

Priming for Advocacy: Revitalizing A 35-Year-Old Lecture Series

Kathleen Broeder

Head of Special Collections & Archives,
Dixie State University Library & Learning Services

Emma Lanners

Administrative Specialist,
Dixie State University Library & Learning Services

Abstract: Academic libraries face unique challenges by being a part of their larger institutions, such as a lack of visibility across campus. One solution to these challenges is advocacy, with one tool being an annual lecture series. The Dixie State University Library made strategic changes to their Juanita Brooks Lecture Series in order for it to become an important and valuable advocacy tool. These changes included a new organizational structure, a speaker selection rubric, event project management, official documentation, budget tracking, venue changes, and branding for the 35-year-old lecture series. These changes primed this lecture series to become a major advocacy tool, with plans to cultivate it into a signature annual donor and outreach event for the Library. Another result of the changes to the series has been stronger partnerships and relationships.

Keywords: Advocacy, lecture series, event planning, outreach, marketing

Introduction

Academic libraries face unique challenges by virtue of being part of larger institutions. Some of those challenges include a lack of visibility or awareness of the library on campus with key administration and in the external community. Other challenges include positioning the library as more than study spaces or a collection of books and bringing the scholarly reputation or contribution of the library on an equal footing with other academic departments. Building advocacy is one possible solution to these dilemmas, with advocacy-building efforts containing many components, such as a vision and plan, active partnerships, outreach, branding, and more. There can be many strategies to build up advocacy within the campus and local communities, with one tool being an annual lecture series.

The Dixie State University (DSU) Library has been loosely connected to an annual lecture series since 1984, and in 2017 turnover in staff allowed the lecture series to be re-envisioned. The DSU Library was experiencing many of the challenges academic libraries face and sought to integrate the lecture series as a tool for advocacy. This article outlines the steps taken to revitalize this lecture series into the beginning of a useful advocacy instrument for the DSU Library.

Literature Review

According to a survey by Singh and Ovsak (2013), librarians perceive that the “first and foremost challenge being faced by libraries is their relative invisibility” (p. 354). This challenge can be acute for academic libraries as they are part of a larger institution with multiple departments, each with their own function and mission. In an Association of College and Research Libraries report on the value of academic libraries, Oakleaf (2010) noted, academic libraries can feel a lack of awareness of their contributions by key campus administration and the larger community. A general feeling of passiveness from staff (Oakleaf, 2010) or a lack of librarian time to implement continuous marketing and communications (Thiessen, 2006) compounds this lack of awareness. Other challenges include positioning the library as more than study spaces or a collection of books (Oakleaf, 2010) and bringing the scholarly reputation and contribution of the library onto equal footing with other academic departments. Advocacy can be one possible solution to these challenges. Beginning with a vision and plan, building advocacy is a combination of establishing active partnerships, creating consistent branding, preparing marketing materials, developing supportive relationships, conducting outreach, and cultivating donors.

The definition of advocacy offered by the American Association of School Librarians Advocacy Committee (2019), suggests that a main component of building advocacy is beginning with a vision and a plan for the library program, then making sure that it aligns with the priorities of stakeholders. In Zanoni & Mandernack’s (2010) writing about advocacy on academic campuses, they found that mapping a library’s initiative to the overall campus strategic plan connects the value of the library to the university’s future and function. The connection between advocacy and planning results in recognition of the value of the library and could contribute to overall institutional funding and support.

The American Association of School Librarians Advocacy Committee’s (2019) definition of advocacy suggests that a segment of advocacy is building partnerships. These relationships demonstrate a connection between the library and the key groups or individuals. Partners are invested in the growth of a library, its project, or its mission. They

take action on behalf of the library, thus making the leap from providing mere support to engaging in “educated action” (American Association of School Libraries Advocacy Committee, 2019). Often the best work does not happen in a vacuum, and academic libraries should rely on other individuals and departments for successful events. By actively building partnerships, libraries can create a support network.

Another piece of advocacy is developing a consistent brand, message, and marketing strategy across an organization, one that is often overlooked by libraries. Germano and Stretch-Stephenson (2011) explore the importance of aligning marketing with an on-going and regularly updated strategic plan which should involve all organizational levels. In contrast to the need for marketing, the authors continue, “there is ample evidence that marketing is simply not a top priority for the [library] profession” (p. 79). In a case study by Wynne, Dixon, Donohue, and Rowlands at the University of Leicester, they found “marketing needed to be integral to development of the emerging library strategy” (2016, p. 346). Having a clear brand and message sets the stage for marketing the library and its goals. Planning is necessary to deliver a consistent message and brand that builds awareness about services and therefore value (Lasky, 2015). Marketing, and the associated message and brand that it requires, ensures a common tone and voice from which a library can communicate with their stakeholders.

Building relationships is an element of advocacy. Differing from partnerships, which tend to be more active, relationships can garner more general or passive support. In shedding light on the myths surrounding library advocacy, Nemeč-Loise (2016), brings attention to the idea that advocacy happens inside and outside the walls of libraries and can extend into all relationships, both internal and external, and librarians can build relationships with youth, families, community members, coworkers, supervisors, boards, and administrators.

Outreach and engagement are also part of the larger advocacy picture. In a survey among archivists, Brett and Jones (2013) found respondents differentiated between outreach and advocacy, with outreach being a more specific function and advocacy as a general guiding idea. Using the tools of outreach and engagement, such as offering a lecture series, can assist in building relationships between a library and a community. As part of an outreach plan, the needs and interests of users should be considered. Libraries can look at adapting traditional models to accommodate users’ desires and expectations (Singh & Ovask, 2013). In a case study of public programs, targeting a select audience with a known interest and partnering that focus with avenues of communication created better outcomes than sharing communications to a general audience (Lasky, 2015). Targeting specific audiences is one of many factors of a good community outreach program and is a method that libraries

can use to create a unique and memorable experience. Additionally, in creating a new outreach program Oliver (2016) found that refining the program content and streamlining administrative functions were large pieces of the success of public outreach to create advocacy. Streamlining administrative functions and planning of outreach events can also aid in limiting any bad exposure or criticism for the library that may come from a poorly organized event.

Finally, donor cultivation is integral to advocacy. Brett and Jones (2013) note, “Good advocacy, we think most would agree, is a key part of institutional development” (p. 58). Donor relations and donor cultivation are both active ingredients of advocacy that can fit into the strategy of a lecture series. The case study by Oliver (2016) noted an increase in donor engagement due to their public programming strategy, which included a lecture series. Creating a plan for donor development early on, and setting it as a goal of the library’s strategic plan, can provide a clear direction for a lecture series.

Lecture History

The DSU Library’s unique situation helped inform advocacy goals and decisions, as this brief overview of the lecture series shows. The Juanita Brooks Lecture Series (JBLS) at DSU was created in 1984 and funded through an endowment. Brooks is a past faculty member of DSU and is credited as the first person to apply historical research methods to a sensitive Mormon history topic in her book, *The Mountain Meadows Massacre*. She is a well-remembered and beloved part of southern Utah history. Having an academic southern Utah history lecture series named in Brooks’s honor is fitting and resonates well with the local community.

Since the series began, there have been 36 lectures on an almost annual basis held in a historical building downtown operated by the Church of Jesus Christ of Latter-day Saints (LDS). The Library at DSU oversees the endowment funds allocated to the lecture series. That said, the first 34 lectures were organized by a historian who was also high in the administration of DSU when the endowment was established, and who continued to administer the series as a volunteer after his retirement. Library employees were content with the arrangement given that the library was understaffed. However, a change in the almost 40-year status quo arose when the volunteer requested to limit his participation in the series and new library staff were hired who were capable of taking on the additional work.

Strategic Changes to Lecture Series

The opportunity to bring the lecture series back under the Library's direct control served as the perfect moment to evaluate the entire series. During this evaluation, it became clear that it was necessary to define what the Library wanted to accomplish. The Library identified several goals from the start. First, it needed to create clear policies and procedures. Streamlining administrative functions is essential to a community outreach program (Oliver, 2016) and creating a well-run, memorable experience. Second, it was necessary to conform to recent institutional branding guidelines required by the institution's strategic plan to stay in compliance and create a consistent brand and marketing plan for the lecture series. Branding and marketing go hand-in-hand with the goal of advocacy and building the lecture series and the Library's value (Lasky, 2015). Third, when librarians evaluated whether the topics and lecturers represented the community, they quickly realized the scope of the series and the diversity of lecturers had to be broadened, and debate arose over the choice of venue. This relates to the practice of understanding the audience's interest and selecting lecturers to meet its needs (Lasky, 2015). Fourth, the lecture series provided the Library with an opportunity to support scholarship and raise the perception of the Library as an academic center on campus and in the community. Doing so allowed for key relationships and partnerships to be developed. Finally, the Library identified this lecture series as an avenue for future donor development.

Policies and Procedures

The Library's first goal of streamlining administrative functions of the JBLs was an essential first step in creating a unique and memorable experience and effective outreach. A poorly executed event would have hindered any other advocacy goals. The organizational structure, speaker selection and rubrics, event project management and document creation, budget tracking and reporting, and post lecture review were all necessary steps to creating viable policies and procedures. The Library, as well as other similar institutions, could easily adapt these processes to create a new lecture series.

Organizational Structure

When the longtime volunteer organizer decided to semi-retire from the series, he approached local historians as well as Library staff to turn over the reins. The volunteer felt the series would need to become a collaborative effort between subject experts and the Library in order to be successful. Library administration agreed with the suggested approach, quickly formed an Administrative Group and recruited an Advisory Group for the series, and further defined the responsibilities and tasks of each group. The Administrative Group would

be in charge of managing the funds, event planning, marketing, and all day-to-day operations. The Advisory Group was asked to serve as content experts, offer potential speaker recommendations, review lecture submissions, and help to publicize the event. To bridge the two groups, a librarian was assigned to both groups to act as a facilitator. All of the “big” final decisions were based on recommendations from both groups under the purview of the Dean of Library & Learning Services.

Speaker Selection and Rubrics

The main role of the Advisory Group is to make recommendations for potential speakers and evaluate submissions. In order to provide enough time to fully plan the event and allow the lecturer to complete original scholarship, all recommendations must be made two years in advance. To facilitate an objective evaluation, the Administrative Group created a speaker evaluation rubric (Appendix A). Each advisor completes a rubric for each of the recommended speakers, ranking them by “exceeds,” “meets,” or “approaches” regarding the standards provided for the proposed speaker’s qualifications, scholarship, presentation style, and how their field of study matches the scope of the series. Advisors are also given the option to rank recommended speakers by preference, and to choose whether they would “highly recommend,” “recommend,” or “not recommend.” In order to keep the content fresh, all recommendations for previous speakers in the lecture series are removed from consideration.

The librarian that bridges the Advisory and Administrative Groups sends the compiled evaluations from the rubrics, including both quantitative and qualitative data, to the Dean of Library & Learning Services for a final decision. With the Dean’s approval, the Advisory Group then reaches out to the highest-ranked potential speaker. In the event that the chosen speaker is unavailable for any reason, the group would then reach out to the next-ranked recommended speaker.

Event Project Management and Document Creation

Previously, the lecture series lacked any formal project management systems or formal agreements. Each year the series was implemented through the volunteer organizer’s legacy knowledge and at his discretion. The Administrative Group created a shared Gantt chart outlining each task for the preparation, marketing, and coordination of the series, complete with deadlines and responsible parties. Working backwards from the date of the event by weeks allows the chart to be used as a template each year, with only the specific hard due dates needing to be updated (Appendix B).

In addition to putting the event planning project management tool in place, the Administrative Group created a lecture packet that is sent to the final selected lecturer shortly after receiving a verbal agreement. In that packet is an original Memorandum of Understanding (MOU) penned by the Administrative Group. The MOU outlines the duties and responsibilities, including due dates, between the lecturer and the Library. Within the MOU, policies and procedures are described, such as travel arrangements and reimbursement limits. An updated copyright release is included in the packet, titled Non-Exclusive License Release, as well as a federal W-9 form for their honorarium payment. This lecture packet has been effective in delivering all of the applicable information to the lecturer, as well as all the forms they must sign, upfront. The packet has assisted in clearing up threads of back-and-forth emails and any confusion on responsibilities or expectations.

Budget Tracking and Reporting

The Administrative Group put in place yearly budget tracking procedures. The Dean of Library & Learning Services approves individual expenditures as they arise. Expenditures are tracked in a master spreadsheet to aid in budgeting and are reconciled with the university's budget-tracking software. The current year's expenses, the previous year's expenditures, and the account balance are reported to the Advisory Group in the first meeting following that year's lecture, and the same report is also provided to the Dean of Library & Learning Services.

Post-Lecture Review

After the event, both Advisory and Administrative Groups meet to discuss what went well and what could be improved. Following the first lecture in the new venue, librarians solicited feedback from the local Historical Society board since most were in attendance. An extra credit assignment given by a DSU librarian who teaches an introductory U.S. history class provided audience feedback on the accessibility of the lecture content for students. Both groups actively address concerns raised through the various feedback mechanisms while planning for the next lecture in the series. Some concerns, such as logistical arrangements, can easily be dealt with by the Administrative Group. Other concerns, such as accessibility of the lecture content to a wider audience, are emphasized in lecturer recommendations from the Advisory Group.

Institutional Branding Guidelines and Marketing

The Library's second goal was to align the lecture series' branding with institutional guidelines. Branding is part of the university's current strategic plan, and developing consistent marketing aids in the lecture series' recognition across campus and the local community. The lecture series had not previously followed any branding guidelines. The Administrative Group made a conscious effort to involve the University Marketing and Communication (UMAC) Department in the event planning, public relations, marketing, and design aspects of the event to bring them into alignment with institutional standards. Not only did this effort bring the lecture series into compliance, but it raised the overall professional quality of the lecture series and legitimized it as a DSU event.

The Administrative Group coordinated with the campus event manager to make sure the overall event structure and introductory or closing remarks (such as how to formally announce the President or thank any trustee present) were within University guidelines. The UMAC design team did the graphic design of all marketing materials and the lecture booklet. All materials in the lecture packet were also printed on branded letterhead. The branding will remain consistent in the future to aid in brand recognition of the lecture series.

UMAC's Director of Public Relations consulted on the creation of a press release and distributed it to the University media list with over 40 contacts. In addition, printed and emailed posters were sent out to targeted populations and stakeholders, such as DSU students, Community & Continuing Education students, all faculty and staff, the History Department, the Washington County Historical Society, and the local LDS Family History Center. The Library targeted audiences with ties to DSU and the Library and by their potential interest in the events and speakers. Additionally, the Library sent formal invitations to all University department chairs, deans, vice presidents, the Provost, and the President and First Lady.

Scope and Venue

The third goal led the Library to reflect on the growth and diversity of the community and, therefore, expand the scope of the series to include more than Mormon history in southern Utah. Washington County has shown remarkable growth (over 400 percent) in the last 40 years, and St. George is now the fastest-growing metropolitan area in the nation (DeMille, 2018). Along with the explosive growth has come more diversity in the population. The Administrative and Advisory Groups took inspiration from Juanita Brooks to create a broader scope to meet the changing population's needs while maintaining the original intent of the lecture series. Looking forward, lectures may cover any part of

southern Utah history and its people, any of the religions or cultures from the area, women historians, or trailblazing methodologies in history. Lectures should be on timely topics of broad interest, which should attract a wider audience than some of the previous esoteric lectures.

With a broader scope and a more rigid connection with the University, a debate over the venue arose. Since 1984, the lecture series had been predominantly held in a venue owned and operated by the LDS Church, and an invocation was performed before each lecture. The building is centrally located in the downtown area and was provided as a venue for the lecture series free of charge. It had become both traditional and convenient to hold the lecture series at the LDS Tabernacle since it had been done there for over 34 years. There is also a connection to the lecture series' namesake, Juanita Brooks, as she was a member of the LDS Church and wrote about the Church's history. There was strong support from the Advisory Group and from the community to continue with the traditional venue. The choice of venue was reviewed, however, and came under scrutiny due to the venue's clear ties to one religious group, a new strategic vision for the lecture, and the fact that DSU is a state-funded institution. There was the possibility of a legal challenge over separation of church and state that could have arisen for the University and Library. The Administrative Group completed research into court cases, Utah State Code, and other judicial tests to make a case to move the lecture series to a venue on campus (*Lemon v. Kurtzman*, 1971; *Town of Greece, New York v. Galloway*, 2014; United States Courts, n.d.; "Upholds," 2010; Utah Const. art. I, § 4).

In the end, the Administrative Group and the Dean of Library & Learning Services agreed that a conservative approach would better suit the overall goals of the lecture series and the Library, especially in light of a timely legal challenge wherein copies of the Book of Mormon and the Bible were removed from guest rooms at the DSU Inn (Havens, 2018). Due to the research and local risk assessment, the Administrative Group decided it was best to relocate the lecture series to an on-campus venue. Relocation of the event to a campus auditorium with staff and equipment in place to help with day-of event management also tied into the long-term goals and plans to make the lecture series an advocacy event. The campus venue has the added benefit of fully utilizing the UMAC Department and University branding guidelines.

Scholarship and Perception

The fourth goal identified for the lecture series was to support scholarship and raise the perception of the Library as an academic center on campus and in the community to help create partnerships and relationships. The guest lecturers for the JBLs are required to write an 8,000- to 11,000-word article and present a one-hour lecture based on original scholarship they create specifically for the series. The Library assists in distributing printed booklets of the written lecture at the venue and sending copies to archives across Utah and Nevada. This original scholarship contributes broadly to the fields of history, religion, and culture, and more specifically to the scholarship created on southern Utah, the state of Utah, and now women's history. This widening of topics allows for the presentation of diverse views and opinions. The JBLs provide a platform for authors to share their work with an interested audience. In return, the broader community and campus enjoy unique and original lectures.

The Administrative Group opened the Advisory Group membership participation to DSU faculty, faculty from other academic institutions, Utah State Historical Society representatives, and local historians. This allows the faculty members with subject expertise an opportunity for service and scholarship to the community, their discipline, and their campuses. A partnership with representatives of the Utah State Historical Society has helped raise the profile of the series across the state as they help to advertise, reprint, and host a second lecture in northern Utah. Local historians bring connections and networks within their discipline to help promote the series as well as attract future lecturers. In addition to providing guidance for choosing the lecturer each year, Advisory Group members participate in a peer review process and provide comments that are sent back to the lecturer on their draft material.

Providing a free lecture that spotlights original research for DSU's students, faculty, staff, and community enables equal access to new scholarship and learning. The DSU Library is now known for the lecture series within the subject discipline and across other Utah libraries.

Progress to Date and Future Plans

The steps outlined above are part of a continuing multi-year project with varying stages of implementation. In the two years the event has been managed by the Library, some parts have successfully been accomplished while others are still in progress. The first year had substantial learning curves for the Administrative Group to learn the minutiae of facilitating a large event, developing internal policies, and creating connections with the Advisory Group and across campus. The second year was used to refine event management,

develop a stronger peer-review process, and explore donor possibilities. The first two years share much in common. The lecturers were predetermined by the previous volunteer. The attendance was within the lower range of previous events at around 300 people the first year and 350 in the second. Part of the lower attendance was due to the change in venue since advertising through the venue itself was lost. Another contributor was that the topics were niche and appealed to narrow academic audiences.

The upcoming lecture in the spring semester of 2020 will be the third year administered by the Library and the first with a lecturer chosen through the new processes outlined above. The goal to expand the scope of the series and the diversity of lecturers is just now starting to bear fruit. The selected lecturer is well known for her academic scholarship and will be the first woman to present in the lecture series in over 11 years. Her topic, while still academic, is anticipated to be accessible to non-scholars and of broad interest to the community and to various departments across campus. The fourth year of the Library-administered lecture series is already in the planning stages, as lectures are planned for two years out. The confirmed lecturer is a Pulitzer Prize-winning author. In particular, the Library plans to work with DSU's Development Office over the next two years to organize private donor events surrounding the lectures and create a list of individuals who have expressed interest in lecture events to cultivate them to become donors. The Library anticipates that attendance will continue to increase slowly as high-quality speakers of broad interest are recruited and positive experiences build word-of-mouth advertising. Librarians hope to achieve a broader level of advocacy over the next several years by developing a core group of attendees.

Conclusion: Advocacy Success and Areas for Growth

The purpose of developing an advocacy plan is to correct the invisibility and lack of awareness of the Library across campus and within the community to promote educated action from all areas. This lecture series is the first tool set in place in a larger advocacy strategy being discussed between the Library and the Development Office.

Perhaps the most important advocacy success for the lecture series was in aligning the vision and plan for the lecture series with the institution's current strategic plan. DSU's strategic plan was designed to increase the stature of the University as a whole. The Administrative Group used this as a jumping off point and asked, "How can the lecture series be used to increase the stature of the Library?" A few of the obvious routes came from goals in the institutional strategic plan to engage with the local region to strengthen cultural and

civic life, establish a strong brand, and support inclusion and equity (Dixie State University, 2015). The goals discussed in this paper—those of outreach, branding, broadening the scope of the lecture, and raising the stature of the Library—were directly mapped to the institutional goals. The last goal of donor development is based on the Library's financial need and would also help the Library's stature.

Awareness across campus had to begin internally among librarians and staff with a change in mindset to shift from passive support of a project to an active engagement with the tool. While only a handful of Library employees work on the lecture series, the rest of the Library is more aware of the event and assists with promoting through their outlets. The active leadership by the Library resulted in partnerships with the Utah State Historical Society to republish the lectures in the summer issue of the *Utah Historical Quarterly*, which expands the reach of the audience. Through this partnership, the Library also gained two content experts who have publishing experience to serve on the Advisory Group. The local Washington County Historical Society and the Library have collaborated to promote the historical society's project of soliciting donations for a statue of Juanita Brooks and the promotion of the lecture series named in her honor, as they go nicely hand-in-hand. The Library will continue to be open to and looking for future partnership opportunities.

Advocacy is not complete without a consistent brand and message. Bringing the lecture series into alignment with the wider university strategic plan and branding guidelines has been successful in improving the look and feel of the whole series. Working with the University Marketing and Communication Department has produced a more elegant printed booklet and a more accessible advertisement, a logo just for the series, and branded images to display before the lecture starts. There are future opportunities for increasing branding and marketing through digital collections for previous lectures and further refining marketing venues preferred by various age groups.

Not all relationships have to be engaged on an active level. Awareness and support can lead to future activity. Faculty members from two DSU departments serve as advisory members, and they often support the series by offering extra credit for student attendance. Their individual active engagement with the series has opened discussions on future collaborative projects between their departments and the Library. In addition, the upper administration of the University is now aware of the academic potential of the series and supports it and its goals. The Provost is routinely updated on significant developments of the lecture series, and he has attended each lecture since the transition. Other deans and some University trustees have also attended which shows at minimum passive support and awareness. While there is still room for improvement of campus support, the Library has

become more visible across campus due to the active partnerships and supportive relationships developed as part of the lecture series. Community relationships is an area for future growth with opportunities to build relationships with existing organizations, existing donors, and individuals.

Outreach is an excellent advocacy method to build support for a library. In the two years of the DSU Library administering the event, the kinks have been worked out of the administrative functions to create a manageable event with clear divisions of labor. As the Library moves forward, the focus will be less on the setup and administrative side of outreach and will instead focus on developing community relationships. Targeting specific audiences will ensure a memorable experience with the Library. The change and expansion in topic content for the upcoming lectures has given a possible direction to target audiences who might otherwise miss out on a lecture of interest. The plan is to annually assess the topic and brainstorm organizations or groups who might not be interested in history, but would be interested in that year's lecture. Additionally, the plan is to work with the Development Office to build a database of known library supporters, donors, and interested parties to directly invite to the lecture.

The eventual goal is to develop the lecture series into a donor cultivation tool for the Library. Many brainstorming sessions on what the donor cultivation could be have included dinners with lecturers, silent auctions, and exclusive donor events in the library around the lecture series. Moving forward, the hope is to grow the series into the Library's major outreach and donor development event each year. The community has a strong love of local history, and the Library believes they will respond well. Future growth will involve working with additional departments across campus to develop, plan, brand, and promote. As a result of the re-envisioned lecture series, the Library has developed stronger connections that will form the bedrock for accomplishing the long-term advocacy goals of the Library.

References

- American Association of School Libraries Advocacy Committee. (2019). What is advocacy? Retrieved from <http://www.ala.org/aasl/advocacy/definitions>
- Brett, J., & Jones, J. (2013). Persuasion, promotion, perception: Untangling archivists' understanding of advocacy and outreach. *Provenance: Journal of the Society of Georgia Archivists*, 31(1), 51-74. Retrieved from <https://digitalcommons.kennesaw.edu/provenance/vol31/iss1/11/>
- DeMille, D. (2018). St. George, Utah, is nation's fastest-growing metro area, census says. *USA Today*. Retrieved from <https://www.usatoday.com/story/news/nation-now/2018/03/22/st-george-utah-nations-fastest-growing-metro-area-census-says/448197002/>
- Dixie State University. (2015). Dixie 2020: Status to stature 2015-2020. Retrieved from <https://strategicplanning.dixie.edu/wp-content/uploads/sites/79/2016/03/Strat-Plan-book.pdf>
- Germano, M. & Stretch-Stephenson, S. (2011). Strategic value planning for libraries. *The Bottom Line: Managing library finances*, 25(2), 71-88.
- Havens, E. (2018, September 26). University Inn removes Book of Mormon, Bible from rooms following guest complain. *The Spectrum*. Retrieved from <https://www.thespectrum.com>
- Lasky, K. (2015). Integrated marketing on a shoestring budget: Strategic planning to build value for libraries and enhance services. *OLA Quarterly*, 21(4), 10-14. Retrieved from <https://commons.pacificu.edu/olaq/vol21/iss4/5/>
- Lemon v. Kurtzman, 403 U.S. 602 (1971)
- Nemec-Loise, J. (2016). Top ten advocacy myths – busted! *Children and Libraries: The Journal of the Association for Library Service to Children*, 14(1), 34-35.
doi:10.5860/cal.14n1.34
- Oakleaf, M. (2010). The value of academic libraries: A comprehensive research review and report. Retrieved from http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/val_report.pdf

- Oliver, M. (2016). Programming special collections: A case study of John Ringling's personal art library. *Art Documentation: Bulletin of the Art Libraries Society of North America*, 35(1), 164-71. doi:10.1086/685983
- Singh, R., & Ovsak, A. (2013). Library experience matters! Touchpoints to community engagement. *Journal of Library Administration*, 53(5-6), 344-358. doi:10.1080/01930826.2013.876826
- Thiessen, J. (2006). Too busy for advocacy? How college libraries can break the non-advocacy cycle. *Feliciter*, 52(3), 99-101.
- Town of Greece, New York v. Galloway, 572 US (2014)
- United States Courts. (n.d.) First amendment and religion. Retrieved from <http://www.uscourts.gov/educational-resources/educational-activities/first-amendment-and-religion>
- Upholds religious liberty by coming fifth Connecticut school district to stop using religious venue. (2010, February 9). *States News Service*. Retrieved from <https://advance.lexis.com/api/permalink/57cd6fd0-092d-4eb4-b290-3e98e97bd12c/?context=1516831>
- Utah Const. art. I, § IV.
- Wynne, B., Dixon, S., Donohue, N., & Rowlands, I. (2016). Changing the library brand: A case study. *New Review of Academic Librarianship*, 22(2-3), 337-349. doi:10.1080/13614533.2016.1156000
- Zanoni, J., & Mandernack, S. (2019). Library advocacy in the campus environment. In W. C. Welburn, J. Welburn, & B. McNeil (Eds.), *Advocacy, outreach and the nation's academic libraries: A call for action* (pp. 92-110). Chicago: Association of College and Research Libraries.

Appendix A

Potential Speakers Evaluation Rubric

Potential Speaker: _____ Reviewer: _____



Juanita Brooks Lecture Series Potential Speaker Rubric

Category	Criteria for Meets Expectations	Score	Justification for A or E scores
Speaker's Qualifications	<ul style="list-style-type: none"> • Actively involved in their field or professional organizations • Published or presented in last five (5) years 	Approaches	
		Meets	
		Exceeds	
Scholarship	<ul style="list-style-type: none"> • Validity of methodology • Use of primary resources • Strength of results and conclusions 	Approaches	
		Meets	
		Exceeds	
Subject / Field	<ul style="list-style-type: none"> • Appropriate focus for the lecture series • New and original topic • Relevant to current events / social interests • Potential for social impact 	Approaches	
		Meets	
		Exceeds	
Presentation Style	<ul style="list-style-type: none"> • Uses images / graphics in presentation • Interesting and dynamic speaker • Good stage presence and movement 	Approaches	
		Meets	
		Exceeds	

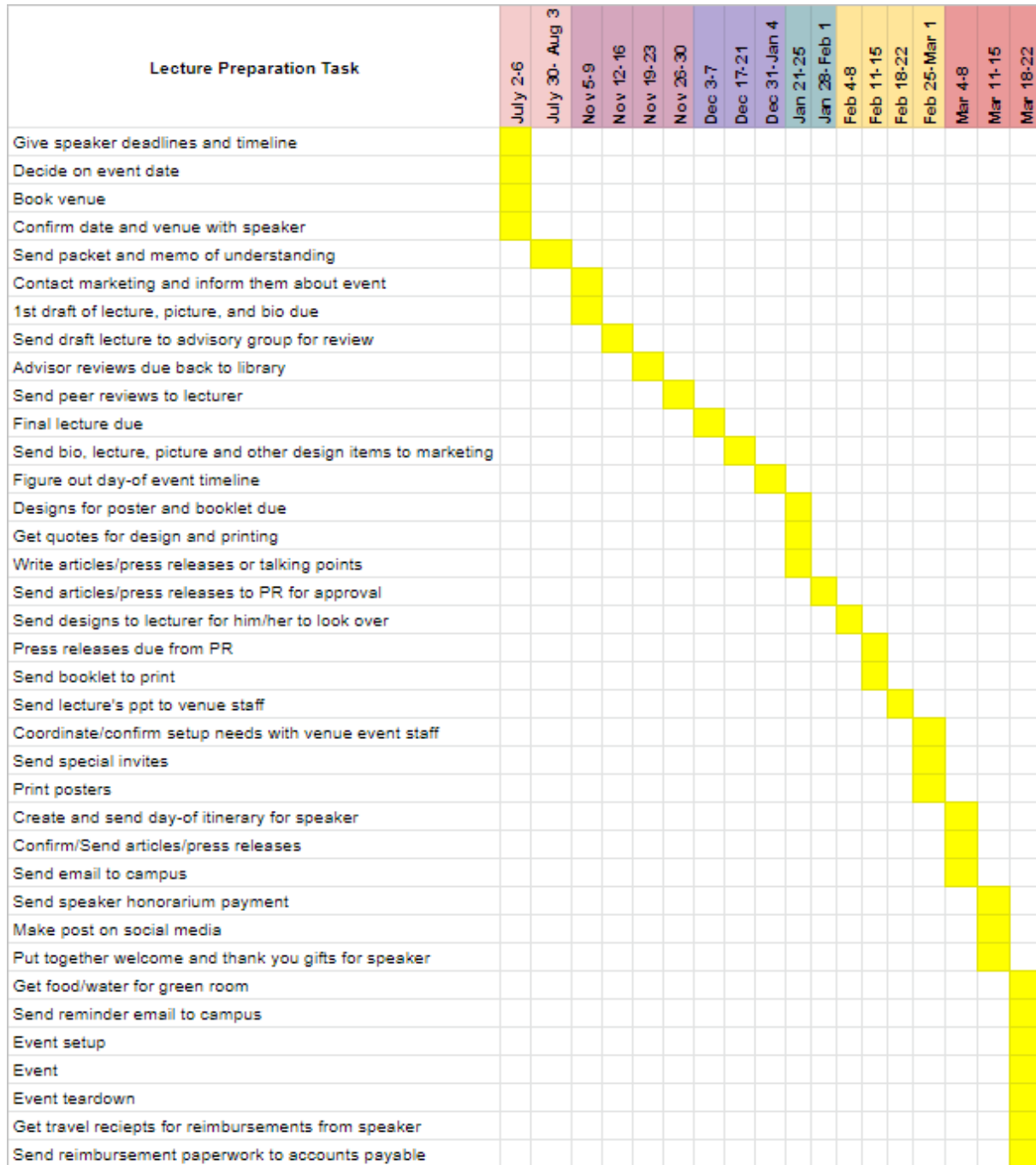
Choose only one:

- I would not recommend
- I would recommend
- I would highly recommend

_____ Rank potential presenters in order (1 as first choice)

Appendix B

Project Management Gantt Chart



Copyright: © 2020 Broeder & Lanners. This is an open access article distributed under the terms of the Creative Commons Attribution-NonCommercial-ShareAlike License (CC BY-NC-SA), which permits unrestricted non-commercial use, sharing, adapting, distribution, and reproduction in any medium, provided the original author and source are credited.

