

## 10 Ways to Boost the Impact of Your Research: A Case Study in Campaign Marketing

**Jessica Howie**

Researcher Support Librarian  
University of Waikato

**Anne Ferrier-Watson**

Academic Liaison Librarian  
University of Waikato

**Abstract:** There is work to do in raising both the awareness and credibility of libraries as partners in the research lifecycle. However research reveals that often library marketing activities are not strategic, integrated or well-grounded in market research. This case study explores a campaign entitled “10 Ways to Boost the Impact of Your Research”. What began as a resource was developed into an integrated series of promotional activities culminating in a 10-week email marketing campaign. This article briefly explores the literature, outlines the goals of the campaign, the processes involved in its implementation, and describes how it was evaluated.

**Keywords:** campaign marketing, research impact, outreach, scholarly communication, video, email campaign

### Introduction

The University of Waikato’s motto is *Ko Te Tangata (For The People)*, which reflects the strong ties the University has with its community. This philosophy is embodied through the production and dissemination of impactful research. The “10 Ways to Boost the Impact of Your Research” (Appendix A) is a marketing device employed by the Library to promote the wider suite of tools and services to assist academic staff at the University of Waikato to achieve their research goals. In 2019 a series of videos was produced which formed the basis of a focussed 10-week email campaign.

With the heavy demands of teaching, research and administration, academic staff must use their time and attention judiciously. Any initiatives that might require changes to established behaviours need to be handled carefully and framed strategically. A 10-point graphic is attention-grabbing and easily digested, making it much more likely to be engaged with than lengthier forms of communication. The “10 Ways to Boost the Impact of Your Research” has a conceptually predictable format and is useful even if only skim-read. It invites further engagement, either by “clicking through” in the online version or by acting on the tips, for example booking a consultation with an Academic Liaison Librarian or attending a workshop. In essence, it is a resource in itself and a gateway to further resources and services, as well as being a vehicle for promotion.

The scalability and modularity of the “10 ways” concept allows it to be used in multiple ways. It can be remixed for different audiences and lends itself to a wide range of promotional vehicles and contexts, making it the perfect basis for campaign marketing. Campaign marketing is distinguished from basic outreach by its consistency of message across a diverse range of platforms, repeatedly and over a period of time (Potter, 2018).

The campaign had three objectives:

- 1 - To provide academic staff with achievable ways to improve the visibility and reach of their research;
- 2 - To strengthen the perception of librarians as a source of research support alongside other University units; and
- 3 - To extend engagement with library tools and programs.

## **Literature Review**

A considerable amount has been published on marketing activities, and, more specifically, promotion, in libraries. Research and case studies in academic contexts tend to focus on outreach to students rather than staff, and explorations of scholarly communication outreach are even rarer. While words like promotion, outreach, marketing, advertising and advocacy are often used synonymously, there are subtle (and often variable) distinctions between them. Marketing is generally accepted to be the overarching term used to describe a range of activities, which may include research, promotion and assessment, among other things (Hauser, 2019). Advocacy is especially worthy of distinction, given that it is almost

always associated with advancing library causes and interests (Diaz, 2019). Advocacy and marketing are closely interrelated, and marketing efforts are more likely to be successful if they are carried out alongside advocacy activities such as stakeholder engagement.

## **Libraries and Marketing**

That librarians understand the need for marketing is clear (Kennedy, 2010; Vasileiou & Rowley, 2011), but there is some doubt as to how well marketing activities are executed in line with professional marketing norms (Hauser, 2019; Lei & Gu, 2017; Potter, 2012). It is acknowledged that dedicated marketing roles in libraries are rare (MacArthur, 2014; Polger & Okamoto, 2013) and that most of those with marketing responsibilities are expected to juggle this alongside their other work. Perhaps the most damning evidence comes from Polger and Okamoto (2013), whose research revealed that most of those engaged with promotion had no marketing background and spent less than 20% of their time on marketing activities. Douglas (2015) and Wakimoto (2015) both point out the ad-hoc nature of design and visual communication in libraries, which is concerning given that Polger and Okamoto (2013) found that flyers, posters and bookmarks were the most popular promotional activity for librarians. At the crux of this problem seems to be a lack of strategic intention (Swanberg, Mi, Engwall, & Bulgarelli, 2018; Vasileiou & Rowley, 2011), which leads to some promotional activities being disconnected from their audience and the wider organisation (Kennedy, 2010; Lei & Gu, 2017). Suspected reasons for this range from logistic - lack of skills and resources (Germano, 2010; McClelland, 2014) to holistic - the lack of a marketing culture (Robinson, 2012).

## **Marketing Best Practice**

Marketing literature shows that a systematic approach is key to successful promotion. The existing body of work uniformly calls for any marketing activity to begin with a thorough breakdown of both the target audience and the goals of the initiative (Bonella, Pitts, & Coleman, 2017; Del Bosque, Mitola, Skarl, & Heaton, 2017; Hauser, 2019; Parente, 2015; Potter, 2012), as well as plans for measuring success (Hauser, 2019; Lei & Gu, 2017; Potter, 2012). All decisions should be informed by these insights, including the offering itself.

The next most important factor is the nature of the content - it must be unified (Otto, 2016), clear (Potter, 2012) and draw on shared understandings (i.e. be free from jargon). Both Potter (2012) and Dunne (2017) talk of the power of brevity and conciseness, and Alison Circle goes so far as to say “Don’t tell them everything, they don’t care” (as cited in Potter,

2012, p.80). Librarians have a wealth of knowledge, which they are often passionate about disseminating, but the reality is that messages need to be much more in line with the kind of brevity normalised by social media in order to hit their mark. Repetition is also a central tenet (Bonella et al., 2017; MacDonald, VanDuinkerken, & Stephens, 2008; Potter, 2012), which is the basis of campaign marketing specifically. The content also needs to speak directly to the motivations of the audience, communicating a clear value proposition (Dunne, 2017; MacArthur, 2014; Otto, 2016; Thorpe & Bowman, 2013). Although libraries are not “selling” a “product” in the conventional sense, it can help to think of library promotion in business terms. Successful marketing sells a benefit rather than a product. A sentiment attributed to various business experts including Theodore Levitt (of the Harvard Business School) is encapsulated in the adage “People don’t want to buy a quarter-inch drill bit. They want a quarter-inch hole!”. Furthermore, “cost” can be thought of in terms of researcher time. In considering the service, they will weigh up the time involved in taking up the call to action against the benefit of doing so (Dunne, 2017; Potter, 2012). Thus, the particular terms used must convey value to the specific target market (Otto, 2016), who will also be influenced by a range of other factors unique to them.

### **Reaching Out to Faculty**

Market segmentation is key to successful promotion (Potter, 2012). The marketing literature has evolved from segmentation based on demographic factors (age, gender) to a more nuanced approach, encompassing values, behavioural traits, needs and user characteristics (MacArthur, 2014). University environments are hierarchical and motivators are tied to academic processes such as promotion, funding and research assessment exercises. Otto (2016) observes that motivations can be contradictory - what one person might find motivating, another might find demotivating. In an academic context, motivation is often tied to career stage. One study showed that early career researchers engage easily with small changes, and have been particularly open to changes associated with research impact and collaboration, making them a logical target for scholarly communication outreach (Nicholas et al., 2019). The research also shows that email is a preferred method of communication for this group (Hazlitt, 2015) especially among doctoral students especially (Smith et al., 2019). Worryingly, the same study also showed that this group primarily saw libraries merely as repositories for full-text papers, indicating that there is still much to be done in working with this group.

### **Measuring Success**

The final stage in the marketing lifecycle is assessment - the process of determining to what extent the promotional activity has met its goals. As mentioned earlier, optimal assessment is achieved when ways to measure success are factored in at the planning stages (Potter, 2012). It follows that the method of assessment should be informed by the goals of the initiative (Lei & Gu, 2017). Scholarly communication makes for a challenging assessment context, since much outreach is aimed at raising awareness - one of the most difficult factors to measure (Hauser, 2019). While quantitative measures remain the gold standard of assessment (MacDonald et al., 2008), it is important to decide at the outset, what is of value to the initiative and then devise ways to measure that, rather than place undue value on what can be easily measured (Kennedy, 2010; Lei & Gu, 2017; Wright, 2013). Realistically though, this must be balanced against the need to prove the merit of the initiative to library stakeholders (who may be inclined towards quantitative measures). Several scholars have noted the frustration associated with measuring success when many indicators are anecdotal or intangible - such as hallway conversations and unsolicited feedback (Hauser, 2019; MacDonald et al., 2008; Otto, 2016; Swanberg et al., 2018; Wright, 2013). Hauser (2019), nevertheless, considers that anecdotal feedback such as “increased satisfaction, as evidenced by positive comments at service desks” (p.12) has value, and encourages librarians to be creative in their assessment efforts.

Even where there are quantitative measures (such as door counts and usage statistics), it is difficult to correlate these with the promotional activity undertaken. The time and cost associated with a formal assessment (which may involve surveys, polls or interviews), is identified as a barrier, along with some scepticism as to how truthful people are when providing formal feedback (Potter, 2012).

## **Description of Campaign**

### **Background**

The University of Waikato is a regional university in the North Island of Aotearoa/New Zealand. Around 10,000 students attend (600 of which are research postgraduates) and the University employs around 600 staff (University of Waikato, 2018). The library employs 10 Academic Liaison Librarians who support research postgraduates and academic staff and in 2017 a Researcher Support Librarian was appointed in order to support their activities and develop services in the area of scholarly communication (research profiles, bibliometrics, open access and research data management).

In 2018, University of Waikato staff were surveyed about their research practices and their perceptions of the University Library. The results revealed several areas of concern. The majority of academic staff did not realise that the library had the expertise to provide a range of research support. For example, less than 30% of surveyed academic staff were aware that the library offered support for strategic publishing, and at the same time, around half of the respondents considered support for strategic publishing was of little value to them (Ithaka S+R, 2018). This puts the Library in the position of having to persuade its audience not only that support exists in this area, but also that this support could provide considerable value throughout the research lifecycle. There is also work to do in raising awareness of the Library's role as expert providers of research support alongside non-traditional partners such as Marketing and Communications, and Information and Technology Services.

The survey results also brought to light a number of other areas for improvement. Despite the University having a clearly defined set of Open Access guidelines, understanding and uptake of Open Access and data sharing has been low. Responses confirmed that a large amount of scholarly material produced by the University remains locked behind paywalls, reducing both visibility and accessibility to practitioners, the general public, and scholars in developing countries (Fraser et al., 2019; Ithaka S+R, 2018). With the latest research showing that Open Access publishing and data sharing both carry a considerable citation advantage (Fraser et al., 2019), this could also negatively affect scholarly impact and income under New Zealand Tertiary Education Commission's Performance-Based Research Fund system. Armed with knowledge and resources around publishing, impact and Open Access, as well as responsibility for the institutional repository, the library is well placed to address these issues. However, respondents reported low recognition of the Library as a source of research support.

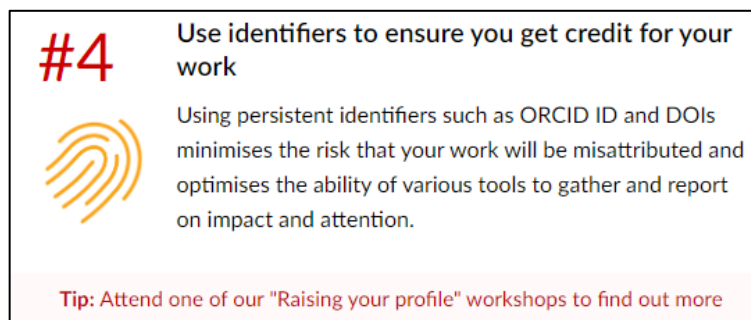
The "10 Ways to Boost the Impact of Your Research" provided an opportunity to promote aspects of research best practice, and, in doing so, to expand the perception of librarians beyond that of collector and curator.

## Process

**The 10 ways to boost the impact of your research resource.** The idea of the list was conceptualised in early 2018 but is not unique. The content of "10 Ways to Boost Your Research Impact" is informed by similar lists from the web but the specific aspects are informed by institutional mission. The term "research impact" was intended to encompass the range of scholarly communication concepts represented in the content. It must be

acknowledged that this term is remarkably fluid in the academic environment, and in this case it refers to impact inside and outside academia. The Library's Academic Liaison Services Team were instrumental in refining the content. Involving them in the process ensured that the content was grounded in hands-on experience working with researchers. The fact that front-line library staff were involved early ensured that they felt some ownership of the campaign and this helped to make them champions for the cause. This was vital given that they have strong relationships with researchers and are often uniquely trusted advisors.

The 10 points which make up the list (the "ways") were ordered roughly in line with the research lifecycle, and each is composed of three parts - a headline, a brief blurb and an action the researcher can take (see Figure 1).



The graphic is a rectangular box with a thin black border. On the left side, there is a large red "#4" at the top and a stylized orange fingerprint icon below it. To the right of the icon, the text reads: "Use identifiers to ensure you get credit for your work" in bold black font, followed by "Using persistent identifiers such as ORCID ID and DOIs minimises the risk that your work will be misattributed and optimises the ability of various tools to gather and report on impact and attention." in a smaller black font. At the bottom of the box, a light pink horizontal bar contains the text "Tip: Attend one of our 'Raising your profile' workshops to find out more" in a small red font.

*Figure 1: Close up of "way" four*

The headlines were developed in the knowledge that the viewer may read no further, therefore they had to encapsulate the "way" succinctly. The blurb provided some further explanation or evidence in support of the "way". The tip, highlighted in red, acted as a "call to action". Some tips highlight a service (such as a workshop or one-on-one consultation) and others point to other services within the University (such as the Media and PR Manager or the Research Office). This helped to situate the Library's services within the wider network of research support at the University. It also provided an opportunity to engage with stakeholders in these areas, make them aware of what the library was doing, and lay the foundations for future collaboration.

The design itself, while mocked up by library staff, was refined and finalised by the University's Marketing and Communications department. This ensured compliance with organisational branding guidelines, which in turn reinforced unity with the University. The design was fresh and clean with plenty of white space, optimising its readability and conveying credibility and professionalism. This engagement with a non-traditional library

partner sparked a relationship that elevated the campaign beyond what the Library could have done alone.

**The online tool.** The online tool was developed as part of a wider overhaul of the Library's researcher webpages. The tool is mobile responsive and can display the whole resource in the same way as the print version. Upon clicking into a "way", the tool allows viewers to move through the content sequentially or by skipping to specific "ways". The online tool allowed for further expansion of the content, without losing the brevity of the list. For some "ways", examples were provided, for others, content was reinforced visually through diagrams and tables. This enabled the integration of links to further resources and to reinforce the Library "brand". For example, the first "way" ("Build a pathway to impact into your research planning") was enhanced with an internally developed visualisation of the research lifecycle which can be "switched" between English and Te Reo Māori (the indigenous language of Aotearoa/New Zealand). Content was limited to around the same amount suitable for a PowerPoint slide. This meant that readers would not have to scroll far to see all of the content on most screens, and that the content could be re-used as slides in presentations and workshops.

**Recruiting peers to market the concept through video.** Peer to peer marketing is powerful. Librarians frequently make recommendations to academic staff but the same message carries more weight when it comes from a peer (Rawlings & McFarland, 2011), so the authors recruited academics to convey to their peers *in their own words*, messages directly from the Library. It was decided that the videos would form the basis of a 10-week email campaign, where one video a week would be sent to all researchers, along with appropriate visual branding and links to further resources.

Gender, ethnicity, career stage, discipline, and ability to speak concisely on topic were factors considered when recruiting participants in order to appeal to as wide an audience as possible (see Figure 2). Sample testimonial-style videos from academic institutions showed the importance of having a conversational, unscripted feel, and the value of subtitles to aid in identifying the speaker and the topic. For each "way" the authors identified one key message and designed two questions to elicit this response. Once a filming timetable was established a dry run was held a few days before filming. This was essential to ensure the academics understood the key message and could communicate it concisely. The authors expected that the videographers would film the conversation between librarian and academic, and then edit the material into one cohesive piece. In practice, the videographers



wanted to reduce the editing workload by getting the material in one take. Some academics had a perfect first take, while others took four or five takes before we, they, and the videographers were happy. The produced videos were no longer than 90 seconds each (including the intro and outro sequences).



Figure 2: Print version with video screenshots

**Working with the Marketing and Communications department.** When the idea was proposed to the marketing team they could see immediately that the campaign tied into the mission of the wider institution and consequently were happy to provide resourcing. During our several meetings the videographers provided guidance around the ideal completed video length, dissemination channels, and suggested people "speak to" each of the key points from their own point of view rather than parroting a library message. They suggested two hours for set up and filming, but one hour was the average time required.

As librarians who often do everything including making, editing and disseminating videos, it was great to leave the technical aspects of filming, production and dissemination to another unit. Their professionalism, institutional expertise and consultation resulted in an excellent finished product. The campaign remained a library initiative, and it was essential to have a library lead to keep it on track. That said, the Marketing and Communications Department took care of the process of emailing the videos to all academic staff and PhD students.

The “10 Ways to Boost the Impact of Your Research” concept has been disseminated beyond the email campaign. It was introduced to key stakeholders in a number of meetings, presented at Faculty Board Meetings, promoted by the Deputy Vice Chancellor Research at an all-staff briefing (where print copies were laid on seats), it forms part of the workshop “Measuring and maximising the impact of your research” and is displayed around campus in print. Academic Liaison Librarians have been key in this dissemination.

### Evaluation

Evaluating a campaign such as this is difficult. The key metrics for an email campaign are open rate (how many users open the email) and click-through rate (how many people click on the links provided). These are shown below in Figure 3 and Figure 4.



Figure 3: Open rate per week

The open rate varied from 47% to 71% with an average of 56%. Interestingly, the open rate dropped in the middle of the campaign and picked again slightly toward the end. The click rate began high at 12% but dropped steadily to 3.8% at the end, averaging 6%.



Figure 4: Click rate per week

These figures appear low but are in line with industry averages as shown in Table 1, which pulls together averages from three sources – MailChimp (2019), Poppulo (2018) and Hppy (2015) against the averages for this campaign.

	Campaign Average	MailChimp Average	Internal email (according to gethppy.com)	Internal email (according to Poppulo)
Click-through rate	6.5%	2.62%	10%	12%
Open rate	56%	21.33%	66%	63%

Table 1: Average open and click rates

In light of the length of the campaign some decline over time is expected. It is important to benchmark figures like these against internal measures, and comparable figures are hard to come by. The campaign does correlate with an increase in research support queries and workshop attendance, but it is not possible to say that this is the result of the campaign, nor to delineate how many additional transactions took place as a result without a more formal feedback process. One gratifying measure is the spike in traffic to the website each time an email was sent out as shown in Figure 5.

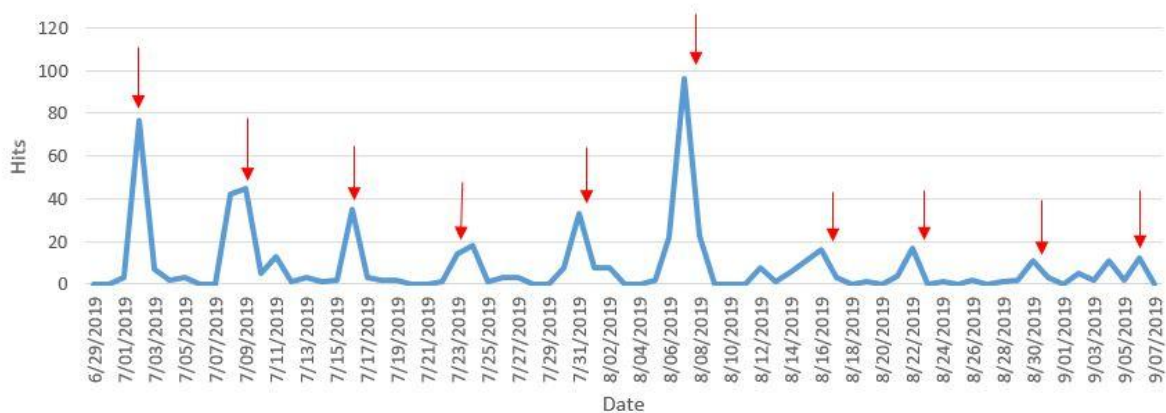


Figure 5: Online version web traffic with email release dates highlighted

In addition, MailChimp statistics show that the “last open date” was often many months after the conclusion of the campaign. This is in line with anecdotal evidence that the emails were often saved for later reference.

It’s also important to consider the intangible impacts of such a campaign but it is very hard to measure things like increased understanding and awareness without a formal follow-up study. Anecdotal evidence of impact, while being difficult to measure, should not be overlooked. For example, it is gratifying to see the print version of the resource pinned on the office walls and doors of academic staff. Even unsolicited email feedback, both positive and negative, provides insight into the campaign’s reception.

## **Lessons Learned**

The campaign objectives were to help academic staff improve the visibility and reach of their research, strengthen perceptions of librarians as a source of research support, and to extend engagement with library tools and programs.

It was difficult to measure the extent to which the campaign influenced researchers. A more formal feedback process would have helped to ascertain this. Robust measures of success beyond simply open and click rates need to be considered at the planning stages and this might have enabled better evaluation of our final objective – to extend engagement with library tools and programs. For example, future email campaigns could include more granular links so that a conversion rate might be calculated (e.g. how many people clicked on a link to book a consult or enrol in a workshop). Alternatively, including “10 Ways to Boost the Impact of Your Research” in the “where did you hear about this” section of the workshop feedback form might enable attendance to be linked to the campaign. Ultimately the only way to measure how perceptions of the library changed as a result of the campaign would have been to follow up with a formal study.

In addition, more market research could have increased our open rates. For example, day/time of sending, subject line and personalisation can all have a profound impact on open rates in particular.

Collaboration was key to the success of the campaign. Working with the Marketing and Communications department strengthened the campaign and decreased the administrative burden on the library. It also lay the foundations for future collaborations and ensured a level of professionalism and brand consistency.

This was the first campaign of this nature for most of those involved in the initiative. While over all the campaign was met positively, many lessons were learned in the process, and although it is too late to implement these now, they can help to inform future efforts.

### **Next Steps**

As the marketing lifecycle is iterative, our next steps will be informed by the strengths and weaknesses of the campaign up until now. As a strength, it had broad exposure - the original email campaign was sent to a large number of people repeatedly - nearly 10,000 emails in total, in addition to website traffic and various other interventions. As a weakness, most of this engagement was relatively impersonal. In the next phase, the “10 Ways to Boost the Impact of Your Research” will act as a tool to enhance face-to-face, personalised help. Academic Liaison Librarians are currently trialling a “Profiles Health Check” service, which will involve working one-on-one with academic staff to systematically analyse their profiles. Early experience indicates that this is a great opportunity to expand the conversation from simply optimising a given researcher’s profile, to, for example, highlighting areas where more research can be made open through submission to the institutional repository or framing their work for a wider audience. This allows Academic Liaison Librarians to keep the researcher at the centre of their work and ensure that information flows in both directions. In this way, engagement will be championed over persuasion (Goger, 2015). It will also help to activate the power of “word of mouth” marketing, which is widely acknowledged as more effective than most promotional methods (Potter, 2012).

Any promotional activity needs to take place alongside systematic and purposeful advocacy in order to lay the foundations for change within the organisation. Without engagement from University leadership, any progress made by the campaign and ongoing promotion may stall from lack of support.

### **Conclusion**

All of this activity relies heavily on relationships, both between individual researchers and their Academic Liaison Librarians, and between the Library and University leadership. The campaign itself has a degree of effectiveness as an awareness raising tool but its longevity and efficacy rests with the nature of the follow-up. Different approaches will be required for different researchers. Some may adopt our recommendations independently, others will respond better to personalised follow-up.

This campaign was a departure from library marketing norms, allowing engagement with researchers in a new way and at scale, which was great exposure for the library. This momentum now needs to be carried forward in a variety of ways, informed by the lessons learned throughout the inception, implementation and evaluation of this campaign.

## References

- Bonella, L., Pitts, J., & Coleman, J. (2017). How do we market to distance populations, and does it work?: Results from a longitudinal study and a survey of the profession. *Journal of Library Administration*, 57(1), 69-86.  
<https://doi.org/10.1080/01930826.2016.1202720>
- Del Bosque, D., Mitola, R., Skarl, S., & Heaton, S. (2017). Beyond awareness: Improving outreach and marketing through user surveys. *Reference Services Review*, 45(1), 4-17. <https://doi.org/10.1108/RSR-02-2016-0009>
- Diaz, S. A. (2019). Outreach in academic librarianship: A concept analysis and definition. *Journal of Academic Librarianship*, 45(3), 184-194.  
<https://doi.org/10.1016/j.acalib.2019.02.012>
- Douglas, V. A., & Becker, A. A. (2015). Encouraging better graphic design in Libraries: A Creative Commons crowdsourcing approach. *Journal of Library Administration*, 55(6), 459-472. <https://doi.org/10.1080/01930826.2015.1054765>
- Dunne, M. (2017). Revealing your value through meaningful messages. *Journal of the European Association for Health Information and Libraries*, 11(4), 6-10.
- Fraser, M., White, R., Richardson, E., Hayes, L., Howie, J., White, B., . . . Fitchett, D. (2019). *Open Access in New Zealand universities: An environmental scan*. Retrieved from <https://www.universitiesnz.ac.nz/about-universities-new-zealand/unz-committees-and-working-groups/council-new-zealand-university>
- Germano, M. A. (2010). Narrative-based library marketing: Selling your library's value during tough economic times. *The Bottom Line*, 23(1), 5-17.  
<https://doi.org/10.1108/08880451011049641>
- Goger, L. K. (2015). Building relationships and using constituent voice in outreach. In R. J. Lackie & M. S. Wood (Eds.), *Creative library marketing and publicity* (pp. 17-31). London, United Kingdom: Rowman and Littlefield.
- Hauser, E. L. (2019). *Implementing marketing plans in the academic library: Rules, roles, and definitions*. Retrieved from <http://choice360.org/librarianship/whitepaper>

- Hazlitt, J. (2015). People do still read email! Email marketing as an academic library outreach tool. In R. J. Lackie & M. S. Wood (Eds.), *Creative library marketing and publicity: Best practices* (pp. 93-104). London, United Kingdom: Rowman & Littlefield.
- Hppy. (2015). *The benchmark of successful internal email campaigns*. Retrieved from <https://gethppy.com/employee-engagement/infographic-the-benchmark-of-successful-internal-email-campaigns>
- Ithaka S+R. (2018). *University of Waikato faculty survey: Report of findings*. Internal report: unpublished.
- Kennedy, M., R. (2010, October 27). *Cycling through: Paths libraries take to marketing electronic resources*. Paper presented at the Library Assessment Conference, Baltimore, MD.
- Lei, C., & Gu, J. (2017). Assessing the effectiveness of an e-resource marketing campaign in a Hong Kong academic library. *Singapore Journal of Library and Information Management, 46*, 2-15.
- MacArthur, E. (2014). *More than a library: An outline for an integrated marketing communications campaign*. Retrieved from <http://scholarworks.rit.edu/theses>
- MacDonald, K. I., VanDuinkerken, W., & Stephens, J. (2008). It's all in the marketing: The impact of a virtual reference marketing campaign at Texas A&M University. *Reference and User Services Quarterly, 47*(4), 375-385.  
<https://doi.org/10.5860/rusq.47n4.375>
- Mailchimp. (2019). *Average email campaign stats of Mailchimp customers by industry*. Retrieved from <https://mailchimp.com/resources/email-marketing-benchmarks/>
- McClelland, T. (2014). What exactly do you do here? Marketing-related jobs in public and academic libraries. *Journal of Library Administration, 54*(5), 347-367.  
<https://doi.org/10.1080/01930826.2014.946736>
- Nicholas, D., Watkinson, A., Boukacem-Zeghmouri, C., Rodríguez-Bravo, B., Xu, J., Abrizah, A., . . . Herman, E. (2019). So, are early career researchers the harbingers of change? *Learned Publishing, 32*(3), 237-247. <https://doi.org/10.1002/leap.1232>



- Otto, J. J. (2016). A resonant message: Aligning scholar values and Open Access objectives in OA policy outreach to faculty and graduate students. *Journal of Librarianship and Scholarly Communication*, 4, 1-34. <https://doi.org/10.7710/2162-3309.2152>
- Parente, D. (2015). *Advertising campaign strategy: A guide to marketing communication plans* (5th ed.). Boston, MA: Cengage Learning.
- Polger, M. A., & Okamoto, K. (2013). Who's spinning the library? Responsibilities of academic librarians who promote. *Library Management*, 34(3), 236-253. <https://doi.org/10.1108/01435121311310914>
- Poppulo. (2018). *What's a good open rate for employee emails? Internal email benchmarks*. Retrieved from <https://www.poppulo.com/blog>
- Potter, N. (2012). *The library marketing toolkit*. London, United Kingdom: Facet Publishing.
- Potter, N. (2018, 1 March). The key to good library marketing is \*campaigns\*. Retrieved from <https://www.ned-potter.com/blog/>
- Rawlings, C. M., & McFarland, D. A. (2011). Influence flows in the academy: Using affiliation networks to assess peer effects among researchers. *Social Science Research*, 40(3), 1001-1017. <https://doi.org/10.1016/j.ssresearch.2010.10.002>
- Robinson, C. K. (2012). Peter Drucker on marketing: Application and implications for libraries. *The Bottom Line*, 25(1), 4-12. <https://doi.org/10.1108/08880451211229153>
- Smith, S. A., Lubcke, A., Alexander, D., Thompson, K., Ballard, C., & Glasgow, F. (2019). Listening and learning: Myths and misperceptions about postgraduate students and library support. *Reference Services Review*, 47(4), 594-608. <https://doi.org/10.1108/RSR-03-2019-0019>
- Swanberg, S. M., Mi, M., Engwall, K., & Bulgarelli, N. (2018). Community engagement at an emerging academic medical library: A three-pronged outreach model. *Medical Reference Services Quarterly*, 37(3), 234-248. <https://doi.org/10.1080/02763869.2018.1477707>
- Thorpe, A., & Bowman, H. (2013). Promoting discovery: Creating an in-depth library marketing campaign. *Journal of Library Administration*, 53(2-3), 100-121. <https://doi.org/10.1080/01930826.2013.853485>

University of Waikato. (2018). *Annual Report*. Retrieved from <https://www.waikato.ac.nz/annualreport/2018/University-of-Waikato-Annual-Report-2018.pdf>

Vasileiou, M., & Rowley, J. (2011). Marketing and promotion of e-books in academic libraries. *Journal of Documentation*, 67(4), 624-643.  
<https://doi.org/10.1108/00220411111145025>

Wakimoto, D. K. (2015). Librarians and graphic design: Preparation, roles, and desired support. *Public Services Quarterly*, 11(3), 171-182.  
<https://doi.org/10.1080/13614533.2016.1156000>

Wright, A. M. (2013). Starting scholarly conversations: A scholarly communication outreach program. *Journal of Librarianship and Scholarly Communication*, 2(1), 1-9.  
<https://doi.org/10.7710/2162-3309.1096>



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