand the &quot;other people&quot; who you are speaking of.</td>
<td>The tutors at the main campuses are attending our training to better assist their students in identifying appropriate research. They are also linking their websites to ours. Can you send an email to your tutors requesting they attend training and link their pages to our resources?</td>
</tr>
<tr>
<td>Bringing in general names and general categories doesn't work as well as saying people like them who are &quot;signing on&quot; to your idea/request/saying yes.</td>
<td>In reviewing the last six colleges accredited in this workforce area, they all worked with their libraries to design webpages to match student outcomes to library resources. We need for you to identify someone from workforce to work with us to design outcomes webpages. Can you identify someone before the next workforce taskforce meeting?</td>
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<th>6. Principle of Liking</th>
<th>How might we do this?</th>
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<tr>
<td>People like to say yes or people can be persuaded when:</td>
<td>You have been chosen to carry this message because you have been so supportive of the library in the past and we are such admirers of your work on the Library Advisory Committee.</td>
</tr>
<tr>
<td>They are aware that others are involved whom they like and who are like them</td>
<td>We would like to feature your library support on the website, thanking you for your letter of endorsement.</td>
</tr>
<tr>
<td>When they are complimented and thanked for doing a good job and</td>
<td>Please accept our invitation to speak to the library staff on the role/value of the library in the curriculum process.</td>
</tr>
<tr>
<td>When they feel they are part of the whole who are working together for success.</td>
<td>We are presenting this workshop to provide unique training to thank the student government officers who have supported us during the year in our quest for a technology fee. We would like to provide a basis for an ongoing dialog with student groups to</td>
</tr>
</tbody>
</table>
continue the discussion for next year’s fee debate.

- We appreciate students using our libraries and we like to support students in their need for print materials, online resources and training in the use of materials and resources. We’re glad you appreciate the laptop checkouts program...do us a favor and complete this suggestion card or fill out our online suggestion card.