
Reaching Beyond the Stacks: Public Services Marketing Strategies at a Caribbean University Law Library

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Abstract: This article presents a qualitative case study of the marketing and outreach strategies employed by the Public Services Division of a University Law Library in the Caribbean. Drawing from Armstrong and Kotler's value-creation framework, the study explores how faculty engagement, student engagement initiatives, branding efforts, and digital marketing practices are implemented within a specialized legal education environment. The findings illustrate how a tailored marketing approach, supported by collaborative partnerships, targeted programming, and continuous assessment, is associated with enhanced visibility and sustained user participation. Descriptive indicators, including high participation in first-year orientation sessions (approximately 90% of an incoming cohort of 160 students), regular faculty consultations across a faculty of approximately 14 full-time members, and an average of five workshops per semester, provide contextual insight into engagement levels. The paper concludes by outlining practice-oriented strategies that integrate relationship building, data-informed outreach, and adaptive digital practices to sustain relevance in a regional legal education context.

Keywords: academic law library marketing; faculty engagement; student engagement; branding strategies; Caribbean legal education

Introduction

Marketing within academic libraries has evolved beyond promotion and publicity to encompass strategic relationship management, community building, and brand development. This evolution is particularly significant

within specialized environments, such as law libraries, where patrons' information needs are complex and the legal information ecosystem is continually changing. This paper, however, focuses specifically on the Public Services Division of a University Law Library, which is led by one professional librarian responsible for reference and research assistance, circulation, user education, outreach, and coordination of some marketing and engagement activities. The scale of the Division's marketing efforts must therefore be understood within the context of a single-librarian model operating within a specialized academic environment. The paper does not examine the entire marketing approach of the Law Library, but rather the Division's targeted initiatives designed to enhance user interaction, promote resources and services, and strengthen the library's visibility within the academic and professional legal community.

At a University Law Library, marketing efforts are driven by the dual objectives of fostering academic success and strengthening the library's visibility within the Faculty of Law and the wider legal community. The terms "legal fraternity" and "legal community" used throughout this paper refer to this broader network, including students, faculty, alumni, and, mostly, practitioners and judges, whose interactions with the library shape its role as a hub of regional Caribbean legal scholarship and professional development.

The Faculty of Law at the University occupies a distinctive place in the Caribbean's legal education landscape. Established with three law faculties, it provides undergraduate and postgraduate legal education to students from across the English-speaking Caribbean. Graduates of the Faculty proceed to professional certification through the external Law Schools, institutions that train attorneys who practice throughout the region. Consequently, the University Law Library serves a diverse and transnational community, supporting both academic and professional legal development. Its marketing

activities must therefore address the dual imperatives of academic instruction and the broader professional expectations of the Caribbean legal system.

This case study responds to a recognized gap in the literature on law library marketing; although the approaches may align with other academic libraries, it is important to note how these areas are addressed from the perspective of a law library. As such, it offers a case-based examination of the strategies and practices employed at the University Law Library's Public Services Division. While academic libraries globally engage in outreach and brand development, law libraries face unique challenges: specialized databases, citation standards, and a client base that includes students, faculty, and practicing lawyers. These nuances demand marketing approaches that are both targeted and adaptable.

By documenting specific practices of the Public Services Division at the University Law Library, this paper contributes to a growing body of research on how academic libraries, particularly those in small, specialized, or regional contexts, can effectively engage their communities and sustain relevance in the digital age. In exploring these dynamics, the following literature review situates the study within the broader discourse on academic library marketing, emphasizing how themes of faculty engagement, student engagement, branding, and digital marketing inform the evolving identity and strategic direction of the University Law Library.

Literature Review

This literature review examines the theoretical and practical frameworks that inform the marketing and outreach initiatives of the Public Services Division of the University Law Library. It focuses on how this division designs and implements user engagement, branding, and promotional activities to enhance visibility and relevance within the Faculty of Law and the wider Caribbean legal community. The discussion does not assess the entire library's

marketing operations but instead explores the Division's approach as a case of targeted, service-oriented marketing in a specialized academic context.

Drawing from library science and marketing theory, the review highlights how academic libraries adapt business models, such as Armstrong and Kotler's (2017) value-creation framework, to foster user engagement and institutional identity. It is organized around five key themes: library marketing, faculty engagement, student engagement, branding, and digital marketing. Together, the themes frame the Division's strategic approach to marketing and public service delivery.

Library Marketing

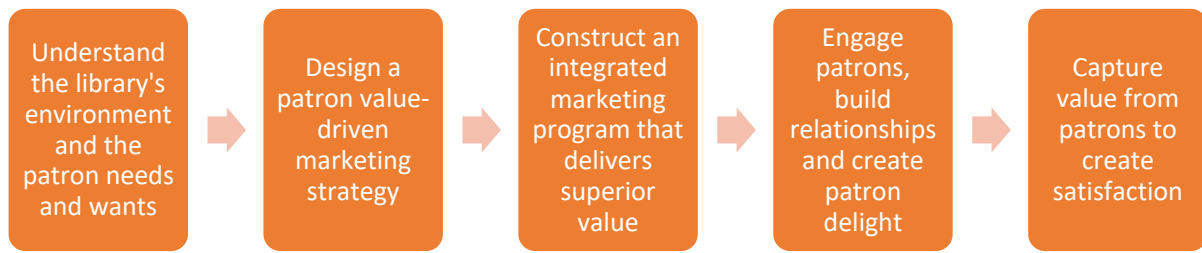
Marketing in academic libraries has evolved from simple promotion to a strategic process integrating communication, relationship management, and value creation. Armstrong and Kotler (2017, p. 30) provide a marketing foundation adaptable to libraries, emphasizing understanding user needs, creating value-driven services, and cultivating long-term relationships (see Figure 1). This mirrors libraries' missions to deliver educational value through access, expertise, and learning support.

Figure 1

Library's Marketing Process – Creating and Capturing Patron Value

Below is a table entitled the library's marketing process- creating and capturing patron value. The first step is to understand the library's environment and the patron's needs and wants. The second step involves designing a patron value-driven marketing strategy. The third step is to construct an integrated marketing program that first delivers superior value. The fourth step is to engage patrons, build relationships and create patron

delight. Finally, the fifth step is to capture value from patrons to create satisfaction.



The library engagement model below (see Figure 2) adapts classical marketing stages to a law-library-specific cycle, emphasizing relationship building, user-centered design, and evidence-based outreach. It positions the library as both an instructional partner and a service brand within a legal education ecosystem. The model illustrates a continuous cycle of understanding user needs, designing value-driven services, communicating through targeted strategies, delivering high-quality experiences, and evaluating performance through data-informed assessment.

Figure 2

Library Engagement Model

The following table represents the law library engagement model: adapting marketing stages for legal education. This table includes the following stages; understand user needs, design value services, deliver quality experiences, evaluate and assess, and communicate effectively. The table is cyclical and the center text is entitled instructional partner and service brand.

Law Library Engagement Model

Adapting Marketing Stages for Legal Education



Broady-Preston (2013) and Schmidt (2006) argue that service organizations, including libraries, must refocus traditional marketing toward trust, satisfaction, and collaboration. The report *Re-branding Academic Libraries in Tough Times* (2010) advanced this perspective, framing libraries as brands that must continually communicate relevance. Sparks (2017) and Thompson (2018) further contend that branding expresses institutional mission through storytelling, design, and consistent user experience.

According to Nafisah et al. (2024) and Choi and Joo (2021), organizational culture and leadership determine whether digital marketing succeeds, as empowered staff ensure sustainability. Rose (2024) reinforces that visibility in digital environments depends on balancing technological competence with human-centered service. Together, these perspectives mark a shift toward relational and value-based marketing, where success is measured by engagement and relevance rather than by statistics.

In summary, library marketing integrates classical principles of value creation with data-driven, user-centered practices, an approach reflected in the Public Services Division's role at the University Law Library.

Faculty Engagement

Faculty engagement is a cornerstone of academic library marketing. Faculty act as both clients and advocates, and their collaboration shapes library visibility and integration. Ajayan and Thanuskodi (2024) show that moving from transactional to collaborative relationships, through research support and curriculum alignment, strengthens engagement and institutional impact.

Athukorala and Jayasundara (2025) highlight the role of digital communication in bridging gaps between librarians and faculty, facilitating real-time collaboration and information exchange. Rose (2024) similarly urges libraries to act as proactive advocates, promoting expertise in scholarly communication and legal research.

Armstrong and Kotler's (2017) segmentation theory supports tailored messaging to distinct faculty roles. Choi and Joo (2021) found that faculty prefer personalized, professional communication, such as curated newsletters or individual consultations. Ali et al. (2025) and Ajayan and Thanuskodi (2024) confirm that co-hosted workshops and teaching collaborations enhance both visibility and trust.

Broady-Preston (2013) notes that service marketing thrives on open communication and adaptability. Continuous training and leadership support are therefore essential. Overall, faculty engagement functions as both marketing and relationship management. For the Public Services Division, sustained collaboration, through embedded instruction, consultations, and research support, anchors the Law Library's reputation as a pedagogical and scholarly partner within the Faculty of Law.

Student Engagement

Students are the most visible and diverse stakeholder group, making them central to library marketing. Sobel (2009) found that early engagement through orientation, tours, and interactive sessions fosters awareness and long-term loyalty. Student engagement, therefore, combines academic support with emotional connection.

Digital transformation has expanded these efforts. Athukorala and Jayasundara (2025) note that social media enables informal, conversational outreach. Ali et al. (2025) show that digital portals and help desks integrate marketing and instruction by embedding the library into students' learning routines. For law students, such integration is crucial given their reliance on specialized databases, such as Lexis+, Westlaw, and vLex. Wang et al. (2025) reinforce that adaptability and evidence-based strategy are vital for remaining relevant in competitive digital spaces.

Physical presence remains equally important. Rose (2024) describes the library where environment and interaction communicate institutional identity. Broady-Preston (2013) adds that users co-create value through participation and feedback. Okuonghae (2021) encourages libraries to involve students in producing promotional materials and tutorials.

Within the Public Services Division, these insights translate into hybrid strategies that blend digital, experiential, and peer-driven engagement, such as student-led research showcases and targeted social media updates. These initiatives turn students into collaborators and strengthen the library's learning community.

Gamification as Experiential Engagement.

Gamification, the use of game-based design to enhance engagement, has become an innovative marketing and pedagogical tool in libraries. Jug (2023) argues that gamification transforms routine interactions into

interactive experiences that motivate participation. Reed and Miller (2020) found that gamified orientations improve student attitudes toward libraries and their recall of library services, while Haasio and Madge (2020) reported increased enjoyment and engagement through quizzes and scavenger hunts.

Educationally, gamification supports active learning. Ekici (2021) and Uz Bilgin and Gul (2020) show that game-based strategies improve motivation, collaboration, and sense of belonging, outcomes that align with community-centered learning. In marketing terms, Sparks (2017) and Thompson (2018) link gamification to experiential branding, noting that it strengthens emotional connections through participation. For law libraries, gamified activities, such as “Legal Treasure Hunts” or “Citation Challenges,” combine academic skill development with enjoyment, embodying Armstrong and Kotler’s (2017) experiential marketing model. Such activities foster both competence and community identity.

However, Jug (2023) and Haasio and Madge (2020) caution that poorly designed games may trivialize learning or exclude some users. Effective gamification requires inclusivity, alignment with educational goals, and iterative feedback. Within the Public Services Division, gamification is employed as an educational marketing tool, enhancing legal research instruction, encouraging participation, and reinforcing the library’s image as innovative and student focused.

Branding

Branding and outreach define how libraries articulate their identity and sustain relevance. Thompson (2018) characterizes branding as a disciplined expression of mission, while Sparks (2017) views it as a creative narrative that links service, values, and user experience. Armstrong and Kotler (2017) associate brand equity with authentic communication and consistent satisfaction, suggesting that trust and reliability build loyalty.

Broady-Preston (2013) emphasizes that strong brands depend on the alignment of service quality and institutional reputation. For specialized institutions like the University Law Library, branding highlights both academic authority and accessibility. Athukorala and Jayasundara (2025) and Wang et al. (2025) demonstrate that social media and analytics are central to shaping brand identity, allowing libraries to refine messages based on engagement data.

Outreach extends branding beyond the academic community. Ajayan and Thanuskodi (2024) note that collaborations with faculty, alumni, and professional associations expand institutional visibility. The report *Re-branding Academic Libraries in Tough Times* (2010) found that redefined communication and visual identity improved user engagement. Okuonghae (2021) adds that storytelling through podcasts, videos, and infographics humanizes libraries for digital-native audiences.

For the Public Services Division, branding underscores the library's dual identity as a center for Caribbean legal scholarship and a community-oriented academic partner. Consistent visual design, tone, and storytelling reinforce reliability, while regional collaborations and alumni engagement deepen professional connections. Rose (2024) observes that proactive outreach, especially in hybrid learning contexts, maintains visibility and strengthens institutional presence.

Digital Marketing

Digital transformation now defines library marketing. Wang et al. (2025) identify technology, analytics, and leadership as key to audience engagement. Athukorala and Jayasundara (2025) add that social media turns libraries into participatory communities by enabling real-time interaction. Within the University Law Library, such engagement connects faculty, students, and

practitioners across the Caribbean legal fraternity. The strategic application of digital marketing has also been shown to improve awareness and management of library information resources within academic environments (Ismayilov & Khalafova, 2022).

Summary

The reviewed literature shows that effective library marketing merges theoretical principles with practical innovation to sustain relevance and engagement. Classical marketing frameworks, such as Armstrong and Kotler's (2017) value-creation model, are adapted to emphasize collaboration (Ajayan & Thanuskodi, 2024), digital participation (Athukorala & Jayasundara, 2025), and creativity (Sparks, 2017; Thompson, 2018). Emerging techniques like gamification (Jug, 2023; Reed & Miller, 2020) and co-creation (Okuonghae, 2021) further extend user interaction from consumption to participation.

For the Public Services Division of the University Law Library, these insights provide the conceptual foundation for its marketing and outreach practices. The literature underscores that relationship-based, data-informed, and user-centered marketing transforms library visibility from promotion to partnership, positioning the Division as a bridge between academic support and professional legal education in the Caribbean context.

Methodology

This study adopts a qualitative case study design focusing on the marketing and outreach strategies implemented by the Public Services Division at the University Law Library. The case study approach allows for a rich, contextualized understanding of how a specialized academic law library applies marketing theory to practice, emphasizing the interaction between strategy, user engagement, and institutional culture.

Following Armstrong and Kotler's (2017) marketing process framework, the research explored how value is created and communicated through the Law Library's services and outreach activities. Rather than presenting hypothetical best practices, the analysis documents actual initiatives currently employed at the University Law Library, including faculty consultations, student engagement programs, digital campaigns, and branding efforts. These initiatives collectively form the basis for assessing how marketing strategies are planned, implemented, and evaluated within a legal education environment.

Thematic synthesis allowed the researcher to align observed practices by the Public Services Division at the University Law Library with theoretical constructs from marketing and library science literature. For example, Armstrong and Kotler's (2017) value creation model was used to assess how the library communicates benefits to users, while relationship marketing theory provided a framework for analyzing long-term faculty partnerships.

Library's Approach to Marketing and Promotion

The library adopts a multi-faceted, user-centered marketing approach, which combines traditional outreach with digital strategies to engage patrons. The methodology is qualitative, drawing on reflective practices, observational data, and feedback from key stakeholders, including students, patrons, and legal practitioners.

Faculty Engagement

Faculty engagement is vital to the library's marketing efforts. The Faculty of Law comprises approximately 14 full-time faculty members. Pre-semester consultations are conducted with lecturers teaching foundational courses, particularly Legal Methods, Research, and Writing. These meetings typically occur before the start of each academic year and focus on aligning instructional sessions with course learning outcomes. Integrated library

sessions are delivered as structured components of these courses and generally span one to two instructional hours. The library proactively collaborates with faculty members to integrate library instruction into legal research and writing courses. These include:

- *Pre-semester consultations:* Having meetings with faculty before the academic year to align library sessions with course objectives.
- *Curriculum integration:* Incorporating library tours and research training into foundational courses, such as Legal Methods, Research, and Writing.
- *Ongoing partnerships:* Maintaining open communication channels with faculty members to adapt library services to evolving academic needs.

Student Engagement

The library's student engagement focuses on first-year law students while offering advanced research sessions for students in their second and final year. These strategies include:

- *Library orientation sessions:* Conducting mandatory tours and workshops during the first weeks of the semester.
- *Specialized legal research training:* Providing sessions focused on key databases (e.g., Lexis+, Westlaw, and vLex) and legal research tools (e.g., the Halsbury's Laws of England, OSCOLA Referencing, the Legal Index, etc.).
- *Peer-to-peer promotions:* Collaborating with student representatives to disseminate information through social platforms like WhatsApp and email lists.

Branding

Branding plays a key role in how the library positions itself with the academic community. While librarians often associate branding with external marketing partners or extensive resources, effective library branding can be achieved internally by identifying the library's core values and communicating those consistently to patrons. Thompson (2018) notes that once a library identifies its brand, it can create effective marketing materials and motivate audiences to engage with its services.

Therefore, branding begins with understanding the library's identity as a key academic support system for legal research. This identity is reinforced through consistent messaging, visual materials, and the quality of services provided. The library's approach includes:

- *Library Tours and Orientation Programs:* These sessions not only introduce students to the library's physical layout and resources but also highlight its role in supporting academic success. The tours are integrated into first-year legal research courses to ensure maximum participation.
- *Workshops and Specialized Training:* Sessions, such as the Introduction to Legal Databases and Advanced Legal Research Techniques, are branded as essential skills workshops, reinforcing the library's image as a hub for legal research expertise.
- *Word-of-Mouth Marketing:* The library uses informal networks, like faculty recommendations and peer-to-peer referrals, to strengthen its brand. Faculty members play a pivotal role in endorsing library services, while student representatives help disseminate information through their social circles.
- *Alumni and Legal Community Engagement:* Library services are promoted to law school graduates and practicing attorneys through regional conferences and membership programs.

Sparks (2017) notes that the key stages in library branding included conducting research, clarifying strategy, designing identity, creating touchpoints, and managing brand assets. The library applies these principles through continuous feedback from students and faculty, ensuring that the library's brand constantly evolves in response to user needs and academic trends.

Digital Marketing

While face-to-face interactions remain highly effective in academic library marketing, digital platforms offer additional opportunities to reach patrons. The library adopts a combination of traditional and digital marketing strategies to promote its resources and services.

During active teaching periods, digital posts are typically issued on an infrequent basis of twice a month. Email communications promoting workshops are distributed in advance of each session, with attendance trends indicating stronger engagement when digital messaging is reinforced by faculty endorsement and in-person announcements.

Given the technological fluency of today's law students, the library recognizes the importance of concise, engaging content delivered through preferred digital channels. However, as Sobel (2009) observed, while online communication is convenient, it often lacks the personal connection that fosters deeper engagement. To balance these factors, the library integrates digital marketing with in-person outreach efforts. Key techniques include:

- *Email Campaigns*: Regular emails are sent to students and faculty, highlighting upcoming training sessions. These emails are concise, visually appealing, and include direct links for easy registration.
- *Student Representative Networks*: Due to restrictions on direct solicitation within the university, the library relies on student representatives to share information through popular channels,

such as WhatsApp groups, faculty-specific email lists, and student forums.

- *Posters and Flyers with Digital Integration:* While traditional posters are displayed on library notice boards and student common areas, they often include QR codes that link directly to event registration pages or digital resource guides, thus bridging the gap between physical and digital marketing.
- *Exploring Gamification:* To attract student interest, the library is developing interactive activities, such as Daily Word Searches, Legal Treasure Hunts, and Citation Challenges. These activities are designed not only to engage students in legal research but also to create a fun, competitive environment that reinforces key research skills. Prizes and incentives will be used to encourage participation.

Despite these efforts, the library acknowledges challenges in maintaining students' attention in a digital environment dominated by fast-paced, bite-sized content (e.g., TikTok and Instagram Reels). Therefore, the library's strategy remains flexible, continuously adapting based on student feedback and participation trends to ensure an effective digital outreach program.

Evaluation Methods

The library measures the effectiveness of marketing and promotional strategies through a combination of formal and informal assessment mechanisms:

- *Attendance tracking:* Participation rates in workshops, tours, and events are monitored and reviewed at the end of each semester.
- *User feedback surveys:* Qualitative feedback is collected from students and faculty regarding the usefulness and impact of library services. Sample survey prompts include “Did this workshop improve your confidence in conducting legal research?” and “Which resources

introduced during this session are you most likely to use in future coursework?” Responses are reviewed to identify recurring themes and instructional gaps.

- *Self-evaluation and reflection:* The Public Services Librarian conducts structured semester-end reviews examining attendance patterns, recurring student queries, and faculty feedback. Adjustments to workshop timing, content emphasis, and promotional strategies are made based on these findings.
- *Faculty input:* Faculty members are engaged in ongoing discussions regarding the integration and effectiveness of library instruction within their courses.

Through these mechanisms, the Division continuously refines its marketing practices to align with user needs and observed participation trends.

Limitations

The scope of this case study is limited to the Public Services Division of the University Law Library and reflects its specific institutional and cultural context within the Caribbean legal education framework. While findings may offer valuable lessons for other academic libraries, variations in staffing, technological infrastructure, and community size may influence transferability.

Additionally, the study’s reliance on informal feedback and attendance records means that some outcomes are interpretive rather than statistically verified. However, triangulation of multiple data sources mitigated this limitation to ensure a credible, evidence-based reflection of the library’s marketing impact.

In summary, this methodology establishes the foundation for analyzing how the Public Services Division at the University Law Library integrates marketing theory and professional practice to engage its users. By combining

observation, documentation, and analytics, the study provides both descriptive and empirical insight into the ongoing development of law library marketing within an academic and regional context.

Findings and Discussion

The effectiveness of the marketing and promotional strategies implemented by the Public Services Division of the University Law Library is evaluated in this section. The discussion draws from observations, participation rates, and informal feedback from students and faculty, which highlight both the successes and challenges experienced in promoting library services. It also indicates how such strategies align with marketing concepts and identifies areas for possible improvements.

Faculty Engagement

Faculty engagement remains the cornerstone of the University Law Library's marketing strategy. Recognizing that faculty members are both partners and influencers in shaping students' use of library resources, librarians maintain direct communication channels through semesterly consultations, email updates, and collaborative curriculum support.

One of the most effective marketing strategies is scheduling early consultations with faculty members, especially before the start of the academic year. This allows the library to integrate research skills sessions directly into course curricula. Such consultations are particularly important with courses, such as Legal Methods, Research, and Writing, where the library's involvement became a regular feature of the academic schedule. The collaboration with faculty ensures that library sessions are not seen as optional extras but as an integral part of students' legal education.

At the University Law Library, the Public Services Librarian meets individually with new faculty members at the start of each academic year to discuss research support, course reserves, and instructional integration. One

key strength of faculty engagement is the consistency provided by having the same lecturer for foundational courses over consecutive years. Such continuity provides smooth coordination and allows both the faculty and the library to refine and improve instructional content. Faculty members also act as influential advocates for library services. Their endorsement plays an important role in encouraging students to attend library workshops, as students often prioritize activities recommended by their lecturers.

These interactions strengthen faculty-librarian relationships and serve as marketing touchpoints, reinforcing the library's role as an academic partner rather than as a supplementary service. The approach reflects Armstrong and Kotler's (2017) relationship marketing model, where sustained personal interaction builds brand loyalty and user advocacy.

In summary, the findings suggest that formalized and sustained collaboration with faculty correlates with high levels of student engagement, as reflected in participation rates and workshop attendance. This evidence underpins the recommendation to establish a structured, long-term faculty partnership framework, ensuring that library-led instruction remains embedded within the law curriculum and evolves alongside faculty teaching and research needs.

Student Engagement

Students represent the most dynamic audience within the library's user base, requiring both structured and informal approaches to engagement. The University Law Library employs interactive orientation sessions, peer-led demonstrations, and themed workshops to introduce students to legal databases and research skills.

Special emphasis is placed on first-year students who are new to legal research. Orientation sessions are embedded within scheduled first-year

programming, resulting in participation rates of approximately 90% of an incoming cohort of roughly 160 students. Embedding the sessions within formal course timetables ensures that engagement is consistent rather than voluntary or ad hoc.

These sessions are complemented by specialized workshops covering legal databases, such as Lexis+, Westlaw, and vLex, as well as research techniques involving primary legal research materials like statutes, case law, and secondary sources. Attendance for specialized workshops typically ranges between 15 and 25 students per session, with higher participation observed during peak assessment periods. Unlike most other databases used by students, legal database training is essential to assisting students in locating the relevant statutes and any amendments thereto, and updated case law and any legal precedents thereof. This is further compounded by the fact that case law in the English-speaking Caribbean jurisdictions is not limited to decisions made in local courts but can be drawn from anywhere within the Commonwealth of Nations. During these sessions, students responded positively to hands-on, interactive training sessions that allowed them to apply new research skills in real time.

The introduction of targeted workshops, such as Advanced Legal Research and mastering OSCOLA Referencing, catered to specific needs and provided valuable support throughout the academic year. While these specialized campaigns are well received, voluntary attendance tends to fluctuate. To counter this, the library introduced a “learning on demand” model, allowing student groups to request focused mini-workshops aligned with immediate assessment needs.

The library has also experimented with creative engagement strategies, including gamified activities, such as Daily Word Search, Legal Treasure Hunts, and Citation Challenges. These activities are designed to transform

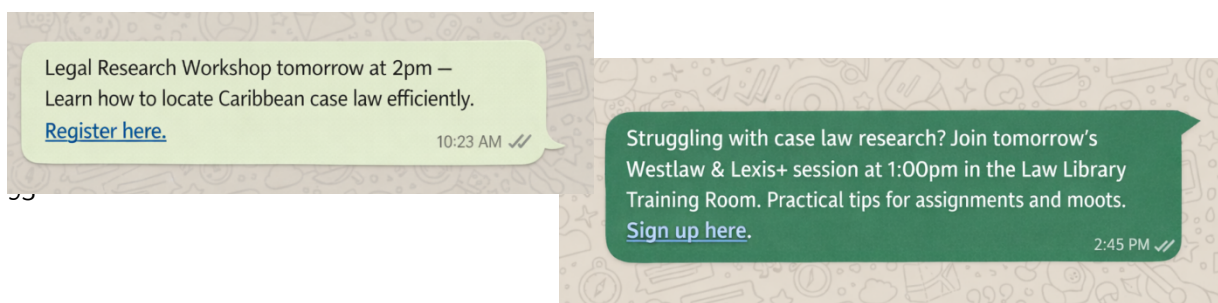
legal research exercises into competitive, reward-based experiences. Early feedback has been positive, suggesting potential for wider adoption once fully implemented. This feedback was gathered through informal post-session discussions and short reflective survey prompts administered following selected activities. Such initiatives demonstrate the library's adoption of motivational design principles identified by Haasio and Madge (2020), which highlight the role of intrinsic motivation in sustained learning.

However, it is important to employ marketing techniques that will sustain students' interest, particularly given the competing demands of coursework and other extracurricular activities. To address this, the library partnered with student representatives to promote workshops through platforms like WhatsApp and faculty-specific email lists, using peer influence to encourage wider participation. These efforts align with contemporary studies (Athukorala & Jayasundara, 2024) and show that authentic, peer-driven content significantly increases reach among digital-native users. For example, student representatives have circulated workshop reminders through WhatsApp groups using concise peer-driven messages (see Figure 3).

Figure 3

Example of Peer-to-Peer WhatsApp Promotion Message

The following graphic below illustrates an example of a peer to peer WhatsApp promotion message. The graphic on the left states: Legal Research Workshop tomorrow at 2pm - learn how to locate Caribbean case law efficiently with a hyperlink for users to register for the workshop. The second graphic on the right states : Struggling with case law research? Join tomorrow's Westlaw and Lexis+ session at 1:00pm in the Law Library Training Room. Practical tips for assignments and moots. There is a hyperlink for users to sign up.



This example demonstrates how peer-mediated communication complements formal marketing efforts by leveraging trusted student networks to increase workshop participation. Collectively, these initiatives suggest that effective student marketing in a law library context must be interactive, participatory, and reflective of contemporary learning environments.

These findings reveal that sustained engagement requires creative, flexible approaches that combine structure with interactivity. The insights inform the recommendation for an expanded student engagement framework that integrates peer promotion, gamified learning, and progressive skill development, while ensuring continuous motivation and stronger alignment with the academic experience.

Gamification as Student Engagement

Gamification has emerged as an innovative and promising avenue for enhancing student engagement at the University Law Library. The introduction of interactive events, such as the Legal Treasure Hunt and Citation Challenge, merges legal instruction with play-based learning. By turning database navigation and citation exercises into interactive competitions, the library successfully cultivates motivation and curiosity among participants. Feedback from students indicates greater confidence in using digital and print research tools after participating in gamified activities. Beyond learning outcomes, these initiatives foster a sense of community, as students often share their experiences on social media, thereby amplifying the library's visibility organically.

The success of these initiatives aligns with Haasio and Madge's (2020) finding that gamified approaches enhance motivation and performance when linked to meaningful learning objectives. The challenge now lies in scaling these activities into formal programs embedded in orientation and research skills training. Taken together, the findings affirm that gamification can serve as both an instructional and marketing tool for law libraries. This evidence underpins the recommendation to expand experimental outreach by developing a structured program of gamified activities that reinforce learning while deepening user engagement and strengthening the library's brand identity.

Branding

The branding efforts at the Public Services Division, University Law Library, focus on establishing a clear identity as an essential academic resource. The library's brand is reinforced through consistent messaging, professional promotional materials, and high-quality service delivery. Faculty endorsements and positive word-of-mouth from students aid the library's reputation and position it as a key partner in legal education.

Workshops and training sessions are strategically branded as part of the students' academic development, rather than as optional library activities. This approach helps to shift students' perceptions of the library from a passive resource provider to an active contributor to their academic success.

Additionally, the library's visibility is boosted through its presence at faculty events, regional law and legal conferences, and outreach activities targeting both current students and alumni. The unique nature of the legal fraternity in the Caribbean drastically affects how branding and outreach are explored. For example, during the library's outreach initiatives, conversations with alumni and practicing attorneys revealed gaps in awareness regarding continued access to some library services after graduation. Many former

students were unaware that they could utilize some library services as alumni or legal professionals. To address this, the library initiated targeted campaigns during students' final year of study, highlighting membership benefits and promoting the library as a lifelong learning resource.

This branding work mirrors Sparks's (2017) model, which frames brand as a composite of experience, perception, and storytelling. By aligning physical spaces, digital platforms, and interpersonal communication under one message, the University Law Library has reinforced user recognition and trust. The consistent design across signage, posters, and social media ensures that every interaction communicates reliability and professionalism, qualities essential to the legal discipline. The library's branding and outreach strategies are also deeply tied to its regional identity as part of the Caribbean legal education community, reflecting the institution's role not only as a repository of legal knowledge but as a cultural and professional nexus.

Overall, the findings demonstrate that consistent branding, authentic storytelling, and extended outreach reinforce the library's professional image and build user trust. These outcomes directly support the recommendation to consolidate the brand identity through cohesive messaging, alumni inclusion, and testimonial-driven campaigns that celebrate the library's impact across all stages of the legal learning journey.

Digital Marketing

Digital marketing has become integral to communicating the library's value. The University Law Library maintains an active presence on Facebook and the Law Library's website. During active teaching periods, digital posts are typically issued twice per month. Email communications promoting workshops are distributed in advance of each session.

Attendance patterns suggest that workshops promoted through a combination of digital messaging and in-person faculty endorsement achieve higher participation than those promoted solely through digital channels. This indicates that digital outreach is most effective when integrated with relational engagement strategies.

While formal analytics dashboards were not fully implemented at the time of this study, attendance tracking and registration patterns were reviewed to identify trends in participation. Future implementation of structured analytics will include monitoring attendance figures, email open rates, workshop registration trends, and database usage patterns following targeted training sessions. For example, attendance reviews revealed lower participation in late-semester workshops, resulting in a shift toward scheduling skills-based sessions earlier in the term and closer to assignment release dates.

These observations reflect Armstrong and Kotler's (2017) principle of continuous assessment, measuring performance, learning from results, and adapting strategy accordingly. Digital marketing within the Division is therefore evolving toward a more structured, evidence-informed approach. In addition, these observed participation patterns align with quantitative research demonstrating that digital marketing practices have a statistically significant positive impact on library service usage and resource visibility when compared to traditional methods (Shah et al., 2021). While the present study adopts a qualitative case-study design, the findings are consistent with broader empirical evidence supporting the effectiveness of digitally mediated outreach strategies in academic libraries.

Summary

In summary, the findings of the Public Services Division at the University Law Library suggest that strategic marketing enhances visibility,

engagement, and user satisfaction. Faculty partnerships have deepened through structured communication and co-teaching. Student outreach has become more interactive through gamified and peer-driven initiatives. Branding and outreach have strengthened the library's professional image within the Caribbean legal community, while digital marketing has expanded its reach through targeted messaging. These findings suggest that sustained engagement and continuous assessment, not isolated campaigns, are the keys to marketing success in specialized academic libraries.

Recommendations

Based on the findings from the Public Services Division of the University Law Library's marketing and promotional strategies, several recommendations can be made to enhance the effectiveness of the services offered and engagement efforts. These recommendations aim to build on existing success while embedding sustainability and evidence-based practice into future marketing initiatives. Such recommendations focus on strengthening faculty partnerships, enhancing student outreach, improving brand efforts, adjusting digital marketing strategies, continuous assessment, and alumni relations. By adopting a universal approach that integrates traditional methods with innovative practices, law libraries can position themselves as indispensable academic resources.

Strengthen Faculty Engagement

Faculty members have always played a crucial role in promoting library services to students. To maximize the impact of faculty engagement, the Division will focus on three areas:

Proactive Collaboration: The Public Services Division will formalize pre-semester consultations with lecturers teaching foundational courses to ensure instructional alignment and sustained collaboration. Regular

check-ins will be scheduled during each semester to maintain communication and assess emerging instructional needs.

Embedded Librarianship: The Division will pilot embedded librarianship (the inclusion of library instruction within specific foundational courses, particularly those in the area of legal research and writing) within two to three core courses in the upcoming academic year, providing structured research support throughout the semester.

Faculty Development Workshops: Workshops on emerging legal research tools will be offered annually to position the library as a partner in scholarly development and instructional innovation.

Effectiveness will be assessed by tracking the number of embedded sessions offered and surveying faculty satisfaction each semester. This approach builds on Armstrong and Kotler's (2017) principle of value co-creation and demonstrates measurable engagement within the law school environment.

Deepen Student Engagement

The learning preferences and engagement habits of students are diverse. To increase participation in library programs and services, librarians must get involved in:

Curriculum-Integrated Instruction: The Division will continue embedding legal research instruction within core curriculum areas to ensure structured engagement across all first-year cohorts.

Peer-to-Peer Marketing: A formal student ambassador model will be implemented to strengthen peer-to-peer promotion through organized digital and in-person channels.

Gamification and Incentives: Gamified instructional activities, such as Legal Treasure Hunts and Citation Challenges, will be expanded into scheduled

semester programs, with modest incentives to encourage participation, such as gift certificates, academic recognition, or prizes.

Learning on Demand: The Division will maintain a learning-on-demand framework, allowing student groups to request customized workshops aligned with assessment needs.

Enhance Branding

The library's visibility and credibility are enhanced through a strong brand identity. To improve branding efforts:

Consistent Messaging: The Division will implement a unified branding strategy to ensure that all promotional materials incorporate consistent visual identity elements, including logos, color schemes, and standardized messaging.

Success Stories and Testimonials: Student and faculty testimonials will be systematically collected and incorporated into promotional campaigns to strengthen authenticity and credibility.

Alumni Engagement: A structured alumni outreach program will be developed to promote continued engagement through digital newsletters, webinars, and regional legal community events.

Refine Digital Marketing Strategy

Although traditional marketing methods remain effective, digital platforms offer opportunities to reach a wider audience. Analytics tools can be used to track reach, engagement, and conversion (e.g., workshop registrations or database clicks). To optimize digital marketing:

Targeted Email Campaigns: Targeted email campaigns will be refined using segmented mailing lists to deliver relevant content to distinct user groups.

Interactive Social Media Content: Social media communications will incorporate interactive content, including polls and short research tips, to encourage engagement beyond static announcements.

Integrated Communication Channels: A combination of email, social media, and in-person announcements will be used to reinforce messages. Cross-promotion on multiple platforms will increase the prospect of reaching students effectively.

Analytics-Driven Improvements: The Division will implement structured analytics tracking, including attendance data, email engagement rates, and workshop registration metrics, to inform evidence-based outreach planning.

Continuous Assessment

The sustainability of marketing initiatives within the Public Services Division depends on structured reflection and ongoing responsiveness to user needs. Continuous assessment is therefore embedded within the Division's routine instructional and outreach activities.

Regular Feedback Collection: The Division gathers feedback through periodic surveys, informal post-session discussions, and consultations with faculty members. Survey prompts typically assess students' confidence in conducting legal research, perceived usefulness of workshops, and likelihood of applying introduced resources in future coursework. These mechanisms provide qualitative insight into user experience and areas requiring instructional refinement.

Data-Driven Decision-Making: Attendance patterns, workshop participation rates, and recurring research queries are reviewed at the end of each semester. While the study does not rely on formal statistical modelling, descriptive participation data inform practical adjustments. For example, lower attendance in late-semester sessions has led to

rescheduling skills-based workshops earlier in the academic term or closer to assignment release dates. Such observations guide incremental improvements to programming and promotional strategies.

Flexible Adaptation: The Division adopts an iterative approach to outreach and instruction. Marketing initiatives are adjusted in response to observed engagement trends, faculty input, and student feedback. This flexibility allows the Division to recalibrate workshop timing, instructional emphasis, and communication channels as student learning behaviors and technological environments evolve.

Self-Evaluation Practices: Reflective review forms part of the Division's professional practice. At the conclusion of each semester, the Public Services Librarian assesses the effectiveness of instructional sessions, promotional efforts, and faculty collaborations. This process identifies strengths, areas for development, and opportunities for innovation, ensuring that marketing efforts remain aligned with the academic and professional needs of the Faculty of Law.

Expand Alumni and Legal Community Engagement

The library's relationship with the Caribbean regional legal fraternity offers an untapped avenue for advocacy and outreach.

Strengthen alumni connections: Develop a structured alumni engagement program that keeps past students connected to the University Law Library through digital newsletters, webinars, and invitations to library-led professional events.

Feature alumni success stories: Integrate short alumni profiles into the library's social media campaigns and newsletters to highlight the library's ongoing impact beyond graduation, reinforcing its value to the regional legal fraternity.

Collaborate with professional associations: Partner with local bar associations, judicial training bodies, and other legal organizations to co-host research workshops or legal information sessions, strengthening ties between the academic and professional communities.

Conclusion

The experience of the Public Services Division at the University Law Library suggests that effective library marketing in a specialized academic context depends on a deliberate blend of strategic planning, collaboration, and adaptability. What emerges from this case study is not a single campaign or isolated set of initiatives, but a culture of engagement that aligns the library's objectives with the academic and professional needs of its community.

Faculty engagement has emerged as a central element of that culture, reinforcing the library's role as a partner in legal education. Regular consultations, embedded instruction, and resource collaboration have fostered trust and sustained relevance. Among students, creative, learner-centered initiatives, such as interactive orientations, gamified research activities, and peer promotion, have transformed the library from a support service into a dynamic learning partner. These practices suggest that meaningful marketing within a law library context is rooted in sustained relationships and reinforced through participatory engagement.

The library's branding and outreach work have also reshaped its visibility within the Faculty of Law and the wider Caribbean legal fraternity. By unifying its visual identity, messaging, and storytelling, the University Law Library has built a brand grounded in professionalism, accessibility, and community service. This consistent and authentic representation enhances user recognition and positions the library as a lifelong academic ally, extending its impact far beyond the campus.

Equally, digital marketing has expanded the library's reach and responsiveness, ensuring that communication remains relevant in a technology-driven environment. The integration of social media outreach and emerging analytics tools signals a gradual transition toward evidence-based marketing and continuous improvement. Combined with experiential initiatives such as gamification, these strategies collectively contribute to stronger user engagement and deeper learning outcomes.

Ultimately, the findings suggest that marketing within the academic law library is not peripheral but central to its mission. It is a form of relationship management, one that translates theoretical marketing principles, such as Armstrong and Kotler's (2017) value creation, relationship marketing, and continuous assessment, into practical, context-specific actions. As the Public Services Division of the University Law Library continues to refine its practices, future directions will focus on formalizing faculty partnerships, expanding alumni engagement, integrating gamified learning into curricula, and adopting advanced analytics to evaluate impact. By doing so, the University Law Library reaffirms its commitment to innovation, collaboration, and lifelong learning. Its approach illustrates that when marketing is intentional, authentic, and user-focused, it becomes more than outreach; it becomes an enduring part of the educational experience and a cornerstone of institutional identity.

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