

1. Promotional Objectives

At the beginning of the 2005/06 academic year, Manchester Metropolitan University (MMU) Library advanced its induction strategy with the introduction of a staged Library Welcome Campaign. This phased process avoids “information overload”¹ and instead delivers manageable portions of information about the library and its services to new students at their point of need. Previously, the induction process at MMU consisted of a face to face induction talk and a bulky folder of handouts. From this one session new students were expected to acquire all the information they would need to start using the university library. The induction working group² realised that this was not a realistic expectation and, in order to ensure the greatest understanding of information, induction should be viewed as a staged process rather than as a single event. The working group looked at various approaches to library induction used at other Higher Education (HE) institutions throughout the UK and held a focus group with MMU Library staff to investigate options for improving the library’s induction strategy. As a result of this research and consultation, the library devised a new induction strategy³, implemented in September 2005, titled the “Library Welcome Campaign” which phased induction into a series of events:

- *Pre-enrolment publicity*: Sent an A5 leaflet with a snapshot of the library service to new students prior to starting their courses
- *Freshers’ Fair*: Occupied a stall at Freshers’ Fair, marketing the library

¹ **Information overload** refers to the state of having *too much* information to make a decision or remain informed about a topic.” Wikipedia. Information Overload. *Wikipedia* [online]. 2006, [cited 03 January 2006] <http://en.wikipedia.org/wiki/Information_overload>

² The **induction working group** consisted of a cross-section of library staff members from all seven library sites.

³ Evans, J. and Wright, J. (2005). Library Induction Strategy 2005/2006. Unpublished document, Manchester Metropolitan University Library.

service to students who may not voluntarily come into the library in the first year

- *Induction presentation and handout:* Provided a face to face induction and a condensed handout
- *4 Awareness Weeks:* Ran four separate week-long campaigns to target new students with key information about the library service at their point of need

Handover sessions were delivered across sites during August 2005 to introduce library staff to this approach. The new method was used from September 2005, throughout the first term, and involved all library staff at all seven library sites in the campaign promotion targeting new students (approximately 12,000 people).

The key objectives of the Library Welcome Campaign were to:

1. Develop a consistent and branded approach to the promotion of induction. Create promotional materials that appeal to new users.
2. Introduce students to library staff whilst promoting their approachability and willingness to support students. Target new students outside of the library, encouraging them to make use of library services and resources.
3. View induction as a staged process rather than as a single event. Avoid student information overload. Provide “bite-sized chunks” of information at the point of need.
4. Develop a new approach to handouts, creating one user-friendly, portable version to encourage use and minimise information overload.

Library Welcome Campaign Process

Activity	Connected campaign materials	See section
Pre-enrolment mailshot	A5 'Get the knowledge' pre-course leaflet	4.2
Freshers' Fair	Famous faces bookmarks A1 'Get the knowledge' posters 'Get the knowledge' stickers	4.3 4.4 4.5
Induction Presentation	PowerPoint Induction presentation InfoCard and Wallet handout	4.13 4.6
Awareness Week 1 (e-mail)	A1 'student e-mail' awareness week posters 'Student e-mail' awareness week screensaver 'Get the knowledge' stickers 'Get the e-mail' bookmark	4.7 4.8 4.5 4.9
Awareness Week 2 (Renewals)	A1 'renewals' awareness week posters 'Renewals' awareness week screensaver 'Get the knowledge' stickers Student PIN Card	4.7 4.8 4.5 4.10
Awareness Week 3 (Catalogue and Reading lists)	A1 'catalogue and reading lists' awareness week posters 'Catalogue and reading lists' awareness week screensaver	4.7 4.8

	'Get the knowledge' stickers	4.5
	'Catalogue and reading lists' postcard	4.11
Awareness Week 4 (E-resources)	A1 'e-resources' awareness week posters	4.7
	'E-resources' awareness week screensaver	4.8
	'Get the knowledge' stickers	4.5
	A5 'e-resources' flyer	4.12

2. Achieving the Objectives

2.1 Develop a consistent and branded approach to the promotion of induction. Create promotional materials that appeal to our new users.

"Get the knowledge, get a lot more at MMU Library"

Consistent branding of any product is seen as key to effective marketing, and the MMU Library Service had already seen evidence of this with the success of the InfoSkills brand for its information skills training⁴. In the creation of the Library Welcome Campaign it was considered necessary to find an equally appealing design which could easily be identified with the campaign. The tagline 'Get the knowledge' was chosen after a number of meetings with the InfoSkills team⁵ and an external graphic design team⁶ as it was felt that this simple statement summed up what the library was trying to achieve and would appeal to new users. The tagline was flexible and was

⁴ Murtagh, J. and Williams, C. (2003). Tell me what you want, what you really, really want!' Developing students' information skills at Manchester Metropolitan University (MMU) Library, by asking the right questions, and giving the right answers. *New Review of Academic Librarianship*. **9**:1, p.101-112.

⁵ In July 2005 a permanent InfoSkills team was established at MMU, who took over responsibility from the induction working group for planning the Library Welcome Campaign.

⁶ Epigram graphic designers. <http://www.epigram.co.uk/flash.html>

easily adapted and used across a number of different materials throughout the entire campaign.

For example, the Freshers' Fair bookmark incorporated the 'Get the knowledge' tagline and also used the following lines:

"get the information : come along to your Library Welcome session"

The e-mail awareness week followed the same format saying:

"get the message : it's the way that tutors, the library and other people in the University communicate with you"

The message was also reinforced by the use of branding on non-printed campaign materials including PowerPoint presentations and screensavers.

In selecting the overall design for the materials, sample designs were shown to a selection of library staff, diverse in age and level, who chose the one they found the most striking. Library staff felt the finished materials were:

"colourful and eye catching"; "excellent!"; "very impressive – very professional" (Library staff feedback)

Visually, the materials were intended to be attention-grabbing and appealing to students in order to create a positive impression of the library and its services and resources, which may be quite different from traditional views about libraries. The materials are produced in a glossy format with bright colours that look attractive. Comments from students show that they produced that desired effect:

“The promotional material is bright and attractive – completely the opposite of how libraries are perceived.”⁷

(MMU Student)

“I liked the poster, as it was bright and eye-catching, and showed that libraries are about much more than books.”⁷

(MMU Student)

“I thought that the campaign was good because it drew attention to the library as a whole and not just one aspect of it.”⁷ (MMU Student)

Academic staff were also asked for their impressions of the materials and their use within the Welcome Campaign. Many commented that they not only liked the look and quality of the materials, but also felt they were very effectively utilised:

“Staff at the department of Information & Communications are really impressed with the quality and effectiveness of the materials provided for the MMU Library Welcome Campaign. As information professionals ourselves we cannot commend highly enough the efforts and dedication of the team in this critical area of support for students entering Higher Education.”⁸ (Senior Lecturer)

“I have not seen anything that is superior to the Library Welcome Campaign materials from MMU Library and a great deal that, whilst acceptable, is nowhere near as effective in use.”⁸ (Area Co-ordinator for the LearnHigher CETL at MMU)

⁷ Jones, R. and Peters, K. (2006). Email questionnaire to first year MMU students for feedback on materials. Unpublished document, Manchester Metropolitan University Library.

⁸ Jones, R. and Peters, K. (2006). Email questionnaire to academic staff for feedback on Welcome Campaign. Unpublished document, Manchester Metropolitan University Library.

Other comments from academic staff highlighted that the materials succeeded in promoting and encouraging use of the library services and resources to new students:

"Undoubtedly the Library Welcome Campaign creates a strong impression that MMU provides a creative and dynamic library service. It conveys just the sort of image that will appeal to our new students whilst at the same time pointing them to the wealth of informational resources which are available to them. It's a great initiative. Who says libraries are boring!"⁸
(Senior Teaching and Learning Fellow)

2.2 Introduce students to Library staff whilst promoting their approachability and willingness to support students. Target new students outside of the library, encouraging them to make use of library services and resources.

The first contact new students had with the 'Get the knowledge' materials was through the pre-enrolment flyer. A flyer was sent to all new students in joining instruction packages for their courses. By including the flyer with other materials the library was able to stand out due to the bright and bold nature of the leaflet design. The distribution of the leaflets outside of the library environment also targeted students who might not use the library in their first year at university. The flyer encouraged students to look at library services prior to their enrolment so that they could become familiar with the library environment and feel able to use library services and resources, and told them about the library's induction session for new students. This year saw a 4% rise in attendance at the library's induction presentations.

Although all first year students were targeted with the pre-induction flyer it was felt that face to face contact was also needed. As part of the Welcome Campaign, the library also attended MMU's Freshers' Fair. This was seen as a positive means of marketing the library because it would target students away from the physical library building and in their own environment. With around 15,000 students passing through the venue, Freshers' Fair is the biggest draw for students in their first week of term and it was seen as crucial that a service as integral to students as the library was involved in this event.

The library booked a stall for the full two days and organised a number of promotional giveaways and prizes. Colleagues were recruited to staff the stall and a briefing session was arranged to prepare the volunteers and explain what was expected of them. Staff from all sites and levels were encouraged to get involved, and volunteers included staff from graduate trainee to deputy library service manager level. By including as wide a selection of colleagues as possible, all staff were able to take ownership of the event. The aim of the stall was to present the friendly face of the library, to encourage students to use its services and to show students that library staff are helpful, welcoming and approachable.

Campaign publicity materials – famous faces bookmarks, stickers and posters – as well as prizes, fortune cookies with library related quotes and sweets were handed out to students who stopped at the stall or who were approached by library staff in the venue:



The library's aim seemed to impress many students as it was one of the few stalls that didn't ask them to pay or sign up for anything. The general consensus from the staff that participated was that the event was a great success. They enjoyed the opportunity to meet the students away from the library and felt that students appreciated meeting them as well:

“I felt we broke down a lot of pre-conceived ideas students may have had about the Library and its Librarians!” (Library staff)

“There was a tangible sense of genuine rapport between library staff and customers.” (Library staff)

“The reaction in general to the stall seemed really positive and people who wouldn't normally show any interest in the library at least came over to have a look, which can only be a success.” (Library staff)

Academic staff also felt that attendance at Freshers' Fair was an ideal way of promoting the library service to new students:

“Involvement in the fresher's fair was a brilliant idea. The university library can seem like a daunting place for a new student and this welcome campaign will help to overcome initial fears and anxieties. Going to where the students are in

their first week, rather than waiting for the students to come to the library, will also help reach those who might skip induction sessions.”⁸ (Senior Teaching and Learning Fellow)

Evidence of the library’s success at this event is also clear from the number of students who were seen during the two-day Fair. Supplies of the 1500 fortune cookies ran out before the end of the second day. 1600 bookmarks and 1400 stickers were given out over the two days, but it was clear from the stall organisers that many more students were actually seen, especially as many students only took one giveaway.

2.3 View induction as a staged process rather than as a single event. Avoid student information overload. Provide “bite sized chunks” of information at the point of need.

As well as delivering an induction presentation to all new students early in the academic year, four awareness weeks were held at all library sites throughout the first term as an additional means of informing new users about important library services and resources. The purpose of the awareness week campaign was to utilise a phased approach to the delivery of induction information so that students received information as and when they needed it. New students typically attend numerous induction presentations in their first week at MMU, taking in large amounts of information prior to the start of their courses, which makes it difficult for them to fully understand and remember what they have been taught. Awareness weeks were designed to address this problem, by delivering bite-sized chunks of information during the first term at a time and place where it will be of greatest relevance to students.

“The “drip-feed” method will help too, the awareness weeks will help reinforce the message and draw in students who, for

whatever reason, enrol later than others.”⁸ (Senior Teaching and Learning Fellow)

Each campaign ran for one week, from Monday to Saturday/Sunday, and focused on promoting specific library services. Campaigns were staggered throughout the first term in the third, fifth, eighth, and eleventh weeks and were held at times when the service being promoted was thought to be most pertinent to student needs. Each week was also promoted with different materials:

Awareness Week 1: Email

Email awareness week was held during week three, and focused on encouraging students early in their course to check their MMU student email account on a regular basis in order to ensure that they receive important communication from the library throughout the academic year. Promotion took place primarily at the issue counter of each site where staff inserted bookmarks into books as students took them out on loan. The bookmarks, designed with the slogan ‘get the knowledge: get the message’, provided the web address of the student email service and basic information on how and why students should access their MMU email account.

Awareness Week 2: PIN/Renewals

The PIN/Renewals awareness week held in week five informed students of the need to obtain their library PIN – a number which enables them to renew books online and by telephone. The fifth week of term was thought to be the best time to promote off-site renewals as this is when many students would need to renew books for the first time. Promotion of this week took place at the enquiry desks and issue counters of each site where students were given their PIN if they did not already have one. PINs were written on a wallet sized card which could be kept in their InfoCard wallet (see section 2.4).

Awareness Week 3: Catalogue/Reading lists

In the eighth week of term the Catalogue/Reading lists awareness week was held to provide students with information about using the library catalogue and finding their reading lists online. This awareness week was timed just before reading week in order to ensure students were made aware that they could search the library for books while off-campus. In the week prior to this promotion, 6000 postcards were mailed to first year students. These postcards provided additional information about accessing the catalogue and online reading lists. Postcards were also distributed to sites for staff to give to students at enquiry desks and issue counters.

Awareness Week 4: E-resources

The final awareness week, held in the eleventh week of term, targeted the promotion of electronic resources and aimed to prepare students for the Christmas vacation by ensuring they were aware of the wealth of library material online. An A5 flyer promoting the 'Electronic Library' section of the library website accompanied the campaign. The flyer was displayed at sites and given to students at service points where staff alerted them to the fact that the library offers full-text access to thousands of e-journals and e-books.

Responses from library staff indicated that they enjoyed promoting awareness weeks. One feature of the awareness week approach was the participation of all library staff in the promotions, unlike in previous years when only subject librarians delivered induction presentations. Support staff, not normally involved in induction campaigns, were keen to promote awareness weeks by wearing stickers, talking to students about each campaign, and handing out relevant promotional material. Staff enthusiasm in these promotions was key to the success of these events.

To evaluate the impact of the first two awareness weeks, staff feedback was gathered to measure their impressions of the weeks' success:

“[Email awareness week] was timely and practical. Immediately useful to students ... proved popular with staff too – they felt that the students appreciated this resource”

(Library staff)

“Bookmarks were a great starting point for staff to talk about awareness week ... they were popular with the students who asked for them after the event was over” (Library staff)

“[PIN/Renewals awareness week] was held at the most appropriate time of term, and very easy for issue counter staff to ask students whether they have their PINs and know how to renew items remotely as they're issuing/returning items” (Library staff)

“Promotions were quick and could benefit all of the students straight away so they were willing to stand and listen” (Library staff)

“An increase in the requests for PINs. It obviously had an effect!” (Library staff)

Statistics of renewals during the month of Awareness Week 2 also showed a 9% increase in remote renewals compared to the same time the previous year.

To evaluate the success of the third and fourth awareness weeks, statistics of library website hits and a selection of e-book and database usage were gathered. These statistics showed that during

the months that these awareness campaigns took place there was an overall increase in usage from the previous year. While several factors many have led to the growing use of these electronic resources, it nevertheless remains clear that awareness weeks have made an impact on students.

Library Website	Nov 2004	Nov 2005
Total hits	821,847	1,026,346

E-books: NetLibrary	Nov 2004	Nov 2005	Dec 2004	Dec 2005
Total accesses	5,067	5,546	3,323	9,097
Total records returned	2,181	2,413	1,596	3,275

Databases		Nov 2004	Nov 2005	Dec 2004	Dec 2005
PsycInfo (Ovid)	Logins	1143	1074	778	797
	Total searches run	6507	5093	3862	3858
SportDiscus (Ovid)	Logins	1249	1248	885	924
	Total searches run	6662	6276	4463	4874
ABI Inform	Logins	10075	11381	7562	7615
	Total searches run	31677	36799	23817	24403
ASSIA (CSA)	Logins	n/a	n/a		
	Total searches run	3315	5605		
Design and Applied Arts Index (CSA)	Logins	n/a	n/a		
	Total searches run	758	2472		
British Humanities Index (CSA)	Logins	n/a	n/a		
	Total searches run	932	1467		
All CSA databases ⁹	Logins			1525	1964
	Searches			4329	6556
	Queries			14165	37978

2.4 Develop a new approach to handouts, creating one user friendly, portable version to encourage use and minimise information overload

⁹ There are no usage stats for individual CSA databases for December 2005 due to technical difficulties.

Handouts given to students at the induction presentation were completely overhauled with the introduction of the new InfoCard. The idea for this concept came from University of Bath who won an award for it at CILIP's PPRG Awards in the year it was launched¹⁰. The language used on MMU's InfoCard was informal and avoided jargon, making it as readable for new students as possible. MMU Library's aim in the introduction of the InfoCard was to provide students with a quick and easy-to-read guide to using the library that they could carry with them and have to hand when needed during their first year at university.

It was clear that this objective had been met when, eight weeks into the first term, a tally of the number of students still using their green wallet was done at Aytoun library site. Aytoun site was chosen for this evaluation because all students entering this library have to show their student cards to security staff to gain admittance; eight weeks was chosen as a time when students who were still using the InfoCard would not be using them because they had just been given them. The number of students who kept their student card in their InfoCard wallet was recorded. At the end of the week, 500 students had used their green wallets to enter the library.

When evaluating induction sessions, students were asked on feedback forms whether they found the InfoCard useful. 97% of all students agreed or strongly agreed that they did think it was useful. Students also wrote comments on their feedback forms such as:

"I love the infocard in the green holder!" (MMU student)

Library colleagues from other further and higher education institutions in the North West also provided feedback on the InfoCard:

¹⁰ Web Team. University Library Wins Award for Excellence. *University of Bath* [online]. 2000, [cited 04 January 2006] <<http://www.bath.ac.uk/pr/releases/libr.htm>>

“...very impressed with the work you have done at MMU, particularly the 'Infocards'.”¹¹ (Learning and Teaching Fellow, University of Bolton)

“Like yourselves we are aware that we give out far too many leaflets when we do inductions at the beginning of the year and being able to 'concertina' the handbook into such a small compact case that students could also use for their College ID card is a really brilliant idea.”¹¹ (Learning Resources Co-ordinator, South Trafford College)

“Our Marketing Group here at Liverpool thought it was a great promotional tool.”¹¹ (Faculty Librarian – University of Liverpool)

¹¹ Feedback received from delegates at the CofHE North West “Playing to the audience” conference, 5 April 2006.

3. Project budget breakdown

Design & print costs

Promotional Element	Cost (including VAT)
A5 Pre-enrolment flyer	£453
Library Stall	£705
Fortune cookies	£375
Stickers	£402.50
Sweets	£40
A1 posters	£89
Prizes	£90
Famous faces bookmarks	£336
Pens	Free surplus stock
InfoCard	£1075
Wallet	£1000
A1 Awareness week posters	£866
Email bookmarks	£349
A6 Library catalogue postcards	£1672.50
A5 E-resources flyer	£373
Screensavers	£55
Total Costs	£7881



Staff costs



Activity	Number of Staff	Time	Total hours
Focus group brainstorm session	8	2 hrs	16
Handover sessions	2	.5 hr x 6	6
Freshers' Fair briefing	12	1 hr	12
Freshers' Fair	12 (3 hrs each)	12 hrs	36
Coordinating and evaluating Campaign activities	2	2 hrs each per week for 4 months	68
Liaison with designers	4	3 hrs	12




4. Details of printed materials produced

Key printed materials

4.1 get the knowledge	The tagline has been used
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	<p>throughout the Library Welcome Campaign on all the materials produced.</p>
<p>4.2</p> 	<p>10,000 pre-course leaflets were distributed in various ways to new students. This was determined by negotiation with each faculty and included being sent by post with faculty joining instructions, picked up at enrolment and put in Freshers' packs. This proved a difficult task to co-ordinate as faculties were inconsistent in the approaches to distribution of such material. However, including the flyer with other materials meant students were more likely to read them. <i>(Original enclosed)</i></p>
<p>4.3</p> 	<p>6,000 famous faces bookmarks (1,000 each of the 6 designs) were distributed at Freshers' Fair and other promotional events throughout the year. The bookmarks had faces of famous people from Manchester and the North West. <i>(Originals enclosed)</i></p>
<p>4.4</p>	<p>8 A1-sized general 'get the knowledge' posters were used throughout the campaign. 2</p>

	<p>were used on the Freshers' Fair stall. All 8 were used at each site library to promote awareness weeks, along with the relevant awareness weeks.</p>
<p>4.5</p> 	<p>10,000 circular stickers were used at Freshers' Fair, where they were worn by staff at the stall and were stuck on students who visited the stall. They were also used during the awareness weeks when staff wore them as a promotional device. <i>(Originals enclosed)</i></p>
<p>4.6</p> 	<p>15,000 InfoCards and wallets were given out at Induction presentations and replaced the large number of handouts that had been given in previous years. <i>(Originals enclosed)</i></p>
<p>4.7</p>	<p>32 A1 posters, 8 for each of the 4 awareness weeks were used at</p>

	<p>each site library to promote the particular week.</p>
<p>4.8</p> 	<p>Screensavers for each of the 4 awareness weeks were shown on all University student PCs throughout the relevant weeks.</p>
<p>4.9</p> 	<p>10,000 e-mail bookmarks were given out during Awareness Week 1. These were distributed across the counter and enquiry desks at each site library. <i>(Original enclosed)</i></p>
<p>4.10</p>	<p>10,000 PinCards were given out across the counter during</p>



Awareness Week 2. These fit easily into the InfoCard wallet.

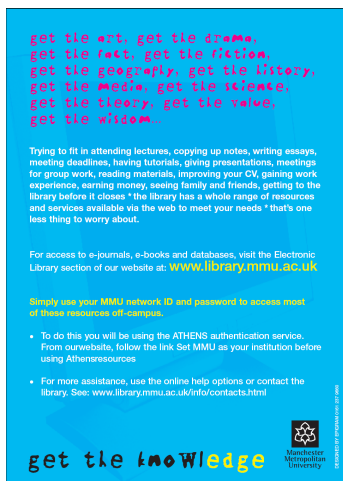
4.11



10,000 postcards were given out for Awareness Week 3. 6,000 postcards were mailed to first year students the week prior to the awareness week. 4,000 postcards were also given to students at enquiry desks and issue counters at all site libraries. (Original enclosed)



4.12

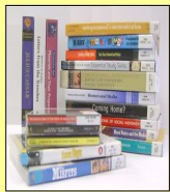


10,000 A5 'electronic resource' flyers were distributed during Awareness Week 4. These were displayed and given out at every site's service points. (Original enclosed)

Other uses of the campaign materials

4.13

What can I borrow from the Library?



- 10 text books
- 30 schools/audio visual items
- 3 videos
- 3 short loan items

All this information is on your Infocard



The 'Get the knowledge' tagline was incorporated throughout the induction presentation. The InfoCard was also advertised on relevant slides.

4.14

The Welcome Campaign has been advertised throughout the University via the termly 'Library News' which is distributed to all academic staff. (Original enclosed)

4.15

The InfoSkills team were invited to present the Library Welcome Campaign on a number of occasions in 2006. This included a half-day conference for CoFHE North West which resulted in 11 enquires from participants after the event. There have also been visits from groups from Teeside University and Oldham College.