

## ILA-ACRL Public Relations Grant Proposal

### Background

In response to campus growth and changing needs, Charles C. Myers Library staff formed 10 committees in Spring 2006. Responsibilities range from planning internal events to planning and assessing a strong information literacy (IL) program. The Marketing Committee was charged with two goals: “to work with IL librarians to incorporate public relations ideas into the IL program” and to “encourage and plan creative ways of marketing the library to the campus community.” In its first year, the committee:

- created 16 displays, many tied to the curriculum.
- collaborated with IL Committee to promote the image of the library.
- collaborated with campus departments for displays and event publicity.
- unified the look of all library signage and consulted on library website redesign.
- served as “client” for a graduate-level PR class, which made recommendations for the library’s PR plan.
- served as “client” for undergraduate graphic design course, which created library logos for consideration.
- created & staffed a booth at Spirit Day (campus-wide department/organization fair).
- created packets for faculty orientations.

### Grant project proposal

Through library strategic planning and discussions with the IL Committee, the Marketing Committee decided to develop a specific marketing strategy for students in the required Composition & Rhetoric I course (ENG102). ENG102 includes a common critical-thinking assignment in which librarians, faculty, and writing tutors lead student groups through common journal articles in a scaffolded research paper process. An article in an upcoming special issue of *College & Undergraduate Libraries* will discuss this unique project.

The Marketing Committee chose this project as a focus because it was recently adopted across sections and now reaches all first-year students. The committee determined that a creative student giveaway item could provide PR while supporting IL goals. While librarians strongly encourage students to highlight scholarly articles during the assignment, they are not able to provide highlighters for the approximately 200 students per semester in the course. Staff will use grant monies to purchase a custom highlighter for each ENG102 student in Fall 2007 and Spring 2008. A 3-color highlighter including library contact information and logo will:

- further engage students in the process of scholarly inquiry by encouraging them to highlight within complex articles during the common assignment.
- provide librarian contact information for first-year students.

The highlighter giveaway strategy both publicizes the library to new students and equips them to meet specific IL goals. The successful ENG102 student:

- reads the text and selects main ideas (3.1a) <sup>1</sup>
- restates textual concepts in own words and selects data accurately (3.1b)
- identifies verbatim material that can be then appropriately quoted (3.1c)

### Timeline

Highlighters will be purchased for students enrolled in the 10 ENG102 sections in Fall 2007 and 7 sections in Spring 2008. The common assignment takes place in the last month of each semester.

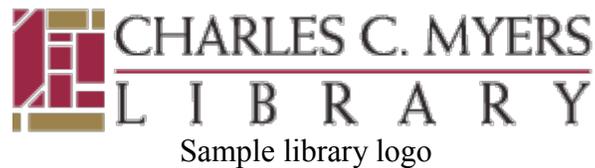
### Budget

The Marketing Committee plans to purchase 500 highlighters (400 for ENG102 and the remainder for special events). The Marketing Committee will supplement any cost above the grant amount. Estimated cost:

Item	Cost	Qty.	Set-Up	Total
TriMark Highlighter	\$1.06	500	\$40.00	\$570.00



Sample highlighter



1. Association of College and Research Libraries. *Information literacy competency standards for higher education*. 2000. Chicago: Association of College and Research Libraries.