

**MARKETING ANALYSIS FOR THE
AMERICAN UNIVERSITY OF SHARJAH LIBRARY**

Daphne Flanagan
MPA Candidate, University of Victoria
School of Public Administration
Victoria, British Columbia, Canada
June 2010

598 Management Report Prepared for:

American University of Sharjah Library
PO Box 26666
Sharjah, United Arab Emirates

EXECUTIVE SUMMARY

This report provides a marketing analysis and plan for the American University of Sharjah (AUS) Library, as requested by the University Librarian. At present, the existing marketing activities lack coherence and structure with limited human resources to devote to marketing activities. As a result, the University Librarian would like to approach marketing from a strategic perspective to ensure that these resources are being used most effectively to meet the needs of library users and the library’s mission to improve and enhance existing services while preparing for current and future challenges.

Marketing is an essential and critical component of successful organizations. By undertaking a marketing evaluation academic libraries can ensure that they are meeting their mission, meeting the needs of users, and promoting resources and services to increase the use of the library’s offerings (Duke & Tucker, 2007). Further, it can also help an organization to make strategic decisions and to plan future direction and development.

This evaluation applies a systematic and strategic approach to marketing by using Lovelock and Weinberg’s (1989) Marketing Plan Format model. The model is comprised of a **marketing audit** that identifies the internal and external environmental factors that impact the library, the marketing system that is currently in place in the library and an analysis of library activities. This combines with a **situational analysis** that leads to a set of problems (or threats) and opportunities facing the library that are addressed in a **marketing plan** that outlines marketing goals, strategies, and activities.

To inform the marketing audit and situational analysis, secondary data and information sources were examined as they relate to marketing the library.

The set of problems and opportunities revealed in the situational analysis are as follows:

Problems	Opportunities
<ul style="list-style-type: none"> • The library has limited resources to effectively establish and administer a formal marketing program; • The Internet is the main competitor facing the library; • Faculty and graduate students are not satisfied with library resources; • No mechanism exists for acquiring formal feedback from AUS administrators; • An apparent lack of awareness can be seen among users about library resources and services; • Library staff do not have library qualifications and must be trained when hired. 	<ul style="list-style-type: none"> • A new General Education program specifically identifies Information Literacy as a core competency and ties in with the mission of the library; • There is a steady annual increase in the number of AUS faculty who use the Blackboard course management software system. This will allow the library to provide course level support for students who need information for research papers; • The University Librarian believes marketing is important to the library; • Retaining overdue fines would increase the library budget to fund marketing activities.

The problems and opportunities are addressed in the following marketing plan that outlines the primary marketing goals, strategies and activities.

Marketing Program Goal #1 <i>Increase the marketing capacity of the library</i>	Marketing Program Goal #2 <i>Increase stakeholder satisfaction</i>	Marketing Program Goal #3 <i>Increase awareness of library services & resources to stakeholders</i>
<p>Marketing Strategy</p> <p>The library should allocate financial and human resources to the marketing function and expand marketing efforts with key stakeholders by soliciting regular feedback annually.</p>	<p>Marketing Strategies</p> <p>The library should try to address all current areas of dissatisfaction. It should expand the number of electronic resources available to library users as funding allows and by using a priority list. The marketing audit suggests that graduate students and faculty are dissatisfied with the amount of full text electronic resources available to them.</p> <p>The library should survey faculty and graduate students across all faculties to determine their specific needs and to identify core journals and databases.</p> <p>The library should maintain its excellent customer service orientation. The staff should continue to be friendly, service-oriented and competent. The marketing audit reveals that library users are satisfied with services.</p> <p>The library should ensure budget allocations and infrastructure are maintained in order to preserve the quality of the library's physical resources.</p>	<p>Marketing Strategy</p> <p>The library should aggressively promote services and resources. There is a gap between users' desired level and their perception of whether the library makes them aware of resources and services. Questions asked at service desks also indicate lack of awareness of resources and services. Faculty do not often use resources in the physical library so in-library promotions would not be the best tool to use for advertising resources; however promotional campaigns that take place in the library may be effective with students. Faculty should be contacted by their liaison librarian through email, departmental meetings and other outreach activities.</p>
<p>Activities</p> <p>Establish a marketing committee and task members with prioritizing marketing activities in each academic year, in consultation with library administration. The committee should be comprised of one librarian, one staff member, and the Associate University Librarian for Public Services. The committee will develop an appropriate time frame to implement activities from the marketing plan.</p> <p>Assign at least one position within the library as the key person with overall responsibilities for marketing.</p> <p>Allocate a budget for marketing activities. This budget can be recommended by the marketing committee.</p>	<p>Activities</p> <p>Provide user feedback to AUS administrators regarding the noise issue in the library and continue to request upgrades to acoustical treatments.</p> <p>Promote areas in the library where users can work and study quietly. Promote the no-talking-zones and the quiet computer room.</p> <p>Identify full-text electronic resources needed by faculty and prioritize them accordingly.</p> <p>Raise awareness of existing electronic resources with activities from Marketing Program Goal #3.</p> <p>Engage stakeholders, at least annually, to determine level of satisfaction and to determine expectations.</p> <p>Articulate the benefits accrued to</p>	<p>Activities</p> <p>Educate graduate students about library services and resources by providing sessions at the beginning of every semester that are specifically targeted to them. Advertise these sessions through email, teaching faculty and graduate coordinators.</p> <p>Enhance and develop the liaison librarian program. Each librarian should have an annual action plan articulating goals that will increase the librarian's visibility in the academic departments and improve faculty awareness of library services and resources. This should include targeted emails, print literature, visits to the faculty and attending meetings held by the academic departments. The Information Literacy Librarian should capitalize on the new General Education Program information literacy outcome requirements by demonstrating to the academic departments how the library can</p>

Marketing Analysis for the AUS Library

<p>Investigate the possibility of retaining overdue library fines in order to fund marketing activities.</p> <p>Develop a system to regularly gather library user information through various means. The tools may include surveys, focus groups, user statistics, or feedback forms. The information should be used to determine the needs of library users and their levels of satisfaction. Any changes in services and resources as a result of feedback should be communicated back to library users.</p> <p>Assessment should focus on core services: reference and research; website, e-resources and print materials; information technology; inter-library loan and document delivery; and education.</p>	<p>stakeholders if they use the library resources and services.</p> <p>Identify why users prefer to use the Internet and when they choose the Internet over library resources, and then use the findings to improve services.</p>	<p>help faculty and students meet these requirements.</p> <p>Develop course level support through the Blackboard course management software system for students who need to write research papers.</p> <p>Develop a checklist of promotional vehicles and use the checklist for every promotional campaign, as appropriate. For example, iLearn banner, posters, website, fliers, bookmarks, campus newsletters, student newspapers, table tents, message on the electronic document sender, message on the automatically generated date-due slip, and insert fliers on the computer tables.</p> <p>Develop a professionally designed and produced portable credit-card size pocket guide that outlines library services and resources. Distribute to all library users.</p> <p>Create a library newsletter that targets administrators and faculty. Administrators and faculty are decision makers and they should be aware of all library resources, services and activities.</p>
--	---	---

By using this report, the University Librarian can approach marketing from a strategic perspective to ensure that limited resources are being used most effectively to meet the needs of library users. This report can be used to prioritize marketing activities to best meet the mission of the library by improving and enhancing existing library services, and addressing current and future challenges.

Table of Contents

EXECUTIVE SUMMARY	3
1 INTRODUCTION	8
1.1 Overview	8
1.2 Background	8
1.3 Methodology	10
1.4 Limitations	11
1.5 Summary	11
2 LITERATURE REVIEW	12
2.1 Marketing	12
2.2 Marketing for Non-profit Organizations	12
2.3 Marketing for Libraries	13
2.4 Marketing Analysis Model.....	14
2.5 Summary	19
3 MARKETING AUDIT	20
3.1 External Environment – Threats and Opportunities.....	20
3.1.1 <i>Macro-environment</i>	20
3.1.2 <i>User Markets</i>	22
3.1.3 <i>Competition</i>	24
3.1.4 <i>Other Stakeholders</i>	25
3.1.5 <i>Summary</i>	26
3.2 Internal Environment.....	26
3.2.1 <i>Mission statement</i>	26
3.2.2 <i>Goals</i>	27
3.2.3 <i>Resource Analysis</i>	27
3.2.4 <i>Summary</i>	28
3.4 Marketing System	29
3.5 Activity Analysis.....	30

3.5.1 Products and Services	30
3.5.2 Pricing	33
3.5.3 Distribution.....	33
3.5.4 Communication.....	33
3.5.5 Summary of the Marketing Mix	34
3.6 Summary of the Audit.....	34
4 SITUATIONAL ANALYSIS	36
4.1 Problems (Threats).....	36
4.2 Opportunities.....	37
4.3 Summary	37
5 RECOMMENDATIONS.....	38
5.1 Marketing Plan	38
5.1.1 Marketing Program Goals.....	38
5.1.2 Marketing Strategy and Activities	39
5.2 Evaluation.....	41
6 CONCLUSION	42
7 REFERENCES.....	43
8 APPENDICES.....	45
Appendix A: Comments – Complaints – Compliments.....	46
Appendix B: AUS Library Mission Statement	47
Appendix C: SWOT Analysis.....	48
Appendix D: Library Communications Task Force Report.....	50
Appendix E: OCLC Report.....	63
Appendix F: LibQUAL	64
Appendix G: AUS Library Goals 2009-2010	65

1 INTRODUCTION

1.1 Overview

Marketing is an essential and critical component of successful organizations. By undertaking a marketing evaluation academic libraries can ensure that they are meeting their mission, meeting the needs of users, and promoting resources and services to increase the use of the library's offerings (Duke & Tucker, 2007). Further, it can also help an organization to make strategic decisions and to plan future direction and development. De Saez (2002) aptly states that using marketing concepts and techniques can help librarians provide effective management, and will help them to achieve the goals of the library. She goes on to say that strategic marketing can assist libraries in meeting the needs of their users and may help to ensure survival and growth.

This report's purpose is to provide a marketing analysis and plan for the American University of Sharjah (AUS) Library. It was requested by the University Librarian because she understands the importance of marketing in achieving organizational goals and objectives. At present, the existing marketing activities undertaken by the AUS Library lack coherence and structure. The library is a very busy and well-used facility that provides a full range of library services and resources to approximately 5000 students and over 350 full-time faculty members. The library employs nine professional librarians and 10 full-time staff and has limited human resources to devote to marketing activities. As such, the University Librarian would like to approach marketing from a strategic perspective to ensure that these resources are being used most effectively to meet the needs of the users. She would also like to ensure that marketing activities are prioritized to best meet the mission of the library by improving and enhancing existing library services, and addressing current and future challenges.

Currently the library considers itself to be customer-focused and attempts to be responsive to users by drawing upon regular feedback from students and faculty to improve services. While the library may be customer-focused, it may be better able to achieve its mission by having a consolidated marketing plan with clear marketing goals and strategies. The library's goal is to educate and communicate the value of library resources and services to students and faculty.

Until now marketing activities have been undertaken on an ad hoc basis. Some recent activities include the development of a mission statement (Appendix B) and a brainstorming 'SWOT' analysis that reviewed the strengths, weaknesses, opportunities and threats associated with the library (Appendix C). Other activities include a customer service satisfaction survey from April 2008, annual goal setting, and the development of a task force to review internal and external communication strategies (Appendix D). While there are many marketing activities being undertaken there is no guiding cohesive plan that draws them together. A marketing plan is designed to combine all of these activities into a strategic plan.

This report will provide a systematic and strategic marketing analysis of the AUS Library, which will lead to a marketing plan, outlining key goals, strategies and activities.

1.2 Background

This section provides background information about the American University of Sharjah and the AUS Library which will set the context for this marketing evaluation.

Overview of the American University of Sharjah

The American University of Sharjah (AUS) was founded in 1997 by His Highness Sheikh Dr. Sultan Bin Mohammad Al Qassimi, Member of the Supreme Council of the United Arab Emirates and Ruler of Sharjah. His vision included the establishment of an independent, not-for-profit coeducational institution, serving students from the Gulf region and beyond. The mission is to achieve and maintain preeminence as a coeducational institution based upon American models and grounded in the history and culture of the Arab Gulf region (American University of Sharjah, 2009).

The AUS offers 21 bachelor degrees, 41 minors and 13 master degree programs through four academic divisions. They are the:

- College of Arts and Sciences
- College of Engineering
- School of Architecture and Design
- School of Business and Management

The university enrolls almost 5000 students, with most students at the undergraduate level and just over 250 graduate students. There are approximately 350 full time teaching faculty in the four colleges and schools.

Overview of the AUS Library

At the hub of the university is the library which provides a full range of services to faculty and students. The library's mission is to further the educational mission of the university by connecting students and faculty to the world of information and ideas, while partnering with faculty to provide instruction, resources and services that strengthen student research skills, promote critical reflection and foster academic excellence (Appendix B).

To this end, the library supports student research at the undergraduate and graduate level; faculty teaching and research in program areas; general information, readership and lifelong learning needs of the university community. A full range of library services is provided including circulation, reference, reserves, information literacy program, subject-specific information skills instruction, research assistance, document delivery, interlibrary loans, 24-hour remote access to online resources via the library home page, extended service hours during the academic year, and a library liaison program with academic departments.

Librarians consult regularly with faculty and academic department chairs to ensure that program resource and access needs are met. Faculty members participate actively in the selection of material through both individual recommendations and departmental committee activities. The University Librarian is an ex-officio member of the University Undergraduate Curriculum Committee, the Graduate Program Council and the Graduate Curriculum Committee to inform program planning processes where information resources are concerned, and to be aware of potential program requirements. The library provides access to information beyond its own collection through cooperative agreements with other regional and international libraries and document service providers.

1.3 Methodology

This report will apply a systematic and strategic approach to marketing by using Lovelock and Weinberg's (1989) Marketing Plan Format model. The Lovelock and Weinberg Marketing Plan Format model is comprised of a **marketing audit** and **situational analysis** that helps to determine where the library is now in terms of marketing; clarifies where the library wants to go by identifying marketing goals; and then finally presents a **marketing plan** that will provide marketing strategies and activities in order to achieve the marketing goals.

The approach used for conducting this marketing evaluation involved the following steps:

1. Conducting an academic literature review to provide a foundation and framework for the marketing evaluation.
2. Examining and analyzing secondary data and information sources as they relate to marketing of the library. These include:
 - Library annual reports, an existing SWOT (strengths, weaknesses, opportunities and threats) analysis (Appendix C), statistical data, minutes of meetings, personal correspondence, and two well-regarded research reports from the Online Computer Library Center (OCLC) (Appendix E).
 - An existing campus-wide library satisfaction survey from April 2008. Administered by the Association of Research Libraries, the web-based LibQUAL survey measures user perceptions of library service quality and allows libraries to collect and interpret user feedback systematically over time and against peer institutions. This survey is derived from ServQUAL which is used by the marketing industry to measure service satisfaction levels. The LibQUAL results were based on responses from 83 faculty, 32 graduate students, and 461 undergraduate students. Selective results of the survey are reported throughout the marketing audit as appropriate (Appendix F).
 - Two existing satisfaction surveys conducted by the American University of Sharjah Office of Institutional Research in Spring 2009. One survey was completed by 342 undergraduate senior students with a response rate of 91.2%. The other survey was of exiting graduate students with 23 students completing the survey for a response rate of 85.2%.
3. Identifying information from the sources mentioned above to complete the **marketing audit**. The marketing audit identifies the internal and external environmental factors that impact the library, the marketing system that is currently in place in the library and an analysis of library activities (Figure 1).
4. Combining information from the marketing audit with a **situational analysis** that leads to a set of problems (or threats) and opportunities facing the library (Figure 2).
5. Applying the analysis from the marketing audit and situational analysis to develop a **marketing plan** for the library that outlines recommended marketing goals, strategies, and activities (Figure 2).

1.4 Limitations

A marketing budget is usually included as part of a marketing plan, however, it has not been addressed in this report. Cost information is not readily available in the United Arab Emirates and it is difficult to identify costs associated with marketing activities in the AUS situation.

1.5 Summary

The remainder of this report is divided into four sections. Section 2 examines the results of an academic literature search that focuses on marketing non-profit organizations and libraries. Section 3 provides the findings and analysis of the **marketing audit** that results from a scan of the external and internal environments of the library, as well as an examination of the library's current marketing system and an activity analysis. This information is taken together to form section 4, a **situational analysis** that identifies the problems and opportunities faced by the library. Section 5 recommends a **marketing plan** to address the identified problems and opportunities. Finally, section 6 provides conclusions of the report.

2 LITERATURE REVIEW

The literature review is comprised of three sections. It begins with a discussion of marketing in general and progresses to a discussion of marketing related to non-profit organizations. A review of the issues associated with marketing libraries follows. The final section discusses Lovelock and Weinberg's (1989) Marketing Plan Format model used in this report.

2.1 Marketing

Marketing is described by Kotler (1997) as “a social and managerial process by which individuals and groups obtain what they need and want through creating, offering, and exchanging products of value with others” (p. 9). Marketing management involves planning and implementing a strategy to maximize this process to ensure customer needs are satisfied through efficient and effective delivery of products and services. At a practical level, marketing comprises decisions around the framework of a marketing mix that includes product, price, place (or distribution) and promotion (or communication), or the 4Ps. Product includes the benefits customers gain from the organization in the format of goods or services, or both. Price is the amount charged in the exchange and the amount that produces profit for the organization. Place, or distribution, is a mechanism by which the customer accesses the good or service. Finally, promotion, or communication, is the process by which the customer learns about the product and presents reasons for purchasing (Ruskin-Brown, 2006).

Andreasen and Kotler (2008) believe that to be a successful marketer one must adopt a marketing mindset. This means having a clear understanding of what marketing comprises, what it can do for an organization, and, most importantly, putting the target audience at the center of everything one does.

2.2 Marketing for Non-profit Organizations

Non-profit organizations are firms that offer products or services that are not intended to make a monetary profit. Typically, these firms are not commercially motivated and may include public interest or championing a cause (Dacko, 2008). Non-profits also include government agencies, and non-governmental organizations such as museums, charities, universities, hospitals, libraries, and others. Given their focus is different from profit-oriented enterprises, these organizations approach marketing from a different perspective.

Lovelock and Weinberg (1989) define non-profit marketing as “the management function that most explicitly links an organization to its external environment— not only to its current and prospective customers, but also to its funding sources and other relevant constituencies” (p.10).

While there are similarities between marketing for-profit and non-profit organizations, some important differences exist, as Lovelock and Weinberg (1989) highlight. First, the nature of the target audience is very different. The for-profit sector has the customer as a target audience whose behavior will determine the success of the organization. In the non-profit sector, there is a second target audience comprising those who fund the organization through donations, grants or contracts. Measuring success in the for-profit sector is generally done through sales and market share. In the non-profit area, donors may simply believe in the mission of the organization and this may be enough for them to donate money to the cause, rather than needing concrete

measures of success, such as increased sales figures. Having non-financial goals creates difficulties in measuring success or failure. For example, in academic libraries a core goal may be to help students become life-long learners. This is a very difficult goal to measure. Further, given the multiple target audiences, organizations may find it difficult to develop marketing strategies that will satisfy everyone.

Second, public and nonprofit organizations are primarily concerned with services and social behaviors, not physical goods. Much of the marketing expertise has been developed from studying how to market physical goods. This expertise is of limited value to nonprofit managers because “services and social behaviors require a distinctive approach to marketing strategy and implementation” (Lovelock & Weinberg, p. 16).

Third, Andreasen and Kotler (2008) say that the benefits resulting from behavior elicited by the non-profit marketer are sometimes invisible and difficult to measure. For example, “if oral rehydration therapy is used properly and in time – that is, before the child becomes dehydrated – the mother will not see any benefits due to the action she took” (Andreasen & Kotler, p. 23). Additionally, many services marketed in the non-profit sector have intangible and psychological benefits that cannot be measured or physically portrayed. For example, how does one “describe a symphony concert or the benefits of energy conservation? If a physical object is involved, its portrayal (for example, showing an orchestra or an army tank) simply does not capture the real benefits one is trying to communicate” (Andreasen & Kotler, p. 24).

Both for-profit and non-profits need to be alert to the warning signs that management is product-oriented, rather than customer-oriented. Some indicators of this include managers who are so enamored of their organization’s resources and services that they believe these must be what the customer needs, and marketing activities tend to centre on stimulating awareness through advertising and publicity, rather than using marketing research to determine customer needs. Non-profit managers and staff members are usually chosen for their product knowledge or communication skills, rather than for their marketing skills (Lovelock & Weinberg, 1989).

It is evident that non-profit organizations present unique marketing challenges in linking organizations to their relevant markets. As non-profits, academic libraries experience many of these marketing challenges.

2.3 Marketing for Libraries

Academic libraries are organizations that offer products or services that are not intended to make a monetary profit, a characteristic common to other non-profit organizations. They have multiple target audiences, intangible benefits, goals that are difficult to measure, and librarians who are hired for their library expertise, not as marketing experts.

While the idea of marketing and being customer oriented is not new to libraries, they may be prone to deciding on the product first and then trying to sell it to customers, rather than considering what the customer actually wants and requires, prior to offering the product (Rowley, 1995; Harrison & Shaw, 2004). Libraries need to adopt a marketing mindset, or a marketing orientation, to ensure the customer and relevant stakeholders are the focus of all activities.

Libraries tend to build a collection of books and other resources, and use reactive marketing techniques such as advertising and promotion to encourage use, rather than gathering marketing intelligence to identify customers' needs and preferences to inform the product offering (Harrison & Shaw, 2004). This may be why there is a tendency for libraries to focus on promotion and public relations and not the full range of marketing activities (Owens, 2002). Owens found that between the years 1990-1995 seventy percent (70%) of all articles indexed in the *Library Literature* database were about promotion and public relations which is only one aspect of the marketing mix. This highlights the inclination for libraries to see marketing as a short-term measure (Harrison & Shaw, 2004) rather than a long-term strategy which takes into consideration all aspects of the marketing mix. The core concepts of the marketing mix, as related to libraries, are conceptualized by Weingand (1998). She defines the product as the programs and services the library offers to its customers, and the price is the cost to produce the product and any associated user fees. The place is the distribution channel and how the library connects customers with products. Finally, promotion is how the library identifies customer needs and how it communicates with customers.

In the early 1980s there was much talk of marketing library services and applying marketing concepts to library management (Conroy, 1982). It is recognized that libraries need to develop a marketing mindset or orientation (de Saez, 2002); however, library managers may lack marketing skills and knowledge (Warnaby & Finney, 2005). A study from 2001 showed that many academic library directors were reluctant to embrace marketing because they were uncomfortable with the public relations aspects of their job (Marshall, 2001).

Given that libraries need to view marketing from a strategic perspective, this report uses a popular model from the marketing literature to complete the analysis.

2.4 Marketing Analysis Model

The framework for this analysis is an adaptation of a model described by Lovelock and Weinberg (1989). Their Marketing Plan Format is described by Gomes and Knowles (1999) as the most user-friendly model for novice strategic planners because it provides questions to be answered, and has very specific sections to be addressed. The questions that define each step within the marketing analysis are:

- Where are we now?
- Where do we want to go?
- How are we going to get there?
- What activities will be done and when will they be done?
- Are we getting where we want to go? (Gomes & Knowles, 1989)

As shown in Figure 1, the model begins with a marketing audit that provides a “systematic, critical, impartial review and appraisal of an organization’s total marketing operation” (Lovelock & Weinberg, 1989, p. 47). The first step is a review of the *external environment*, including the macro-environment, markets, competitors and other publics, and identifies the likely impact these factors have on the organization. Lovelock and Weinberg (1989) suggest the macro-environment be subdivided into political, regulatory, economic, social, and technical environments. The macro-environment “includes those forces that can affect, influence, or constrain the organization but over which management has little influence” (Lovelock &

Weinberg, 1989, p. 55). The macro-environment is vast and as such, Lovelock and Weinberg (1989) suggest being selective and prioritizing the most relevant trends.

The marketing audit is concerned with understanding the user markets, or customers, of an organization. In fact, “the key theme in marketing is to know your customer” (Lovelock & Weinberg, 1989, p. 54). The audit describes the markets major users, the benefits the organization offers to them, how the users find out about the organization, and the organizations’ reputation.

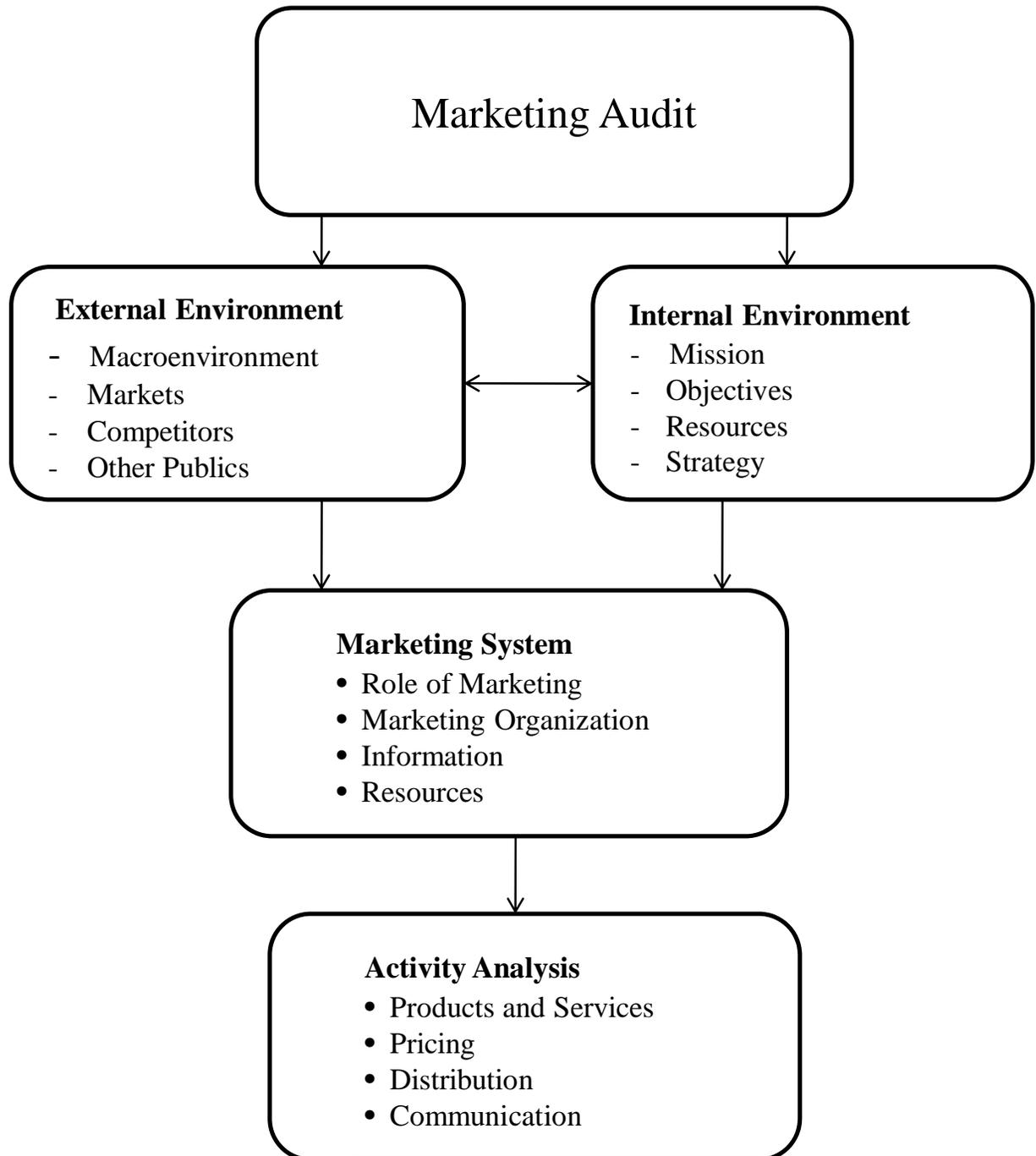
The marketing audit identifies the important present competition and potential competitors. While competitors are often a threat, they may be a valuable source of ideas (Lovelock & Weinberg, 1989). A description of other stakeholders is the final section within the external environment. Most organizations deal with a number of other stakeholders who help in the production or delivery of a product or service. These may include suppliers, distributors, or vendors. The threats and opportunities facing the organization emerge from this review.

The purpose of the second step in the marketing audit is to review and evaluate the *internal environment* of the organization. There are four subdivisions: the organization’s mission, objectives, resource analysis and strategy. The purpose of the resource analysis is to identify the major strengths and weaknesses of the organization. A SWOT (strengths, weaknesses, opportunities and threats) analysis may be used to assess the internal and external factors affecting the environment (Alman, 2007).

The next step in the marketing audit is a review of the organization’s *marketing system*, “because successful marketing over time requires the utilization of a disciplined approach to the design and implementation of marketing programs, and the execution of marketing tactics” (Lovelock & Weinberg, 1989, p. 60). The marketing system includes the role of marketing in the organization and the information and resources associated with marketing. Key questions to ask are, “who is formally responsible for marketing?” and “what is the organization’s marketing philosophy?”

The final part of the audit is an *activity analysis* which examines the elements of the marketing mix: products and services, pricing (if fees are charged for services), distribution and communication. The audit as a whole is designed “for carrying out a broad, systematic, objective review and appraisal of an organization’s marketing strategy and performance” (Lovelock & Weinberg, 1989, p. 67).

Figure 1: Marketing Audit Structure (Lovelock & Weinberg)



Information from the marketing audit informs the situational analysis, as shown in Figure 2. The key output of the situational analysis is the identification of a set of problems (or threats) and opportunities to which the marketing plan will be responsive (Lovelock & Weinberg, 1989).

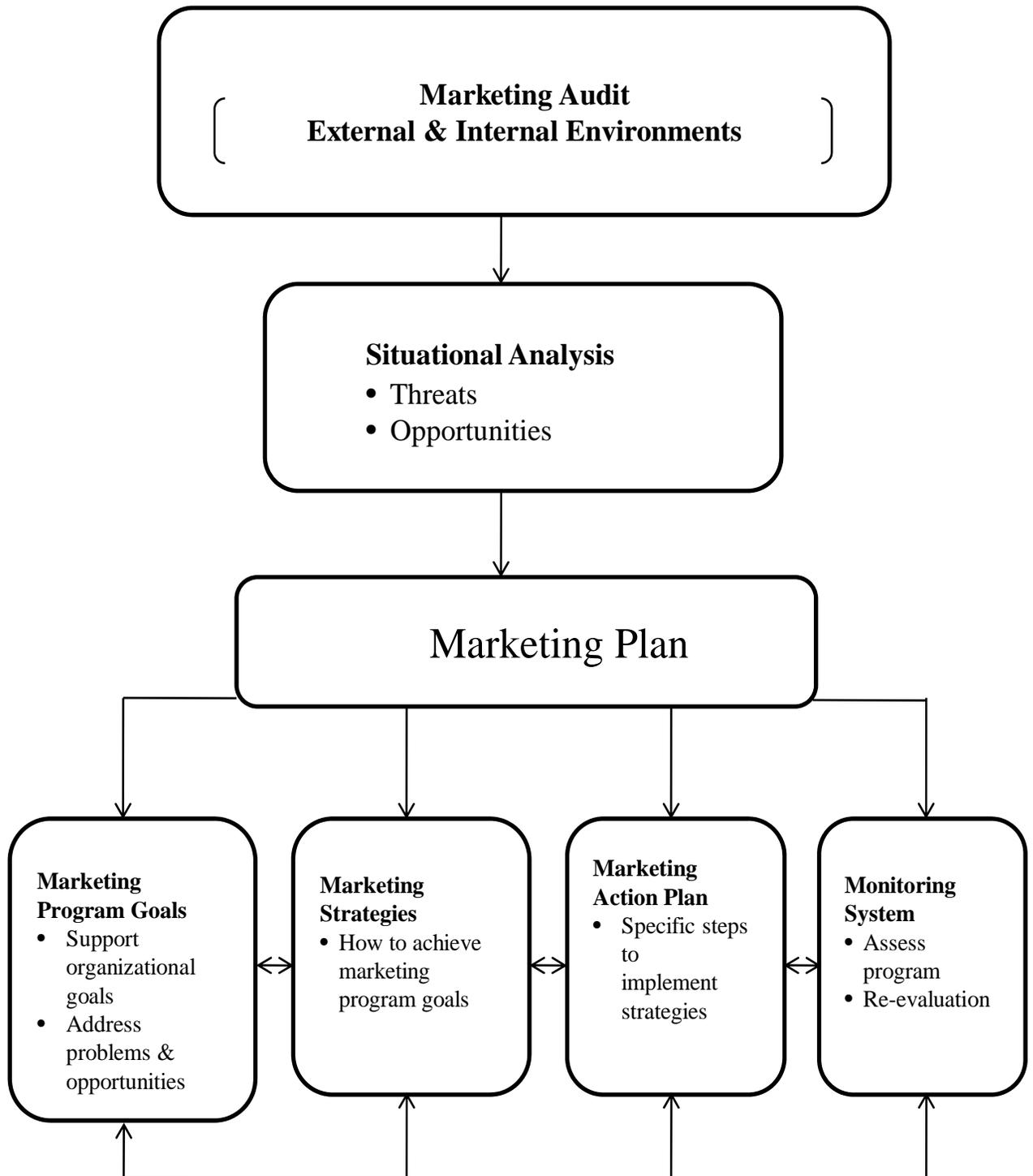
The marketing plan comprises four main areas: marketing program goals; marketing strategies; marketing action plan; and monitoring system (Lovelock & Weinberg, 1989). A marketing budget is usually included as part of a marketing plan and is normally specified by the managers who are responsible for implementing the marketing plan.

The marketing program goals are derived from the organization's long-term goals and from the information that is gathered in the marketing audit and situational analysis. Marketing program goals answers the question "Where do we want to go?" The program goals should be specific and quantifiable. They should be challenging, but not set so high that they cannot be realized, and they should be tailored to the individual situation and ranked in order of priority (Lovelock & Weinberg, 1989). Lovelock and Weinberg recommend that goals should be few in number so they can provide focus and guidance for managers.

The question "How are we going to get there?" is then answered by devising marketing strategies that will be used to achieve the marketing program goals. It also includes a positioning statement that indicates what the organization and its services represent to chosen market segments (Lovelock & Weinberg, 1989).

The third component of the marketing plan is an action plan indicating the tactics to be implemented and answers the question "What and when?" Ideally the action plan should also provide an assignment of responsibilities by individual or office. Finally, the plan is monitored and evaluated to see if the organization is carrying out the intended plan and answering the question, "Are we getting where we want to go?" (Lovelock & Weinberg, 1989).

Figure 2: Situational Analysis and Marketing Plan Structure



2.5 Summary

In summary, libraries in the 21st century have embraced the concept of marketing, albeit with adaptation to their particular context. However, the application of a comprehensive and coordinated approach to marketing is necessary. Applying the Lovelock and Weinberg (1989) marketing model will provide a complete approach to marketing for the American University of Sharjah Library.

3 MARKETING AUDIT

The marketing audit is presented in four sections and answers the question “Where are we now?” It begins with an examination of the external environment influencing the library and a review of the macro-environment, user markets, competition and other stakeholders, and culminates in a list of external threats and opportunities facing the library. The second section covers the internal environment, including the library mission statement, goals, objectives and strategies, and a resource analysis. The third section examines the library’s marketing system by identifying current marketing activities, and is followed by an activity analysis examining the products and services, pricing, distribution and communication activities. The audit information leads to the development of a set of problems and opportunities that are addressed in the marketing plan.

3.1 External Environment – Threats and Opportunities

Examining the external environment includes an exploration of the macro-environment; user markets and external stakeholders; competitors; and other stakeholders (Lovelock & Weinberg, 1989). Threats and opportunities from the SWOT analysis ¹(Appendix C) are included where relevant.

3.1.1 Macro-environment

The macro-environment reviews the relevant political, economic, social and technological issues and trends that impact the library.

Political/Economic

The SWOT analysis (Appendix C) identified a number of threats and opportunities related to the political and economic environment.

Threats include:

- The university continues to rapidly grow and develop new academic programs and the university administration recently has put more emphasis on faculty research. This increases the pressure for the library to add resources to support new programs and research.
- Copyright issues and restrictive licensing contracts limit the ability of the library to make print and electronic resources available.
- Professional development for librarians and library staff is limited in the United Arab Emirates (UAE). A UAE government law does not allow the establishment of professional associations and organizations without government approval. As a result, there are few library associations. There is also a dearth of academic institutions offering library-related learning opportunities. Both of these factors limit professional development opportunities and training for paraprofessional library staff, and ultimately hinders the library’s ability to provide the best services and resources.
- The percentage of the overall university budget allocated to the library has dropped significantly in the past two years. At the same time, the cost for print and electronic materials continues to escalate (the reduction in funding may be due to information technology purchasing responsibilities being given to another department).

¹ The SWOT analysis was the outcome of a brainstorming session of AUS librarians held in September 2008 to gather information to inform the annual goals of the library.

Marketing Analysis for the AUS Library

- There is a local misconception that an “electronic library” is all that is needed to deliver quality library services and resources. This, coupled with the possible perception that the Web provides a sufficient amount of quality information for research may negatively impact the library.

Opportunities include:

- A new General Education Program at the university specifically identifies Information Literacy as a core competency students need to acquire prior to graduating. Part of the mission of the library is to work with faculty, to ensure students are information literate, by teaching them how to locate, evaluate, and effectively use information.

Social Trends

Threats include:

- Recruiting qualified librarians and library staff in the Middle East region is a problem due to a number of reasons. The number of librarians who are reaching retirement age is high, the Middle East is seen as a volatile region, there is more competition for qualified librarians from new educational institutions in the United Arab Emirates, Saudi Arabia and Qatar, and there are no formal educational opportunities for librarians in the region. Librarians are generally recruited from outside the region. Library staff is recruited from within the United Arab Emirates, however this is a challenge for the library because there is no formal library technician training in the Gulf region.
- There are concerns that on-campus housing at the university may not be available to newly recruited librarians, which may further impede recruitment.

Opportunities include:

- The university is a first choice among students in the region and enrollment continues to grow.
- Research is valued at the institution which may lead to growth in faculty and the size of research budgets.

Technological Trends

Threats include:

- The library has up-to-date technology, but the short half-life of technology necessitates considerable resources being devoted to staying current.
- Research on the use of academic libraries shows that users are satisfied with the quality of information they find on the Internet, and that 88% of students were very satisfied or satisfied with information provided by a librarian, and 90% of the time with search engines (Appendix E).

Opportunities include:

- The number of AUS faculty who use the Blackboard course management software system increases every year and this will allow the library to provide course level support for students required to write research papers.

Summary

Lovelock and Weinberg (1989) suggest being selective and prioritizing the most relevant trends that may affect the library. The most important trend is an increased demand for resources and services, because of new programs and more emphasis on faculty research. This demand, coupled with escalating prices of resources, is a threat to the library’s ability to deliver the required resources and services. Another threat is that students may prefer using Internet search engines for information rather than the library which may affect the quality of research. The two opportunities to emerge from the review are the information literacy component of the new General Education Program and greater use of the BlackBoard course management system. Both of these will allow the library to provide services and resources to student and faculty target markets.

3.1.2 User Markets

The library offers resources and services to several stakeholder groups, or user markets, each of whom have specific needs and characteristics. The primary stakeholders are faculty, graduate students and undergraduate students. Other important stakeholders include administrators, vendors and alumni.

AUS Faculty

Full time teaching faculty are a key stakeholder and a primary user group for the library. The teaching staff totals 350 full-time positions.

In 2008 the library conducted a user satisfaction survey called LibQUAL (Appendix F) with three questions related to library use. Table 2 shows these questions and responses from eighty-three faculty with a response rate of 24%. Over 72% use non-library gateways daily and just over 35% use library resources daily through a library Web page.

	Daily	Weekly	Monthly	Quarterly	Never
How often do you use resources on library premises?	3 3.161%	45 54.22%	26 31.33%	9 10.84%	0 0.00%
How often do you access library resources through a library Web page?	29 34.84%	37 44.58%	14 16.87%	2 2.41%	1 1.2%
How often do you use Yahoo™, Google™, or non-library gateways for information?	60 72.29%	14 16.87%	5 6.02%	3 3.61%	1 1.20%

Table 2: Library use summary for faculty

Other questions in the survey were designed to determine satisfaction in three general areas: Affect of Service; Information Control; and Library as Place (Appendix F). In general, faculty were satisfied with overall library service. The areas in which they were dissatisfied include:

printed and electronic library materials needed for work, adequate hours of service, and quiet space for individual activities.

Faculty learn about library services by attending orientation activities when they join the university and through their departmental liaison librarian.

AUS Graduate Students

There are just over 250 graduate students at the university. The 2008 LibQUAL survey asked three questions related to library use and Table 3 shows the responses from thirty-two graduate students, with a response rate of 13%.

	Daily	Weekly	Monthly	Quarterly	Never
How often do you use resources on library premises?	5 15.63%	17 53.13%	7 21.88%	3 9.38%	0 0.00%
How often do you access library resources through a library Web page?	10 31.25%	11 34.38%	10 31.25%	0 0.00%	1 3.13%
How often do you use Yahoo™, Google™, or non-library gateways for information?	26 81.25%	3 9.38%	1 3.13%	2 6.25%	0 0.00%

Table 3: Library use summary for graduate students

Graduate students were satisfied with overall library service but dissatisfied with print and/or electronic journal collections required for work.

Graduate students learn about the library through orientation activities and faculty-requested subject specific library instruction classes.

AUS Undergraduate Students

At just over 4900, undergraduate students make up the library’s largest user group. The 2008 LibQUAL survey asked three questions related to library use and Table 4 shows responses from four hundred and sixty one undergraduate students, which represents a 9% response rate. The majority of them use non-library gateways much more often than library web pages.

	Daily	Weekly	Monthly	Quarterly	Never
How often do you use resources on library premises?	160 34.71%	199 43.17%	73 15.84%	23 4.99%	6 1.30%
How often do you access library resources through a library Web page?	59 12.80%	208 45.12%	132 28.63%	43 9.33%	19 4.12%

How often do you use Yahoo™, Google™, or non-library gateways for information?	364 78.96%	71 15.40%	13 2.82%	6 1.30%	7 1.52%
--	---------------	--------------	-------------	------------	------------

Table 4: Library use summary for undergraduate students

Undergraduate students were satisfied with overall library service but would like to have increased opening hours and lower levels of noise in the library.

The library has an excellent reputation with students. A 2008 exit survey of seniors, conducted by the AUS Office of Institutional Research, shows 93.6% of the graduating seniors regard library services as satisfactory or very satisfactory. It is also notable that the same survey shows 64.29% of exiting seniors consider the library to be their favorite place on campus, with the next highest rating in this category at 10.71% for “other.”

Undergraduate students learn about the library through orientation activities and mandatory library research classes.

AUS Administrators

Upper level administrators are a small but influential group at AUS. They are at the managerial level and make decisions about funding, which has a direct impact on the library achieving its mission. This group has no research or teaching responsibilities.

The University Librarian reports directly to the Vice Chancellor for Academic Affairs, who is one of the AUS administrators. There is no formal information about administrators’ satisfaction with library services.

Summary

The review of markets clearly shows that students and faculty are satisfied with library services, but there are areas for concern. In essence, both groups would like to have more print and electronic resources, longer operating hours and a quieter library.

3.1.3 Competition

The library’s mandate is to serve AUS students and faculty. In the region there is very little competition from other libraries. Public libraries do not have materials that are suitable for academic study and other academic libraries in the United Arab Emirates are not accessible to the AUS community. The greatest competition for the library appears to be the Internet and the information made freely available through the web or through fee-based services. This is of concern because the quality of information freely available on the web may be inferior. If students use inferior information, the quality of their work will suffer.

The LibQUAL survey showed that faculty use non-library gateways to find information much more often than the library website. The numbers show 72.29% of faculty use non-library gateways daily, while only 34.84% use a library Web page daily. Similar figures can be seen for graduate students (Table 3) and undergraduate students (Table 4).

The OCLC research reports a similar message showing less than 50% of students surveyed use the library frequently and students normally begin their research by using a Web search engine.

The library's most important competition is the information found on the Internet. More research is required to find out why students prefer using a Web search engine and what kind of information is being sought when students and faculty use non-library gateways.

3.1.4 Other Stakeholders

Other stakeholders include other libraries, library vendors, and library associations or organizations. These stakeholder groups are important to consider because they are integral in delivering core library resources and services to users.

Other Libraries

The library maintains relationships with libraries in the Gulf region that are based on formal document delivery and inter-library loan agreements. The library has a reciprocal borrowing agreement for faculty with the University of Sharjah libraries.

A local consortium of libraries from the United Arab Emirates University, Higher Colleges of Technology and Zayed University, along with AUS, will begin piloting a local resource sharing arrangement in 2010. Inter-library loan and document delivery is considered a core service offered to library users.

Vendors

Library vendors provide the library with goods and services such as library management software, electronic databases, inter-library loan services, cataloging services, table of contents services, library-specific equipment, books, journals, electronic journals and other supplies. The vendors who supply these goods and services vary in size and location, ranging from small local representatives, to large international organizations. The decision to choose a particular vendor depends on many factors including, price, workflow fit, and quality of service.

From time to time there are problems with vendors due to late payments, incorrect materials being shipped or materials not arriving on time. There is a possibility that these problems may lead to interruption of services to library users. The library should ensure these interruptions are kept to a minimum by improving internal administrative procedures associated with resource purchases.

Library Organizations

The library is a member of several library organizations and actively participates in activities led by these organizations. The main ones include the American International Consortium of Academic Libraries (AMICAL), the Information Literacy Network (ILN) and the American Library Association. Membership in these organizations enables librarians to participate in professional development, and allows the library to share resources with others and to purchase resources at reduced consortium prices.

Summary

Other stakeholders in the library's external environment are key partners in delivering products and services to customers. As such, each of these relationships should be reviewed and monitored regularly to ensure the library expectations of receiving quality goods and services are being met.

3.1.5 Summary

An external environmental review is the first step in answering the question “where are we now?” The AUS Library overall is in a good position but there are some issues that need to be addressed. Important threats include: the potential for increased demand for resources, along with escalating prices, and faculty and student dissatisfaction with existing resources. Other issues that arose are users’ dissatisfaction with hours and the noise in the library. These are threats to the library’s ability to deliver the resources and services to primary stakeholders in a satisfactory manner.

Although AUS administrators are key stakeholders and make many decisions that affect the library, there is no formal feedback about their satisfaction with library services. Additionally, library vendors, other libraries, and library organizations are partners in delivering products and services to users. These relationships should be intensively reviewed and monitored regularly to ensure library expectations in regards to timeliness and customer satisfaction are being met.

Competition is limited to the Internet, with students preferring to use Internet search engines for their information needs. More research is needed to determine why students and faculty use non-library gateways to information.

Two clear opportunities emerge from the external review: the new General Education Program’s information literacy component will provide a greater educational role for the library, and faculty’s increasing use of the BlackBoard course management system will allow the library to target services and resources at the course level. Both of these may help the library to better understand the needs of faculty and students, by working more closely with faculty to deliver point-of-need library resources.

3.2 Internal Environment

An examination of the library’s internal environment includes a review of the library’s mission statement and goals; a resource analysis and the marketing strategy. This information helps to answer the question, “Where are we now?”

3.2.1 Mission statement

The library’s mission states:

“The AUS Library plays an active and integral role in furthering the educational mission of the University by connecting students and faculty to the world of information and ideas. Librarians, in curricular partnership with the faculty, provide instruction, resources and services that strengthen student research skills, promote critical reflection and foster academic excellence” (Appendix B).

To fulfill the mission the library undertakes a number of activities that are detailed in Appendix B. They include selecting and maintaining materials to provide high quality library collections, providing a comfortable and inviting learning environment, recruiting competent service-oriented staff, exploring innovative technologies, and forging partnerships within the campus community and with outside academic institutions (Appendix B).

3.2.2 Goals

The library's goals have remained the same for the past three years. The activities and initiatives undertaken to achieve the goals change every year. The library has many goals, however, this audit's prime concern is with goals that are related to marketing the AUS library, and include the following:

AUS Library Goals 2009 -2010

1. Meet curricular needs of students and faculty by acquiring print and electronic resources.
2. Create strong and effective relationships with faculty and participate in faculty/librarian initiatives.
3. Utilize innovative technologies to improve access to information, promote library resources and better serve off-campus users.
4. Provide physical spaces that meet student needs and promote learning.
5. Foster a culture of continuous improvement through ongoing assessment and evaluation.
6. Forge effective partnerships with regional and international organizations.

Specific outcomes and activities are outlined in Appendix G. Marketing program goals and strategies should be derived from the organization's long-term goals and should help the organization achieve those goals.

3.2.3 Resource Analysis

The resource analysis stage identifies the major internal strengths and weaknesses of the organization. The financial, technical, physical, and human resources areas are examined, along with the library's image and reputation.

Financial Resources

The library's budget includes acquisitions, travel, part-time staffing, student assistants staffing and office expenses, and amounts to 4,425,000 Dirhams annually (1,204,600 USD). Full-time staffing expense is not included. The budget has been stable in the past number of years, however, in 2006-07 the library received 3% of the overall university budget and in 2008-09 only received 2%. This may be partially explained because the cost of computers and printers had been transferred to the university's academic information technology department.

Library users pay for photocopying and are fined for overdue and lost materials. This money does not stay in the library budget but returns to the university's finance department.

A major strength of the library is the ability to purchase books requested by faculty and students, because they are a one-time purchase. Requests for periodicals and electronic databases are difficult to accommodate because they represent an ongoing financial commitment, including a minimum five percent average annual inflation rate. The budget for electronic resources and periodicals is not large enough to fulfill all requests. Many factors are used to determine what the library will purchase. They are detailed in the library's collection development policy. For electronic resources the following factors are used to determine whether the library will acquire the resource: relationship of the title to the existing collection and collection goals; significance and timeliness of the material; availability of indexing and finding tools; availability of full text and/or images; scope, authority and duration of the publication; reviews and recommendations; ease of access; format; and cost including annual inflation rates.

Technology Resources

A major library strength is the up-to-date information and communications computer technology. The library is supported by the university's Information Technology Department and employs two information technology specialists who work directly in the library. A Web Services Librarian and Systems Librarian provide direct support for the specialized integrated library management system, Millennium, and the library's website. The library is one of the few libraries in the region to use a radio frequency identification (RFID) system for inventory control, allowing self check-out of materials, and more efficient management of books.

Physical Resources

The library building is three years old, aesthetically beautiful and staff are regularly required to provide tours for visiting dignitaries and staff from other libraries in the region. There are 8,750 square meters on three floors and an "information commons" computer environment; two classrooms for teaching information literacy and research skills; book, periodical and media collections; group study, media and presentation rooms; circulation/reserves and reference desks; self-checkout stations; university archives; library technical services; and library administration offices. Seating capacity is approximately 800, or nearly 20% of the current student population. Over 135 computer workstations provide students with full Internet access, Microsoft Office products, and specialized academic software. Fifteen laptops are available for checkout and wireless coverage extends throughout the building. Scanners, printers and photocopying equipment are also available. Other facilities in the building include: a faculty development center, video-conference classroom, bookstore, café, and testing center.

The library has only one exit and entrance, with a mechanism to count the number of people who enter the facility. On average, there are 19,000 visits to the library in a one week period during the fall and spring semesters, making it a very popular and well-used facility.

Human Resources

The library staff consists of nine professional librarians, twelve full-time library staff, eight part-time assistants and 30 student assistants. All librarians and library administrators must have a Master's Degree in Library and Information Science from an American Library Association accredited institution. This requirement is a strength, however, a challenge for the library is the lack of formal library technician training in the Gulf region.

3.2.4 Summary

The resource analysis shows the major internal strengths are: the library's ability to purchase books requested by faculty and students; up-to-date information technology; qualified librarians; and a beautiful well-used physical library. The major internal weaknesses are: demand for periodicals and electronic databases exceed the budget; and the lack of formal library technician training in the Gulf.

Overall, the library is in a good situation with many areas of strength that should be maintained or enhanced. One of the internal weaknesses can be easily addressed with a budget increase. The lack of formal library technician training may be addressed through on-the-job training.

3.4 Marketing System

No formal marketing system is in place, nor is there a staff member solely responsible for marketing. Marketing activities take place on an informal ad hoc basis with the responsibility falling to the University Librarian and Associate University Librarian. There is no specific portion of the budget allocated for marketing activities.

While there is no formal marketing system in place, many marketing-related activities take place and are focused on being responsive to users' needs and increasing the library's visibility and profile with faculty and students. Some examples include:

- Developing and maintaining a library website that provides access to resources and information about the library.
- Producing promotional literature, including a general brochure; a guide for faculty; and a brochure describing information technology services.
- Posters placed throughout the library promoting services and resources.
- Projects designed to assess library services and resources including a satisfaction survey to assess information technology services; an overall satisfaction survey, LibQUAL; an assessment of customer service in the library; a survey to determine the level of satisfaction with noise in the library; statistics showing computer use; headcounts to determine how many students use the library; and others.
- Annual reports are compiled to measure changes from year to year with statistics on reference questions asked, instruction sessions delivered, number of books circulated, number of items purchased, database use statistics, and others.
- A library liaison program designed to provide outreach to faculty.
- Provision of an information literacy program for all students that is regularly assessed, and improved, based on the results of assessments.

Although the library conducts a sizable number of promotional activities, there is still the perception among library administration and librarians, that faculty and students are unaware of existing library resources and services. There is evidence from the 'ask-a-librarian' service, research help desk, liaison librarians, and inter-library loan service that both faculty and graduate students are unaware of resources that are available to them.

The LibQUAL survey showed that faculty are dissatisfied with: printed library materials, electronic information resources, print and/or electronic journal collections, and graduate students are dissatisfied with print and/or electronic journal collections. Both groups would like to have more resources. The LibQUAL survey does not provide evidence of why faculty and students are dissatisfied, just that they would like to have more resources. Further study is needed to answer this question.

Summary

The key questions for this section are, "who is formally responsible for marketing?" and "what is the organization's marketing philosophy?" As seen, there is no one person formally responsible for marketing and no stated marketing philosophy, although activities are developed with the user in mind. There are numerous marketing activities being conducted but no formal program.

This scattered approach to marketing may not yield effective outcomes. A structured approach to marketing will help to ensure library services are being used most effectively to meet the

needs of users. A formal marketing program will help to prioritize marketing activities to best meet the mission of the library.

3.5 Activity Analysis

The final section of the marketing audit examines all components of the marketing mix: products and services; pricing; distribution; and communication. Within each of these four parts, there are two areas to review: the current operating procedures and an evaluation of the effectiveness and efficiency of the activity.

3.5.1 Products and Services

The library is primarily concerned with offering the following core services: research and reference; website and e-resources; information technology; circulation; interlibrary loan and document delivery; and education.

Research and Reference Services

The library employs a number of librarians who spend part of their time offering research and reference services. Questions can be asked at the Research Help Desk, via email through the “Ask-A-Librarian” service or telephone. Questions vary in complexity and range from a very simple directional question, to more complex research questions. Table 5 shows a steady increase in the questions asked at the Research Help Desk from 2004 – 2007, with a small decrease in 2007 – 2008.

YEAR	NUMBER OF QUESTIONS
2004-2005	1348
2005-2006	2459
2006-2007	3591
2007-2008	3570

Table 5: Research Help Desk Statistics

There are two other service points where users can get help: the Information Commons (IC) Help Desk and the Circulation Desk, neither of which are staffed by librarians. The IC Help Desk is for information technology related questions and the Circulation Desk is where users can get help with their library account and check out materials.

The LibQUAL survey measured nine points, on a scale from 1 to 9, related to “Affect of Service.” The points were: employees who instill confidence in users; giving users individual attention; employees who are consistently courteous; readiness to respond to users’ questions; employees who have the knowledge to answer user questions; employees who deal with users in a caring fashion; employees who understand the needs of their users; and willingness to help users.

The LibQUAL survey provides three data points to measure “Affect of Service”: the minimum acceptable mean; the desired mean; and the perceived mean. For “Affect of Service” the minimum mean was 6.46 indicating the level considered the lowest acceptable level. The desired mean was 7.66 and indicates the level the user desires. The perceived mean was 7.16 and shows the level the user perceives to exist in the library. The result shows a gap between what users’ desire (7.66) and their perception of the existing service (7.16). This result falls

within the “zone of tolerance” but indicates there is room for the library to improve service levels.

Website, E-resources and Print Materials

The Web Services Librarian and Systems Librarian ensure that all electronic resources are seamlessly available 24 hours a day, 7 days a week and are available both on and off campus. The library website provides end-user access to all of the library resources, electronic books, journals, encyclopedias, and the online library catalog provides bibliographic access for the print materials. Table 6 shows website use.

Date	Website Visits
Jan 7, 2007 – Jan 5, 2008	656,700
Jan 6, 2008 – Jan 3, 2009	654,298
Jan 4, 2009 – Sept 5, 2009	391,179

Table 6: Website Visits

Use statistics are available for most electronic databases, with some used heavily and others less so. The data is reviewed annually when databases are due to be renewed and renewal decisions are informed by the use statistics. Table 7 shows 2004-2005 database searches totaled 181,241, and in 2007-2008 the total searches were 269,306. This may be due to increased enrolment and greater integration of information literacy instruction in the classroom.

	2004-05	2005-06	2006-07	2007-08
Books/Volume Count	71,744	83,467	95,000	101,130
Circulation	108,249	113,085	135,697	133,089
Database Searches	181,241	210,335	247,050	269,306
Document Delivery & ILL	556	468	526	688
Instruction Sessions	156	144	146	174
Library Visitors (gate count)	430,208	437,950	520,000	643,000

Table 7: Library Use Statistics

The library acquires books, journals, and media items according to a Collection Development Policy that says the library collects materials that support:

- the curriculum of an existing undergraduate course, graduate course or degree program
- the general information needs of undergraduate and graduate students
- undergraduate teaching, graduate teaching and course development
- faculty research and their professional information needs
- the cultural, intellectual and professional needs of the University community
- other needs, including recreational, of the extended University community

Faculty and students are encouraged to suggest books for purchase. This is done by providing a “suggest-a-book” service on the website and through librarian/faculty contact.

LibQUAL results reveal that faculty and graduate students would like to have more full text access to electronic resources and printed books.

Information Technology Services

The library's "information commons" computer environment provides two computer classrooms, presentation rooms and media preview rooms, along with over 135 computer workstations providing full Internet access, Microsoft Office products, and specialized academic software. Fifteen laptops are available for checkout and wireless coverage extends throughout the building. Scanners, printers and photocopying equipment are also available.

User feedback includes regular complaints about the photocopiers. The Information Commons (IC) Help Desk, staffed by student assistants and specialist information technology staff, provides information technology assistance to students. A 2009 IC satisfaction survey given to 78 students responded that 86% of them were satisfied or very satisfied with the assistance they received from the IC Help Desk. The survey also showed that students believe there are an insufficient number of computers, which is understandable because the survey was conducted in the last two weeks of the semester before exams, when there is an unusually high demand for computers. Library goals state that "except during the last two weeks of semester, library study spaces are sufficient to meet student demand, i.e. Quiet Zones, group study and media rooms, IC workstations." Head counts and computer use data are gathered daily to determine whether the library has met the goal. Data shows that the library meets this goal with computer use reaching the 90% or more level only in the last two weeks of the semester and sufficient available study space.

Interlibrary Loan & Document Delivery Service

Interlibrary loan involves both borrowing materials from and loaning material to other libraries. The library supplements its' collection by borrowing materials rather than purchasing them, however, there is a cost and the Gulf region does not have a fully-Id inter-library loan network. It is difficult to determine future demand for this service. Problems associated with inter-library loans are, slow delivery and short loan periods. There is no direct assessment data about this service.

The document delivery service involves purchasing documents from commercial providers with an average cost of 35 USD. Interlibrary loan and document delivery use increased by 30% between 2006-07 and 2007-08 (Table 7).

Education Services

The library offers an information literacy program to all students and it is delivered as part of academic writing classes. Subject specific research skills instruction is offered when requested by faculty. Classes help students locate and evaluate resources to use in their research. Information technology sessions and library tours are delivered at the beginning of each semester as part of student orientation. Table 7 shows an increase in instruction sessions of almost 20% between 2006-07 and 2007-08. This service is expected to remain stable but if outreach and awareness to faculty increases, the requested number of instruction sessions may grow.

Education services also include printed guides to the literature, online guides to help students find materials, interactive multimedia tutorials on the library website, small group instruction for faculty, and one-on-one training.

The information literacy program is assessed regularly by using pre and post tests and the results are used to improve the program.

3.5.2 Pricing

The library does not charge any of its users directly for library services and resources. Costs for library resources and services are paid out of the library's budget that comes directly from the institution and is comprised mostly of funds received from student tuition.

Library users are charged for overdue materials. For regular collection books users are charged 1 Dirham per day, up to 30 Dirhams and for materials on reserve for classes they are charged 1 Dirham each hour they are overdue. The annual amount of library fees collected is unknown as all monies are administered by the university's finance office.

3.5.3 Distribution

Distribution is concerned with providing goods and services to users in a location that is convenient. The library provides its services through two primary means – physical and virtual. The physical library is located in a strategic position that is convenient for most students, and next to the main building in the center of campus. With a total of 8,750 square meters of space on three floors, the library is considered to be very comfortable and beautiful. This allows the library to deliver services in an environment that is highly desirable which may positively influence users' perception of the service. Table 7 shows an annual increase in the number of library visitors.

The virtual library provides access to all electronic resources, both on and off campus. The library also serves users via telephone and email. Electronic resources are available 24 hours a day, seven days a week and the opening hours for the library vary during the semester. Regular library hours are: Sunday-Wednesday 7:30 am – 12:00 am; Thursday 7:30 am – 5:30 pm; Friday 2:00 pm – 10:00 pm; and Saturday 11:00 am – 12:00 am. The 2008 LibQUAL survey showed that both faculty and students would like the library to be open more hours on Thursday and Friday, as well as holidays. Prior to the survey, which was administered in April 2008, the library was not open on Fridays. The library is now open for 8 hours on Fridays.

User feedback regularly includes complaints about the number of hours the library is open, the cold temperatures due to faulty air conditioning, not enough study rooms, and the high levels of noise.

3.5.4 Communication

The library has no formal marketing plan or dedicated budget for marketing. The library communicates and promotes its resources and services to library users through the website, posters, emails, brochures, and librarian/faculty liaison program. The library also communicates formally with administration through one-on-one meetings and annual reports. Briefing notes from the University Librarian are included in reports to the Board of Trustees.

With no formal strategy for communication in place, activities are often scattered and without focus. The amount of time and effort given to communication and promotion is limited because providing core library services often take priority.

A recent task force, struck by the University Librarian, reviewed internal and external communications. A survey of staff revealed that internal communications needed to be strengthened, so the group focused primarily on internal communication channels. For example, a staff WIKI was developed for sharing internal information. The task force also made

recommendations about improving external communications that included improving the library website using RSS feeds and student blogs. Other recommendations included hosting a faculty open house, hosting an online book club, meet with student council representatives, and others (Appendix D).

A LibQUAL survey question asked users how well the library was doing with “making me aware of library resources and services”. Results showed the desired mean was 7.50, the minimum acceptable mean 6.36, and the perceived mean was 6.71. This indicates there is room to improve communication and promotional activities to raise awareness but the library is exceeding the minimum acceptable level.

3.5.5 Summary of the Marketing Mix

This section included an audit of the marketing mix elements, or the 4Ps: products, pricing, distribution (or place), and communication (or promotion). The core products, or services, offered are reference and research; website, e-resources and print materials; information technology; inter-library loan and document delivery; and education. These core services relate directly to the library’s mission to connect students and faculty to information and ideas, and to provide instruction, resources and services that strengthen student research skills, promote critical reflection and foster academic excellence.

The audit reveals that reference and research help is available in many ways but there is a gap between what users’ desire and their perception of service. While there is room for improvement, the perceived service level does not fall below the lowest acceptable level. Use of the website is increasing and the LibQUAL survey indicates that faculty and graduate students would like to have more full text access to electronic resources and printed books. Information technology assistance performs well, with 86% of surveyed students being satisfied, or very satisfied. However, there is still a perception that there are not enough computers in the library. While there is no direct assessment data about inter-library loan and document delivery, use has increased by 30% in the past two years. It is difficult to draw conclusions about the efficiency and effectiveness of education services from the results of the information literacy outcomes questions in LibQUAL although the information literacy program is assessed regularly by using pre and post tests and the results are used to improve the program.

Pricing in the library is not the highest marketing concern, however, if university’s administration would allow the library to retain overdue fines, this amount could be used to fund a marketing budget. Distribution (or place) is a critical marketing concern. The library provides services to users in a location that is convenient and also through the virtual website. Communication and promotion are handled in a variety of ways, however, the LibQUAL survey shows there is room to improve users’ awareness.

3.6 Summary of the Audit

The marketing audit is designed to carry out a broad, systematic review and appraisal of the marketing strategy and performance of the library. It includes a review of the external and internal environments, an analysis of the existing marketing system, and an activity analysis, all leading to answer the question “where are we now?”

The most important result from the audit reveals a lack of marketing strategy. While many user-centered activities are conducted, there is no overall structured comprehensive strategy.

Analysis of the external and internal environments show the most relevant trend that may affect the library is an increased demand for resources and services. This demand, along with escalating prices, may threaten the library's ability to deliver required resources and services. This may also lead to students and faculty using general internet sites with lower quality research materials. Students and faculty are already unhappy with the number of available resources and this dissatisfaction may grow. Other issues that arose are users' dissatisfaction with hours and the noise in the library which affects the distribution element of the marketing mix.

Overall, users' are satisfied with library services, however, a review of these six core services: reference and research; website, e-resources and print materials; information technology; inter-library loan and document delivery; and education services, indicate there are areas for improving performance. Major internal strengths are: the library's ability to purchase books requested by faculty and students; up-to-date information technology; qualified librarians; and a beautiful well-used physical library.

The analysis revealed two opportunities to help the library fulfill its' mission: teaching students information literacy through the new General Education Program, and delivering resources through the BlackBoard course management system.

Three other key findings are: AUS administrators are key stakeholders yet there is no formal feedback about their satisfaction with library services; library vendors, other libraries, and library organizations are integral partners in delivering products and services to users; and competition for the library is limited to the Internet, with students preferring to use Internet search engines for their information needs.

The communication aspect of the marketing mix is implemented by using a variety of mechanisms, however, the LibQUAL survey shows there is room to improve users' awareness of library services.

Information from this marketing audit will inform the situational analysis found in the next section of this report. The key output of the situational analysis is the identification of a set of problems (or threats) and opportunities facing the library.

4 SITUATIONAL ANALYSIS

The situational analysis is the stage of the marketing analysis where findings from the marketing audit are used to specify a set of key problems (or threats) and opportunities facing the library. This is the last stage in answering the question, “Where are we now?” These issues will be addressed by the marketing program goals and strategies within the marketing plan.

4.1 Problems (Threats)

- **The library has limited resources to effectively establish and administer a formal marketing program.**

Limited resources are allocated to the marketing function and there is no formal marketing system in place. The University Librarian and the Associate University Librarian for Public Services take on the marketing function along with other job responsibilities.

- **The Internet is the main competitor facing the library.**

The LibQUAL survey showed that many library users use the Internet more often for information. Research on the use of academic libraries shows that users are satisfied with the quality of the information they find on the Internet and that 88% of students were very satisfied or satisfied with information provided by a librarian and 90% of the time with search engines (Appendix E). The lesser quality information available on the internet may lead to substandard research. Studying the competition is important for understanding the threat they pose to the library and its’ users.

- **Faculty and graduate students are not satisfied with library resources.**

The LibQUAL survey showed that faculty and graduate students are dissatisfied with printed and electronic information resources. Demand for resources is expected to increase due to the growth and development of new academic programs, and new research requirements. This, coupled with escalating costs, may threaten the library’s ability to deliver required resources and increase user dissatisfaction. As mentioned earlier in the literature review, it is possible the library has built a collection of resources without considering exactly what the customer wants and requires, or made the customer aware of existing resources.

- **No mechanism exists for acquiring formal feedback from AUS administrators.**

AUS administrators make key decisions affecting the library yet there is no formal feedback to measure their level of satisfaction.

- **An apparent lack of awareness can be seen among users about library resources and services.**

When users were asked if the library makes them aware of resources and services, the LibQUAL study showed there is a gap between users desired level and the perceived level, which may indicate a lack of awareness. Questions asked at service desks in the library also indicate a lack of awareness. For example, faculty often ask why the library does not subscribe to a particular

journal that is already owned by the library. Communication and promotion is a key aspect of the marketing mix and can help the library raise awareness about library resources and services.

- **Library staff do not have library qualifications and must be trained when hired.**

Library staff are hired with no formal qualifications and they must learn on-the-job. In Western libraries, key staff have a library technician qualification. AUS Library staff are recruited from within the United Arab Emirates where there is no formal library technician training.

4.2 Opportunities

Two opportunities were identified from the SWOT analysis conducted by librarians. Both of these will allow the library to achieve mission-related goals.

- **A new General Education program specifically identifies Information Literacy as a core competency and ties in with the mission of the library.**

This is an opportunity for the library to fulfill part of it's' mission to work with faculty to ensure students are information literate, by teaching them how to locate, evaluate, and effectively use information.

- **There is a steady annual increase in the number of AUS faculty who use the Blackboard course management software system. This will allow the library to provide course level support for students who need information for research papers.**

This is an opportunity for the library to provide targeted resources at the course-level to support the curriculum and to forge effective partnerships with faculty.

- **The University Librarian believes marketing is important to the library.**

The support of the University Librarian provides an opportunity for the library to establish a strategic marketing plan to ensure customer needs are satisfied.

- **Retaining overdue fines would increase the library budget to fund marketing activities.**

This is an opportunity for the library to fund activities related to marketing.

4.3 Summary

There are a number of key problems and opportunities identified in the situational analysis. These will be addressed by the marketing goals and strategies in the marketing plan.

5 RECOMMENDATIONS

This section recommends a marketing plan for the library, using information from the marketing audit and the situational analysis which answered the question “Where are we now?” The marketing program goals will help to answer the question of “Where do we want to go?” and the marketing strategies will answer the question “How are we going to get there?” These are followed by specific activities to implement the marketing strategies. Finally, recommendations are made to evaluate the effectiveness of the plan and will answer the question “Are we getting where we want to go?”

5.1 Marketing Plan

The marketing plan includes marketing program goals, marketing strategies and marketing activities. The program goals are based on the problems and opportunities that came from the situational analysis and are derived from the organization’s goals. Marketing program goals answers the question “Where do we want to go?” The program goals should be specific and quantifiable. They should be challenging, but not set so high that they cannot be realized, and they should be tailored to the individual situation, and ranked in order of priority (Lovelock & Weinberg, 1989). Lovelock and Weinberg recommend that goals should be few in number so they can provide focus and guidance for managers.

Each recommended goal is followed by a marketing strategy that identifies how the library is going to achieve each of the marketing goals. Then finally, each marketing goal has a list of activities designed to achieve the goals.

5.1.1 Marketing Program Goals

The situational analysis underpins the development of the marketing program goals. Three primary marketing goals were devised to address the problems taken from the situational analysis. The problems include the lack of a formal marketing program, faculty and students’ dissatisfaction with library resources, no mechanism for acquiring formal feedback from AUS administrators, and an apparent lack of awareness among users about library resources and services. These marketing program goals answer the question “Where do we want to go?”

The first goal is to address the marketing capacity of the library because there is no formal marketing plan in place. The literature indicates that marketing management involves planning and implementing a strategy to ensure customer needs are satisfied (Kotler, 1997). The library does not have a marketing strategy and there are limited resources allocated to the marketing function.

The second marketing goal addresses the issue of stakeholder satisfaction and the problem of user dissatisfaction. Faculty and graduate students are dissatisfied with library resources and there is no formal mechanism for measuring satisfaction of AUS administrators. The literature says that organizations should put the target audience at the center of everything and knowing your customer is the key theme in marketing (Andreasen & Kotler, 2008). As such, this needs to be a focus of activity for the library.

The third marketing goal is to ensure users are aware of library resources and services. There is a gap between users’ desired level and their perception of whether the library makes them aware of resources and services. Questions asked at service desks also indicate lack of awareness of

existing services and resources. Promotion is one of the elements of the marketing mix and can help the library raise awareness levels.

5.1.2 Marketing Strategy and Activities

This section includes the marketing strategy and activities used to achieve the marketing program goals. The marketing strategy answers the question “How are we going to get there?” The first step in determining marketing strategy is a positioning statement which identifies the target segments and is essential for meeting the needs of users, and to assist management in focusing the efforts of the organization. The primary target segments of the library are undergraduate students, graduate students, and faculty. The marketing audit also showed that AUS administrators are important segments because of their decision making capabilities. The positioning statement should also include the benefits users will gain by using the library resources and services. These have not been fully articulated by the library and are included as an activity under Marketing Program Goal #2.

Marketing Program Goal #1

Increase the marketing capacity of the library (where do we want to go?)

Marketing Strategy (how are we going to get there?)

The library should allocate financial and human resources to the marketing function and expand marketing efforts with key stakeholders by soliciting regular feedback annually.

Activities

- Establish a marketing committee and task members with prioritizing marketing activities in each academic year, in consultation with library administration. The committee should be comprised of one librarian, one staff member, and the Associate University Librarian for Public Services. The committee will develop an appropriate time frame to implement activities from the marketing plan.
- Assign at least one position within the library as the key person with overall responsibilities for marketing.
- Allocate a budget for marketing activities. This budget can be recommended by the marketing committee.
- Investigate the possibility of retaining overdue library fines in order to fund marketing activities.
- Develop a system to regularly gather library user information through various means. The tools may include surveys, focus groups, user statistics, or feedback forms. The information should be used to determine the needs of library users and their levels of satisfaction. Any changes in services and resources as a result of feedback should be communicated back to library users.
- Assessment should focus on core services: reference and research; website, e-resources and print materials; information technology; inter-library loan and document delivery; and education.

Marketing Program Goal #2

Increase stakeholder satisfaction (where do we want to go?)

Marketing Strategies (how are we going to get there?)

- The library should try to address all current areas of dissatisfaction. It should expand the number of electronic resources available to library users as funding allows and by using a priority list. The marketing audit suggests that graduate students and faculty are dissatisfied with the amount of full text electronic resources available to them.
- The library should survey faculty and graduate students across all faculties to determine their specific needs and to identify core journals and databases.
- The library should maintain its excellent customer service orientation. The staff should continue to be friendly, service-oriented and competent. The marketing audit reveals that library users are satisfied with services.
- The library should ensure budget allocations and infrastructure are maintained in order to preserve the quality of the library's physical resources.

Activities

- Provide user feedback to AUS administrators regarding the noise issue in the library and continue to request upgrades to acoustical treatments.
- Promote areas in the library where users can work and study quietly. Promote the no-talking-zones and the quiet computer room.
- Identify full-text electronic resources needed by faculty and prioritize them accordingly.
- Raise awareness of existing electronic resources with activities from Marketing Program Goal #3.
- Engage stakeholders, at least annually, to determine level of satisfaction and to determine expectations.
- Articulate the benefits accrued to stakeholders if they use the library resources and services.
- Identify why users prefer to use the Internet and when they choose the Internet over library resources, and then use the findings to improve services.

Marketing Program Goal #3

Increase awareness of library services & resources to stakeholders (where do we want to go?)

Marketing Strategy (how are we going to get there?)

The library should aggressively promote services and resources. There is a gap between users' desired level and their perception of whether the library makes them aware of resources and services. Questions asked at service desks also indicate lack of awareness of resources and services. Faculty do not often use resources in the physical library so in-library promotions would not be the best tool to use for advertising resources; however promotional campaigns that take place in the library may be effective with students. Faculty should be contacted by their liaison librarian through email, departmental meetings and other outreach activities.

Activities

- Educate graduate students about library services and resources by providing sessions at the beginning of every semester that are specifically targeted to them. Advertise these sessions through email, teaching faculty and graduate coordinators.
- Enhance and develop the liaison librarian program. Each librarian should have an annual action plan articulating goals that will increase the librarian's visibility in the academic departments and improve faculty awareness of library services and resources. This should include targeted emails, print literature, visits to the faculty and attending meetings held by the academic departments. The Information Literacy Librarian should capitalize on the new General Education Program information literacy outcome requirements by demonstrating to the academic departments how the library can help faculty and students meet these requirements.
- Develop course level support through the Blackboard course management software system for students who need to write research papers.
- Develop a checklist of promotional vehicles and use the checklist for every promotional campaign, as appropriate. For example, iLearn banner, posters, website, fliers, bookmarks, campus newsletters, student newspapers, table tents, message on the electronic document sender, message on the automatically generated date-due slip, and insert fliers on the computer tables.
- Develop a professionally designed and produced portable credit-card size pocket guide that outlines library services and resources. Distribute to all library users.
- Create a library newsletter that targets administrators and faculty. Administrators and faculty are decision makers and they should be aware of all library resources, services and activities.

5.2 Evaluation

Newly implemented programs and activities should be monitored and evaluated to ensure they are effective. The marketing goals outlined in the marketing plan for the library should be assessed to ensure they are working. Some recommended methods for evaluating the marketing program include:

- The creation of a feasible time frame to complete the marketing activities along with specific people assigned to the complete tasks.
- The annual development and distribution of surveys to determine stakeholder satisfaction levels regarding areas outlined in the marketing plan.
- Encouraging staff input by regularly reviewing marketing plan outcomes at normally scheduled staff meetings to ensure the time frame is being met.
- The Marketing Team should prepare semester reports identifying marketing activities and effectiveness.
- Examining and reviewing user statistics and other assessments to determine effectiveness.

6 CONCLUSION

This report has sought to provide a marketing analysis and plan for the American University of Sharjah (AUS) Library. The library has undertaken many marketing activities but there has been no cohesive plan that draws them together. This report provides a systematic and strategic marketing analysis resulting in a marketing plan that outlines key goals, strategies and activities.

The report applied a systematic and strategic approach to marketing by using Lovelock and Weinberg's (1989) Marketing Plan Format model. Key deliverables include an academic literature review, marketing audit, situational analysis and a marketing plan.

Key recommendations are outlined in the marketing plan. The three overarching marketing goals are; to increase the marketing capacity of the library, to increase stakeholder satisfaction, and to increase awareness of library services and resources to stakeholders. The plan includes the strategies and activities needed to accomplish the three goals.

By using this report, the University Librarian can approach marketing from a strategic perspective. The marketing plan will help to ensure that limited resources are being used most effectively to meet the needs of library users. This report can be used to prioritize marketing activities to best meet the mission of the library by improving and enhancing existing library services, and addressing current and future challenges.

7 REFERENCES

- Alman, S. W. (2007). *Crash course in marketing for libraries*. Westport, CT: Libraries Unlimited.
- American University of Sharjah. (2009). *American University of Sharjah*. Retrieved October 30, 2009 from, <http://www.aus.edu/about/>
- Association of Colleges and Research Libraries. (2009). *Marketing @ your library*. Retrieved March 12, 2009 from, <http://www.ala.org/ala/mgrps/divs/acrl/issues/marketing/index.cfm>
- American Marketing Association. (2009). *Definition of marketing*. Retrieved May 6, 2009 from, <http://www.marketingpower.com/AboutAMA/Pages/DefinitionofMarketing.aspx>
- Andreasen, A.R. and Kotler, P. (2008). *Strategic marketing for nonprofit organizations* (7th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.
- Conroy, Barbara (1982). Management and marketing of public services. *Journal of Library Administration*. 3(1), 9-12.
- Dacko, S.G. (2008). *The advanced dictionary of marketing: putting theory to use*. New York: Oxford University Press.
- de Saez, E.E. (2002). *Marketing concepts for libraries and information services* (2nd ed.). London: Facet Publishing.
- Dodsworth, E. (1998). Information policy. Marketing academic libraries: A necessary plan. *The Journal of Academic Librarianship*. 24(4), 320-322.
- Duke, L.M. and Tucker, T. (2007). How to develop a marketing plan for an academic library. *Technical Services Quarterly*. 25(1), 51-68. Retrieved January 27, 2009 from, Library and Information Science and Technology Abstracts database.
- Gomes, R. and Knowles, P.A. (1999). Strategic planning for public and nonprofit organizations: Rethinking the strategic market analysis sections. *Journal of Nonprofit & Public Sector Marketing*, 6(4), 3-22. doi:10.1300/J054v06n04_02
- Harrison, P.J. & Shaw, R.N. (2004). Intra-organizational marketing culture and marketing orientation: a case study of the implementation of the marketing concepts in a public library. *Library Management*. 25(8/9): 391-398. Retrieved October 31, 2009 from, Emerald database.
- Kotler, P. (1997). *Marketing management : analysis, planning, implementation, and control*. (9th ed.). Upper Saddle River, NJ : Prentice Hall.
- Lovelock, C.H., & Weinberg, C.B. (1989). *Public & nonprofit marketing* (2nd ed.). Danvers, MA: Boyd and Fraser Publishing.
- Marshall, N.J. (2001). Public relations in academic libraries: A descriptive analysis. *Journal of Academic Librarianship*, 27(2), 116-121.

Mathews, B. (2009). *Marketing today's academic library: A bold new approach to communicating with students*. Chicago, IL: American Library Association.

OCLC. (2003). *The 2003 OCLC environmental scan: Pattern recognition*. Retrieved January 27, 2009 from, <http://www.oclc.org/reports/escan/>

OCLC. (2005). *Perceptions of libraries and information resources: A report to the OCLC membership*. Retrieved January 27, 2009 from, <http://www.oclc.org/reports/2005perceptions.htm>

Owens, I. (2002). *Marketing in library and information science: A selected review of related literature in strategic marketing in library and information science*. Binghamton, NY: Haworth Information Press.

Rowley, J.E. (1995). From storekeeper to salesman: implementing the marketing concept in libraries. *Library Review*. 44(1), 24-35.

Rowley, J.E. (2003). Information marketing: seven questions. *Library Management*. 24(1-2), 13-19.

Ruskin-Brown, I. (2006). *Mastering marketing*. London: Thorogood.

Warnaby G. and Finney, J. (2005). Creating customer value in the not-for-profit sector: A case study of the British Library. *International Journal of Nonprofit & Voluntary Sector Marketing*, 10(3), 183-195. doi:10.1002/nvsm.18

Weingand, D. (1998). *Future driven library marketing*. Chicago, IL: American Library Association.

8 APPENDICES

Appendix A: Comments, Complaints and Compliments

Appendix B: AUS Library Mission Statement

Appendix C: Preliminary SWOT Analysis

Appendix D: Library Communications Task Force Report

Appendix E: OCLC Report

Appendix F: LibQUAL

Appendix G: AUS Library Goals 2009-2010

Appendix A: Comments – Complaints – Compliments

At the beginning of September 2008 the AUS Library launched a service designed to elicit feedback from library users. Feedback forms and a box were made available on the ground floor of the library. When a form is filled out it is gathered by a circulation supervisor and distributed to librarians to provide a response. The responses are posted on a bulletin board for everybody to read.

Between September 2008 and December 2008 there were 26 completed forms. Some of the comments were about a perceived lack of computers, needing assistance and a work area next to the photocopiers, adding specific materials to the library collection, want more equipment such as lockers, headphones, chargers, the noise, the temperature, lack of study room availability, ban on playing computer games and a few compliments.

Between January 2009 and May 2009 there were 29 completed forms. Some of the comments were about library hours, the cold temperature in the building, a dislike of study room rules & wanting rules enforced, the noise, perceived lack of banner registration, equipment, adding specific materials to the library collection and dirty/dusty tables.

These comments were discussed at Circulation / Information Commons meetings to discuss what we could do to address students concerns. The photocopier area was rearranged and a work area was provided along with better signage to direct students to the IC helpdesk for assistance. Lack of study rooms and noise issue was addressed by implementing the study room policy of allowing only two or more people to use the rooms. The noise issue was also addressed by having more staff patrolling to ask students to lower their voices. Thom will investigate making links available on our website showing students where there are computers and laptops available to use. Suggestions related to the collection were given to Paula Deakin who provided a response and added materials to the collection as appropriate.

DF - August 2009

Appendix B: AUS Library Mission Statement



AUS Library Mission Statement

The AUS Library plays an active and integral role in furthering the educational mission of the University by connecting students and faculty to the world of information and ideas. Librarians, in curricular partnership with the faculty, provide instruction, resources and services that strengthen student research skills, promote critical reflection and foster academic excellence.

To fulfill this mission, the library will:

- Work with faculty to teach students how to locate, evaluate, and effectively use information from a variety of print and online resources using the latest technologies.
- Review, evaluate, select and maintain materials in appropriate formats in order to provide high quality collections that support the needs of the curriculum.
- Provide a comfortable and inviting learning environment to meet a variety of learning needs: group interactions, collaborative and individual computer work, quiet study areas and informal seating.
- Recruit competent, friendly and service-oriented staff who share the library's commitment to excellence; provide development opportunities and reward outstanding performance.
- Explore new and innovative technologies that will improve access to information, increase efficiency and expand learning opportunities.
- Forge effective partnerships within the campus community, with outside academic institutions and with library organizations in the Arabian Gulf region and internationally to enhance library resources and services.

Revised January 2008

Appendix C: SWOT Analysis

AUS Library Preliminary SWOT Analysis

Strengths

- New and attractive facility
- Up-to-date technology and infrastructure
- Collections sufficient for majority of undergraduate needs
- Strong financial support from the university
- Strong support from students and faculty
- Dedicated staff
- Qualified professional librarians
- Strong customer service orientation / responsiveness to comments
- Excellent regional reputation
- Adherence to international standards
- Opportunities for professional development
- Experience with rapid change environment
- Director reports directly to the VCAA
- Energetic forward-thinking leader (KR)
- Professional development support
- Multinational support staff
- Willing to be innovative, flexible and experimental

Weaknesses

- Constant complaints about noise (acoustical issues and inadequate insulation)
- Insufficient group study space
- Insufficient staff to provide hours desired (weekends, holidays)
- Inadequate training opportunities for staff
- Lack of Arabic expertise in all areas: cataloging, acquisitions, collection development
- Difficulty recruiting professional librarians (from N.A.)
- Escalating cost of electronic resources
- Collections inadequate for faculty research needs
- Librarians not well-integrated into academic units
- Weak communication among the library service points
- Don't have a qualified person to design library appropriate posters, signs, or handouts
- Insufficient number of librarians (faculty liaison, information literacy, Arabic)
- Geographic location hampers ability to get materials more quickly
- Perception of lengthy acquisition time
- No credit card for rush orders

Marketing Analysis for the AUS Library

- Dealing with finance as a middle man
- Lack of local training and networking opportunities for library staff
- Incapacity to provide ILL for undergrads
- Limited subject specialists
- Loss of experience and knowledge with turnover
- Importance of online library services not shared with other AUS departments such as IT
- Alumni access to databases
- Lack of multinational librarians
- Seen as being unresponsive to dealing with noise issue

Opportunities

- iLearn and ability to provide course level research support
- New General Education program
- Need for a visual arts library
- Growth of new programs and research interests
- Library's role as a learning commons for all students
- Digitization projects e.g. SA&D slide and image collection
- Change in the scholarly publishing cycle - IR
- Most students respectful and courteous
- Multinational support staff
- Opportunities to recruit from outside of North America
- Quickly create new programs, services, and initiatives

Threats

- Rapid and continuous growth of programs
- Rapid growth of student body and faculty
- Restrictive licensing agreements for electronic resources
- Copyright issues
- Faster, easier access through public web
- Bypassing of library by students and faculty
- Short half- life of technology and software
- Local misconception that “electronic library” is all that's necessary
- Vendors going directly to users
- Staying current with IT and library developments is difficult
- Competition within region
- Cost of library resources

Appendix D: Library Communications Task Force Report

Contents

1 Report

1.1 External communications

- 1.1.1 Strengths
 - 1.1.1.1 • Customer Service
 - 1.1.1.2 • Successful in fulfilling its mission to support the AUS community
 - 1.1.1.3 • Open to feedback
 - 1.1.1.4 • Excellent reputation
- 1.1.2 Weaknesses

1.2 LCTF recommendations to strengthen external communications

- 1.2.1 Enhance the Library website
 - 1.2.1.1 Post LIBRARY MINUTE videos and podcasts
 - 1.2.1.2 Post a 14 Days to Have Your Say blog
 - 1.2.1.3 Introduce a Librarian
 - 1.2.1.4 RSS feeds
- 1.2.2 Improve information in the Library tab on iLearn
- 1.2.3 Host a student content-driven initiative to promote the open exchange of information
- 1.2.4 Host faculty open houses
- 1.2.5 Host an online book club
- 1.2.6 Utilize opportunity to send a message via the Digital Sender
- 1.2.7 Provide more vital information on due date slip
- 1.2.8 Install monitors or TV screen(s)
- 1.2.9 Generate Bluetooth/SMS messages
- 1.2.10 Generate a sense of community through use of Twitter
- 1.2.11 Partner with a business class to do a marketing study for the Library
- 1.2.12 Create an opportunity to meet with Student Council representatives

1.3 Ideas considered but not recommended

- 1.3.1 Install Information kiosks on the campus
- 1.3.2 Develop a Library Blog/ develop a more blog like approach to broadcasting library news
- 1.3.3 Send a monthly email to ALL
- 1.3.4 Develop a quarterly newsletter to send to faculty

Marketing Analysis for the AUS Library

- 1.3.5 Advertise Library services in campus newspaper/publication
- 1.3.6 Participate in the Club fair
- 1.3.7 Initiate Roving Librarians
- 1.3.8 Promote the Library through the use of screen savers on Library computers
- 1.3.9 Participate in networking through establishing a Facebook presence
- 1.3.10 Initiate a Library Users group

1.4 Concluding remarks

1.5 Internal communications

1. REPORT

The charge of the LCTF is to review and assess internal and external Library communications with a particular focus on internal channels (i.e., the Wiki, which was instituted to address internal deficiencies) and identify strengths, weaknesses and strategic goals for Library communications. The LCTF's "deliverable" will be to draft a set of practical and realistic recommendations that can be implemented in the next academic year.

Members of the LCTF: Alanna, Christine, Chris, Kathleen, Maria, Sally and Sylva

The LCTF began its work on March 16th and met on a weekly basis through the end of May, resuming weekly meetings in early June. The task force readily reached a consensus that improvements can be made in both internal and external communications. In fact, each member of the Task Force came to the first meeting with this concept well in place both for themselves individually and as informal representatives of their colleagues in the same functional area of the Library organization. We discussed our sense of strengths in current overall Library communications before proceeding to address external communication issues first and then proceed to examine internal issues in a separate step.

We took into consideration the library's published mission statement with particular focus on the following three goals:

1. Work with faculty
2. Explore new and innovative technologies
3. Forge effective partnerships

With these goals as our main focus we brainstormed ideas for strengthening our external communications and individually searched the current literature to identify additional ideas being implemented in other libraries. We discussed each of these ideas in the team forum where we shaped a sense of what might apply successfully to our environment. After grouping the ideas into broad categories, we voted on each idea to determine which were (1) worth pursuing and (2) not favored for further exploration. During the writing process, we continued to discuss our recommendations in an in-depth and focused manner; all of the originally discarded ideas that had more potential than we first thought, were moved into our recommendations.

1.1 External communications

1.1.1 Strengths

In terms of external communications, the Task Force strongly assesses the Library as a well-functioning organization that is highly regarded in the AUS community and the region. Among the many strengths of the University Library, the TF wishes to note the following particularly outstanding strengths of the Library

1.1.1.1 Customer Service

- A good deal of effort has been placed on successfully building and sustaining a strong customer service ethic among the staff
- The entire staff makes a noticeable stretch to reach out to its constituency in a professional, friendly and competent manner

1.1.1.2 Successful in fulfilling its mission to support the AUS community

- The library is highly regarded in the AUS community, as validated by the Office of Intuitional Research 2008 Fall Senior exit survey, whereby 93.6% of the graduating seniors regard library services as 'satisfactory' or 'very satisfactory.' It is notable, further, that 64.29% of the exiting seniors consider the Library as their favorite place on campus; the next highest rating in this survey is 10.71% for "other."
- A quick glance of LibQual results, the Library Survey conducted in the Spring 2008, reveals that the library has listened to what the academic community had to say and has been successful in addressing some of these major issues. A Quiet in the Library campaign was held, Friday hours were reinstated, and more funds have been reallocated to electronic resources. Actions on behalf of the library demonstrate the library's commitment to the mission of the AUS.

1.1.1.3 Open to feedback

- The Library home page is attractive, informative and useful when our users take the time to explore its contents.
- The staff is open to feedback and informally solicits as much as it can through active and ongoing self examination, paying close attention to what works and what does not for our users and ourselves.
- The bulletin board for Comments, complaints and compliments is pleasing, inviting, and lively, and demonstrates an excellent flow of conversation between the Library and its community of users.
- The Library regularly employs more formal information-gathering techniques such as assessments and surveys, such as an annual survey among the students, LibQual and Customer Service surveys.

1.1.1.4 Excellent reputation

- The many successful service areas of the Library have earned it high regard in the region as one of the premier libraries, and perhaps one of the most successful libraries in the UAE.
- The Library Administration has successfully set a tone of constant improvement which influences the staff with positive effect.
- Word of mouth among AUS faculty and students/community
- Consistently very high gate counts attest to the popularity of the library on campus:

2009	Jan	Feb	Mar	Apr	May	Jun
Gate count	48,513	64,565	142,845	192,652	179,666	50,679

(gate count raw numbers)

1.1.2 Weaknesses

Even with the level of success the Library has achieved, there is room for improvement in our external communications. The members of the LCTF readily agree that the Library Administration has established good and effective external relationships with other AUS

departments and does a very good job in representing the Library both as an organization with services of value and also as a staff with competence as well as concerns.

Nevertheless, there is a sense of some disconnect between some staff and some of the AUS community. We think that we can be doing more to promote the Library and enliven the Library's presence. We developed some enthusiasm in our team for implementing some of these ideas and put them forth for review with a sense of hope that several of them may be successful in bolstering our external communications.

1.2 LCTF recommendations to strengthen external communications

In relative order of priority

1. Enhance the Library website
2. Improve information in the Library tab on iLearn
3. Host a student content-driven initiative to promote the open exchange of information
4. Host faculty open houses
5. Host an online book club
6. Utilize opportunity to send a message via the Digital Sender
7. Provide more vital information on due date slip
8. Install monitors or TV screen(s)
9. Generate Bluetooth/SMS messages
10. Generate a sense of community through use of Twitter
11. Partner with a business class to do a marketing study for the Library
12. Create an opportunity to meet with Student Council representatives

1.2.1. Enhance the Library website

1.2.1.1 Post LIBRARY MINUTE videos and podcasts

- Rotate videos on a predetermined schedule, such as once a week, and that cycle through a semester, such as those created at Arizona State University: <http://lib.asu.edu/librarychannel/2009/05/07/libminute005/> and <http://lib.asu.edu/librarychannel/2009/04/30/libminute004> and Indiana University Libraries in Bloomington, Indiana <http://www.youtube.com/watch?v=LImUagoGkFM>
- These single-concept videos have potential to have a powerful impact on our users. Each of the librarians can take a turn so that face and name recognition can effortlessly build up over time and that recognition of them can foster a sense of familiarity that will increase a sense of approachability. With an overall tone of lightness and fun, it is hoped that students and faculty will come to the home page to see the latest installation.
- It may also be possible to partner with another department on campus, such as Public Relations, to have both more experienced assistance and more interaction with staff in external departments.

1.2.1.2 Post a 14 Days to Have Your Say blog

- Patterned after a blog created by Western Washington University: <http://lib206.lib.wvu.edu/14days/> and similar to the “How do you do research?” blog posted on our home page recently, we recommend instituting a blog at AUS that invites interaction with the academic community.
- We recommend that the event be vigorously promoted in advance of the posting, such as inviting appropriate faculty to promote the concept with their students (e.g., Writing classes). It may be effective to post humorous and even elusive advertisements around the campus to pique curiosity and attract some interest, such as a simple sign that invites “Wouldn’t you just love to have your say?” without giving more information for a few days. The place and time for this could be slowly revealed over the span of a month.
- The time of its posting should be strategically selected to optimize a good outcome. Mid-way through the semester or two thirds through the semester, definitely before finals and perhaps in the middle of paper-writing might be a good time to catch students who might, indeed, have something to say.
- The Library should be prepared to answer comments quickly to promote a good flow of information and simulate a conversation as much as possible. It may be necessary for us to be prepared to seed the blog with posting some questions to our users to incite some interest.

1.2.1.3 Introduce a Librarian

- This section would have a picture, a short bio, subject specialties, contact information, and possibly some hobbies or personal interests that are relevant to University life that might open avenues of communication with students, faculty, and staff.

1.2.1.4 RSS feeds

RSS feeds are a simple means of notifying site visitors of new and updated web content. Once set up, feed aggregators collect all the updates from user selected feeds and provide a single access point for content delivery. Users gather and receive information in one place without having to visit multiple web sites or remember URLs. While the library currently provides some RSS functionality in the form of new book and news feeds, there is opportunity for exploiting this technology further as library communication means. Ideas include:

- Provide feed links from individual subject (Lib Guide) pages.
- Allow feed sign up from all main content areas of library site.
- Connect feeds directly through iLearn (<http://feed2js.org>)
- Augment our individual subject (Lib Guide) pages with our own selected external feeds
- Provide feed links from call number ranges. Users can discover when new books are added within specific subject ranges.
- Provide a feed facility for saved OPAC searches – e.g. When a new title is added
- The above idea is one way users could be notified when an order has been received
- Through an AUS Del.icio.us account and their RSS facility, collect and republish content to subject (Lib Guide) pages.

- Combine our entire individual library RSS feeds into one page to assist the user in RSS feed selection.
- Promote RSS feed links provided by library databases and table of contents services

1.2.2 Improve information in the Library tab on iLearn

- Due to the pervasive nature of iLearn on campus and popularity with students, the library tab provides an opportunity to showcase library service; it can also act as a lively portal to the library webpage and resources in a medium that students and faculty have to use. Providing widgets (e.g., the catalog search box, RSS feeds, and quick links) that can be easily added to individual courses or pages by professors and students, will serve to bring the library and its services to the class/student where it is most convenient.
- The library can create timely, visually pleasing and engaging posts and graphics in iLearn that are relevant to writing class or other class assignments. Librarians can post Databases, such as Opposing Viewpoints as well as provide links to books in the collection, such as the Point, Counterpoint or Opposing Viewpoints series. By frequently changing the information posted, students may well be attracted to checking the Library tab more often. The key to success for utilizing the Library tab is for us to be quick, relevant and timely with posts and to keep a brisk flow of changing information.
- In addition to the tab, we can leverage the banner feature to advertise or link to library related surveys, services etc.

1.2.3 Host a student content-driven initiative to promote the open exchange of information

- As reported in the ALA's May 20, 2009 issue of American Libraries Direct, "the Sparky Awards is a contest that recognizes the best new short videos on the value of sharing, and aims to broaden the discussion of access to scholarly research by inviting students to express their views creatively. This year, students may submit their entries to local contests as well as the national one."
 - There is an open invitation for libraries to host their own Sparky awards: "Make the national contest your template; all the fine print is done." <http://www.sparkyawards.org/>
 - Initiated by the Scholarly Publishing and Academic Resources Coalition, this contest appears to be open to all libraries and it does seem that AUS would be qualified to join. The Coalition has put together a very appealing package that includes suggestions for getting faculty attention and student involvement. All Sparky materials are customizable, including poster, postcard and voting ballots.
 - This is ready-made and ready-to-go and any extra effort on the Library staff would be well worth the promotion, good will, enthusiasm and barrier-bashing that would likely transpire.
 - Even without going for the formalized SPARKY Awards, the idea of asking students to weigh in on their thoughts about the AUS Library is one that the committee highly recommends.
- Create a contest asking students to create a 30 sec. video on the aspect of the Library that they most appreciate or find most valuable.

- Create a video of a panel of students who share their views on the Library, modelled after one created by [Arizona State University](#): Their assessment of the event states: “The panelists were charming, engaging, and offered an amazing amount of insight into how the student community is using the library system and the tools we provide.”

The above ideas tie in well with the Library's Learning Modules project. SA&D have been approached to assist the library in production of short online informational videos to be made by students and hosted on the Library's web site. These short clips will illustrate various library services and facilities and will provide an additional source of information for students, and as learning objects for library instruction - at the same time, promote student work.

1.2.4 Host faculty open houses

Rather than attempting to host a faculty-wide open house in the Library that might not be well attended, we recommend a specifically focused approach to this concept. Each librarian, with the support and help of her/his colleagues, would promote and host an open house that targets just the faculty in her/his subject area. Events in such an open house would be oriented to promote the resources available to support that particular department and field of study.

- A packet of library services could be prepared and handed out to the faculty
- An annotated bibliography of library resources related to the field/department
- A tour of the Library with particular emphasis on the relevant parts of the collection for each group
- Introduction to the Librarians
- It may work even better if a higher level authority above the faculty could be involved, such as the Deans, to collaborate on a convenient time in the semester/year to hold the open houses as well as to encourage the faculty to attend

1.2.5 Host an online book club

- An idea to generate energy and enthusiasm is to establish an online AUS Library book club utilizing Web 2.0 social networking software, such as LibraryThing, GoodReads or Shelfari.com Linked via the Library's web site. Students or faculty could join an AUS Readers' Group / Room and share and read reviews of books contained and featured in the Library's fiction collection. Not only is this an aid for book selection, but overall promotion mechanism for the library's fiction and leisure reading collection. Given the nature of the technology, there is opportunity for establishing breakout readers' interest groups which can assist with ongoing collection development plans. Recently, the Library's website hosted WRI 101 student written reviews. A dedicated (and essentially self managed) online AUS Library Reading Room will provide a more permanent venue, and ensure the Library remains connected with our fiction readers. Further investigation into applications, membership and site management is required.
- With respect to promotion, the student club fair is under consideration as a venue to introduce and promote the club.

1.2.6 Utilize opportunity to send a message via the Digital Sender

- We recommend that Jayson be commended for coming up with this fine idea: the Library can easily take advantage of the blank page that feeds out with each sent scanned image. The scanner is very popular and heavily used. At present, averages of 8,500 images are sent

monthly; this equates to 102,000 pages annually that area available to convey messages from the Library and promote services to our users.

- We recommend that a committee be appointed to investigate clever ways to promote Library services. Some suggestions are:
- “Did you know?” pages. Quote a fact and cite a resource; add a tag line and Library branding (such as a graphic and the header from the Library home page). Use resources that play into course work, known topics of research, difficult material to find, etc.
- Promote various services, such as Need a laptop? Check it out at the Library! Or Need help with finding resources? Ask at Librarian link on the Library homepage or in-person help at the Research Help Desk on the 1st floor of the Library!
- “Introducing.....” to present Librarians and their subject area specialties.

1.2.7 Provide more vital information on due date slip

- Adding library information that changes very infrequently may a good communication tool to our users. Just as retail receipts provide hours and contact details, the library could also provide some basic information which a user could refer to.
- Examples include: library.aus.edu and contact details, renew online using MyLibraryRecord.
- Without having a special order for printer paper with pre-printed messages on the back, we recommend printing messages at the top or the bottom of the receipt.

1.2.8 Install monitors or TV screen(s)

- Set up a monitor that will scroll through a set loop of topics, such as library hours, current classes being taught in IC1 and IC2; the number of books currently checked out, new titles added to the library, feature research tools, sources of topics to use for writing classes (e.g., opposing viewpoints) and other topics of current interest related to University Library services.
- News widgets can be used to bolster the content on the monitor. One such example is to use the Questia Search Widget to provide interesting factoids and news.

1.2.9 Generate Bluetooth/SMS messages

We recommend that the Library uses Bluetooth and SMS Technology to notify students that holds are ready for pick-up or checked-out titles have been recalled or are overdue. In the future a student might appreciate receiving circulation notices from the library directly by SMS. Our main recommendation centers on the following advantages:

- Mobile phones provide owners with around the clock access to the internet regardless of location. They are able to check on the status of their Library records and can receive updates regarding new material.
- To use the SMS facility we could use the existing service of Etisalat or we could purchase hardware and develop a customized software solution. There are clear advantages and disadvantages to each approach.
- By using SMS messages students are able to receive urgent messages in a more timely fashion then having to wait for e-mails.
- All students have access to mobile phones then they do laptops/desktops.

If SMS/Bluetooth technology is to be considered, the following disadvantages should be taken under advisement:

- The drawbacks to SMS can be the cost of sending messages, monthly charges depending on the number of messages sent.
- Important messages can be lost if too many messages are received, we don't want students referring to our messages as SPAM.
- Messages will have to be sent at a time when students are not in lectures, an appropriate time will have to be 5:00 pm or later.

1.2.10 Generate a sense of community through use of Twitter

- Using Twitter to send short, up to the minute updates on library status and services can act to open a dialogue between the library and users. Due to the informal nature of Twitter and the inherent code of conduct on twitter, Twitter users will feel comfortable making comments on library services and asking questions. Before rolling out, the Task Force feels that it is important to have a number of tweets ready, as well as a rotating responsibility for either creating tweets or possibly posting them, although the latter responsibility could be delegated to a single person.

1.2.11 Partner with a business class to do a marketing study for the Library

- It would serve students, faculty and the Library staff well if the Library were to partner with the School of Business and Management to conduct research into the behavior of consumers of library information in our unique environment. This would hopefully lead the Library to reach for and respond to customer feedback in new and more finely focused ways.
- Inviting students who plan to minor in marketing to work with a team of librarians to conduct marketing research study here might prove to be ground breaking for this library's approach to promoting effective services.
- In the March 2009 issue of *College and Research Libraries*, "Collaboration between marketing students and the library: an experiential learning project to promote reference services," by Lynda Duke, Jean MacDonald and Carries S. Trimble, reported on their successes with such a project.

"As with most academic libraries, declining reference transactions has been a concern at Illinois Wesleyan University's Ames Library. After grappling with the problem unsuccessfully, librarians sought input from students on how to address this issue. Collaborating with a professor in the Business Administration Department, a two-class series focusing on real-world marketing issues took on the challenge of how best to promote reference services to students. Student-generated surveys and marketing ideas proved useful for making changes to the library's reference services and for publicizing the service, resulting in an increase in reference transactions between students and librarians."

- We recommend a project similar to the above, but with a broader focus, encompassing the entire range of Library services and to promote name recognition throughout the entire University.

1.2.12 Create an opportunity to meet with Student Council representatives

- To promote another type of alliance between the students and the Library, we recommend that this avenue be explored in depth. There may well be an appropriate place for the Library to assist in student affairs in an advisory capacity.

- This concept can be viewed as a one-time event in which the Library asks for a space in which to interact with the students to elicit comments, gather information about student needs, promote services, etc.
- Create a student advisory committee, modelled after the Arizona State University Student Advisory Committee, <http://lib.asu.edu/stuadvis> that “provides direct communication between students and the administrators of the ASU Libraries. The library solicits advice from students in order to enhance library resources and services.” There is a formal application process and the committee meets once a semester. With this mechanism, we would have an ongoing source of feedback from the students and a means to connect with them on a mutually beneficial and productive level.

1.3 Ideas considered but not recommended

1.3.1 Install Information kiosks on the campus

Installing information kiosks on campus, outside of the Library, would firmly plant the presence and value of the Library in the minds of our community of faculty, staff and students. An attractive and functional kiosk would serve to promote outreach and broadcast service levels through the visibility and attention-gathering that such a device would engender.

The LCTF does not recommend pursuing this idea, however, at this time due to the following considerations:

- Costs of purchasing, installing and implementing such a device would require longer term budget planning that cannot be accomplished in the months remaining in FY10.
- Collaboration with other departments at AUS would be a more successful choice to launch a project of this magnitude.
- Updating the information and servicing this device would require long-term planning and coordination.

1.3.2 Develop a Library Blog/ develop a more blog like approach to broadcasting library news

Having a blog-like roll to our news with multiple contributors and broadened definition of what is considered library news would facilitate the posting of news and encourage user comments. This would require dedication on the part of all library staff and has a technology component that is not yet in place. The task force feels that this idea does have some merit and should be revisited in future.

1.3.3 Send a monthly email to ALL

Sending a monthly email to ALL AUS stakeholders – students, faculty and staff is not recommended as an effective communication option by the Task Force. There is a danger, it is felt, in bombarding recipients with mail which may be considered as Spam – particularly if it is not directed or targeted at a particular group or a user’s need. A more effective means would be providing library news feeds which users can elect to sign up to themselves.

1.3.4 Develop a quarterly newsletter to send to faculty

A couple of years ago, the library produced a bi-annual newsletter which was delivered to the entire AUS university community. This practice was suspended. With the success of the Library Liaison Program, open communication channels between faculty and the library has helped bridge the gap and raise the profile of the library. Although a good deal of information could still be broadcast to the wider university community, the task force views other communication initiatives as better alternatives to a quarterly newsletter.

1.3.5 Advertise Library services in campus newspaper/publication

In the past, the student newspaper, The Leopard, has published a couple of items submitted from the library. However, it has been rare to find a recent publication of the Leopard. Developing a relationship with The Office of Student Affairs may help us be able to communicate to the student population through this medium.

Other campus publications may or may not be appropriate for the library to use to communicate with faculty and staff.

1.3.6 Participate in the Club fair

The Club Fair may not be an appropriate venue for promoting the library. However, one idea would be to promote a library book club which some students might be interested in joining. Identifying and targeting a small number of academic related clubs and introducing the library at a club meeting and what resources the library has to assist in their activities may be an alternative to participating in the club fair.

1.3.7 Initiate Roving Librarians

Although there are several successful Roving or Roaming librarians cited in the library literature, initiating a similar program for our library does not seem feasible at this time. Decisions would have to be made about scheduling and location. Would two librarians work a reference shift, one to man the desk and one to rove? Is this possible and is it a good use of time? Or would it be prudent for the reference librarian on duty to temporarily leave the Research Help Desk to rove the library? Also, would we want to extend this service to high traffic areas like the University Student Center or visit academic buildings on certain days of the week? Re-thinking and restructuring current reference services may help facilitate such an initiative.

1.3.8 Promote the Library through the use of screen savers on Library computers

After consulting the Information Commons supervisors, this option is not viable as the current practice of using Deep Freeze software would not allow this to function properly. Deep freeze controls the library computers, which are set to restart every 30 minutes if not in use.

1.3.9 Participate in networking through establishing a Facebook presence

Facebook is recognized as an extremely popular and widely used social networking tool. Many libraries have created their own Facebook pages in an attempt to attract and connect with students – the results - pages which provides only an alternate entry point for library tools already accessible via the library's homepage. The Task Force felt that many libraries' efforts forget about and fail to deliver the real focus of the Facebook application – which is helping people connect with each other. A lot of effort would be required to set up a Facebook presence which

successfully provides an ongoing rapport with our students. Other mechanisms would probably have more of an impact.

Also, due to the changing nature of Facebook (morphing in to a Twitter feed of statuses rather than a place to visit and discover new groups) and the new pricing model to come that the medium is somewhat unstable to invest too much time and effort.

1.3.10 Initiate a Library Users group

Getting together a group of users to meet and bring new ideas and points for discussion from the student's perspective.

The Task Force does not believe this should be pursued as this would be too difficult to coordinate in terms of scheduling around student timetables. We have other, more effective means for gathering student feedback that have a softer impact on the students' time.

1.4 Concluding Remarks

This concludes the Library Communication Task Force's Report for External Communications. As a considerable amount of time, debate, and discussion went into the composition of the report, we trust that you will find the twelve recommendations are well suited for the AUS library and its users. Moreover, ideas considered yet not recommended may spur other fruitful ideas for adoption that would help us to reinforce positive relationships among the AUS academic community.

1.5 Internal Communications

Later in Summer 2009, the LCTF will submit the Internal Communications report upon completion and analysis of an all library staff survey. This survey is scheduled to begin July 22nd and run for a couple of weeks. Responses from the survey will help shape final documentation of the Internal Communication Report which will then be ready for submission.

Appendix E: OCLC Report

OCLC is a nonprofit organization that has worked with libraries since 1967 in providing services dedicated to furthering access to information. Two significant international studies conducted by the Online Computer Library Center (OCLC) report on technological trends and social trends related to libraries. The studies are: *The 2003 OCLC Environmental Scan: Pattern Recognition* (Online Computer Library Center, 2003) and *Perceptions of Libraries and Information Resources: A Report to the OCLC Membership* (OCLC, 2005).

The first OCLC study shows that library users are self-sufficient and efficient users of the Internet. Rather than using traditional reference services library users are self-sufficient. The study also showed that users are satisfied with the quality of the information they find on the Internet as well as the ease and speed of the Internet.

The second OCLC study, *Perceptions of Libraries and Information Resources* is the result of a survey of over 3,300 library users, including nearly 400 college students. The significant findings of this survey show that less than 50% of students used the library frequently and that students normally begin their research by using a Web search engine. It showed that less than 50% of students ever ask for help in using the library and less than 50% of students use the online catalogue, borrow books, or use databases. The study also found that 88% of students were very satisfied or satisfied with information provided by a librarian and 90% of the time with search engines.

Appendix F: LibQUAL

The web-based LibQUAL survey, administered by the Association of Research Libraries, measures user perceptions of library service quality and is designed to help libraries collect and interpret user feedback systematically over time, and to provide libraries with comparable assessment information from peer institutions. This survey is derived from ServQUAL which is used by the marketing industry to measure service. LibQUAL is designed to measure three areas: the *Affect of Service*; *Information Control*; and the *Library as Place*.

The *Affect of Service* was measured by asking about satisfaction regarding nine questions:

1. Employees who instill confidence in users
2. Giving users individual attention
3. Employees who are consistently courteous
4. Readiness to respond to users' questions
5. Employees who deal with users in a caring fashion
6. Employees who have the knowledge to answer user questions
7. Employees who understand the needs of their users
8. Willingness to help users
9. Dependability in handling users' service problems

The *Information Control* area was measured using the following eight questions:

1. Making electronic resources accessible from my home or office
2. A library Web site enabling me to locate information on my own
3. The printed library materials I need for my work
4. The electronic information resources I need
5. Modern equipment that lets me easily access needed information
6. Easy-to-use access tools that allow me to find things on my own
7. Making information easily accessible for independent use
8. Print and/or electronic journals collections I require for my work

The *Library as Place* satisfaction levels were measured using the following five questions:

1. Library space that inspires study and learning
2. Quiet space for individual activities
3. A comfortable and inviting location
4. A getaway for study, learning, or research
5. Community space for group learning and group study

The AUS Library was also able to select *local questions*. The five questions were:

1. Availability of online help when using my library's electronic resources
2. Collections of online full-text articles sufficient to meet my needs
3. Making me aware of library resources and services
4. Ability to navigate library Web pages easily
5. Adequate hours of service

The survey also had a section that asked about use of library resources and services.

Appendix G: AUS Library Goals 2009-2010

The AUS Library is an **active partner** in the **educational mission** of the university, **working with faculty**, staff and students to support, enhance and enrich **student learning**.

GOALS

1. Teach AUS students how to locate, evaluate and manage information resources.

Information Literacy Program

- a) After completing ENG204, students will score 85% or higher on the Information Literacy (IL) Competencies Exam.
- b) IL competencies are included in General Education student learning outcomes

Action plan

- *Refine IL competency assessment test*
- *Work with faculty to increase awareness of IL competencies & library resources*
- *Map IL competencies to GE courses*
- *Develop interactive learning modules mapped to ACRL IL Standards*

Upper Division and Graduate Instruction

- c) IL competencies are included in all degree programs' student learning outcomes

Action plan

- *Work with department chair of Mass Communications to develop IL competencies for majors and discuss their integration at the course level*
- *Work with SBM graduate director to identify IL competencies for MBA students*

2. Meet curricular needs of students and faculty by acquiring print and electronic resources.

Outcomes - 85% faculty satisfaction levels in the following areas:

- a) The library has sufficient books, journal literature and media for students to complete homework assignments and research projects
- b) Library databases and e-resources meet curricular needs
- c) Faculty and graduate student specialized research needs are met through interlibrary loan and document delivery services

Action plan

- *Purchase e-books to facilitate 24/7 & distance learning; evaluate*
- *Assess book collection in areas of Design, Arabic Studies, MCM*
- *Assess faculty satisfaction levels*

3. Create strong and effective relationships with faculty and participate in faculty/librarian initiatives.

- a) Faculty members report productive interactions with library liaisons
- b) Librarians partner with faculty in a variety of teaching & learning activities

Action plan

- *Library liaisons will undertake a variety of outreach activities including one-on-one meetings with dept heads, faculty interviews, giving targeted workshops, collaborating with faculty on teaching/learning or scholarly projects, etc.*
- *Library liaisons will develop a list of library-related faculty needs and wants based on their interactions*
- *A faculty focus group will be conducted in Spring 2010 to assess performance of liaison program in furthering faculty awareness of library services, collections and programs and strengthening library/faculty partnerships*

4. Utilize innovative technologies to improve access to information, promote library resources and better serve off-campus users.

- a) Users will be able to search across databases and library catalog simultaneously
- b) Users can tag and review library resources (enhances findability and relevance)

Action plan

- *Implement new discovery tool, Encore*
- *Incorporate Web 2.0 elements into library website*
- *Encourage student reading by supporting student book club*
- *Explore other OPAC options such as WorldCat local and Google Books*
- *Develop and implement LibGuides (pathfinders)*
- *Redesign library website content architecture to improve findability*

5. Provide physical spaces that meet student needs and promote learning.

- a) Except during the last two weeks of each semester, library study spaces are sufficient to meet student demand i.e. Quiet Zones, group study & media rooms, IC workstations
- b) Users receive friendly, helpful and knowledgeable assistance at the libraries public service desks (Circulation, IC, Reference)
- c) Library materials are in correct shelf order; media and periodicals are organized to facilitate browsing
- d) 80% of users surveyed feel that Quiet Zones are sufficiently quiet and are satisfied with the library's study environment (survey every 2 years)

Action plan

- *Continue head counts and IC use counts; compile monthly report*
- *IC Help Desk will assess its performance*

6. Foster a culture of continuous improvement through ongoing assessment and evaluation.

- a) Staff routinely assess performance and effectiveness and use results to improve
- b) Staff integrate appropriate data into decision-making processes

Action plan

- *Ensure consistent and accurate data collection*
- *Create common location for all library statistics and make available to all staff*
- *Increase student engagement and learning through the use of personal response system technology in instruction sessions (pilot program); assess*
- *Solicit student feedback on research/ reference assistance*

7. Build staff competencies, encourage development and increase productivity

- a) Staff demonstrate mastery of basic information literacy (IL) competencies
- b) Librarians and staff participate in training and professional development activities

Action plan

- *Conduct second internal workshop on communication skills for all staff*
- *Provide IL competency training for all student assistants and PT staff; assess*
- *Support librarians' efforts to present and publish in appropriate venues*
- *Establish baseline IT competencies for library staff; provide training to meet baseline requirements*

8. Forge effective partnerships with regional and international organizations

- a) Librarians are actively involved in regional and international associations

Action plan

- *Promote AUS regionally and abroad through active participation in library, information technology and higher education activities and conferences*
- *Support efforts to create a library consortium of accredited UAE institutions of higher education*