Need a Hand?

A Marketing Plan for Anatomy Models at the Hirsh Health Sciences Library

Hirsh Health Sciences Library

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# Table of Contents

**Executive Summary** .......................................................................................................................... 2
  HHSL Family Portrait ............................................................................................................................. 3
**Theoretical Foundation** ..................................................................................................................... 4
**Market Audit & Research** .................................................................................................................. 4
  **Analysis** ........................................................................................................................................ 4
  **Environmental Scan** ....................................................................................................................... 5
  **SWOT** ........................................................................................................................................... 6
  **Data** ............................................................................................................................................... 6
  **Reserves Circulation Graph** ........................................................................................................... 7
  **Anatomical Models Circulation Graph** .......................................................................................... 7
**Market Segmentation** ........................................................................................................................ 8
**Service Identification** ....................................................................................................................... 8
**Mission** .......................................................................................................................................... 9
**Goals** ............................................................................................................................................ 9
**Actions & Timelines** ......................................................................................................................... 10
**Budget** .......................................................................................................................................... 10
**Communication – Marketing Mix**
  **Promotion** .................................................................................................................................... 11
  **Message** ....................................................................................................................................... 11
  **Branding** ..................................................................................................................................... 12
  **Public Relations** ............................................................................................................................. 12
  **Publicity** ..................................................................................................................................... 13
  **Advertising** .................................................................................................................................. 13
  **Advocacy** ..................................................................................................................................... 13
**Internal Marketing** ............................................................................................................................ 13
**Evaluation** ...................................................................................................................................... 14
**Reflection** ...................................................................................................................................... 14
**Works Cited** .................................................................................................................................. 15
**Appendix A** .................................................................................................................................... 16
**Appendix B** .................................................................................................................................... 17
Executive Summary

The Hirsh Health Sciences Library (HHSL) is located in the Sackler Building of the Tufts Medical School, at 145 Harrison Avenue, Boston, MA, 02111. It is the library for the entire Tufts Health Sciences campus, which includes the School of Medicine, School of Dental Medicine, the Friedman School of Nutrition Science and Policy, the Sackler School of Graduate Biomedical Sciences, and the Tufts Medical Center (formally the New England Medical Center). (Wikipedia) It was dedicated as the Hirsh Health Sciences Library in 2005, and has been known as the Tufts Medical and Dental Library, the Health Sciences Library, and at one point was simply called the “Medical Library.” It has been in operation since the 1960s, and sits in Boston’s Chinatown, placing it next to the Theater District, South Station, and the Boston Common and Public Gardens. (Hirsh Health Sciences Library)

Currently the library has no mission statement listed on its website, however they work closely with the Tisch Library, which is situated on the Medford Campus, which hosts the undergraduate schools, the School of Arts & Sciences, and the School of Engineering. Their mission statement is as follows:

*Tisch Library supports the mission of Tufts University in providing students with the knowledge and skills for them to grow as intellectually curious and critically involved members of society with a lifelong commitment to learning. The library is a partner in the educational and research programs of the School of Arts & Sciences and the School of Engineering: it selects, organizes, maintains, preserves, and provides access to resources in all formats necessary to the support of Tufts' educational mission. The library acts as a gateway and contributor to networked information in and outside of Tufts. Tisch Library educates its users to identify, retrieve, use and evaluate resources in an effective manner. The library collaborates with other units at the University and participates in cooperative programs with other institutions to provide high quality resources and services to its users. Tisch Library is user-centered and responds to users' changing needs by continually evaluating their expectations and realigning services to better meet those needs. In addition, the library actively promotes its collections and services to the Tufts community.* (Tisch Library)

This marketing plan is geared toward promoting the anatomy models that are held on Course Reserve for the students on the Health Sciences Campus, primarily those in the Medical, Biomedical, Dental, and Physician Assistant programs. Though not attached to any specific class, the models are held on Reserve as the students in those programs all have sections in anatomy, and need the models to study.

As of the creation of this plan, the anatomy model collection includes (all plastic unless otherwise noted): 1 complete arm (bones), 1 complete leg with foot (bones), 1 hand cutaway (bones, with skin and internal muscle structured – pictured on cover page), 1 pair lungs, 1 cutaway of the head, 1 eyeball, 1 heart, 1 set of “Dental Development” teeth, 1 knee (bones with muscles), 1 shoulder (bones with muscles), 1 ear, 1 teeth with implants, 4 pelvis models (1 male, 2 female; 1 female is plastic, the other 2 are real bone), 1 spine, 13 skulls (a mixture of real bone, labeled plastic, and unlabeled plastic), 4 brains
(3 real with resin, 2 of which are with skulls; 1 fake labeled model that comes apart), 6 complete sets of teeth (acrylic & plastic), and 2 full skeletons (with selected muscles).

The skeletons have been named Leo and Theo, and have acted as unofficial HHSL library mascots and spokes-skeletons in the past. Leo in particular has been in a number of promotional and informational videos, appearing with Theo, a cardboard cat cutout named Catalog, and a green hand puppet named Lizzy. It is partly inspired by these videos that this new campaign has been put together, which will focus on a combination of videos, posters, digital slides, and social media posts.

For reference, see the picture below, colloquially referred to as the “HHSL Family Portrait,” which was used in a holiday blog post back in 2014.

From left: Theo, Lizzy, Bookworm (in the scarf), Leo, and Catalog. Photo credit: Tom Quinn
Theoretical Foundation

The main obstacle to getting the word out to the students on the health sciences campus is going to be reaching them where they spend their time. Although it is useful to create marketing materials, at some point you need to push those materials into places that students will see them. Otherwise, they will not make an impact. Aside from physical material such as posters, that means utilizing places like Facebook.

Hirsh Health Sciences Library has a Facebook presence at this time, and can utilize it further. “At this point in time, Facebook use by health sciences academic libraries is still evolving.” (Hendrix, Chiarella, Hasman, Murphy, & Zafron, 2009, p. 46) Currently, the HHSL Facebook presence is fairly minimal, used primarily for posting links to the library blog and occasional pictures of arts and crafts days, however it can be used to properly push information about the collections, such as the anatomy models. As part of the push it should be expanded, including creating a photo album for all available types of models, which will allow users and visitors to consider what they want before approaching the desk.

Not all students are receptive to the idea of Facebook profiles for libraries, but many are. In fact, in on particular study done on the topic, the majority of students surveyed were interested in interacting with the library on FB, and only a slightly lesser amount were not proactively interested but wouldn’t mind the library sharing information on services, announcements, and upcoming events. (Connell, 2009) What Connell does not talk about is the passive nature of occasional posts — sometimes all you need is to get the words in front of a person’s eyes, and they will be more receptive to paying attention when they see it again, such as in physical form in the library itself. However, Connell does point out that “Students made it clear in their responses that they do not want their time wasted.” (2009, 34) That is a key factor to keep in mind. All posts must be made with a specific purpose, and should not be set to flood timelines.

Before launching full-force into a new promotional style on Facebook, HHSL would do well to examine similar library Facebook pages and see if some information about successful campaigns can be gleaned. In a survey of librarians, 18% fell into a Health/Medical category, and the vast majority of posts were about either “Collection/Resources” or “Events,” with a mere 26 posts being listed as “Promotion.” (Wan, 2011) Given that the primary use of Facebook for HHSL so far has been cross-linking with the library blog, there is a ways to go.

Market Audit and Research

Analysis

The primary customer base for Hirsh Health Sciences Library – particularly in regards to the anatomical models – is the student body of the health sciences campus. A secondary customer base would be comprised of school faculty. Nobody else requires our models.

The only true competitors the library faces in this particular area are graduating students who bought models and leave them behind, and vendors selling models. However graduating students tend to leave models to only one or two people they are friendly with, and although vendors do sell models to
students, the cost is prohibitive to many. It is especially prohibitive given the nature of the usage of the models, e.g. during the “anatomy” sections of classes only.

The objectives of this marketing campaign are to increase usage of the anatomical models the library already owns, and to collect feedback in order to invest in new ones as necessary.

Environmental Scan

Political factors: The biggest internal political factor the library faces is being seen as the “medical” library or the “dental” library, instead of being understood as a library for all programs on campus. HHSL has already been working to rid itself of that image, and has been largely successful through a combination of past marketing campaigns, the Student Library Advisory Committee (SLAC), the Librarian Liaison program, new student orientation activities, and word-of-mouth. However every year there are new classes entering the school, which means renewed efforts to maintain the accurate image of a neutral campus-oriented center.

The largest external political factor would be local and national laws and regulations regarding funding for medical sciences, funding for private universities (as that is where the HHSL budget comes from), and any laws and regulations regarding the buying and selling of models and body parts (such as skulls or cadavers) for educational purposes. Currently, HHSL is unable to purchase any new real skulls, which means the ones already on Reserve – which are roughly 40 years old as of this writing – are the only ones they will have, leading to a challenge of caring for them to make sure they last as they age.

Economic factors: The cost of anatomical models increases every year, leading to a more carefully planned purchase each time a new one is required, which means a slower and more elongated process of purchasing. For instance, the “Life-Size Internal Hand Structure Anatomy Model” at AnatomyWarehouse.com is listed as costing $372.90 USD. It appears to be the same model as the one the library owns (see cover image), so the more students can use the model, the more worth the cost it is. Otherwise it is little more than an expensive paperweight. The cost of database and online periodical subscriptions also increase each year, meaning a more careful planning of the budget set aside for purchases. Finally, there are the concerns as detailed above.

Sociocultural factors: Luckily this is not a large problem, as this campus is geared specifically toward the health sciences, and students attending the schools know ahead of time to expect to see parts of the body, both real and modeled. There is the occasional concern at the reaction of a student who learns about the collection of real skulls the library owns, however there are sufficient plastic ones that anybody uncomfortable handling real bone does not have to. Rarely this is an issue at the Library Service Desk, and it is always resolved in a quiet, respectful, and satisfactory manner.

Technological factors: Technology presents interesting challenges for this collection. The quality increase in digital 3D modeling has led to a proliferation of websites and databases offering high quality 3D imaging of body parts. Users can choose to use both mobile and desktop options to spin, enlarge, and generally manipulate the sections without needing to leave the comfort of their chair. It is not unreasonable to imagine that virtual reality will not be far behind in opening up another wealth of opportunities in this area.
However, that same quality increase has meant a significant jump in the quality of the products that Hirsh Health Sciences Library has been able to purchase, and although the prices of models increase every year, the quality has increased even faster, leading to remarkably life-like models that can be physically manipulated, pulled apart, and placed back together. The major advantage of the physical model is the tactile ability to hold it – students can see what the book or lesson is telling them, and then move the model around in real space without concern about online quality. It also allows them to hold it next to their own bodies and visually compare and contrast, such as with the hand and its muscle structures.

**SWOT**

**Strengths:** The library already has a robust collection, and has excellent relationships with the educators on campus. HHSL also has been building stronger relationships with the students on campus through arts & crafts events, therapy animal events, and groups such as the Student Library Advisory Committee. This allows for rapid discovery of student likes, dislikes, and needs.

**Weaknesses:** HHSL lacks a strong online presence, which limits its reach. The most effective marketing to date has been done at the Library Service Desk through small signs and events calendars that students can take freely, as well as through student staff posting on their respective Facebook class groups. However HHSL already has a Facebook account, a Twitter account, and a Wordpress blog, all of which are linked through the website. The library also has extremely limited space for its collections, and is near capacity for the models as it stands.

**Opportunities:** The biggest opportunity will be the online space. If HHSL can reach out to those student groups, they could gain followers and spread the word faster about events, services, and particularly parts of the collection.

**Threats:** Budgeting is always an issue, as the library requires a fairly large budget to operate fully and effectively, and the larger economic status of Tufts University is outside the library’s control. Although not an immediate problem, a sudden economic downturn in this country, state, or even city could cause a problematic ripple effect.

**Original Data**

This is one area in which Hirsh Health Sciences Library shines. The preparer of this paper is the primary data collection and analysis specialist of the library, and as such has curated monthly statistics about collection usage through the data collection done by the circulation program the library uses (as of this writing: Millennium, although that will be changing for the next academic year).

The data seen in the figure below is the monthly checkout totals for the Course Reserves for the span of July 2014 – May 2017, roughly 3 full academic years (minus June 2016, for which data does not exist yet).
Below is the same information, but limited to that of the anatomical models.

As you can see, there are sharp spikes and subsequent drop-offs of the model usage. October is when the Medical school studies head and neck anatomy, February is when the Dental school does, and April is for the Physician Assistants. Subsequently, the skulls are checked out in large quantities during that time.
Depending on the month, the Anatomical Models comprise anywhere from .25% of all Reserve items checked out (December 2016) to 5.49% of checkouts (October 2016). There are also wildly varying differences year to year in some spots, which have a number of factors, from changes to classes, to changes in the Liaison program, to availability of models, even to the interest of the current students in physical models vs online models.

One significant advantage in the most recent year is the increase of student interest in the Student Library Advisory Committee, a group comprised of student representatives from each class on campus and department heads in the library. The group meets 4 times a year, and gives the students a chance to talk directly to the people in the library that have purchasing power, which has resulted in most standing desks, the arm and leg models, and an increase in software available for student use.

**Market Segmentation**

As an example, this section will focus on the first year students of the Tufts School of Medicine. Although many are graduates of the Masters in Biomedical Sciences program at Tufts and elsewhere, many students are either professionals returning for their doctorate or students freshly graduated from undergraduate programs. The 2016-2017 class averages 25 years of age, for instance.

The 1st year medical students require skulls above all other models that the Hirsh Health Sciences Library currently has. They primarily need the labeled plastic skulls, however the unlabeled plastic and real skulls offer good chances for them to quiz themselves. The students need anatomy textbooks, online model programs, and programs such as Netter’s Presenter, which allows them to look at close-up photography of actual bones and muscle groups, so they can quiz themselves.

The medical students also want study space, however they tend to use the library less than the students from the School of Dental Medicine. Since they have to share the library with students of all programs on campus, many medical students take to using the “Learning Commons,” a group of rooms only they have access to in the Medical School building. Subsequently, much of the library’s material gets used on other floors of the building.

Ultimately, the students want a safe, comfortable environment to study in, and plenty of materials to study with, both online and physical.

**Service Identification**

The anatomical models at the Hirsh Health Sciences Library fits the wants and needs of many groups of students on campus: broadly, students in the School of Medicine, the School of Dental Medicine, and certain students in the Friedman School of Nutrition. The above market segment I discussed are the 1st year students in the School of Medicine, and they are the cause of the large spike in October seen in the Anatomical Models graph on page 7. The skulls are the main cause of this spike, and for a period of approximately 2 weeks they are checked out consistently all day long, 5-6 days a week. The other models we have serve these students more in the spring months, when they need access to legs, arms, and spines.
On the Boston Consulting Group (BCG) matrix, the anatomical models as a whole could arguably be considered Cash Cows, as they are heavily used in certain periods of the year, but maintenance costs are minimal. (Lamb, 2012) However it is important to understand that there is no actual profit being made from the usage of any of these materials, so “Cash Cow” can be a bit of a misnomer. That said, it is still the most accurate term on that matrix for them, as the models require a one-time purchase fee and can then be used for decades at a time for minimal upkeep (for instance, the skulls only get a cleaning once a year in the summer, but a few have lasted upwards of 40 years already).

Mission
The Hirsh Health Sciences Library does not have a publicly stated mission statement; however, it aligns its mission with the Tisch Library, adjusted for the focus of the health sciences campus. That mission statement is below.

Tisch Library supports the mission of Tufts University in providing students with the knowledge and skills for them to grow as intellectually curious and critically involved members of society with a lifelong commitment to learning. The library is a partner in the educational and research programs of the School of Arts & Sciences and the School of Engineering: it selects, organizes, maintains, preserves, and provides access to resources in all formats necessary to the support of Tufts' educational mission. The library acts as a gateway and contributor to networked information in and outside of Tufts. Tisch Library educates its users to identify, retrieve, use and evaluate resources in an effective manner. The library collaborates with other units at the University and participates in cooperative programs with other institutions to provide high quality resources and services to its users. Tisch Library is user-centered and responds to users' changing needs by continually evaluating their expectations and realigning services to better meet those needs. In addition, the library actively promotes its collections and services to the Tufts community. (Tisch Library)

Goals
The goals of the campaign as are follows:

1) To increase circulation of the anatomical models already held on Reserve
2) To increase awareness of the variety of models
3) To eventually improve and increase the collection as necessary to continually meet the changing demands of the students.
**Actions & Timeline**

**June**
- Design the campaign and posters. PR committee should begin discussing Orientation and the fall.
- Talk to the Liaisons to see what they would like for their packets

**July**
- Plan for orientation. Work with orientation committee.
- Being creating the physical materials, to make sure they look right. Adjust as necessary.

**August**
- Introduce materials to the actual orientations as students come in.
  - Dental orientation in beginning of month
  - Medical orientation in end of month
- Put up screensavers and digital images on the promotional TV

**September**
- Orientations for rest of campus

**October**
- First SLAC meeting. Follow up with student reps about campaign to check impact
  - Adjust campaign as necessary

**December**
- Second SLAC meeting. Second check-in with student reps.

**January**
- Compare September – December circulation against past academic years to gauge effectiveness in terms of circulation data

**Budget**
The budget for the “Need a Hand?” campaign is minimal at best. The PR Committee has an annual budget of $500, which must be used on food, arts and crafts supplies, and marketing campaigns for other events over the course of the academic year (in particular September through May). The materials for the campaign can all be created by existing staff, with the Chair of the committee leading the design. Posters will be created with the aim to stay within the 8.5” x 11” standard paper size, and all other promotional material will be digital, and can be placed on existing storage and servers.
Communication – Marketing Mix

Promotion
The big picture of the marketing mix being used in this campaign is to catch the eye of the students and have them use the material we have available for them, particularly the anatomical models. The students in particular are graduate students on this campus, many of whom have to pass through the library space on the way to classes, food, or home. We therefore do not have to physically advertise outside the library at all, but rather should use the existing spaces, such as the public computers, the TV by the internal stairs, and the bulletin boards outside the floors.

Keeping all material under the title of “Need a Hand?” will unify the message, but over time new designs should be swapped in to avoid the advertisements becoming part of the background and forgotten.

An interactive element can be rolled into the exist arts & crafts projects: a paint-your-own-body-parts event. Cheap plastic skulls, hands, legs, and the like can be left out along with markers, paint, glue, and other paraphernalia and students can be encouraged to paint their own. The thrust of the event can be that they can have their own extras, but we can then tell them that if they want something more professional we have plenty of models ready to go. A few of those models can be placed on display near the painting table, for students to borrow things from.

Message
The message of this campaign will be described here using the AIDA method.

Awareness: The very first moment of getting the word out to the students will be during their respective orientations, and material can be given to them in the library portion of events as well as placed in their binders. However there is a risk of them forgetting, so September and October will be key. September always sees an immediate upswing in students using the library before they’re fully settled in, so posters they can see and flyers they can take that are situated at the desk will be helpful here. The flyers in particular have proven useful for the arts & crafts events.

Interest & Desire: The problem with our audience is that their attention is constantly diverted by their assignments. This is why screensavers, a slide on the television, and posters by the desk can come in handy. The computers are generally approached from across the floor, so students see a few of the message flicker on them before sitting down. The service desk is generally busy, but the staff is friendly and helpful, and in many cases the gap between the patron asking for something and the staff member being able to finish the transaction leaves the patron’s attention wandering. Making it clear that we have anatomy models that can be checked out the same as our laptops, books, and chargers will inevitably pique interest. Again, this is a common occurrence with the phone chargers and with the arts & crafts events.

Action: The library staff being ready to explain what models we have and help match books or online services with the existing models will be key and get our patrons to check things out to try. The student staff that work at the desk already do this to an extent, so it would be worthwhile to chat with them so that staff learn the relevant talking points.
Branding

“Need a Hand?” will be the title of the campaign, and a potential tagline could be “Let Hirsh Library lend you one!” An alternative version would add “What about a skull? A heart? Hirsh Library can help with the entire body!”

The copy on the bottom of any image or poster should be short, and mention that we have more than just hands. All promotional material will clearly mention the Library Service Desk on the 4th floor to direct people.

See Appendix A for an example.

*Note: All images in the Appendices are preliminary versions to be approved by the PR Committee.*

Public Relations

The three main strategies that we will be using will be elevator speeches, social media communication, and WOMM (word of mouth marketing). The elevator speech is best done at the Service Desk, but liaisons should be ready to use it in orientations and workshops. Social media will focus primarily on Facebook, Instagram, and the library blog, however the biggest push should be through Facebook, so as to reach the maximum amount of people. WOMM will be accomplished by student staff, who can talk to classmates while in class and lab with them. Anecdotal evidence suggests that students trust other students with information like that (whereas it can sound like a library staff member is trying to push it), so we should make use of the students who are already engaged with the library.

The elevator speech may be the most important aspect. In many cases we have a very limited amount of time to talk to the students (such as when they’re waiting for a charger to be brought from the back room), so being able to bring it up right then is key. Start by seeing if there’s a link between what they’re checking out already and the anatomical models – for instance, if they’re asking about anatomy resources, like Netter’s, Moore’s, or Net Anatomy, then they most likely will want to know about the skulls, which can act as a springboard. A typical encounter I’ve had goes:

Me: “Okay, here’s your Netter’s. Are you in your anatomy block right now?”
Student: “Yeah, it’s a lot.”
Me: “I’ve heard, yeah. Well you know, we have anatomy models if you need them to help study. We have 13 skulls in the back, and then we have the things up here.” *This is where you can point to the already-displayed models, like the arm and leg.*
Student: “Oh, this is great! I didn’t know you had all this stuff. I don’t have time right now, but I’ll be back after dinner and I think I’ll check them out then. How late are you guys open?”

Keep in mind, every student will react a little differently, but being able to point to the models helps. Sometimes I’ll switch it up, and lead with the question “Do you need a skull or anything with this?” That also tends to work well. Students will be surprised more often than not, and then that leads way to excitement and circulation! I’ve even had that conversation with one student, only to have them come back with 3 others to see what they could get from us. Have an elevator speech ready (mention the items, circulation time, and the fact they can check out books and laptops at the same time), and be prepared to wing it a bit on the fly to tailor to each student.
Publicity
The three main items we’ll need are a picture for the computer monitor displays (1920 x 1080), one for the mounted TV display, and a sign to put up at the desk. There should also be signs around the library on the bulletin boards, but those can be the same as the one on the desk, with the exception of an added line to direct people to the desk. See Appendix B for these images.

Advertising
We won’t need any outside advertising or sponsorship for this project. It is entirely in-library, and the anatomy pieces don’t have sponsors. That said, however, it will be worth the appropriate liaisons’ times to bring up the models during faculty interactions. It won’t be official advertising or even WOMM, but there’s an excellent chance the faculty will pass that information along to the students. Everybody wants the students to do well, after all.

Advocacy
The anatomical models do not exist in a vacuum, and we will not be advertising them in one. Ultimately, this entire campaign needs to fit within the larger framework of the library, and it absolutely does that. Up to this point, we have created materials and a scavenger hunt for students to complete at their orientations to introduce them to the different areas of the library (stations have included the book stacks, the current periodicals, and the Service Desk). The liaison program has been an unequivocal success, as our circulation and seating numbers went up immediately and permanently the first semester we were doing it. This has been particularly exciting given that some of the smaller programs like Nutrition used to never visit us, but are now steadily and consistent users of our services.

We’ve spent a lot of time and money this past year increasing the collection, and this upcoming year is a good time to promote that. We have the attention of the existing student classes, the new ones are scheduled to start in August and September, and everybody will need our services. Having anatomical models for them is just one more service, and they will want to know that.

The unwritten goal of our library has been to serve the students as fully as we can, and now we have a chance to increase what “fully” means even further. Let’s take it.

Internal Marketing
We have an advantage here, as we are only a total staff of 19 people, 6 of whom are already on the PR Committee. Tom and Paige can talk to Stephanie and Amy about this campaign so that the Circulation staff are all on the same page, and Tom will send an e-mail out to his student staff to explain what’s going on (and he should also make sure to discuss it in more detail with the students who are from the primarily affected programs). Becky and the other Amy will talk to the R&I staff, and can explain what’s needed of them when they’re acting in their liaison roles, or filling in on the desk. Since Sia is already the point person in Collections Management for the purchasing of these models, he will be set. Finally, Katherine will handle running the publicity material past Administration in her role there, and will have the final say on signage design in her role as PR Chair.
Evaluation
There are going to be a few different ways to gauge the success of this campaign. First will be circulation data: if the circulation of models increases, then there is a distinct causal probability. Second will be the Student Advisory Library Committee. The student representatives in SLAC tend to have a good sense of what’s going on with their classmates, so Tom will make sure to check in with them at the SLAC meetings (see the timeline on page 10). The conversation needs to include questions about whether they’ve heard about the models, if the campaign has been reaching students, and what to do to increase effectiveness. Thirdly, Katherine has already created a survey questionnaire to be used during the arts & crafts and other events to gauge awareness and interest of those, so we can add questions to that, such as “Are you aware of the anatomical models on Reserve?”, “Have you ever checked a model out before?”, and “Which anatomical models would you be interested in checking out? Check all that apply,” and then we can have a list of the various kinds we have underneath, as well as some of the models that have been suggested but not purchased.

Reflection
My particular role as HHSL has me in a unique position. Although full staff, my evening schedule means I primarily work with the student staff I hire. I am also the chair of SLAC, meaning I have two separate windows into the needs of students on the campus, all while being a member of Circulation and a member of the PR Committee. We have never attempted a campaign like this before, and the sheer novelty of it will catch eyes right off the bat. I have also talked to so many students over the years about what works in our library and what doesn’t that I’ve learned to think like them in situations like these, and that is why I have confidence in this plan. The most effective marketing we ever do is the word of mouth both at the desk and through the Library Liaison program, followed by signs on the desk, and then the slide shows on the TV and public computers. I have also seen how student workers can drive circulation numbers with their classmates, and I have a very engaged group of representatives with SLAC. I have full faith in this plan to not only increase circulation with the anatomical models, but even give us directions on what to purchase in the future.
Works Cited


Appendix A

Note: The below picture is resized from the original for this document. The original can be found in the folder used for posters in the PR committee folder on the library’s internal shared drive. It is meant to be printed out at full-page size.

Need a Hand?
Let Hirsh Library lend you one!

New anatomy models: now available at the 4th floor Library Service Desk!
Appendix B

Note: The below picture is resized from the original for this document. The original can be found in the folder used for screensaver images in the PR committee folder on the library’s internal shared drive. Two sizes exist due to the dimension differences between the PC monitors and the mounted TV, however the image is the same otherwise.

Need a Hand?
How about a skull? Or a heart? Let Hirsh Library help!

Now available at the 4th floor Service Desk!