

**Marketing Your Library Services to Law Students**  
**An ALL-SIS Online Discussion April 26-28, 2011**  
**ALL-SIS Student Services Sub-Committee**  
**(Ann Hemmens, Merle Slyhoff, Laura Fargo McKinnon)**

The ALL-SIS Student Services Committee is starting our 3-day discussion on how academic law libraries are marketing services offered to students. We'll post questions each day and three committee members will add comments to keep the discussion going (Merle Slyhoff, Ann Hemmens, and Laura Fargo McKinnon). Please share your successes, failures, and ideas for the future.

**QUESTION FROM THE COMMITTEE**

**(1) Through out the academic year, how are you marketing the Library services you provide to students whether they are new or existing services?**

- a. Are you using any form of social media (e.g., Facebook or Twitter) to promote these services?**
- b. Do you have descriptions of these services on your Library or Law School website?**
- c. Are you relying on email announcements and flyers?**
- d. Have you gone into classes to discuss library services specifically or as part of a larger presentation?**

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At Minnesota, through student surveys and focus groups, we have asked students about how we can best communicate with them. Surprisingly, they have told us they prefer getting emails with important information. They are not interested in us using social media. It's probably worth trying Twitter and Facebook anyway to get their reactions.

We also post information on a video monitor in the library lobby, on our website, and on a law school web page set up for announcements to our students. We try to use multiple approaches to disseminate the same information, including old fashioned signs and table tents.

Anytime we get an opportunity, we try to market our services to students. We do orientation presentations introducing the library at the beginning of the year. A few times a year we meet with the law student council to hype library services and solicit feedback. At the end of the academic year, we sit down with the outgoing/incoming editors of our journals to get feedback on what we do for them and brainstorm new services that would help them.

In the classroom, we usually don't have a lot of time to discuss library services in general, but we do promote the resources offered and the expertise of the reference librarians. We encourage students to ASK early and often for help.

Obviously, none of these approaches is novel or unique and we know that some students do not take full advantage of the library. Still, we do reach many students who are happy to learn what's available to them.

I am hoping to hear from you on how you reach out to students (especially using social media). Thanks and best wishes.

Suzanne Thorpe

Associate Director for Faculty, Research and Instructional Services

University of Minnesota Law Library

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We get out the word however we can:

- blog
- recent blog posts display on library's homepage
- a Twitter feed picks up blog posts. (I doubt that many students follow us on Twitter, but you never know.)
- recent blog posts also display on our Facebook page. We set up the Facebook page years ago and have never done much with it. (Many students say they want Facebook for friends and social life and don't want school intruding.) A couple of months ago, we discovered that our blog feed was broken, but now it's back. I doubt that many students look at our Facebook page. The great majority of people who "like" the page are librarians from around the country. (Nothing wrong with being liked by librarians, but it's not a good communication tool for students.)
- column in law school's weekly newsletter. The newsletter has official announcements (schedule changes, exam rules, etc.), student organization announcements, etc. We generally have one or two short pieces, often about library services and then have a piece listing blog posts from the previous week – encouraging students who read the newsletter but don't check the blog to go take a look.
- email announcements to the distribution list for all students. We use these sparingly, since students don't like to be snowed under by email.
- in-person pitches as part of a larger class presentation
- announcements during orientations for first-year students and LL.M. students
- comments during tours
- comments during one-on-one sessions in Reference Office or during individual research consultations
- signs (e.g., marking off seating areas reserved for law students or announcing a Bridge the Gap program)

In addition to all these communications that originate with the library, there's also word of mouth among the students. Some students probably ignore email messages and don't look at the newsletter or the blog, but will listen to a friend who tells them: "Hey, the library lets us go in after hours with our keycards!" or "You can get books from other libraries by clicking on this link!" or "There's a free scanner in the library now."

Do we ever reach everyone? Nope. But we probably get pretty good coverage with these multiple media.

Mary Whisner, Reference Librarian  
Gallagher Law Library  
Univ. of Washington School of Law

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We have used Eventbrite (<http://www.eventbrite.com/>) to advertise/market library events, as well as email/flyers/website. Library services are promoted in the faculty handbook, faculty meetings and direct email to student organizations. We also 'advertise' to first year students during an orientation presentation in the library, and during library tours.

Barbara Glennan  
Assistant Director for Electronic and Outreach Services  
California Western School of Law Library

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**QUESTION FROM THE COMMITTEE**

**Have you ever tried anything that just out-and-out failed? I realize it's hard to know what is really working, especially when you do such a broad range of PR methods, but is there anything that you know didn't work as a means of PR?**

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A. We have Twitter accounts and FB page. (Or had—the latter seems to have disappeared and I haven't gotten it back yet.) I think we had more actual students of ours on Twitter than FB. I had one student come up to me and tell me how cool she thought it was that we're on Twitter, but other than that, despite advertising our presence in flyers, bathroom readers, website, blog, etc., I don't feel like we've had many takers.

B. Links to them, yes, but not descriptions.

C. Emailing to all students is extremely limited here, so no, although I've been thinking about asking to start an opt-in library email list for students. We do put our events and classes in the school calendar that gets distributed in a daily email to the community.

D. Yes—librarians here do this periodically, though as requested rather than part of a formal schedule.

As for out and out failures—we tried to do some (3-4 stops, IIRC) short scavenger hunts last year during National Library Week. The clues were easy, IMO, and focused on services that should have interested students (e.g. where to nap rather than nitty gritty research stuff) but not only did we have no takers, someone nabbed the gnome that was intended to be waiting at the end of a successful hunt! It may have been bad timing, since we're almost to reading period then.

Meg Kribble | Research Librarian & Outreach Coordinator  
Harvard Law School Library

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**QUESTION FROM THE COMMITTEE**

**Does anyone produce a print brochure/handout describing your student services, distinct from flyers announcing particular events, that's available for students to pickup in the Library? If so, is it also posted to your website?**

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Yes, ours is at <http://www.law.uc.edu/library/circlulation/student-guide-law-library> and we also have them for faculty and public patrons.  
Kenneth J. Hirsh  
University of Cincinnati

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I think we use most of the avenues other schools use, but this year I made a LibGuide, 1L Survival Guide. This link was sent to 1Ls by Admissions when they were accepted. It has been "hit" a lot since the acceptance letters went out. The results won't be apparent until Fall, but just thought I'd add this idea. Looking forward to reading innovative ideas from others.  
Roberta Woods  
Reference and Instructional Services Librarian  
University of Hawaii

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I keep the bar low. If the potential audience is, say, 500 students and only 3 or 4 show up, you could say that's a failure, but I try to say it's a success to reach those 3 or 4.

Several years ago, we tried having a regular series of lunchtime research lessons – two 20-minute lessons in a lunch hour, so that students could come for one or both. This program, Library Lifesavers, was the brainchild of Ann Hemmens, but all of us in Reference participated. We had flyers, announcements in the school newsletter, and a big sign on an easel that we moved into the law school's main hallway every week. We also asked profs to announce them in class. We tried it for a year, but decided not to continue because attendance was low for the effort of preparing. There were some sessions when we got a few dozen students (Bluebooking, Word tips) and a lot with just a handful. I hate to call it a failure, because of those students we did reach who did value what they got – but it wasn't a big success, either.  
Mary Whisner, Reference Librarian  
Gallagher Law Library  
Univ. of Washington School of Law

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I agree with Mary wholeheartedly. Each semester we provide 5-6 Brown Bag Series sessions on legal research in specific areas. We usually have only a handful of takers. But occasionally a prof or a review/journal editor would make it a requirement for his/her group to attend. Our librarians also uses these occasions to hone their presentation skill or to test their outlines for research guides. Yes, it can be discouraging from time to time. But it definitely is not a failure.  
Mon Yin Lung

Associate Director  
University of Houston

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Our library had a recent success in marketing a new library service. We implemented the Encore discovery platform to our catalog and conducted a Kick Off Event to market it to the students. We set up a table in the hallway/ common area and staffed it with a librarian for two hours twice per day for a week. All students who sat through an Encore demonstration could enter a drawing for a Kindle. The Kindle opportunity drew them in, and nearly every student who sat through the demonstration expressed interest in what the library and the catalog were capable of doing for them (not to mention the librarians who can answer questions). Many students asked very good questions at the time, and several have come to the reference desk in the time since the Kick Off Event with other questions. It was a good experience for the librarians and the students.

Michele Thomas, Esq., M.A., M.L.I.S. | Catalog & Reference Librarian  
Visiting Assistant Professor of Law Librarianship  
University of Arkansas at Little Rock

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This has been a fantabulous discussion. Our library has tried a lot of things. Some have been fairly successful. Others not so much (i.e. our social media attempts). One thing that appears to work for our students is the fact that we have set the library aside as the law school's bastion of fun (or, arguably, lunacy).

Of course, for professionalism and decorum's sake, we try to limit the fun stuff to avoid overkill. But, come Halloween, Library Week (we still celebrate it) or other select occasions, we cut loose with some events that try to undercut the stress and gloom that often strike the typical law student. We've tried costumes, bulletin boards, coloring contests, scavenger hunts, movies, and the like. We don't do this to trivialize our jobs. It's more like feeding our inner public, or children's, library, and the students seem to like it.

Robb Farmer  
Assistant Director for Research & Instructional Services  
Faulkner University Thomas Goode Jones School of Law Library

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Our marketing to students covered the two areas talked about so far: 1) going to where the students are physically, and 2) reaching them virtually.

Physically, we increased our reference desk hours near the student study areas. Since all 450 BYU law students (1L, 2L and 3L) have assigned study carrels inside our law library, we focused on being more available and visible to them in those places. We also plan to replace some of our print law review shelving with a large enclosed quiet study space, with doors for law student access only. Our current quiet study space is often used for various law school functions, and we want to let the students know they're not being pre-empted.

We've had some success working with the law professors who teach seminar courses, many of which want the law librarians to come to their classes to talk about research sources. The

LibGuide online research guides have been useful for creating "handouts" directed to those specific courses.

As far as virtual marketing, we've used both physical and virtual means to get the law students to respond to online resources. For example, we used selective emails, posters in high-traffic areas, notes on our law library blog, and flyers on each of the student carrels to advertise databases and things like our recent online survey of law students. For the survey, we offered participation prizes (such as a Kindle, Apple TV and campus bookstore gift cards) and got 45% of our law students to fill out responses last month, a significant improvement over 34% three years ago.

All of this is a work-in-progress. We're using the 100 separate comments from the recent survey to look for improvements. For example, based on the prior survey, we installed many outlets near various study areas, and a few students this time expressed thanks for those. When they see us meeting their specific needs, they tend to come back for more.

Galen L. Fletcher  
Faculty Services Librarian  
Brigham Young University

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I love the sharing that occurs through these online discussions so I'm going to jump in and hope my \$0.02 is of interest to someone out there.

It seems that few of our services or the way that we market them are "new" to the law library world. The only really new thing I've seen lately is Yale's service dog initiative and we are borrowing that and putting it to use during our law school's De-Stress Week in the fall. To make the point even more clearly, we were just discussing both a scavenger hunt AND the timing of library week today just before Meg Kribble's email arrived with comments on those two topics (I am happy to get the warning on the hunt and agree that library week is a bit too late to do much good as by that point, I think the most we can be is a good friend to those who already use and appreciate our services).

However, I continue to search for the right mix of services and marketing for the unique environment of our school. That balance can be difficult. Sometimes we do things that are student-centered (i.e. fun) but don't seem to keep in sight the services we are supposed to be highlighting. Other times we work hard on a service but only a few people know that the service exists, much less how amazing it is. I find the marketing is helped along by building allies who help create/maintain the library's prominence in the life of the school (for example, though of course we continue to work together with our wonderful legal writing folks, I have found our Dean of Student Services to be a new and promising partner).

Please see the attached photo for the motto we have been using as our library logo. We kicked off use of this logo off during Library Fest last September. Mind you, Library Fest was also a "borrowed" idea!

Michelle Rigual

Law Library Director and Assoc Professor of Law  
Texas Wesleyan University School of Law

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We also had little participation in Library Week activities as it is usually just before finals. So we created our own Law Library Week, usually just after Spring Break.

Carol Bredemeyer

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As far as using National Library Week, we discarded that notion a few years ago because it was generally too close to exams. Now we decide when we're going to have Mabie Law Library week after we look at the other events that are scheduled during the semester.

Erin Murphy

Reference Librarian

UC Davis School of Law

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We've had good luck with National Library Week but had to be creative to what the students can handle at that time of year. We normally do several "how much candy is in the jar" contests that get rave reviews.

We do a fine amnesty each year in which patrons can exchange a non-perishable food item for \$2 worth of fines. We will probably look at something else next year since there have been many can drives on campus and it is losing its popularity.

This year we did a display on John Grisham, the Chair of National Library Week, and several of the books and DVD's on display were checked out.

We also had a "write a story in 6 words" activity that they could add to a white board for display. It was something quick they could do as they passed by and we left paper and markers for them.

We also put up small advertisements for National Library week. They had fun trivia on them such as "More than 90% of all email traffic is spam". We printed out about 100 and placed them all over the library, we had a lot of good student feedback from this. Overall we focused on things that would get students attention, give them something fun and interesting they could walk away with but didn't take up too much time. I consider this year a success.

Crissy Brown

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I too love this sharing of ideas and innovations.

Michelle Rigual's recent post about a service dog initiative proves that Michelle and I REALLY are karmically connected, as I have long suspected.

We here at USF's Zief Law Library are also borrowing on Yale's dog service initiative. See the details on our library blog at <http://ziefbrief.typepad.com/ziefbrief/2011/04/therapy-dogs-the-usf-law-library.html>

The librarians and staff here at Zief have advertised this new exam period stress relieving service by blogging, tweeting, creating fliers, email messages, facebook, and (my personal favorite) just going around and talking it up.

Michelle's point about maintaining the library's prominence in life of the law school ties in here. At USF, there have been a couple of faculty and administrators that have been focused on making the law school experience more humane, less stressful, and (I am reluctant to say enjoyable?), more life affirming. The library has tried to be a part of that. We have weekly yoga sessions here in the library, (We don't host them but we do house them.) we have a GIANT television housed in the library "TV room" where sporting events can be viewed, and we do occasional library sponsored fun activities like our recent ice cream social. But, this dog service really fits into the law school vision for a more humane experience.

One more way to be a team player and to remain relevant to the law school, its mission, and its priorities.

Ronald Wheeler

Director of the Law Library and Associate Professor of Law University of San Francisco School of Law  
Doraine Zief Law Library

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We market our services several different ways. We just started using Twitter last semester, we maintain a blog, we announce events any time we are invited into a classroom, we create newsletters using the MyEmma service (it is great because it tracks usage and link clicks), we send emails on occasion, we build displays, and we create bookmarks to hand out with books.

Next year I will be developing a brochure of student services and hopefully a bulletin board as well.

Probably our strongest marketing tool is, as Michelle Rigual noted, our allies. We have good relationships with the other law school departments and cross promote events. We have co-sponsored events and training sessions with our Career services center and our Academic Achievement department. We also build allies among students. Sometimes the students are our best marketing tools. For instance this semester we started a new legal research certificate program. Through the series of courses we developed relationships with several students. Those students have been amazing cheerleaders and marketers of the program. We even have one student who regularly tags us on Twitter's Follow Friday, and we get new followers each week. Ultimately fostering good relationships across campus has been our best marketing tool

As an aside, we still celebrate National Library Week. Our aim is to be nonintrusive while still allowing students the opportunity to participate during a high stress time. This year we offered "Twitter Treats". We hid candy and snacks in the stacks throughout the day. It was a huge hit. Each day I also sent out an easy movie trivia question. If you answered the question correctly you were entered into a grand prize raffle. I thought maybe 20 students at best would participate each day, but we had over 50 students a day submit an answer! We also offer free coffee and cookies during National Library Week.

Jennifer Prilliman, J.D., M.L.I.S.

Reference and Student Services Librarian Oklahoma City University Law Library

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My school has used many of the same tools mentioned already to market the Law Library - Facebook, blogging, email blasts, etc. However, in my opinion, some of our best marketing has come from going to where the students are. April was a busy month for workshops and programming in the library so we set up a table in the student commons with colorful fliers for all of the workshops and handed out candy to students who stopped and learned about the programs. Not only did it get the word out about the different programs, but it also gave all of the librarians face time with students outside of the library (I think sometimes the students forget we are people who like to joke and have fun too). While I can't say it increased our numbers dramatically, I do feel we gained a few more students at the different workshops/programs by doing that. I think when we just contact students via email or social media they read the email or the notice and then shelve it for later only to forget about it or lose it in their inboxes.

I also tried to do a library scavenger hunt for March Madness. It was definitely a learning experience and for those of you out there hoping to do one in the future, I can offer you this advice: be careful about the timing of the scavenger hunt, don't have it last for an entire month, and make the questions easy. March Madness provided a great theme for the scavenger hunt, but it also intersected with spring break so students had other things on their minds for most of the month. If you want to release multiple clues, release them relatively close together to keep students on their toes - keeping them interested in a contest for longer than a few weeks is difficult. In regards to the questions, we offered bigger prizes for the harder questions (using a loose leaf and legislative history) - and the one student who participated in those questions said they were tricky and interesting, but not hard. Keeping the answers light and fun is definitely vital. Oh, and market the hunt like crazy. Talk it up to students. Make signs. Let students know what the prizes are for each phase. Hopefully you'll get more participants than I did.

Thank you to everyone who has participated in this conversation so far, I've really enjoyed it!  
Patricia M. Dickerson, J.D., M.L.I.S.  
Reference/Student Services Librarian  
North Carolina Central University School of Law Library

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Here at Phoenix School of Law we have a Library Marketing Committee (made up of 3 library staff members from different areas- Public Services & Technical Services) that promotes our services and resources to our students and faculty. Answers to the questions posed:

(1) Throughout the academic year, how are you marketing the Library services you provide to students whether they are new or existing services?

a. Are you using any form of social media (e.g., Facebook or Twitter) to promote these services? Yes, we use Facebook, Twitter, Flickr and our blog Footnotes1 With Facebook we use RSS Graffiti to post our blog posts, so I don't have to post to Facebook each time someone writes a blog post. ☑ Facebook posts to Twitter.

b. Do you have descriptions of these services on your Library or Law School website? Yes we do, please see: [www.phoenixlaw.edu/lawlibrary](http://www.phoenixlaw.edu/lawlibrary). We have icons to the social media, and a blog feed of our latest blog posts.

c. Are you relying on email announcements and flyers? We do email blasts to students for workshops only right now. Though we have sent a survey and a trial of an ebook vendor to the students recently. We use flyers as well- both small 4"x6" double sided mini flyers to hand out when students check out books, as well as flyers posted on bulletin boards in different buildings on campus.

Additionally, we use "digital signs" which are flat screen TVs that are throughout the school that run on a program that displays PowerPoint slides. We make sure our workshops and services are constantly displayed.

Also, we market in an email newsletter called "The Docket" which comes out every day and is for the school to post all of their announcements. And on our internal SharePoint website, we post announcements and have a blog feed.

d. Have you gone into classes to discuss library services specifically or as part of a larger presentation? Yes, mostly to market workshops. We have presented our workshops within a class as well.

Sarah Prosory  
Electronic Services Law Librarian  
Phoenix School of Law Library

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Things that failed... we are getting feedback that the school-created email newsletter is so full of information from different school departments that students don't read the newsletter, and just delete it. Thus, we seem to be successful in emailing the students directly but rarely. I think the email newsletter is transitioning to a blog soon...

We did try to market our workshops by standing at the "Knowledge Bars" that are in different areas within our school. The "Knowledge Bars" are a high-top counter with a Smartboard. So we would hook up our laptops to show the catalog, or how to search databases, and hand out flyers for our upcoming workshops. However, students didn't understand why we were there and often they used it as a study space so we were interrupting. On the positive side, students saw us outside the library and asked us questions as if it were a reference or circulation desk. So it may not have been a total failure. ☹

Sarah Prosory  
Phoenix School of Law Library

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We also do a lot of what might be called "indirect" marketing – which has really put the Library at the heart of the intellectual life of the law school. Among many other things, we support student publications through posting journals on our Digital Commons site, we sponsor all student use of ExpressO and host an annual reception for our published student authors, and

we also host a “fine forgiveness” week during National Library Week ( which as you might guess is quite popular).

Our luck with research lectures has been very problematic. Sometimes the students come and sometimes not, but I agree that they are successful even if we reach just a few students. What has proved surprisingly successful is off-hours answering of emails by reference librarians. We don’t answer in the middle of the night, but we do respond (when possible) to reference questions in the evenings and on weekends. Students really like the quick turnaround.

We do a lot of outreach and communication with student groups, including our journals and the SBA. All student publications and Moot Court teams receive a carrel in the library.

Adeen Postar

Deputy Director, Pence Law Library

Washington College of Law, American University

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While we have tried and continue to use many of the marketing techniques mentioned in the various posts, our best marketing efforts come from our formal relationship with the 1Ls in their required Legal Writing, Research, and Analysis (LRWA) class. All of the lawyer-librarians are part of 4 Fall and 2 Spring research sessions aimed at preparing the students to work on their graded writing assignments.

Our instructional relationship with the 1Ls promotes the library in several ways:

1. The students meet and know all of the librarians early, and we begin building trust and a relationship of service. They know they can come see us for help for the next three years.
2. From the very beginning of law school, the students are learning what services the library provides for them, where resources are, and how to use them.
3. Because our research instruction is targeted toward their writing assignments, we are providing a service “where they are.” We meet them in their classrooms to help them with what they are working on at the time they are working on it.
4. We are with the students and can hear immediate feedback about what they need that the library or librarians can provide. We take seriously their feedback, and they take notice of that.

From our position as instructors in the first year program, we meet with all the 1Ls. We can announce library programs, surveys, or information (i.e. blog, research guides, etc.) during research sessions and know that 100% of the 1Ls hear the information. We continue to build a relationship through instruction in the second year (required LRWA meetings) and third year (e.g., optional workshops, targeted research sessions in a seminar by faculty request), but the formal and required relationship in the first year provides our best mode of marketing the library to our students.

Melanie Oberlin  
Instructional Services Librarian  
George Mason University Law Library

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**QUESTION FROM THE COMMITTEE**

**(2). Throughout the academic year, how are you marketing your Library services for particular groups of students including, for example, Student Organizations, Clinics, Moot Court?**

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This year we marketed our services to specific groups and department through the student newsletter, blog, and by contacting the organizations directly. I found direct contact to be more effective than traditional advertising. Direct contact was pretty easy with the competition teams because we were able to get a list of the coaches and faculty advisors, but the student groups were harder to track down because officers change and some years groups are more active than others. I am on the OCU student list serve and receive all of the student announcements. I have been saving the officer election announcements that have been sent this spring and making a list of next year's officers. I will use that list to contact the student group officers directly in August.

Jennifer Prilliman, J.D., M.L.I.S.  
Reference and Student Services Librarian  
Oklahoma City University Law Library

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We have two main ways of reaching first years during their first weeks of law school.

First, we participate in an "Orientation Fair" organized by the law school. This features food, and is scheduled at the end of orientation week. There are tables for law school offices (registrar, library, career services, etc.) and university offices that deal directly with students, and for law school student organizations. There is a pretty generous raffle open to any student who visits 3 required tables (one of them is the library!) and any other 15 tables.

At our table we have some small give-aways (e.g., covered beverage mugs, ID lanyards, and the like), and some colorful postcards that highlight portions of our web site that are of particular interest to first-years. We also run a law-in-film trivia contest for which the prize is usually an iPod nano or iPod shuffle. Based on the number of postcards we give out at the table (and we try to make sure each visitor goes away with one), we probably see half of the first years at this event.

Second, during the first weeks of classes, we offer optional orientation sessions in which we focus solely on (a) what librarians are and why we are lifesavers and (b) library materials that will help the students adapt to law study and cope with their initial legal research assignments. Although these sessions aren't required, our Legal Research Writing and Analysis faculty strongly encourage students to attend. Overall, more than half of the students attend these sessions in a typical year.

As an adjunct to the orientation sessions, we also have a printed self-guided tour that is designed to help students learn the floorplan of the library. These self-guided tours are also promoted by the Legal Research Writing and Analysis faculty.

As to general marketing, we also have a blog ("ZiefBrief"), and a Twitter feed that displays automatically on our home page and on the main student services page of the law school's site. For special events (like our annual National Library Week Ice Cream Social, and our "Intro to WestlawNext" lunchtime presentations), we have placed announcements in the weekly email that goes to students. And we also rely on word of mouth, and can often count on our circulation desk employees to help spread the word.

Lee Ryan

University of San Francisco School of Law Dorraine Zief Law Library

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This is a great discussion, with lots of ideas in the mix.

Throughout the academic year, how are you marketing your Library services for particular groups of students including, for example, Student Organizations, Clinics, Moot Court?

At our library, we reach the IL's through teaching hands-on legal research sessions in the Library for many of the Legal Writing faculty, during regularly scheduled classes; through walking tours, a Library audio tour and a guided webcast tour of the Library's web site and key databases; through mandatory Lexis/Westlaw introductory sessions taught by the librarians (available for review in webcast), and through our blog, Facebook page, and orientation week introductory materials. Second and third-year students interact with librarians who conduct clinic, competition and law review and journal staff orientations, legal research sessions for faculty RA's, in-class instruction in seminar and paper writing classes, specialized class instructional tours and workshop sessions (Business Drafting, Employment Discrimination, and others), while taking the opportunity to promote library services and individualized meetings with students.

Throughout the academic year, how are you marketing the Library services you provide to students whether they are new or existing services?

In addition to the webcast resources already mentioned, we record all in-class sessions and librarian workshops, along with our brief librarian tutorials on special features (Locate, KeyCite, etc.) of Lexis, Westlaw, and WestlawNext. We do produce a print brochure specifically for students (placed in the brochure pocket of the stand-up Library hours sign near the entrance and at the Circulation and Reference Desks), but it covers major student services, library access, and staff contacts rather briefly. We also have a "Student Services" section on the Library web page, but it is not designed to mirror the brochure. In terms of general marketing of the Library as a center, we have found that our talking areas, 24/7 card swipe access for law students, and food-friendly policies have helped make us a busy and comfortable place for many students, and our Reference Desk traffic is quite substantial.

For our "Top 10" Research Skills that Employers Want You to Know workshops this spring, we used the usual array of marketing tools—flyers, table tents, video monitors throughout the

school, our Facebook page, posts on our Library blog, a huge easel sign at the Reference Desk, email announcements to students and faculty. We also tried something new this year--a bookmark based on our flyer that was given out by the Circulation staff as students checked out materials at the Circulation Desk. The Circulation staff were really enthusiastic about participating. We also supplied (and promoted) the free pizza and beverages available at each session. Attendance, as always, was mixed and underwhelming, but we consider it worthwhile to reach the students that we can this way, and the sessions are well received by those that attend. We know that certain factors decrease attendance at these lunch/Common Hour workshops, such as having to schedule rooms way in advance in a limited-space building, before riveting guest speakers and student events are later set for the same time. We have also decided to cut down the number of days over which the series is spread next year, so as to make it more focused as a defined program.

Toni L. Aiello | Reference Librarian | Deane Law Library  
122 Hofstra University, Hempstead, NY 11549

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In addition to several of the items I've seen listed already that we do, we also set up a "coffee shop" for students during exam weeks each semester. We provide them free coffee and bagels in the morning and snacks throughout the day from one of our reading rooms.

Another event I have been trying to schedule, but have not yet been able to do so, is a student games night in the library. I've got a game called Disorderly Conduct, which is kind of a Trivial Pursuit for lawyers and law students, that I'd like to offer along with other board games to serve as a stress reliever and a way to have students mingle with the librarians.

Kenneth J. Hirsh  
Director of the Law Library and Information Technology  
Professor of Clinical Law  
Robert S. Marx Law Library  
University of Cincinnati College of Law

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**QUESTION FROM THE COMMITTEE**

- (3). During Orientation for new students (JD and LLM) how do you market/promote the Library services you provide to students?**
- a. Do you distribute printed material to describe these services (e.g., part of OneL orientation packet)?**
  - b. Do you set up a Library table during any student outreach events (e.g., Orientation)?**
- Thanks for your participation!**

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Part of the Legal Analysis and Problem Solving (LAPS) course our 1Ls take before their other classes start is training by the library's technology staff. This includes receiving their campus network username and instructions for signing on to the network, wifi use, TWEN access.

The library also sponsors a grill out for the 1Ls during the LAPS course - at lunch for the day students and dinner before class for the evening students. We do the grilling and serving. It's a lot of work, but it's good PR for the library.

During their first Legal Research class (taught by librarians) they get a library tour. Many of them have already been through the library, either on individual visits to the law school or special days for prospective and admitted students.

Carol Bredemeyer  
Assistant Director for Faculty Services  
Chase College of Law Library  
Northern Kentucky University

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**QUESTION FROM THE COMMITTEE:**

**Who is responsible for marketing your Library services to students? One person? Shared among several people? Are staff members responsible for marketing certain types of information or in certain formats? For example, is one person responsible for marketing workshops, another new materials? Or does one person promote via social media and another makes flyers?**

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There are so many good ideas in this conversation -- here are some thoughts from CUNY Law --

Throughout the academic year, how are you marketing your Library services for particular groups of students including, for example, Student Organizations, Clinics, Moot Court?

Here at CUNY, we are fortunate in that the law librarians teach the 1Ls a mandatory, two semester Legal Research class. As a result, the students develop a relationship with the library early on -- 96 students, and particularly leaders of student organizations tend to collaborate with the reference librarians on getting the word out for research sessions geared towards them. Thus, their peers help market the sessions that aren't mandatory.

Student organization leaders and Moot Court leaders tend to request research sessions from us, and the collaboration between the reference librarians and organization leaders works well.

We offer training sessions to RAs as well those are advertised via e-mail to the students, as well as an e-mail to faculty members, who in turn request that their RA=92s attend. The RAs are compensated for attending these trainings.

Throughout the academic year, how are you marketing the Library services you provide to students whether they are new or existing services?

In addition to the Legal Research class, mentioned, the library reaches out to the students in a variety of ways:

The library participates in the 1L orientation by giving a library presentation to groups of students, thus the students get an idea of the services provided by the library early on. Some of the law librarians also participate in the pre-law lawyering classes during orientation so the incoming students are exposed to the library resources during that time as well.

Reference librarians who are asked to do guest lectures in upper-level classes mention library services to their audience =96 this reminds the students about library services to a captive audience.

We also send out an e-mail survey of library services via Survey Monkey, which tends to not only help us get feedback, but also tends to remind the students of the library services that are available.

Also, we send an annual memo reminding rising 2Ls and 3Ls about summer library services, especially offering research/reference assistance when they are at their summer workplace.

We have a Facebook account for the library, but have not yet fully explored the uses of Facebook.

Yasmin Sokkar Harker  
Reference Librarian/Associate Law Library Professor  
CUNY School of Law

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I've been lurking in this discussion—enjoying and learning from what I've seen. But I'm new enough to academic librarianship that I don't have any tested ideas to contribute.

I really liked both of Lee's ideas in the email below. But rather than discuss them further at this (very) late stage, a quick, related question: what kind of give-aways (swag, tchotchkes) have you found that are inexpensive enough to hand out, that contribute to the students' experience, and that students like and use?

One giveaway we go through a lot of—and that are very popular at this point in the semester—are stress balls. The students ask for them, and get restive (especially around now) when we don't put them out.

I love (and will use) the postcard idea, as an excellent, informative giveaway, \*and\* an excellent way of unobtrusively collecting statistics about table visitors.

Mitchell L. Silverman, J.D., M.S.  
Emerging Technologies, Reference, and Instructional Services Librarian  
Shepard Broad Law Center Law Library and Technology Center  
Nova Southeastern University

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**QUESTION FROM THE COMMITTEE**

**Any final words of wisdom to those considering new marketing techniques or venturing into marketing for the first time?**

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Thank you for hosting this discussion – marketing is one of the more frustrating issues facing law librarians. Here at BU we came up with a marketing checklist which lists all the various avenues of advertising available to us. Depending on the event different people are responsible for different avenues. For example, the introductory marketing for a series of classes might be handled by the head of the department or the reference librarian responsible for the program and then the individual classes will be marketed by the reference librarian responsible for that class. With this checklist we ensure that all the standard means of reaching students are covered, but the burden does not fall only on one person. We do have one reference librarian who administers the blog, one who administers Twitter and one who administers FB, but we are all able to post to all the social media. We also use all the standard forms of marketing from flyers to a blog – one avenue we have found particularly useful is the weekly student government e-mail. They have allowed us to make announcements in their e-mail and our surveys indicate that this is one of the main means by which students hear about our programs. With big events we occasionally ask the Dean of Students to send to all students, but we use this only rarely. We also co-sponsor programs with other offices like the Career Development Office and events are often included in their weekly e-mails as well. One other advertising method we used which hasn't been mentioned much yet, is to have a big popular event – we have an annual panel on research in the legal workplace – and use that as a kick off for a series of classes. That has worked quite well in the past.

On a separate note, perhaps the question about marketing is not just how we are marketing, because it seems like most of us are using all the means at our disposal, but rather what we are marketing. The elusive object of marketing is finding something that sells itself. Do we have to be marketing whizzes who can sell ice to Eskimos or can we package what we sell in a way that makes them realize they need it? We went from offering Weekly Workshops which were topical classes offered once a week with an attendance of perhaps 1-5 students, to offering a Certificate with weekly advanced research classes with attendance of perhaps 40-50. Most of the content was the same, all that changed was organizing it as a Certificate which gave the students something they could mention on a resume and therefore became something they thought they needed. We can have all the lovely flyers and bulletin boards we want, but if students don't think they need what we have it won't help.

Stefanie Weigmann  
Head of Legal Information Services  
Boston University School of Law

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Would anyone want to share their experiences concerning digital signage? Any clever ideas as to content or design?

Sue Altmeyer

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In trying to come up with a better way to announce the status of the reference desk (Closed, On Call, etc.), we originally thought of using a digital photo frame, but couldn't find one that offered the right functionality. Instead, we decided to use an old staff PC as a kiosk. Fortunately, we had a slimline model that rests on the back of the monitor stand, so the actual computer is essentially hidden from view. With the PowerPoint Viewer application, we also discovered that we could run a full screen slideshow on a continuous loop. So while we're at the reference desk, we run a slideshow featuring library and ref desk hours, announcements, new acquisitions, and posts from our Facebook/Twitter pages. We then decided to do the same thing at the Circulation Desk, where we post the same kinds of information, along with policy reminders and recommended study guides.

The response from students has been very positive and it adds a very contemporary look to the ref and circulation areas. It can be a challenge to keep the content fresh and visually interesting, but from a marketing standpoint, it's been well worth the extra time.

Alan K. Pannell  
Head of Reference  
William A. Wise Law Library  
University of Colorado Law School

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This has been an exceptionally busy time in our library and I am gratefully responding to your encouragement to continue adding comments and experiences. Here at UDC-DCSL we have been trying to bring our services to the students and faculty where they are. So this discussion has been avidly followed and we plan to adopt some of the ideas presented.

In the past year, we have initiated several projects to bring our services to our patrons, in some cases adopting practices that seem to be working in other libraries, adapting, for example, the Library Tables idea and putting library staff and librarians at tables in the classroom hallways with an assortment of books and DVDs, such as treatises, hornbooks, and study aids, along with a bowl of candy. Many students stopped by and said they had not realized that we had all these materials. We also placed a small reference desk near the entrance to our main reading room, and saw our reference statistics more than double.

Our faculty liaison program also provides the opportunity for each librarian to offer research workshops in the faculty's courses. For example, this past semester, a torts professor assigned students to write a three page paper on emerging issues in torts and asked the library for a research presentation to the class on how to research emerging issues. Students found the assignment to be interesting and showed up at the reference desk as they worked on the assignments; the faculty member plans to do this again.

Our biggest project this past year, however, was our experiment in embedding three librarians in two law school clinics and one seminar. The librarians attended most of the class meetings and developed relationships with the students that also led to more reference interactions throughout the semester, and the faculty want us to continue this project next year.

Helen Frazer

Associate Director & Head of Public Services  
Charles N. & Hilda H. M. Mason Law Library  
University of the District of Columbia

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The ALL-SIS Student Services Committee Marketing Subcommittee thanks everyone for participating in their online discussion - Marketing Your Library Services to Students. Creative, innovative and exciting marketing ventures were shared and discussed. The Committee will be posting the discussion on the ALL-SIS web page. Just as marketing is an ongoing task, so is the discussion – we encourage you to continue to add your comments and experiences.

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