Marketing Academic Library Usage: A Connecticut Case Study

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Abstract: This article presents a case study for targeted marketing of academic library services, beginning with an audience research project conducted at a modest-sized, urban university in Connecticut. The project described in this article assessed students, professors, and community members' beliefs, attitudes, and behaviors regarding past and intended future use of services. Research findings helped administrators develop plans for promoting services with these patrons, which are summarized in the article. The methods and outcomes of this research may be of interest to academic libraries at similar institutions elsewhere as they develop their own strategies for promoting their services.

Keywords: academic library services, marketing academic libraries, marketing communication plan, audience research, marketing campaign development

Introduction

Contemporary literature on academic library administration highlights the unique contributions that academic libraries make toward helping universities achieve their strategic goals, helping students succeed academically, and increasing student retention rates. The application of new technologies, the ability of library staff to adapt and evolve with the times, the significance of community engagement and, importantly, the degree that libraries market

their services are all topical issues being addressed in contemporary literature that can affect the efficacy of these contributions (Nicholas, 2018).

Quite important in this age of extreme competition for attention, information overload, and media clutter is the growing need for academic libraries to actively market their services with their patrons. The literature reflects the fact that some academic librarians still do not embrace the significance of this concept. Some believe it is enough to simply offer services and then leave it up to patrons to avail themselves of these offerings (or not). Contrary to this, Mathews and Ebrary (2009) stressed the importance of marketing and the use of student leaders, academic departments, and websites to help promote library services—both new and traditional services. The use of social networks, special events, newsletters, handouts, posters, brochures, bookmarks, banners, giveaways, and word of mouth have been found useful for building relationships with patrons and promoting academic library services (Nicholas, 2018). A proactive perspective on the need for marketing is recognized by many university leaders today as a necessary component of university library administration.

Academic libraries face barriers related to inadequate funding, lack of technological innovation, a shortage of resources necessary to collaborate with community partners, and weaknesses in collecting data to support training and decision making (Neal, 2014). Academic libraries today need to be more strategic in how they make decisions, leverage support, and allocate resources. Support is most likely to be adequate when the needs of student, faculty, and community patrons are well met. Knowing the needs of key audience segments and striving to meet their needs is the maxim of good marketing.

The case study described here addresses the evolving nature of the academic library and how to market services with patrons whose motivations are ever changing. The context for this case study is the Elihu Burritt Library at Central Connecticut State University (CCSU). CCSU is a modest-sized, state-run, urban, comprehensive university. There are approximately 10,000 undergraduate students pursuing a choice of about 100 majors and 2,000 graduate students pursuing master's degrees or doctorates in education in 41 fields of study. These programs are supported by 400 full-time faculty and about the same number of part-time faculty. There are 18 NCAA sports teams.

The library has about 750,000 volumes in print, about 550,000 additional non-print items, and 3,000 periodicals, in addition to a Special Collections section housing an extensive Connecticut Polish-American archive, GLBTQ archive, and CCSU university archive. In 2017, the gate count was 403,834; reference questions and consultations amounted to 3,464; and 172 instruction sessions were conducted for 5,260 individuals. A committee comprised of representatives from each department in the library coordinates library marketing activities. Established in 2012, the committee's activities include managing a library website's news blog, a Facebook page, and a Twitter account. Because the library recently shifted a significant portion of its website content to Springshare products that are not measured by Google Analytics, it is now comparatively difficult to estimate the website's impact. A semiannual library newsletter is posted on campus Listservs, the library blog, and social media, and copies are sent electronically and in print to approximately 800 individuals (including donors) associated with a university/community Friends of the Library support group. In addition, the library organizes

approximately three special events per semester for both the campus and surrounding community. Attendance at these events has steadily increased over the years to an average of about 45 participants per event, one third from the university and two thirds from the surrounding community. The library also frequently collaborates with various university departments to organize special exhibits, presentations, and musical events. Attendance at these events averages around 40, mostly from the university, but participation by the surrounding community has been increasing.

The research project upon which this case study is based assessed students, professors, and community members' beliefs, attitudes, and behaviors regarding their past use and future use of library services at CCSU. The project was conducted in fall 2017. Research findings helped CCSU library administrators develop plans for prioritizing and promoting services with these patron groups. The methods, findings, and outcomes of this research may be of interest to academic librarians at similar institutions elsewhere as they develop their own strategies for ensuring that their institutions remain as relevant to the needs of their patrons as possible.

Literature Review

Marketing and Promotion

It is important to distinguish between marketing and promotion. The American Marketing Association (2013) has defined marketing as "the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging, offerings that have value for customers, partners, and society at large" (para. 1). Marketing does not refer simply to promotion. Marketing requires audience research and strategic planning to understand the user's needs (Gupta & Savard, 2010). Promotion is an important technique used in marketing. Koontz (2006) stated that "promotional tools must be built upon knowledge of your customer markets, their media habits, and the nature of the product or offer" (p. 4).

Academic libraries need to market and promote their services. They need to assess their patron's motivations, develop services based on their needs, get their attention, stimulate their interest, and translate this into supportive behavior. Getting students, faculty, staff, and the community to understand the full array of services and help provided by the academic library is a fundamental need. According to Marshall (2001), promoting an academic library's services by establishing a good relationship with different publics can contribute to financial support for the library.

Some librarians do not grasp the importance of engaging in marketing. They believe that libraries have nothing to sell and thus do not need marketing. Marshall (2001) explained that some academic libraries resist promoting their services because they feel they have an established audience and that promotions should be a function of the public relations department at their university. However, Spalding and Wang (2006) strongly stated that academic libraries should not resist marketing their services. They emphasized that academic libraries cannot depend on their history and their book collections to attract and keep 21st century users.

A study by Polger and Okamoto (2013) found that a librarian's biggest challenge in promoting academic libraries is dealing with all their different responsibilities and functions within the library, lack of funding, and lack of time. In addition, they found that 74% of library personnel had no background in marketing or promotion. "The lack of promotional background may suggest that librarians need more training or professional development opportunities" (Polger and Okamoto, 2013, p. 250).

Partnering with Patrons

Lucas-Alfieri (2015) asserted that the foundation of academic library marketing consists of library instruction and orientation sessions and that partnering with faculty, administrative departments, and the community is key to improving the academic library's exposure among its users. Mathews and Ebrary (2009) agreed and stressed the necessity of finding key communication partners in the form of student leaders, campus newspapers, and academic departments. Partnerships with students have been found to be effective ways to promote academic libraries (Mathews & Ebrary, 2009; Lucas-Alfieri, 2015). Orientation sessions, welcoming activities, training workshops, contests, and awards can help cultivate these relationships. Also, helping with class assignments, conducting book study groups, and having a hand in campus programming can foster relationships.

David Lewis, dean of the University Library at the Indiana University–Purdue University Indianapolis, stated that an important part of promoting the library is having the full support of the president and provost on campus (personal communication, September 13, 2017). Students will often pay more attention if university leaders are talking about the library in the context of student success.

The library director at Penn State Harrisburg, Glenn McGuigan, said that in the 21st century his main concern is about the library's ability to promote the resources that they have available to the student body. He stated that he believes that the best way to promote an academic library's services is by being connected to courses and programs (personal communication, September 12, 2017).

Kilzer (2011), former head of the learning and engagement department at the Drexel University Libraries in Philadelphia, Pennsylvania, stated:

> First, by contacting new students from the beginning of their academic careers, the libraries are better poised to be a proactive and reputable partner in a student's education and scholarship. Second, having received person-to-person correspondence from the library, a student may be more likely to think of the library as a place that has both useful resources and friendly, helpful people who can provide assistance with projects as needed (p. 295).

The Drexel University Libraries implemented a Personal Librarian Program in 2010 that has helped incoming students "navigate the academic library environment, get started with using research tools, connect with the right person for help, and learn about new library resources, services, and events" (Drexel University Libraries, n.d., p. 2). All new students are

enrolled in the program. It has facilitated individual support for students from librarians and has raised users' consciousness about academic library resources and services. At the same time, it has helped promote the academic library (Drexel University Libraries, n.d.).

Academic libraries should try to embed librarians into campus life. Librarians need to have an active presence in the lives of students, faculty, and the surrounding community. They need to get involved in different events, such as commencements, sports events, open houses, library workshops, and tutoring. This will increase visibility to their users (Lucas-Alfieri, 2015). Renata Vickrey, CCSU's community outreach librarian, stated that the best way to promote academic library services is "to be present during various campus-wide events, hold open houses, include students in organizing events in the library, provide scholarships for best research paper, participate in campus committees, and advocate for users' library needs" (personal communication, September 18, 2017).

Communication Channel Choices

The use of on-campus communication channels—including newspapers, television, radio, websites, blogs, podcasts, social networks, and word of mouth—are pivotal in the process of marketing and promoting libraries in the 21st century (Mathews & Ebrary, 2009). According to UIPUI's library dean, David Lewis, promoting library services can differ from campus to campus, but ultimately it is a matter of having people who are willing to try new things (personal communication, September 13, 2017).

Special events can also be an effective way for libraries to establish a presence in the lives of their users. Libraries' ability to convert individual event experiences into meaningful and lasting memories depends on both the number of events and the quality of them. Special events can help libraries achieve institutional objectives, marketing objectives, media objectives, and personal objectives (Pope, 1998).

Another strategy is creating a brand attitude. This is defined as having "a relatively enduring, unidimensional brand that presumably energizes behavior" (Spears & Singh, 2004, p. 56). Branding strategies typically employ sponsored events, competitions, workshops, and exhibitions. These marketing methods aim for high levels of audience involvement and are minimally intrusive (Tafesse, 2016).

Technology has evolved quickly and has spawned new ways to promote academic libraries and establish relationships with their users. "Social endorsement [via social media] is essential to the accelerated spread of information. As the information is shared among peer groups, the number of recipients increases exponentially" (Thomas, 2011, p. 64). The use of new technologies is not only essential these days, but inevitable (Spalding & Wang, 2006).

A study by Vassilakaki and Garoufallou (2015) concluded that academic librarians commonly create profiles on Facebook that promote library services and engages different users. Another study by Calvi, Cassella, and Nuijten (2010) of 12 different academic libraries concluded that Facebook had been commonly used to promote and maintain communication with various users. A third study by the Kimbel Library at Coastal Carolina University in South Carolina concluded that the use of Facebook has grown massively. It is clear that Facebook is being used by a vast number of academic libraries in the United States as a valuable resource to

promote and connect with different users (Graham, Faix, & Hartman, 2009). Connell's (2009) study analyzed students' perceptions about Facebook as an outreach tool used by the academic library at Valparaiso University in Indiana and found that students are very willing to connect through Facebook with librarians.

A study by Polger and Okamoto (2013) sought to identify the promotional tools most used by academic libraries in the United States. Findings revealed that bookmarks, flyers, and posters were the most widely used (80.9% of respondents). This was followed by faculty outreach (80.5%), library guides (73.0 %), social media (73.0%), and other advertisements (70.7%). Their study also found that a librarian's biggest challenge in promoting academic libraries is dealing with different responsibilities and functions within the library, lack of funding, and lack of time.

Community Outreach

Providing outreach to the community is an effective method to promote academic library services with community and business organizations. Leong (2013) states that, "community outreach by [academic] libraries is the best approach to respond to the increasing significance of community engagement in an academic environment" (p. 220). Outreach activities aim to support community literacy, knowledge, and understanding through community access, information literacy, cooperation, exchange, partnership, exhibitions, and scholarly events (Leong, 2013).

Griffis's (2015) study of the academic library at the University of Nevada, Las Vegas, found that the best ways to provide outreach with community users are: networking; using print, digital, and visual media; working with small business development centers; leveraging university consulting initiatives; hosting library workshops; collaborating with campus faculties; documenting community entrepreneurship; and sustaining relationships with community entrepreneurs.

However, Leong (2013) recognized that academic libraries have concerns about serving the community. Many are worried about the "diversion of limited resources from serving primary user groups, disruption of staff members' routines, and blurring the boundary between academic and public libraries" (p. 230). This is supported by Courtney (2003), who stated that extending services to the community might lead to work overload for librarians, create a need for added security, and take away from learning spaces and materials for students, faculty, and staff.

Research Methods

Qualitative and quantitative research methods, along with a literature review, were used to collect data for this study. Qualitative research methods included a focus group with ten undergraduate students, seven personal interviews with professors, and seven personal interviews with community members (see appendices for questions asked). All were conducted with non-probability convenience samples of respondents. Findings from the literature review and from the qualitative research helped guide the development of the questions used in the

quantitative research. Quantitative research methods included a survey with a non-probability sample of 207 students, a survey with a random sample of 100 professors selected from a list of all full-time faculty (76 respondents), and a survey of a random sample of 100 community members selected from the library's mailing list (70 respondents) (see appendices for survey instruments). Student surveys were administered via face-to-face intercepts designed to control for selection bias by randomizing locations around campus, times of data collection, and selection of respondents. The in-person interviews took place in professors' offices and by e-mail or phone with community members.

Findings showed that the demographics of student survey respondents were fairly representative of the CCSU undergraduate student population in terms of class standing, race/ethnicity, sex, and major. The survey sample deviated slightly in terms of full-time/part-time status and residence type (on- or off-campus), with the sample being moderately weighted toward full-time students and those who lived on campus. In 2017, full-time students comprised 80% of the undergraduate CCSU population, while the survey sample had 93% full-time students. In addition, 24% of all CCSU undergraduates lived on campus, but of the survey participants, 45% lived on campus. For the survey of professors, the respondent demographics were reasonably representative of CCSU's professors and academic departments. The sample deviated only a little in terms of academic rank. In 2017, full professors made up 43.5% of the total faculty, yet 52.6% of survey respondents were full professors; associate professors made up 29.5% of the faculty as a whole, but 22.4% of the surveyed professors were at that rank. As for respondents of the community survey, the sample deviated considerably from the demographics of the surrounding community but not necessarily from the sample frame used to develop the sample (a mailing list of past community patrons compiled by the library). Both are heavily weighted toward white, highly educated males.

Research Findings

Library Usage

Most students and most professors surveyed agreed or strongly agreed that the CCSU library provided services that helped them to succeed in their academic life (71.9% and 81.6%, respectively). Of the students surveyed, the average number of hours spent each week doing academic work at the CCSU library was 3.43. Most (62.8%) agreed or strongly agreed that they would be more likely to use library services if they first received guidance from a CCSU librarian. Yet, most (59.0%) stated that librarians seldom or never provided information at the beginning of the semester; only 17.4% said they did often or frequently. Moreover, 71.5% of student respondents stated that they had never gone to the library for a library instruction session. Interestingly, most of the professors interviewed said that they encouraged students to use CCSU library services; 57.9% said that they often or frequently encouraged students. Yet, 71.3% of students who were surveyed said that very few professors encouraged them to use the CCSU library. The reason for this difference is unknown. Students may have forgotten, faculty may have exaggerated, or both.

The surveyed professors reported that they went to the CCSU library 3.74 time per semester on average. They brought students to the library .50 times per semester on average. Most of the professors surveyed (65.3%) stated that they had never gone to the library for a library instruction session. Most (64.4%) agreed or strongly agreed that if they received information from a CCSU librarian, they would be more likely to encourage students to use library services. When asked to characterize the relationship that their departments had with the library, the surveyed professors had split views: 37.4% said the relationship was slightly close or not close, 38.7% said moderately close, 24.0% said close or very close. In addition, of the professors surveyed, almost all (88.2%) stated that their academic departments had never partnered with the CCSU library to launch a special event.

The community survey showed that respondents went to the library 1.73 times per month on average. Nearly all community members who were surveyed (94.3%) had never gone to the library for a library instruction session—understandable given instruction sessions had never been promoted to this group.

Library Services

The students who were surveyed indicated that the library services that they used most were printing, photocopying, scanning, and computer use. Table 1 shows the complete set of findings in this regard.

Table 1. Library services usage by students

	N	Mean	SD	Scale
Printing, Photocopying, and Scanning	206	2.85	1.52	1–5, never to frequently
Computer Use	206	2.53	1.32	1–5, never to frequently
Group Study Rooms	206	1.65	1.00	1–5, never to frequently
Borrowing Books/Materials	206	1.64	.98	1–5, never to frequently
Course Reserves	206	1.62	1.09	1–5, never to frequently
Help with Research/Ask the Librarian	205	1.54	.82	1–5, never to frequently
Interlibrary Loan	206	1.30	.67	1–5, never to frequently

Most students who were surveyed (65.1%) agreed or strongly agreed that the library's computers were helpful for their academic research. Similarly, most (56.8%) agreed or strongly agreed that using library print and electronic resources increased their research skills and improved their grades.

The most common services used by the surveyed professors were interlibrary loan and borrowing of books/materials. It should be noted that although these services were the most common, they were still not frequently used. The mean frequency for interlibrary loan was in the "sometimes" range and, for borrowing, it was in the "seldom" range. Table 2 shows the complete set of findings in this regard.

Table 2. Library services usage by professors

	N	Mean	SD	Scale
Interlibrary Loan	75	3.21	1.45	1–5, never to frequently
Borrowing Books/Materials	76	2.96	1.23	1–5, never to frequently
Course Reserves	76	2.28	1.34	1–5, never to frequently
Help with Research/Ask the Librarian	76	1.96	1.01	1–5, never to frequently
Printing, Photocopying, and Scanning	76	1.67	0.96	1–5, never to frequently
Computer Use	75	1.53	0.78	1–5, never to frequently
Group Study Rooms	76	1.15	0.46	1–5, never to frequently

The CCSU library services that professors were most interested in using in the future were interlibrary loan and borrowing of books/materials. It should be noted that these two services received scores above the "somewhat interested" range. Table 3 shows the complete set of findings in this regard.

Table 3. Professor interest in future library services usage

	N	Mean	Sd	Scale
Interlibrary Loan	76	3.86	1.25	1–5, not to extremely interested
Borrowing Books/Materials	74	3.47	1.26	1–5, not to extremely interested
Course Reserves	75	2.79	1.35	1–5, not to extremely interested
Help with Research/Ask the Librarian	73	2.62	1.19	1–5, not to extremely interested
Printing, Photocopying, and Scanning	75	1.76	1.00	1–5, not to extremely interested
Computer Use	74	1.69	1.00	1–5, not to extremely interested
Group Study Rooms	75	1.49	0.86	1–5, not to extremely interested

Most professors who were surveyed (60.6%) agreed or strongly agreed that using library print and electronic resources had increased their research skills. In addition, most of the professors surveyed (81.6%) agreed or strongly agreed that using library services was necessary for students to succeed in class.

As for community members, the most common services used by survey respondents were borrowing books/materials and access to electronic sources (databases). Neither of these two services was used frequently. Borrowing received a mean score in the "sometimes" range, while electronic resources access was in the "seldom" range. It should be noted that, because of licensing agreements, community members can access databases only while in the library, not from home. Table 4 shows the complete set of findings in this regard.

Table 4. Library services usage by community members

	N	Mean	SD	Scale
Borrowing Books/Materials	70	3.07	1.44	1–5, never to frequently
Electronic Sources (Databases)	70	1.99	1.39	1–5, never to frequently
Computer Use	70	1.70	1.16	1–5, never to frequently
Printing, Photocopying, and Scanning	69	1.68	1.21	1–5, never to frequently
Help with Research by a Librarian	70	1.54	0.93	1–5, never to frequently
Special Events	70	1.41	0.94	1–5, never to frequently
Meeting Rooms	69	1.19	0.52	1–5, never to frequently

The CCSU library services that community members were most interested in using in the future were borrowing books/materials and electronic sources (databases). It should be noted that although these are the services that community members are most interested in using, they still received scores in the "somewhat interested" range. Table 5 shows the complete set of findings in this regard.

Table 5. Interest in future library services usage by community members

	N	Mean	SD	Scale
Borrowing Books/Materials	70	3.46	1.46	1–5, not to extremely interested
Electronic Sources (Databases)	70	2.66	1.55	1–5, not to extremely interested
Special Events	69	2.33	1.18	1–5, not to extremely interested
Help with Research by a Librarian	70	2.14	1.18	1–5, not to extremely interested
Computer Use	70	1.91	1.16	1–5, not to extremely interested
Printing, Photocopying, and Scanning	70	1.87	1.28	1–5, not to extremely interested
Meeting Rooms	70	1.44	0.87	1–5, not to extremely interested

Library Special Events

Most of the students surveyed (59.7%) had either never or seldom heard about special events at the CCSU library. Understandably, most of the students (92.2%) said they had never or seldom participated in CCSU library special events. In addition, many of the professors surveyed (40.8%) had seldom or never heard about special events at the CCSU library and, likewise, most professors (82.7%) had never or seldom participated them. Similarly, most of the community members surveyed (73.5%) had never or seldom heard about special events at the CCSU library, and therefore most (82.3%) had either never or seldom participated.

Suggested Improvements

When asked for suggestions for improving library services, most students from the focus group stated that they wanted expanded hours of operation. Specifically, they said it would be helpful if the library expanded its weekend hours. Students were very unhappy with existing weekend hours, especially early closing times on Fridays and Saturdays and the 2:00 p.m. opening time on Sundays. The community members who were interviewed were also unhappy with library hours.

When asked to suggest services and events that the library should provide, the surveyed students offered information sessions and expanded hours as their top two suggestions. Of the professors surveyed, the top two suggestions were increasing access to databases and offering information sessions on how to use research databases. The top two suggestions of surveyed community members were inviting more guest speakers and having remote access to databases, the latter being limited because of licensing agreements.

Marketing

Nowadays, it is essential that students, professors, and community members understand what the library has to offer, and marketing is an important way to do this. Social media is currently a popular method for promoting library services. The professors who were interviewed suggested that the CCSU library could improve its services by having a more robust social media presence. However, students participating in the focus group were skeptical that the library would have enough content to warrant its own social media page. The students suggested that the library run its content through the official CCSU social media account, which had more followers. Most of the students surveyed (84.5%) said that they either seldom or never followed the library social media account to keep informed about library services and activities. Most of the professors surveyed (84.2%) either never or seldom followed it. Likewise, most of the community members surveyed (81.8%) never or seldom followed the library social media account.

The students surveyed were asked to suggest how the library could better promote its services and events. Their suggestions included advertising on campus (e.g., handouts, posters, brochures, bookmarks, banners, giveaways), social media, direct e-mails, and faculty recommendations. In addition to sending e-mails, the professors who were surveyed suggested visiting faculty meetings and posting notices on the CCSU website. Of the community members surveyed, sending e-mails, using social media, and advertising via newspapers, radio, and television were mentioned. (All suggestions listed above are in priority order.)

Conclusions and Recommendations

It is important that the CCSU library support the university's overall strategic goals. Understanding the needs of CCSU students, faculty, and community members pertaining to the

library is key to this. The library is not just a place for students to read books. Librarians now need to engage different types of patrons with different interests, and they need to know how to manage print, electronic, and technology systems that contribute to their audiences' academic, professional, and personal success. The research findings presented above lead to the following conclusions and recommendations.

As stated, most students and professors felt that the CCSU library provided services that helped them succeed in their academic life. Yet student and professor use of library services was relatively low. It is unclear if this only pertained to in-library services or also included library databases accessed remotely. Students felt that they would be more likely to use library services if they first received guidance from a CCSU librarian. Most professors felt that if they received information from a CCSU librarian, they would be more likely to encourage students to use library services. Yet, most students and professors stated that librarians very seldom provided information. When asked to suggest improvements that could be made at the library, both students and professors stated the need for more "information sessions." To increase student and faculty use of library services, then, librarians should make a greater effort to reach out to students and faculty with the purpose of educating them about the resources available to them. The same can undoubtedly be said for community members. This audience too had relatively low knowledge about library resources and low usage rates and, therefore, could benefit from information sessions. In addition, students and community members specifically stated that they found the library's weekend hours too limiting. Therefore, to increase student and community member use of library services, the library should extend its closing hours on Saturday and opening hours on Sundays.

As stated, both students and professors believed that library resources help them increase their research skills. Students believed that library resources help them improve their grades. Professors believed using library services is necessary for students to succeed in class. These are excellent points that can be used to motivate patrons and promote library services. Many services are available at the CCSU library. Yet, students, faculty, and community members consistently stated that they availed themselves of only a few services—and occasionally, at best. Therefore, it is recommended that, when the library conducts information sessions for its various patron groups, it covers in detail the full array of available services and events and encourages patrons to use services and attend events more frequently.

As stated, most students, faculty, and community members had not heard about special events at the CCSU library and, therefore, most had not participated in any. When asked to suggest library improvements, community members specifically suggested "inviting more guest speakers." The library should thus canvas students, professors, and community members to identify the types of special events that would be of interest to them, to prioritize and organize events based on this input, and to promote these events effectively and well in advance.

Though most students, professors, and community members said that they did not follow the library's social media postings, all three groups suggested social media as a way for the library to promote its services and events in the future. They also offered several suggestions for other ways to improve promotions, including direct e-mails, faculty meetings, website postings, and advertising in local media. It is recommended that all of these communication

channels be used, chosen specifically for each patron group, and that messages be tailored. In addition, the library should expand its community member mailing list to include all community demographics.

Specific improvements could include developing a "Meet the Librarians" campaign to familiarize students, professors, and community member with library staff. Research findings showed that while librarian involvement increased the likelihood of student use of library services, students rarely asked librarians for help. The same could probably be said for professors and community members. Librarians must make themselves more familiar to patrons if they are to build supportive relationships. A "Meet the Librarians" campaign could be one way to achieve this. Introducing librarians not only by name but also with a friendly face and a description of what they can do for patrons should lessen inhibitions and encourage patrons to approach them for help more freely. As part of this campaign, the library could create short videos that introduce librarians to the viewers, including names, areas of expertise, specific tasks that they can help with, and how they can be contacted. The videos should emphasize librarians as a resource for patrons and invite patrons to seek librarian assistance. They should be one or two minutes long and could be produced inexpensively as student projects by media production majors. They could be shown continuously on the library's website, social media, and closed circuit projections in the library. In addition, print components of the campaign (e.g., posters, flyers, and brochures) could be produced inexpensively as student projects by graphic design majors. Posters featuring each librarian should be displayed in high-traffic areas throughout campus and the surrounding community.

Operationalizing Recommendations

Based on the literature review and research findings, conclusions, and recommendations reviewed in this paper, tempered by budgetary realities, a marketing communication plan was developed for the CCSU Elihu Burritt Library for the academic year 2018-2019. See Appendix G for the full text of the plan.

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Appendix A – Student Focus Group Questions

1. What is your favorite place to study? Why?

2. How often do you study in the CCSU library? When?

3. Have your professors ever brought your class to the library, or invited a librarian to your class to explain the services? What was discussed? Was this helpful? Why?

4. Which library services have you used?

      a. Which do you use the most? Why?

5. How often do you interact with library staff?

      a. What do you interact with them for?

      b. How have they helped you?

6. Do you think the CCSU library environment is good for studying? Why?

      a. What do you think about the building and facilities themselves?

      b. If you prefer to study somewhere other than the library, what makes those places good for studying?

7. What services would you like to see the library offer in the future?

8. What is the best way to be informed about the library's services? Why?

Appendix B – Professor Interview Questions

1. Do you use the CCSU library resources in your own original research efforts? If so, how often and which resources in particular? If not, why not? How do faculty use library services for developing curricula for courses to be taught?

2. Have you ever advised your students to use a particular library service? If so, what service?

3. Have you brought your classes to the library? If so, how many times have you done in an average semester and what library services were shown to your students?

4. Does the CCSU library have a relationship with your academic department? If so, what is the relationship? If not, what could be done?

5. Would it be helpful for a CCSU librarian to come into one of your classes to talk about what the library services are?

6. What types of services provided by the CCSU library do students in your classes need to use in order to be successful?

7. Could the library institute other services that would be helpful to the students in your department?

8. Have you participated in any special events hosted by the library? If so what events? What events do you think should be implemented/launched by the library? Why?

Appendix C – Community Interview Questions

1. How familiar are you with the services offered to the community by the CCSU library?

2. How often do you use the CCSU library?

3. What are your primary reasons for using the CCSU library?

4. How often do you interact with library staff? How have they helped you?

5. What do you use the most, physical materials (books, archives, journals) or electronic online materials?

6. Have you used the library's databases? If yes, which ones?

7. Do you use electronic search engines/databases from home? If yes, which ones?

8. Have you participated in any special event hosted by CCSU library? If so, what events?

9. What services or events would you like to see the library offer in the future to the community?

10. What days/times are best for you to use the library?

11. Do you think CCSU library is welcoming to the community?

12. How did you hear about the services offered by CCSU library?

13. What is the best way to keep you informed about the library services?

Appendix D – Student Survey

A college library is a backbone in the academic life of students, faculty, and staff. The library provides tools and resources that are essential for their success. Please complete the following anonymous survey. Thank you for your time.

Class standing   **Major**

Freshman ____   Sophomore ____   Junior ____   Senior ____   _____

Full-time student ____   Part-time student ____

GPA ___

Residence life   **Work Status**

On campus resident _____   No work   ____

Commuter _____   Less than 30 hours   ____

                                                                                               More than 30 hours ____

Racial/Ethnic Background   **Sex**

Black ___   Non-Hispanic ___   Asian Pacific Islander ___   Female ___ Male ___

White non-Hispanic ___   Hispanic ___

American Indian ___   Other ___   **Age:** _____

We are interested in your first answers. Please do not search for the "correct" answer or change your answers based on the sections that follow. We appreciate you honestly.

1. How many hours do you spend a week doing academic work?   _____

2. How many hours do you spend a week doing academic work at the CCSU library?   _____

3. Have you gone to the library for a library instruction session? _____

4. If yes, how many times? ___

5. Please rate your use of following library services using the following scale:

1	2	3	4	5
Never	Seldom	Sometimes	Often	Frequently

   a. Borrowing and Loan Periods (books) ____
   b. Course Reserves ____
   c. Help with Research-Ask the Librarian ____

    d.   Group Study Rooms ____

    e.   Computer Use ____

    f.   Printing, Photocopying, and Scanning ____

    g.   Interlibrary Loan (borrowing material from other institutions) ____

    h.   Others (fill in blank and rate) _____

6. How many of your professors encourage you to use the CCSU library for your academic work?

1	2	3	4	5
None/Very few	A few	A moderate number	Most	Nearly all/all

7. Use the following scale to indicate how often your professors encourage the following services?

1	2	3	4	5
Never	Seldom	Sometimes	Often	Frequently

    a.   Borrowing and Loan Periods (books) ____
    b.   Course Reserves ____
    c.   Help with Research-Ask the Librarian ____
    d.   Group Study Rooms ____
    e.   Computer Use ____
    f.   Printing, Photocopying, and Scanning ____
    g.   Interlibrary Loan (borrowing material from other institutions) ____
    h.   Others (fill in blank and rate) _____

8. The CCSU library provides services that help you to succeed in your academic life.

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree or Disagree	Agree	Strongly Agree

9. How often do librarians provide information about their services at the beginning of the semester?

1	2	3	4	5
Never	Seldom	Sometimes	Often	Frequently

10. If I receive guidance from a CCSU librarian, I will be more likely to use the library services.

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree or Disagree	Agree	Strongly Agree

11.The library staff provide a welcoming environment.

1	2	3	4	5

Strongly	Disagree	Neither agree	Agree	Strongly
Disagree		or Disagree		Agree

12. I would be more likely to use the CCSU library if a teacher recommended it to me.

1	2	3	4	5
Strongly	Disagree	Neither agree	Agree	Strongly
Disagree		or Disagree		Agree

13. I would be more likely to use the CCSU library if a classmate recommended it to me.

1	2	3	4	5
Strongly	Disagree	Neither agree	Agree	Strongly
Disagree		or Disagree		Agree

14. The physical space of the library is inviting/nice.

1	2	3	4	5
Strongly	Disagree	Neither agree	Agree	Strongly
Disagree		or Disagree		Agree

15. I find the library quiet floor to be helpful to my academic performance.

1	2	3	4	5
Strongly	Disagree	Neither agree	Agree	Strongly
Disagree		or Disagree		Agree

16. I find the library work group areas to be helpful to my academic performance.

1	2	3	4	5
Strongly	Disagree	Neither agree	Agree	Strongly
Disagree		or Disagree		Agree

17. I find the library's computers to be helpful for my academic research.

1	2	3	4	5
Strongly	Disagree	Neither agree	Agree	Strongly
Disagree		or Disagree		Agree

18. Using library print and electronic resources has increased my research skill and improved my grades.

1	2	3	4	5
Strongly	Disagree	Neither agree	Agree	Strongly
Disagree		or Disagree		Agree

19. Asking librarians for help has increased my research skill and improved my grades.

1	2	3	4	5
Strongly	Disagree	Neither agree	Agree	Strongly
Disagree		or Disagree		Agree

20. How often do you follow library social media accounts to keep informed about its services and activities?

1	2	3	4	5
Never	Seldom	Sometimes	Often	Frequently

21.How difficult/easy is the library website to navigate?

1	2	3	4	5
Very Difficult	Somewhat Difficult	Neutral Complexity	Somewhat Easy	Very Easy

22. How difficult/easy are the databases and other electronic collections to find?

1	2	3	4	5
Very Difficult	Somewhat Difficult	Neutral Complexity	Somewhat Easy	Very Easy

23.How often do you hear about special events at the CCSU library?

1	2	3	4	5
Never	Seldom	Sometimes	Often	Frequently

24.How often do you participate in CCSU library special events?

1	2	3	4	5
Never	Seldom	Sometimes	Often	Frequently

25.What special events at the library have you participated in?

_____

_____

26. Please tell us what you think is the best way to promote CCSU library services and events. List your top 3 ideas you have and then rate each using the following scale:

1	2	3	4	5
Not effective	Slightly effective	Moderately effective	Highly effective	Very highly effective

_____ Rating: _____

_____ Rating: _____

_____ Rating: _____

27. Please tell us what additional services or events you think the CCSU library should provide. List your top 3 ideas and then rate each on the following scale

1	2	3	4	5
Not effective	Slightly effective	Moderately effective	Highly effective	Very highly effective

_____ Rating: _____

_____Rating: _____

_____Rating: _____

Appendix E – Professor Survey

A college library can be a vital resource for personal and professional development for teaching faculty. The CCSU library is interested in hearing your thoughts about how it can serve you and your students better. You have been randomly selected from a list of full-time teaching faculty to participate in this survey.

Years at CCSU: _____

Rank: _____

Department: _____

Teaching load: _____ average load credits per semester

We are interested in your first responses. Please do not search for a "correct" answer or change your answers based on the sections that follow. We appreciate your honesty.

1. On average, how many times per semester have you gone to the CCSU library to do your own academic work? ____

2. On average, how many times per semester have you brought students to the CCSU library?

3. Have you ever gone to the library for an information literacy instruction session? _____
   If yes, how many times since you began teaching at CCSU? ____

4. How close a relationship, do you think your department has with the CCSU library?

1	2	3	4	5
Not close	Slightly close	Moderately close	Close	Very close

5. Using the following scale, please rate how often you have used the following library services during your tenure at CCSU:

1	2	3	4	5
Never	Seldom	Sometimes	Often	Frequently

   a. Borrowing and Loan Periods (books) ____
   b. Course Reserves ____
   c. Help with Research-Ask the Librarian ____
   d. Group Study Rooms ____
   e. Computer Use ____
   f. Printing, Photocopying, and Scanning ____
   g. Interlibrary Loan (borrowing material from other institutions) ____
   h. Others (fill in blank and rate) _____

If you do not use the library services mentioned above, why you do not use them?

_____

6. Do you use other research techniques to access scholarly materials that are not accessed via the CCSU library?

   Yes____   No____

   If yes, which ones?

_____

7. Have you used library resources to help you with your own scholarship efforts toward tenure/promotion?

   Yes____   No____

8. Do you have alumni access to databases and library services at other institutions besides CCSU?

   Yes____   No____

9. Use the following scale to indicate your interest in using the following library services in the future?

1	2	3	4	5
Never	Seldom	Sometimes	Often	Frequently

   a. Borrowing and Loan Periods (books) ____
   b. Course Reserves ____
   c. Help with Research-Ask the Librarian ____
   d. Group Study Rooms ____
   e. Computer Use ____
   f. Printing, Photocopying, and Scanning ____
   g. Interlibrary Loan (borrowing material from other institutions) ____
   h. Others (fill in blank and rate) _____

10. How often do librarians come to your department to provide information about library services at the beginning of the semester?

1	2	3	4	5
Never	Seldom	Sometimes	Often	Frequently

11. How often do you encourage students to use the CCSU library services?

1	2	3	4	5
Never	Seldom	Sometimes	Often	Frequently

12. Using the following scale, please indicate your degree of agreement/disagreement with the following statements.

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree or Disagree	Agree	Strongly Agree

    a. The CCSU library provides services that help you to succeed in your professional life ___
    b. If I receive information from a CCSU librarian, I will be more likely to encourage students to use library services ___
    c. The databases provided by the library cover all my academic needs ___
    d. The use of library services is necessary for students to succeed in class ___
    e. Using library print and electronic resources has increased my research skill ___
    f. Having a librarian explain the CCSU library services at the beginning of the semester would encourage faculty and students to use the library services ___

13. How often do you follow library social media accounts to keep informed about its services and activities?

1	2	3	4	5
Never	Seldom	Sometimes	Often	Frequently

14. How often do you follow library website to keep informed about its services and activities?

1	2	3	4	5
Never	Seldom	Sometimes	Often	Frequently

15. How difficult/easy is to use the electronic/physical library sources?

1	2	3	4	5
Very Difficult	Somewhat Difficult	Neutral Complexity	Somewhat Easy	Very Easy

16. How often do you hear about special events at the CCSU library?

1	2	3	4	5
Never	Seldom	Sometimes	Often	Frequently

17. How often do you participate in CCSU library special events?

1	2	3	4	5
Never	Seldom	Sometimes	Often	Frequently

18. What special events at the library have you participated in?

19. Have you or your academic department partnered with the library to launch a special event?
Yes____   No____   If yes, what was the event? _____

20. Please tell us what you think is the best way to promote CCSU library services and events with the faculty. List your top 3 ideas

21. Please tell us what services or special events you think the CCSU library should provide to faculty staff. List your top 3 ideas.

Thank you so much for your time and participation.

Appendix F – Community Survey

A college library can be a vital resource for personal and professional development for the surrounding community. The CCSU library is interested in hearing your thoughts about how it can serve you better. Please complete the following confidential survey.

Employment status
Full-time employed ____   Part-Time employed ____   Unemployed ____   Retired ____

Marital status
Single ____   Married ____   Divorced ____   Separated ____ Widowed ____

Racial/Ethnic Background:
Black non-Hispanic____ Asian Pacific Islander____   White non-Hispanic ____
Hispanic ____   American Indian____   Other____

Age: _____   Sex: male____ female____

Highest degree or level of school you have completed. *If currently enrolled, indicate highest degree received.*
Less than high school ____ High school/GED ____   Some college ____
Associate degree ____   Bachelor's degree ____   Master's degree____ Graduate/law degree ____
_____

We are interested in your first response. Please do not search for the "correct" answer as there are none. Please do not change your initial answers based on the sections that follow. We appreciate your honesty.

1.   On average, in the past year, how many times a month did you go to the CCSU library? ____

2.   Have you gone to the library for a library instruction session? _____
       If yes, how many times? ____

3.   Have you asked a librarian to help you with research ____
       If yes, how many times in the past year? ____

4.   How often do you interact with a CCSU library staff?

1	2	3	4	5
Never	Seldom	Sometimes	Often	Frequently

5.   Using the following scale, please rate how often you have used the following library services in the past?

	1	2	3	4	5
	Never	Seldom	Sometimes	Often	Frequently

a. Borrowing books ____
b. Help with research by a librarian ____
c. Computer use ____
d. Printing, Photocopying, and Scanning ____
e. Special events ____
f. Electronic sources (databases) ____
g. Meeting rooms ____
h. Other (fill in blank and rate) _____

6. How often do you hear about CCSU library services that are offered to the community?

	1	2	3	4	5
	Never	Seldom	Sometimes	Often	Frequently

7. Use the following scale to indicate your interest in using the following library services in the future?

	1	2	3	4	5
	Never	Seldom	Sometimes	Often	Frequently

a. Borrowing books ____
b. Help with research by a librarian ____
c. Computer use ____
d. Printing, Photocopying, and Scanning ____
e. Special events ____
f. Electronic sources (databases) ____
g. Meeting rooms ____
h. Other (fill in blank and rate) _____ ____

Using the following scale, please indicate your agreement/disagreement with the following statements:

	1	2	3	4	5
	Strongly Disagree	Disagree	Neither agree or Disagree	Agree	Strongly Agree

8. The CCSU library provides services that can help you to succeed in your professional life. _____
9. Librarians are very effective in helping me navigate the library _____
10. The library has a welcoming environment _____
11. The physical space of the library is attractive _____
12. The physical space of the library helps me focus on my learning _____
13. CCSU library hours satisfied my needs _____
14. CCSU library special events are interesting _____

15. CCSU library events help me get to know my community ___.
16. Access to the library's computers is very helpful ____
17. Access to library resources has improved my research abilities___
18. I am interested in donating physical resources (e.g., books, archive material) to the CCSU library ___
19. I am willing to help support the CCSU library through a financial donation ___

20. How important is for you to have access to the CCSU library?

1	2	3	4	5
Unimportant	Somewhat Important	Quite Important	Very Important	Extremely

21. How difficult/easy is to use the library sources?

1	2	3	4	5
Very Difficult	Somewhat Difficult	Neutral Complexity	Somewhat Easy	Very Easy

22. How often do you follow library social media to keep informed about its services and special events?

1	2	3	4	5
Never	Seldom	Sometimes	Often	Frequently

23. How often do you hear about special events at the CCSU library?

1	2	3	4	5
Never	Seldom	Sometimes	Often	Frequently

24. How often do you participate in CCSU library special events?

1	2	3	4	5
Never	Seldom	Sometimes	Often	Frequently

25. What special events at the library have you participated in?

_____

_____

26. Please tell us what additional services or special events you think the CCSU library should provide. List your top 3 ideas.

_____

27.	Please tell us what you think is the best way to promote CCSU library services and special events with people in the community. List your top 3 ideas.

Thank you so much for your time and participation.

Appendix G – Marketing Communication Plan, 2018–2019

Purpose

It is important to communicate to patrons of the Elihu Burritt Library how library services, resources, special collections, and the people who staff the library can be used to positively impact student academic achievement, student graduation rates, faculty access to research materials, and community engagement. Librarians and library staff play a key role in communicating how these outcomes can be achieved and how these outcomes support the university's mission.

Audience

The Elihu Burritt Library serves students, faculty, and staff, and external audiences from outside the university. The external audience is complex and includes independent scholars, donors, visiting faculty, alumni, and members of the general public. As a state institution, the Elihu Burritt Library at CCSU is for the use of all citizens of the state.

Key Promotional Themes

1. The Elihu Burritt Library is here to serve all members of the Central Connecticut State University (CCSU) family and members of the greater community.
2. Library staff are experts in information literacy, research techniques, and academic scholarship. Using the newest technologies, they can help patrons access and use library resources wisely.
3. Elihu Burritt Library services and resources provide essential support to the university's mission and goals.

Marketing Communication Objectives

1. Increase awareness of Elihu Burritt Library resources, technologies, and services with all audience groups.
2. Increase awareness among all audience groups about the array of expertise that library staff possess for helping patrons.
3. Improve communication with all audience groups seeking library assistance in a way that optimizes their experience at the Elihu Burritt Library.
4. Improve awareness among university administrators concerning the library's contribution to the university's mission and goals.

Marketing Communication Strategies for 2018/19

1. Create a brochure about library technologies and services to be disseminated to all audience groups. The brochure will be in print and online. The online version will be available on the library website and to students via the university's electronic pipeline. Assistance in the development of the brochure will be secured from the University Marketing Communication Office. The brochure will be completed and printed by August 2018.

2. Develop a *Meet Library Staff* campaign. A key component of the campaign will be short two-minute videos showcasing the talents of at least 10 library staff and how they can help patrons, including faculty, with their research. These videos will help patrons identify the right person to help them and describe how they can be contacted. Assistance in the development of these videos will be secured from the university's Media Center. These videos will be available on both the university website and the library website. Filming, editing, and posting will be completed by the end of the fall semester, 2018.

3. The Director of Library Services, the university Outreach Librarian, and at least four additional library staff will be selected to liaise with university academic departments. These staff will contact their assigned departments and request time to address their faculty concerning the library services that are available to them and their students. This task will be initiated at the beginning of the fall semester 2018. Planning will begin in June 2018.

4. The Director of Library Services and the university Outreach Librarian will meet with the university's Student Learning Center to further develop collaborative efforts supporting instruction sessions for students concerning research techniques during the third and fourth week of each semester. Planning will begin in June 2018.

5. At least three library staff will be assigned to develop working relationships with selected student clubs and offer instruction on library services that can support the clubs' mission. This task will be initiated at the beginning of the fall semester 2018. Planning will begin in June 2018.

6. In an effort to better brand the Elihu Burritt Library as a source of expert assistance, technology and services with all audience groups, including university administration, the library logo will be included on all external communication, publications, and postings to all audience groups. Stationary and folders printed with the library logo and contact information will be obtained. In addition, a more robust social media presence will be developed and run through the official CCSU social media account. This will be an ongoing task throughout the year.

7. The Director of Library Services and the university Outreach Librarian will work with the university's Community Engagement committee to develop ways to educate members of the surrounding community about the technology and services available to them at the library. These outreach efforts should also help build the donor base and facilitate fundraising. This will require active participation in campus/community events, alumni association events, open houses, and campus tours. A social media component will be developed to complement these efforts. This task will be initiated at the beginning of the fall semester 2018. Planning will begin in June 2018.

8. In an effort to improve the relevance and popularity of special events held at the library (e.g., guest speakers and exhibits), a survey will be launched at the beginning of each academic year to assess what topics would be of greatest interest to students, professors and community members. These topics will be prioritized, and efforts will be made to organize events for the year based on this input. These events will be widely promoted

well in advance. Planning for the initial survey will begin in August 2018. A calendar of events will be produced and disseminated each semester.

9. A survey will be distributed in September 2018 to students asking about their preferred hours of operation for the library. Based on the findings, a pilot program extending the library's hours of operation will be run during the spring 2019 semester. An assessment of the results of the pilot program will be conducted at the end of the semester and future plans developed accordingly.

10. The Director of Library Services and four librarians from CCSU recently completed the EXCITE Transformation for Libraries Training program (Connecticut State Library, 2018). Starting in September 2018, the CCSU EXCITE team will work with the university's Center for Teaching and Faculty Development on a program titled "CONNECTU: Fall Into the Library." In an effort to cultivate closer connections between the faculty and the library, the program will bring faculty together three times each semester in a relaxed atmosphere at the library to discuss issues that are important to them. Part of the funding for this program will be provided by an Institute of Museums and Library Services grant that was obtained by the State Library of Connecticut. The Friends of the Burritt Library will provide additional funding.

Assessment Protocol

The Library Marketing Committee will compile an assessment of the following indicators to gauge the effectiveness of the marketing communication strategy. Baseline data on these indicators from previous years will be used for comparative purposes.

- Number of walk-in patrons
- Number of in-library instruction sessions and attendees
- Number of reference questions/consultations
- Website, Facebook, and Twitter account usage indicators
- Library newsletter demand/distribution
- Number and attendance at special events for university and surrounding community
- Number and attendance at special exhibits, presentations, and musical events conducted in collaboration with university departments
- Financial donations
- (New) library brochure demand/distribution
- (New) production and display of *Meet Library Staff* videos
- (New) number of information sessions with university departments
- (New) number of information sessions at Student Learning Center
- (New) number of information sessions with student clubs
- (New) evaluation of branding efforts (i.e., stationary and folders library logo and redesign of social media presence via university social media account)

- (New) evaluation of Community Engagement Committee efforts to promote library with surrounding community
- (New) assessment of effectiveness of new library hours
- (New) number and attendance at CONNECTU faculty information sessions at library