FEATURED ARTICLE

MARKETING COMPETENCY FOR INFORMATION PROFESSIONALS: The Role of Marketing Education in Library and Information Science Education Programs

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Abstract

Marketing is recognized as an important competency for information professionals. However, most library and information science (LIS) schools still fall short when it comes to offering a separate marketing course on a regular basis. Even though marketing has been a popular topic in the LIS profession, some information professionals still have sparse or erroneous perceptions about marketing. Consequently, due to a narrow worldview, they perceive marketing to be a tool for "buying and selling" or solely as a promotional tool. This paper makes the case for LIS schools to provide thorough education and training in marketing for future information professionals. In keeping with this goal, a review of the online marketing curricula of 60 American Library Association-accredited graduate schools in the UNITED STATES and Canada demonstrates the current landscape of LIS marketing education in relation to the demand for marketing skills and the increasing significance of these competencies for information professionals. Qualitative findings from student reflections on a marketing course suggest that marketing education and training can be immensely powerful in laying a strong foundation of marketing knowledge for information professionals. It is vitally important for LIS schools to bridge the existing gaps in marketing education to meet the professional demands for marketing and associated skills.

Introduction

The changing nature of information access, distribution, and consumption is having an impact on community expectations for libraries in significant ways. The ubiquity of information access has created a more competitive landscape for information organizations and poses numerous challenges and opportunities for information professionals to shape and deliver superior customer experiences through various community touchpoints.Within this context, the marketing competency of information professionals assumes greater significance in ensuring contact with seekers, producers and users of knowledge at the right times. In other words, marketing competency and marketing skills of information professionals hold the key for information organizations to stay competitive in the age of information ubiquity.

Library and information science (LIS) scholars, practitioners, and professional associations have repeatedly highlighted the importance of marketing education and skills training to facilitate organizational growth and community engagement. As a result, there is an abundance of marketing literature in the LIS discipline emphasizing the need for adopting marketing principles and practices in libraries and information organizations. However, despite the significant growth in LIS marketing literature and professional development programs, some information professionals still hold erroneous views of marketing and its usefulness for information organizations (Savard, 1996; Shontz, Parker, & Parker, 2004; Singh, 2009b). These misconceptions may explain why some LIS professionals are still uncomfortable with applying marketing techniques to information organizations. Is it the lack of an adequate body of empirical research in LIS marketing literature, or is it due to inadequate marketing education in LIS schools? This paper focuses on the role of LIS schools in mitigating these misperceptions by facilitating thorough marketing education and training for the next generation of information professionals. First, this paper makes the case for information professionals to acquire marketing skills that are reflected in the academic literature and competency statements of various profes-

sional associations. Second, this paper examines and discusses the findings of research involving the review of online program and course descriptions of 60 of the 62 American Library Association (ALA) accredited graduate library and information schools in the UNITED STATES and Canada. Third, it presents an analysis of LIS students' reflections from a marketing course, which suggests that marketing education and training can be immensely powerful in transforming the perceptions of information professionals regarding marketing and its applications in information organizations. Finally, this paper calls for bridging the existing gaps in marketing education in LIS schools to meet the professional demands for marketing and associated skills.

Review of Relevant Literature

Marketing Application in Information Organizations

Conventional wisdom holds that the function of marketing is to develop a mutually beneficial relationship with customers by creating value and offering solutions to customers' needs. Marketing skills are critical for building and sustaining mutually beneficial relationships between an organization and its customers through creating, communicating, and delivering superior value and experiences. To accomplish this goal, the marketing discipline has continued to evolve (Kotler, 1975), and many scholars have conceptualized best practices. Some of the notable concepts include McCarthy's

(1975) 4 Ps framework (product, place, price, promotion), and Booms and Bitner's (1981) expansion of it to the 7 Ps (adding people, physical evidence, and process). However, these conceptuals are primarily transactional in nature and do not help develop long-term, mutually rewarding relationships between customers and organizations. Disenchantment with these traditional services-marketing concepts led to the popularization of relationship marketing beginning in the1990s. Instead of focusing on creating value through transactions, relationship marketing focuses on developing beneficial relationships through mutual exchange and fulfillment of promises (Ballantyne, 2000; Grönroos, 1994; Hunt & Morgan, 1994; Sheth & Parvatiyar, 1995). The LIS academic literature describes various marketing approaches that suggest the application of marketing principles and techniques in information organizations (Besant & Sharp, 2000; Broady-Preston & Steel, 2002; Harrison & Shaw, 2004; Rowley, 1994, 1995, 2003; Sen, 2006; Singh, 2009a).

Significant growth in the marketing discipline has resulted in an abundance of marketing definitions. The American Marketing Association (2013) definition is an important one: "the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large." This definition suggests that marketing can be a science, a philosophy, and an edu-

cational process. It expands the scope of marketing beyond an organizational function to a broader process of creating value for customers, stakeholders, and society by delivering and managing superior services and experiences. Taken this way, marketing becomes the responsibility of everyone in the organization, prompting them to put customers at the heart of all of the organization's functional areas and activities.

Thus, the field of marketing has come a long way, evolving from the traditional marketing-mix framework (McCarthy, 1975) to relationship marketing (Berry, 1983) and, more recently, to experiential marketing in the experience economy (Pine II & Gilmore, 2011). This shift from product marketing to experience marketing calls for information professionals to possess robust marketing skills in order to provide engaging and compelling experiences to their customers.

Marketing as a Managerial Competency

The ALA "Core Competencies" have an entire section dedicated to administration and management. It is divided into five subsections that detail the management competencies LIS professionals are expected to have. These competencies include planning, budgeting, managing teams and personnel, assessing library services, strategic partnerships, collaborations, networking, and transformational leadership (ALA, 2009). Although this

gamut of skills clearly indicates that LIS professionals need to develop strategic partnerships and networks with their stakeholders and communities, marketing itself is not emphasized anywhere. Nevertheless, the "Foundations of the Profession" and "Reference and User Services" competencies do mention the importance of advocacy. In addition, the Public Library Association (PLA), a division of ALA, has many resources about marketing, public relations, and advocacy for information professionals available on its website .

In contrast with the ALA, the "Competencies for Information Professionals" of the Special Libraries Association (SLA) distinctly highlight the importance of marketing for information professionals in addition to relationship-building and networking (SLA, 2016). Similarly, the "Educational Guidelines" of the Association for Information Science and Technology (ASIS&T) echo the importance of information marketing for information professionals (ASIS&T, 2001). At the international level, the Management and Marketing Section of the International Federation of Library Associations and Institutions (IFLA) has been providing various opportunities for professional development in marketing since 1997. Furthermore, IFLA has been organizing satellite meetings on the topic of marketing and related management aspects internationally. These professional associations clearly recognize marketing as an important managerial competency in increasing community

engagement, competitiveness, and visibility of LIS organizations.

Needs Assessment for Marketing Skills for Information Professionals

Several studies have looked at the skills that information professionals will likely need as they enter the workforce, and marketing-related competencies were consistently among them. In one recent study by Schwartz (2016), academic and public library directors in the United States were asked to determine the top skills needed in the coming 20 years. They listed advocacy, politics, and marketing among the most sought-after skills for the next generation of information professionals. During the development of an advanced "Management for Information Professionals" certificate program at St. John's University, leadership prominently highlighted the role of marketing in developing strategic partnerships with vendors and community partners (Singh & Vorbach, 2017). Similarly, skill sets related to marketing, such as public relations and advocacy, were also highlighted in a recent study by Bertot, Sarin, and Percell at the University of Maryland (2015). The study found that the LIS profession is undergoing a shift that "de-emphasizes the physical collections" of libraries and focuses "more on individuals and the communities they serve" (2015, p. 3). It also asserts that the following four competencies are highly desirable as well as necessary: the "ability to lead and manage projects and people," to "work and train others to use a variety of technologies," to have a "strong desire to work with the public," and to be capable of "relationship building among staff, patrons, community partners, and funders" (Bertot et al., 2015, p. 4–5).

Some studies have looked specifically at LIS job descriptions. Okamoto and Polger (2012) examined the marketing and promotional responsibilities and qualifications listed in selected academic librarian job advertisements during the period 2000-2010. Their analysis of 149 job advertisements from U.S. and Canadian institutions found that promotional responsibilities were advertised prominently but overall marketing responsibilities were not. Similarly, McClelland (2014) analyzed marketing-related job duties in public and academic library job listings from the ALA JobLIST from January 30, 2013, to April 4, 2013. His content analysis of 250 job listings revealed that 37% (129 of 350) included a marketing-related responsibility such as public relations, outreach, promotion, and social media. The findings indicate that these key marketing and associated skills will continue to increase in importance in both the short- and long-term growth of the LIS profession.

Perceptions of Marketing among LIS Professionals

Despite the broader implications of contemporary marketing concepts, some information professionals perceive marketing as a promotional tool (Garoufallou, Siatri, Zafeirious, & Bala-

mpanidou, 2013) or equate it to a "buying and selling" proposition. As a result of these misperceptions, information organizations have focused extensively on promotional activities over other marketing areas.

In addition, even though marketing has been a popular topic in the LIS profession, the academic literature has primarily focused on prescriptive writing related to the application of marketing to information organizations, case studies from individual libraries, and how-to guidebooks demonstrating the application of marketing techniques to libraries (Biggs & Calvert, 2013; Rowley, 2003; Shontz, Parker, & Parker, 2004). There have only been a few studies that attempted to understand the resistance of LIS professionals in embracing the marketing concept as a holistic approach (Koontz, Gupta, & Webber, 2006; Savard, 1996; Rowley, 1995; Weingand, 1995). For example, in 1990, Grunwald, Felicetti, and Stewart suggested, "Many librarians have been reluctant to adopt and implement marketing strategies. It has been widely believed that marketing activities were inappropriate and perhaps unnecessary for libraries" (p. 5). In addition, Morgan's (1998) remarks indicated the reasons behind the resistance of information professionals in embracing marketing concepts. She stated, "We associate it too much with for-profit institutions, the process of making money for money's sake and the efforts to convince the people to use un-needed services or products" (p. 51). Such misperceptions dissuade librarians from pursuing marketing activities as a holistic approach.

Other research shows that many librarians actually may be interested in marketing, but they misunderstand it. Based on his exploratory interview study of 12 Canadian administrators, Savard (1996) concluded that, while librarians demonstrated a growing interest in marketing, their concept of marketing was erroneous and sparse. Savard found that many librarians tended to think of marketing as only selling or promoting the library, not realizing that library marketing refers to a total organizational effort to attract and serve library users.

In another study of librarian attitudes, Shontz, Parker, and Parker (2004) looked at the views of public librarians toward different aspects of marketing of library services in the United States. Their work indicated that library managers had increasingly come to appreciate the importance of marketing library services in a competitive information marketplace. However, the marketing education and training of information professionals still got scant attention. Singh (2009b) reported that many LIS professionals preferred to view marketing in the limited sense of "informing" (p. 116). His study of 33 Finnish library directors revealed that 67% had negligible marketing education:; 55% (18) had none and 12% (4) had only informal education. These directors managed their organizations in both academic and special library environments.

Despite the importance of marketing as an essential managerial competency, many LIS professionals do not like to be associated with something that is labeled as "marketing," due to its origin in profit-oriented institutions (Singh, 2009b). These preconceived notions make it challenging to understand the potential contributions and benefits of marketing for information organizations.

Overall, the literature about marketing in LIS professions suggests that information professionals hold either limited or erroneous perceptions about marketing, primarily due to lack of exposure to marketing education and training. Therefore, it is reasonable to conclude that LIS schools can help mitigate these challenges by providing intensive marketing education and training in their curriculum on regular basis.

Marketing Education in LIS Programs

While a plethora of publications exists on marketing and libraries, there is not a substantial body of literature on marketing education in LIS curricula. This may be due in part to the fact that, although the LIS literature suggests an increased need for teaching marketing, LIS schools do not seem to perceive marketing as a core course in their curricula (Brown & Albright, 2013). Due to inadequate emphasis in LIS schooling, students often do not appreciate the importance of marketing courses in their degrees and careers. As a result, they may not feel motivated to sign up for a marketing course even when offered as an elective. Brown and Albright (2013) noted, "As LIS education continues to prepare students for the future, it is important to incorporate the elements of marketing education that LIS professionals will need now and in the future" (p. 35).

In one of the earliest studies on Australian LIS programs, Davis (1988) noted that the majority of programs did not have any marketing course in their curricula. Although some courses did address the topic of marketing, they did not include a deep theoretical foundation in marketing theory and were therefore inadequate.

While the institutions that responded to the study considered marketing an the important topic for LIS professionals, it was not reflected in their regular course offerings. Mittermeyer (2006) found that five out of seven LIS schools in Canada offered a marketing course and offered a comparative analysis of the course objectives, content, readings, and learning activities. Winston and Hazlin (2003) analyzed the marketing, public relations, and general management courses offered by LIS schools in the United States and Canada. The results of their research provided a rationale for emphasizing marketing as a leadership competency and highlighted the extent to which LIS schools were providing marketing education to the next generation of information professionals. Webber's (2006) study of of 21 undergraduate and 17 postgraduate accredited LIS courses in the United Kingdom was

conducted via a questionnaire sent to department heads of the offering institutions. Although a majority of survey respondents indicated that marketing was a valuable topic, most did not give it a prominent place in their curricula. She further observed that in the United Kingdom, undergraduate students in LIS courses had surprisingly good opportunities to study marketing, unlike master's-level students. Again, it is clear that LIS scholars have acknowledged the importance of marketing, but LIS schools fall short when it comes to offering marketing courses.

Summary

The literature discussed above strongly indicates that marketing is recognized as one of the important managerial competencies for information professionals. However, many information professionals still have erroneous perceptions about marketing, primarily due to lack of adequate exposure to marketing education and training. The literature also indicates that the key marketing and associated skills (e.g., outreach, public relations, and social media marketing) will continue to increase in importance for the evolving workforce as it strives to develop strategic partnerships with the community, vendors, and stakeholders. This background sets the stage to discuss the findings of the marketing curricula and the importance of marketing education and training for information professionals.

Methods and Materials

The current study involved a review of marketing curricula in LIS schools in the United States and Canada. The online program, course descriptions, and syllabi of 60 of the 62 ALA-accredited graduate library and information schools were reviewed in summer 2017. Analysis of the online marketing curricula relied on the list of ALA-accredited LIS schools available in the ALA directory (ALA, 2017). Two programs were excluded because of language barriers, Montreal University (French) and the University of Puerto Rico (Spanish). In particular, this research focused on the marketing curricula of LIS schools in the United States and Canada.

This study also looked at the role of marketing education in transforming the perceptions of information professionals. Qualitative analysis was performed on the "wrap-up" and course-evaluation comments of seven LIS students in a spring 2017 marketing and advocacy course. A majority of the students were adult learners and employed in a variety of information organizations. The students took this marketing and advocacy course online.

A synthesis of the findings of the above two methods revealed the critical role of marketing education in developing the marketing and advocacy skills needed by new information professionals for the evolving workplace. The overall goal was not to generalize findings but to present a broader overview of the current educational landscape

of marketing education in LIS schools and how marketing education in LIS schools can help change marketing perceptions of new information professionals.

Findings

The review of the online marketing curricula of 60 ALA-accredited LIS programs revealed that only 40% (24) of the programs have marketing listed as an elective course. An analysis of 24 LIS programs and students' reflections from a marketing course displayed the following patterns.

Marketing Course Titles in LIS Schools

Despite repeated efforts of LIS practitioners and various professional associations to highlight marketing education and training and the associated communication skills, most LIS schools are still falling short when it comes to offering marketing courses on a regular basis. Figure 1 shows that a separate marketing course was listed in the curricula of less than half of the ALA-accredited institutions (24 out of 60). Furthermore, these schools offered marketing as an elective course and only required it if students undertook a management specialization, concentration, or certificate. In some cases, it was evident that the marketing courses were offered irregularly.

Figure 1 (p. 72) shows that the marketing course titles varied across the 24 LIS programs (see also Appendix 1). These included 13 "marketing" cours-es, three "marketing and planning" courses, two "marketing and public relations" courses, and two "marketing and community" courses. An interesting pattern in among a few LIS schools was the preference for the term "advocacy" as well as "marketing," leading to four courses titled "marketing and advocacy." The review of LIS programs also revealed that more than half of the LIS programs (36 out of 60) did not offer any separate marketing course. Also, two LIS institutions chose to offer an exclusive course in advocacy rather than marketing (Appendix 2).

Marketing Course Content

Overall, the information available on the ALA-accredited programs' marketing courses tended to center on general marketing theory, marketing plans, evaluation of marketing plans, and user/customer services. Many of the courses included an overview of marketing theory and traditional marketing models. Almost every detailed course description mentioned an emphasis on the concepts of marketing mix and the 4 Ps. A large number of the course descriptions covered segmentation, basic marketing terminology, and SWOT (strengths, weaknesses, opportunities, and threats) analysis. A number of courses seemed to focus on the environment of the information organization, as well as the behavior of users. In fact, understanding user behavior was common among almost all of the courses.

The most notable similarity among

the marketing courses was the attention to user-targeted services. More than half of the course descriptions included some derivative of the word "user" or "customer." There was also a pattern of language that revealed the emphasis on how marketing is significant to information organizations as communities. These findings suggest that marketing is considered to be important as a way to assess user needs and help provide services and materials that are the most relevant to those needs.

Learning Activities in Marketing Courses

It was difficult to analyze patterns among the learning activities of the marketing courses of these programs, as a majority of LIS schools did not have syllabi listed publicly for these courses. Only one third (eight) of the 24 LIS schools provided public syllabi for their marketing courses. However, major topics were clear from the course catalogs' descriptions. Despite the limited information on learning activities, the objectives of almost every course included the goal of creating an original marketing plan for an information organization. There was also a pattern of evaluating existing marketing plans. In their pursuit of providing a balance of marketing and advocacy education and training, four of the 60 programs grouped advocacy together with marketing. Although there was not much descriptive information about how the two were taught and discussed in connection with each other, these pro-grams appeared to provide a good balance of these two topics, considering the resistance of many LIS professionals in using the marketing terminology. Although not many programs included syllabi for their marketing courses, the syllabi that were accessible showed major marketing analysis and planning course projects as part of the learning activities. The emphasis on both theory and practice was apparent in these marketing courses. Ultimately, out of the 24 programs that offered marketing courses, most emphasized similar ideas and learning objectives.

An Analysis of LIS Students' Reflections on the Importance of Marketing Education

This section reports the findings of LIS students' reflections from an online marketing and advocacy course they took with the present instructor in spring 2017. The course topics included general marketing theory, the 4 Ps, the 7 Ps, relationship marketing, market segmentation, marketing planning, internal marketing, market orientation, quality in marketing advocacy, lobbying, telling a story, integrated marketing communication, branding, and influencing people. The learning activities were geared toward developing students' potential by conducting information organization marketing evaluation, preparing an advocacy campaign proposal, and developing a marketing plan, in addition to developing strategies in influencing people. Seven students participated in this course. Most were adult learn-

ers and were employed as full-time or part-time information professionals in various information organizations.

At the end of the semester, students were asked to reflect on the following question in the wrap-up discussion:

> Please post a 100-300 words discussion thread describing how your view of marketing techniques, tools, and processes, and your understanding of the role of marketing and advocacy in the context of libraries and information organizations has evolved (or didn't change) throughout the semester. Feel free to comment on your peer's postings as well to enrich the discussion!

Six of the seven students responded. Overall, their responses revealed that they perceived marketing simply as a promotional activity before signing up for the course. As the course progressed through various readings and learning activities, their appreciation for marketing and advocacy increased. Here is one of two representative comments:

> As a result of the concepts learned in this class, my knowledge and thoughts towards marketing has greatly evolved. I no longer think of marketing as just strictly promotional materials, such as flyers, community outreach, and programs. I now understand that it is an approach that affects everything within an organization, including how a library is set up, staff's behavior, and the services a library offers.

Crucial class assignments, such as our "Marketing Plan Evaluation," "Advocacy Campaign Proposals," and our group projects stressed the importance of these concepts, while providing us with real-life examples of how these concepts can affect an organization and the public's perception of it.

This class also allowed me to understand how important it is to focus on an organization's staff and to ensure that they have the resources and knowledge needed to perform their job duties, to the best of their abilities. I believe that this lesson will be extremely valuable to me as an information professional. Overall, this class has had an everlasting impression on me, and has made me into a stronger information professional.

Here is another:

> Over the course of this semester my understanding of concepts in marketing and advocacy and how they apply to information organizations has evolved tremendously. Prior to this course, I had only seen marketing and advocacy through the lens of social media marketing and other traditional forms of promotional marketing. This course was challenging, but really prepared me for the many exciting avenues libraries can take when looking to promote their services. It is exciting to think that we are in a time of re-branding libraries and this course reviewed

many techniques and tools that can be used to help promote libraries internally and externally. I especially liked learning about how important it is for libraries to create a whole experience for their customers.

Overall, the above comments reveal how students' perceptions about marketing evolved. Their comments reflect their appreciation for the relevance, application, and usefulness of internal marketing, branding, advocacy, and social media marketing in connecting with the user communities. Furthermore, their reflections demonstrate how their understanding of the marketing concept expanded beyond simply a promotional tool or a "buying and selling' proposition. They appear to have been inspired by learning that marketing is all about meeting communities' information needs, demands, and wishes by providing robust, meaningful, and memorable library experiences.

Students' Comments from the Instructor's Course Evaluations

In addition to students' reflections in the wrap-up discussion, their feedback in the official course evaluation further confirmed their appreciation of learning about marketing as a holistic concept rather than only as a promotional tool. Their viewpoints are reflected in the comments below.

"Considering that library and information science organizations don't practice marketing techniques it was im-

portant to learn them in this course."

"All relevant reading from across the board! I was able to learn about all that comes with marketing (which is a lot). It is more than just advertising which I came into the class thinking. The assignments were very useful and focused on real-world scenarios. The case study discussion boards were particularly useful, and the marketing plan assignment was very eye-opening."

"This course was very relevant and helped me to learn a lot about marketing. I have no background in it, so I found this course very beneficial."

The content analysis of students' reflections relied on such a small sample size that the findings cannot be generalized. However, it does suggest that marketing education and training can help remove conceptual misperceptions and barriers that information professionals might have about marketing.

Discussion

There is no dispute that marketing is considered an important competency for contemporary information professionals as reflected in the academic literature and competency statements of various professional associations. This is clearly evident in a plethora of published scholarly activities in the area of LIS marketing from practitioners and researchers. However, despite the significant growth in the academic literature, many information professionals still have a sparse or er-

roneous perceptions about marketing. As a result, their worldview of marketing is quite narrow and limited and does not expand beyond promotion as "buying and selling." This viewpoint may be attributed to the findings presented in the previous sections, which suggest that marketing is not a major area of focus in LIS programs. Similar findings are also highlighted in previous studies (Brown & Albright, 2013; Davis, 1988; Webber, 2006; Winston and Hazlin, 2003).

Most LIS schools are still falling short when it comes to offering marketing courses on a regular basis. In reviewing the online program and course descriptions of the 60 ALA-accredited graduate schools in the United States and Canada, it became apparent that only 40% of them (24 of 60) listed a marketing course in their curricula. This suggests that LIS students have a limited exposure to dedicated marketing courses. Far from making marketing courses a part of the core LIS curriculum, LIS programs do not even seem to provide them as an elective on regular basis. Even though students are exposed to the importance of marketing in other courses, this limited exposure is not adequate to develop a deep understanding of marketing concepts. Students remain ill-equipped with marketing skills due to the lack of a deep theoretical foundation in marketing.

Only eight of the 24 LIS schools had made their marketing syllabi publicly available. It is important that that LIS schools make their course syllabi more publicly available. This accessibility would enable prospective students to better understand the content of courses offered. Furthermore, viewing a syllabus could encourage students to take a marketing course or point them to course readings if they cannot take the marketing course at the time it is offered.

As noted above, four LIS schools included both "marketing and advocacy" in their course titles and two others offered an exclusive course in advocacy. While the "marketing and advocacy" courses tended to focus on providing a balance of marketing and advocacy in an explicit manner, the two "advocacy" courses covered the topic of advocacy in depth. Consequently, the LIS programs that offered these advocacy-only courses only marginally covered the application of marketing concepts, processes, and techniques. It is unclear why a course exclusively covering advocacy would be favored by those LIS programs.

The review of the online marketing curricula of ALA-accredited programs also revealed an interesting pattern emerging in marketing/advocacy course-naming conventions in recent years. The exact rationale behind the shift in course naming conventions is difficult to ascertain without discussing it with the individuals directly involved in course development. However, the change in course naming conventions may be attributable to the ALA's emphasis on library advocacy issues and

its successful advocacy campaigns. As a result, the ALA appears to have downplayed the use of marketing terminology in favor of advocacy in its highly successful advocacy campaigns and publications in recent years. Furthermore, this emphasis on advocacy also seemed to gain favor with those who were previously opposed to the idea of applying marketing techniques and terminology in information organizations. This assumption is based on the author's experiences participating in faculty discussions that led to the development of marketing and advocacy courses in two different LIS schools.

While marketing and advocacy are inherently related, it is important to recognize differences between marketing and advocacy. Whereas marketing focuses on meeting communities' information needs by developing mutually beneficial, rewarding relationships through providing value-added products, services, and experiences, the role of advocacy is to persuade people who matter to care about library issues (Daly, 2011). While the goal of marketing is to maximize the use of a library's resources by its community, advocacy tends to focus on people who may or may not be library users, but who are committed and care about libraries. As the terms "marketing" and "advocacy" are often used interchangeably, it is important to recognize that these concepts are two sides of the same coin. The scope of marketing is broader than advocacy. While advocacy primarily focuses on communication, public

relations, and forming alliances, marketing involves a number of theories and concepts including market segmentation, marketing mix, marketing planning, integrated marketing communication, and branding. Therefore, it would be appropriate to educate and train information professionals in both marketing and advocacy rather than focusing on one at the expense of other. Regardless, the goal of marketing education in LIS programs should be to create passionate library advocates armed with marketing skills who will stand up for the cause of libraries.

Technological innovations, societal expectations for experiential information services, and the growth of online programming have significantly impacted community expectations for information access, service, delivery, and consumption. These societal changes also require that LIS graduates are equipped with new workforce proficiencies—including effective marketing, advocacy, outreach, and public relations skills—so that they can develop the kinds of strategic partnerships with the vendors and communities that are desired by employers (ALA, 2014; McClelland, 2014; Okamoto and Polger, 2012). Similar findings were revealed in recent studies conducted at the University of Maryland (Bertot, Sarin, & Percell, 2015) and St. John's University (2017). It is important to ascertain that the LIS programs educate and train the next generation of information professionals in developing skills in preparing a marketing plan, developing an advocacy campaign proposal, envisioning

rebranding or devising a new brand strategy, having a vision for internal marketing as a holistic approach, and facilitating conversation in the community. It is critical that the LIS schools acknowledge and address the emerging trends in the scholarly literature by offering marketing education and training on a regular basis.

It has been evident in the academic literature that many LIS professionals consider marketing primarily as a promotional activity rather than embracing marketing as a holistic approach. There are also many LIS professionals who are reluctant about marketing using marketing terminology and jargon due to its association with profit-oriented business organizations. LIS programs can certainly help evolve the perceptions of next generation of LIS professionals by offering a marketing course on a regular basis. This was clearly demonstrated in the findings of LIS students' reflections about a marketing course and how their views evolved. Similarly, information organizations might also consider finding a psychologically more accepted term to replace the term "marketing" that could describe the activities of managing the organization's customer relationships, if the confusion and resistance of marketing at a conceptual level cannot be removed (Grönroos, 2004). Information organizations might also search for a new creative conceptualization of marketing, if information organizations find it challenging to embrace a conceptual system that originated in the profit sector.

This would eventually help develop and implement a shared understanding and culture of marketing in information organizations.

Conclusion

Marketing is clearly considered one of the most important competencies for information professionals, as evidenced by the professional demand and academic literature. Professional associations have been constantly focusing on finding ways to enhance marketing competence of information professionals by providing continuing education, training, and workshops in marketing. However, despite a significant interest and substantial body of academic literature, some information professionals hold erroneous perceptions of marketing. As a result, there remains a discomfort in using marketing terminology and jargon. Consequently, many information professionals prefer using the terms "advocacy," "outreach," and "public relations" rather than "marketing". These misperceptions and conceptual barriers could easily be removed by laying a strong marketing foundation through education of LIS students. It is important that LIS schools respond to the needs and professional demands of information organizations by providing a marketing course on a regular basis to equip future information professionals with useful marketing and advocacy skills.
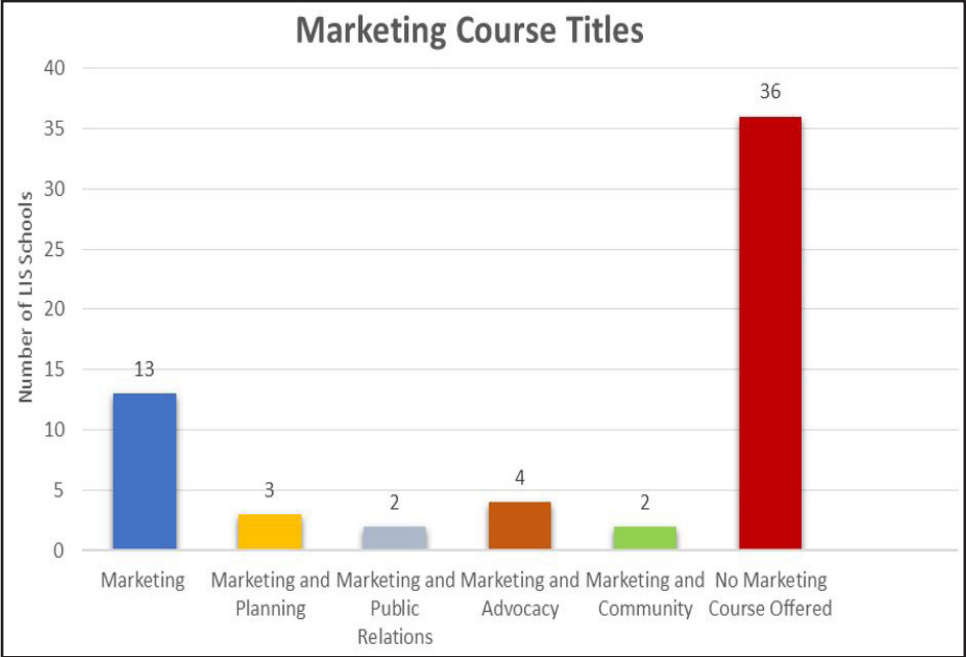
Figure 1. Marketing course titles in LIS programs

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Appendix A: Marketing Course Titles in LIS Schools

No.	LIS School	Course Title & Catalog/Syllabus Link
1	University of Alberta	LIS 546 Marketing Libraries and Information Services https://www.ualberta.ca/school-of-library-and-information-studies/courses/on-campus-graduate-courses/lis-546-outline
2	The University of Arizona	LIS 559 Marketing Library & Information Services to Communities https://ischool.arizona.edu/courses/lis-559-marketing-library-information-services-communities-3-010-1
3	The University of British Columbia	LIBR 570 Marketing in Information Organizations http://slais.ubc.ca/libr570/
4	San José State University	INFO 283-10 Marketing of Information Products http://ischoolapps.sjsu.edu/gss/ajax/showSheet.php?id=7160
5	The Catholic University of America	LSC 772 Marketing Libraries and Information Services http://lis.cua.edu/courses/courses.cfm
6	Florida State University	LIS 5602 Marketing of Library and Information Services http://ischool.cci.fsu.edu/academics/courses/grad/#mast
7	Valdosta State University	MLIS 7240 Marketing Library Services http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/mlis_7240_sp16_syll.pdf
8	Dominican University	LIS 761 Marketing and Public Relations http://sois.dom.edu/academics/courses?page=1

No.	LIS School	Course Title & Catalog/Syllabus Link
9	University of Illinois at Urbana-Champaign	Information Service Marketing http://ischool.illinois.edu/academics/courses/catalog LIS 590
10	Simmons College	LIS 599E: Advocacy and Marketing for Libraries http://courses.simmons.edu/summer/l LIS 599E
11	St. Catherine University	LIS 7610 Marketing and Public Relations http://catalog.stkate.edu/graduate/course-descriptions/lis/
12	University of Missouri	9438 Marketing and Libraries http://sislt.missouri.edu/courses/
13	University of North Carolina at Chapel Hill	INLS 786 Marketing of Information Services https://sils.unc.edu/courses
14	SUNY Buffalo	LIS 531: Marketing of Information Services http://gse.buffalo.edu/admissions/course-descriptions?department=Library+and+Information+Studies&course_number=&course_description=&field_coursetitle_value
15	St. John's University	LIS 263: Marketing and Advocacy in Information Organizations http://sjudlis.com/wp-content/uploads/2017/03/LIS-263-Marketing-and-Advocacy_Revised-01-08-2017.pdf
16	Syracuse University	IST 613: Library Planning, Marketing, and Assessment http://coursecatalog.syr.edu/preview_program.php?catoid=12&poid=6148

(Appendix A, cont.)

No.	LIS School	Course Title & Catalog/Syllabus Link
17	Kent State University	LIS 60609: Marketing the Library https://keys.kent.edu:44220/ePROD/bw-ckctlg.p_disp_course_detail?cat_term_in=201680&subj_code_in=LIS&crse_numb_in=60609
18	University of Ottawa	IS 6352: Marketing and Advocacy for Information Organizations http://catalogue.uottawa.ca/en/courses/isi/
19	Clarion University of Pennsylvania	LS 580: Library Marketing and the Community http://www.clarion.edu/academics/catalog-and-class-schedules/2013-2015-Graduate-Catalog.pdf
20	University of Texas at Austin	INF387M: Information Marketing https://www.ischool.utexas.edu/courses/course_descriptions
21	Texas Women's University	LS 5823 Library Marketing and Advocacy http://catalog.twu.edu/graduate/professional-education/library-information-studies/#courseinventory
22	University of Washington	LIS 581 Marketing and Planning for Libraries http://www.washington.edu/students/crscat/lis.html
23	University of Wisconsin-Madison	3021: Creating a Marketing Plan for Your Library https://slis.wisc.edu/continuing-education/marketingplan/
24	University of Wisconsin-Milwaukee	622: Information Marketing http://uwm.edu/graduateschool/library-information-science/#a20

(Appendix A, cont.)

Appendix B: Advocacy Courses in LIS Schools

No.	LIS School	Course Title & Catalog/Syllabus Link
1	University of Toronto	**INF2152H** Advocacy and Library Issues https://ischool.utoronto.ca/current-students/programs-courses/courses/?-search=marketing&all
2	Emporia State University	**LIS 868** Advocacy and Information Organizations http://www.emporia.edu/slim/studen-tresources/schedules/course-descrip-tions.html