

E-resources – Value Added by Libraries to Enhance Usage

Dorota LIPIŃSKA, Marzena MARCINEK, Urszula MATOGA,

Cracow University of Technology, Kraków, Poland

lipinska@biblos.pk.edu.pl, marcinek@biblos.pk.edu.pl, matoga@biblos.pk.edu.pl

INFORUM 2010: 16th Conference on Professional Information Resources
Prague, May 25-27, 2010

Abstract.

The purpose of this paper is to present web and other tools which academic libraries use to enhance the usage of e-resources offered. An indirect purpose is to show a necessity for applying marketing methods in library management. They often require some organizational changes to make the library more flexible and adaptable to changing environment, but they usually result in strengthening the role and perception of the library within the community.

Design/methodology/approach: Web pages of selected Polish academic libraries have been examined for the way of presentation of e-resources and web tools to enhance their usage. Parallel survey conducted at these libraries reveals other methods used by libraries to promote e-resources. Several tools adding value to e-resources provided by libraries have been addressed. Special attention has been paid to the organization of access, communication with users and training offered both on-line and on-site. The research was conducted in spring 2010.

Findings: The results of web searching, presented in charts, have been enriched with additional information provided by librarians surveyed. Users' surveys on their expectations towards e-resources, users' satisfaction measures and means of communication with end-users have been discussed. To illustrate library's efforts to enhance usage of e-resources some examples of promotional activities and results of surveys conducted at the Library of Cracow University of Technology within a ten-year period have been described. In conclusion some value-adding activities that might be applied by libraries to enhance usage of e-resources have been proposed.

Findings of the survey can be useful for libraries to enhance their services and to assess their flexibility and readiness to fulfill explicit and latent changing needs of their users. The results can also form the basis for further, more comprehensive studies.

Introduction

Libraries are fundamental to learning, teaching and research¹. The nature of library collections has changed, particularly for the academic libraries. Library collections include the increasing number of electronic resources (e-resources). The management of e-resources is different from the management of print collections, however there are several similar issues, mostly as far as making the content apparent and easy to find is concerned. Managing and supporting e-resources have become important library service functions. Perception of academic library within the society it serves, depends strongly on the success in providing access to e-resources with an efficient access support service. Value added by libraries to enhance usage refers mainly to providing such an access support service, usually focused on but not limited to web tools.

This paper addresses the following questions:

What tools and methods do Polish academic libraries apply to enhance usage of e-resources?

Are academic libraries market-oriented in the context of e-resources provision?

In addressing these questions the paper makes the following contributions: firstly, it addresses the need for marketing approach to library e-resources management and discusses conditions required for the establishment of close relationship between library and its users in the context of e-resources. Secondly, it presents an overview of web tools applied by Polish academic libraries to enhance usage of e-resources. It refers also to the results of the survey on marketing activities, conducted as part of a supplementary research at the same libraries. Finally, the study discusses the relationship between market orientation of the library and the forms of e-resources promotion.

E-resources offered by academic libraries – marketing approach

Marketing is the process by which companies determine what products or services may be of interest to customers, and the strategy to use in sales, communications and business development. It is an integrated process through which companies create value for customers and build strong customer relationships in order to capture value from customers in return².

In case of academic libraries as non-profit organizations, financial profit is replaced by social benefit reflected in library users' knowledge, competence, skills and fulfillment of users' expectations.

Marketing is used to identify, keep and satisfy the customers. In this context marketing management of academic library e-resources is focused on users. Marketing concept based on target market, consumers' needs and profitability, strongly depends on a thorough knowledge and understanding of needs and wants of users and delivering the desired satisfactions³ more effectively than competitors can do it.

Competitors for libraries can be providers of scientific output e.g. in the form of repositories of clearly described e-resources and equipped with efficient tools for retrieving documents. On the Internet one can find many general and subject repositories, sometimes highly specialized. Having that in mind and taking the advantage of their traditional recognition as reliable providers of valued services, academic libraries should carefully consider their strengths and weaknesses on the e-resources market and apply best business practices to keep their position within huge and diverse academic community. Adapting libraries to developing technologies and improving access to electronic holdings should be followed by careful research into users' needs, expectations and the level of users' satisfaction with services

provided, so that value-added enhancements to e-resources provided by libraries make them attractive for academic communities.

Marketing approach to e-resources services implies adequate market segmentation so that various target groups receive tailored resources and tools. In the context of academic libraries, diversification of offers for various groups of users, based on careful analysis of their needs is crucial, particularly when referred to training or assistance services. Rarely conducted by libraries, research into needs and expectations of non-users (potential users) of e-resources, should be included.

It is particularly important in view of changing patterns of information behaviour of scientists, researchers and students who tend to be more and more self-confident in their searching for information on the Internet. Moreover, academic libraries should not only know the needs of users, but also anticipate or even stimulate them and satisfy in an efficient and competitive manner.

In view of the above, a research into web and other tools to enhance e-resources usage was conducted at selected Polish academic public libraries.

Background

In Poland there are 131 public higher education institutions. Public high schools sector comprises 17 universities (general, disciplines taught include life sciences, physical and health sciences, social sciences and humanities), 18 universities of technology, 9 universities of medicine, other subject universities and vocational high schools⁴. Out of nearly 2 million students, over 1 300 000 students study at public high schools. Together with academic faculty they are potential users of e-resources provided by academic libraries. Great variety of users, thus variety of information requirements and levels of competence, imply the need for adequate segmentation of services offered by libraries.

Higher Education institutions operate on the basis of the Act of 27 July 2005 *Law on Higher Education*⁵. According to the Article 88 of this Act, a higher education institution shall have a library and information system based on the library.

A wide range of publications, including core electronic information resources and scientific data are made available for academic libraries by the Interdisciplinary Centre for Mathematical and Computational Modeling (ICM)⁶ through the Virtual Science Library (WBN). Since 2010 selected scientific resources of WBN are accessible for non-commercial academic and research institutions, entitled to subventions from the Ministry of Science and Higher Education, based on the national academic license. These resources comprise the Elsevier, Springer and WoK collections. They are available free of charge for all the academic entities in Poland. All the costs are paid by the Ministry. Other e-resources are made available according to agreements with publishers signed by ICM or consortia subscription

agreements signed by ICM and academic libraries. Each year selected licenses are also co-funded by the Ministry.

All Polish academic libraries provide web access to the above mentioned international licensed e-resources for their users. Libraries subscribe also to other databases and services bought individually. Apart from licensed e-resources libraries provide also access to other e-resources, like databases created at the libraries, institutional repositories and digital libraries, open access resources etc.

Tools to enhance access to e-resources vary from simple presentation of data (description and classified links to resources) through the tools that enable remote controlled access from outside the university, to sophisticated complex systems for searching data from all the wide-ranging library collections. Such systems, based on harvesting metadata from internal and external sources, enable simple and extremely quick way of searching e-resources.

An overview of applied solutions is based on the research conducted between 6 and 20 April 2010. The authors examined home pages and conducted a survey at 47 libraries, out of which 17 are general university libraries (U), 18 university of technology libraries plus 2 maritime and 1 military university libraries, for the purpose of the research included in the group of technical libraries (UT) and 9 university of medicine libraries (UM) [Appendix A]. Such a selection was made in order to check if approaches to e-resources management depend on the type of university.

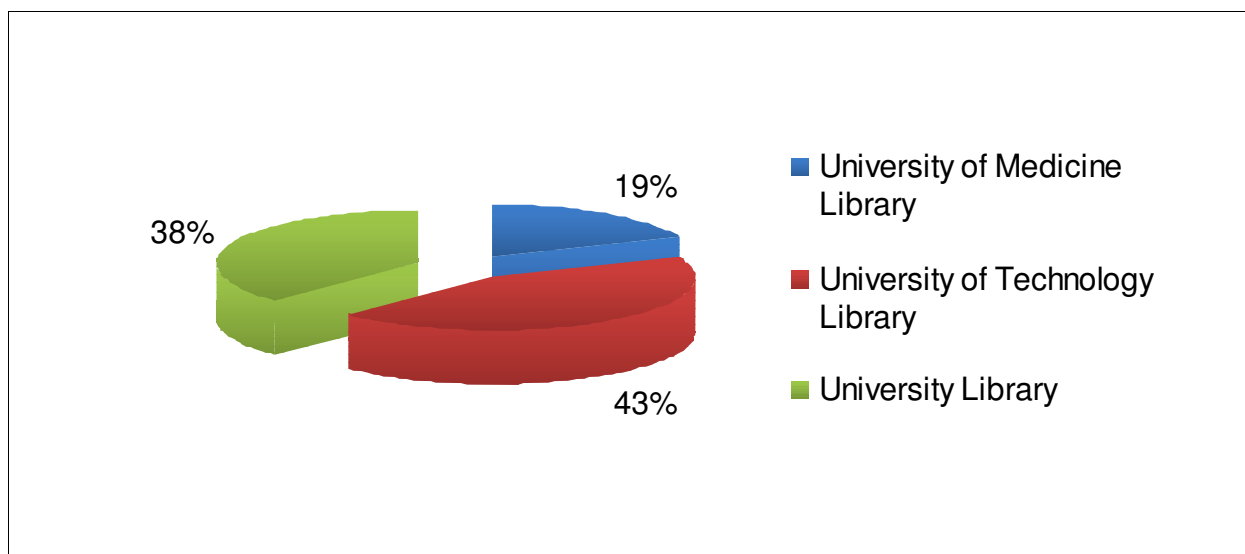


Fig.1. Types of libraries which home pages have been searched⁷.

A supplementary on-line survey [Appendix B] was conducted at the same libraries to find other tools applied by libraries to enhance usage of e-resources. Responses to the survey were collected between 13 and 27 April. The responses were acquired from 27 out of 47 libraries.

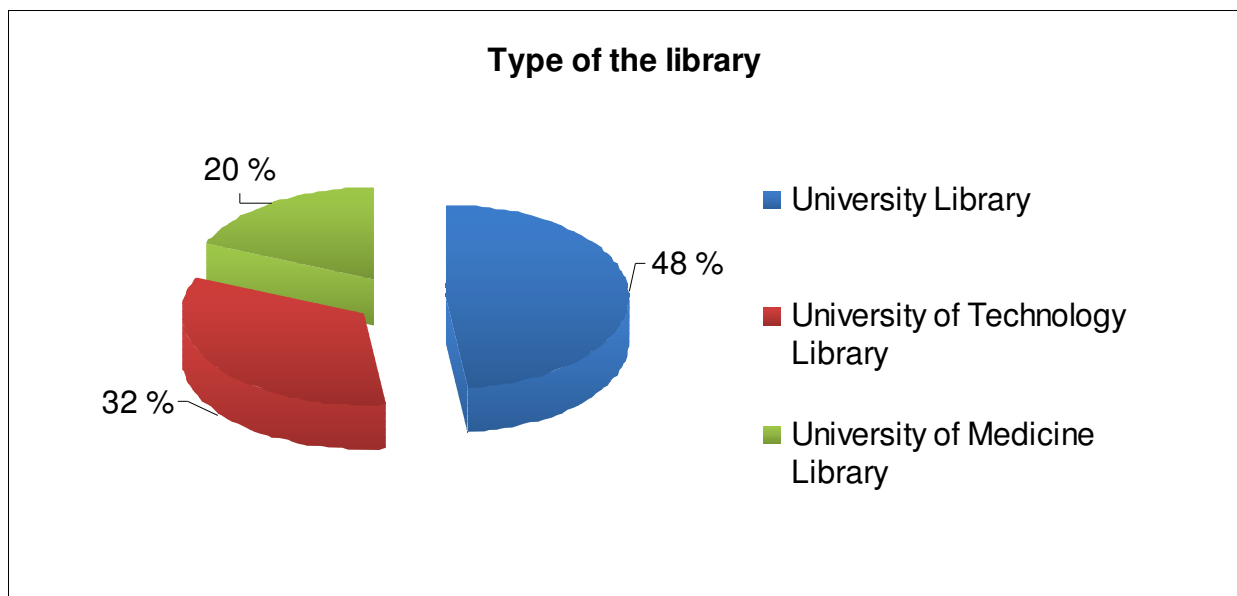


Fig.2. Libraries which responded to the survey

Web tools to enhance usage of e-resources – an overview

Access support services are usually provided via the library web pages. The authors examined and analyzed web pages of selected Polish academic libraries to determine most frequently applied concepts of e-resources presentation, access and promotion.

All the examined libraries provide access to e-resources from their web pages. 46 out of 47 libraries provide it from their very first (main) page. It means that e-resources are considered an important part of the library collection and access to the resources is easy for users. The first issue examined was the form of presentation and the classification of e-resources used on the main page.

Majority of resources are presented on the main page according to their type. Most of library e-collections are presented as separate sub-collections of e-books, e-journals, e-databases. Over 50% of libraries of all types (90% of medical libraries) follow this pattern. Additional forms of presentation of e-collection include separate access to full-text and abstract-only resources. Additionally, university and technical university libraries apply at this level classification of e-resources based on the potential interest of various target groups (most often these are e-collections for specific departments) and divide e-resources on those accessible only from the university premises or outside the university.

Classifications applied on libraries home pages make access to e-collections easy and direct users straight to the types of resources they need. However, five of examined libraries offer access to their e-collection in quite a chaotic and even misleading manner, so it is hard to determine what users might expect to find when clicking on a selected resource.

From the marketing point of view success of promotion, depends strongly on adequate segmentation of market so that right products or services are offered to adequate groups of consumers. The better defined target groups, the more successful promotion. Following that rule, some libraries classify their e-collections according to potential groups of users, e.g. they determine e-collections for particular departments.

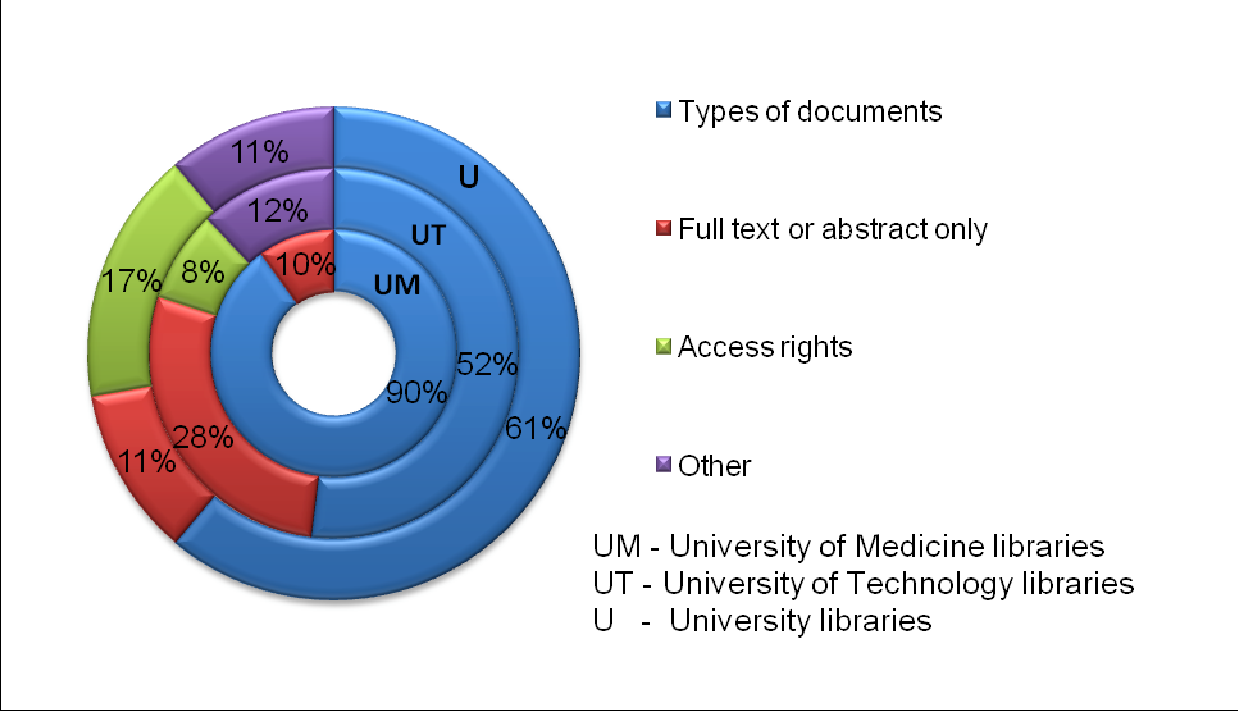


Fig. 3. Presentation of e-resources on the library main www page. The internal circle represents university of medicine libraries (UM), circle in the middle represents university of technology libraries (UT) and external one represents university libraries (U).

Various classification systems of e-resources on following library www pages provide possibilities for further refining of searches.

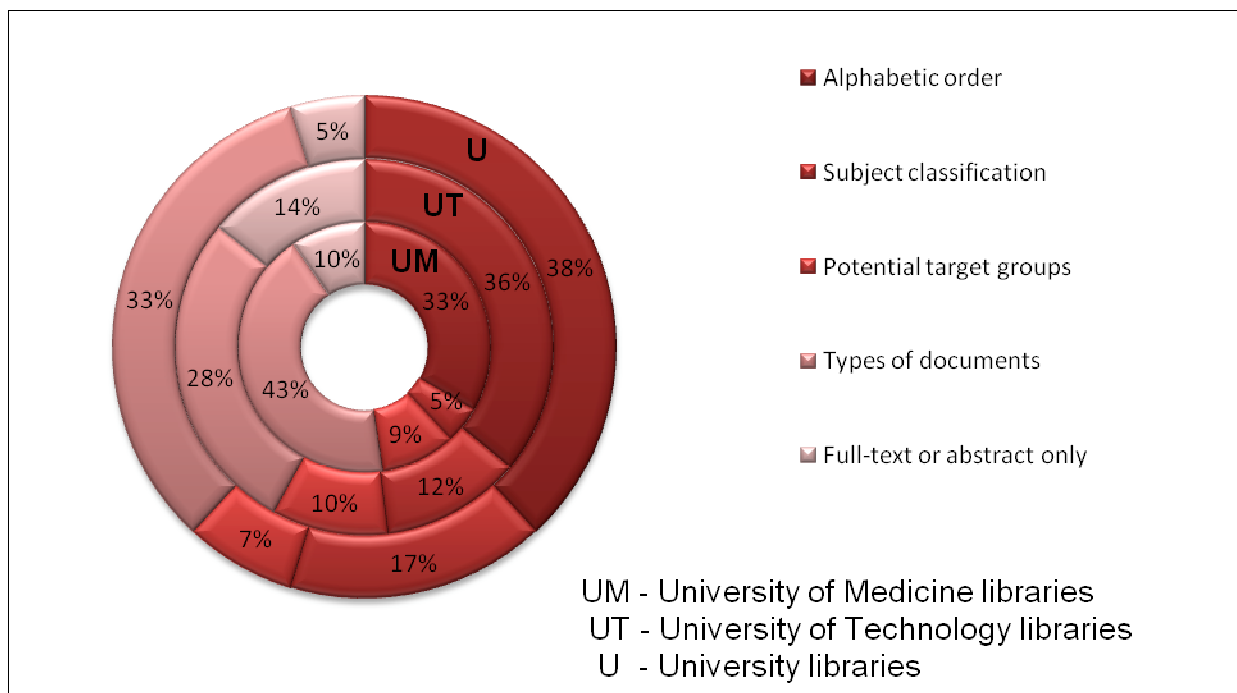


Fig. 4. Presentation of e-resources – further subdivisions of e-collections.

Users usually expect 24-hour access to all the e-resources provided by their libraries. The results of library web-pages examination show, that only about 60% of Polish academic libraries fulfill that need in the context of subscribed licensed collections. Part of them do not have necessary tools to provide remote access. However, it seems that libraries are also unaware that some publishers (e.g. Ebsco, Elsevier) give the possibility for password-protected remote access for library users, provided that libraries take control of such an access.

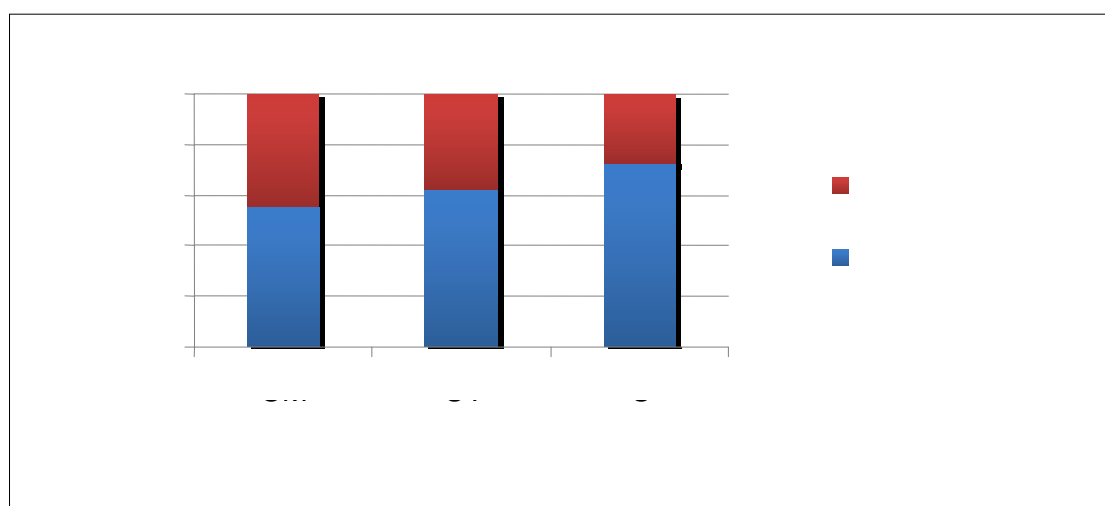


Fig. 5. Remote access to subscribed licensed collections.

The next issue addressed was an access to e-resources created by individual libraries. Majority of Polish academic libraries document scientific output of their parent university staff in the form of bibliography of their publications, sometimes enriched with citation tracking. Another home-made collections are so called digital

libraries which include selected digitized objects of individual libraries' own resources or the resources provided by local university publishers. Access to above mentioned collections from library home pages was examined as one of the marketing components. The results are shown in Fig. 6 and Fig. 7.

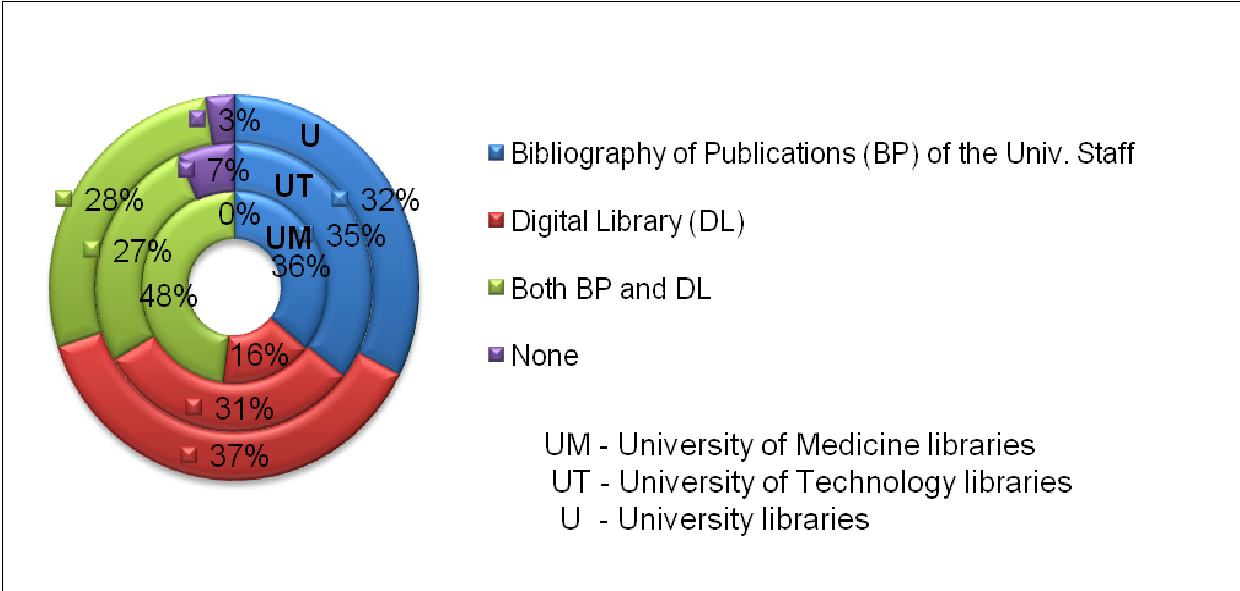


Fig. 6. E-resources created by libraries accessible from their home pages.

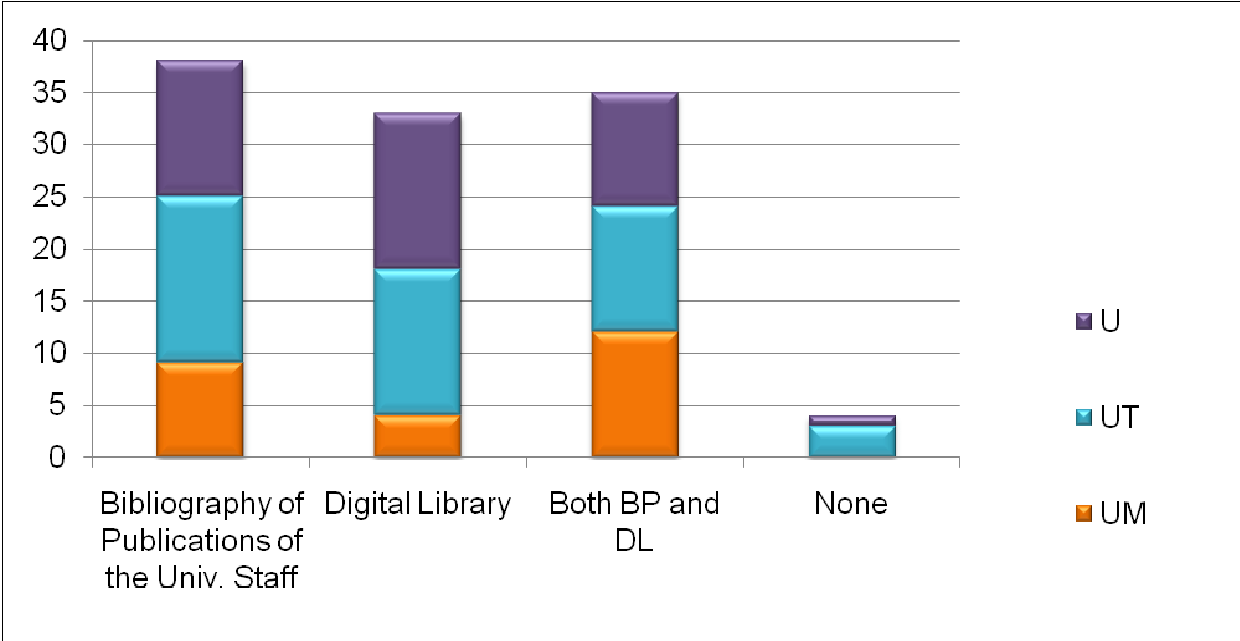


Fig. 7. E-resources created by the library accessible from its home page.

Web access to the above mentioned resources shows librarians' collaboration in creating e-resources for research and teaching. Library's documentation activities should be promoted for the sake of university staff and students perception of the library - not only as a repository of documents but also as a creator of valued e-resources.

The ease of searching the library web page depends on the available searching tools. Only about 60% of libraries enable searching through the whole web page or through its selected resources (as a basic library service, searching the library catalogue was not taken into account).

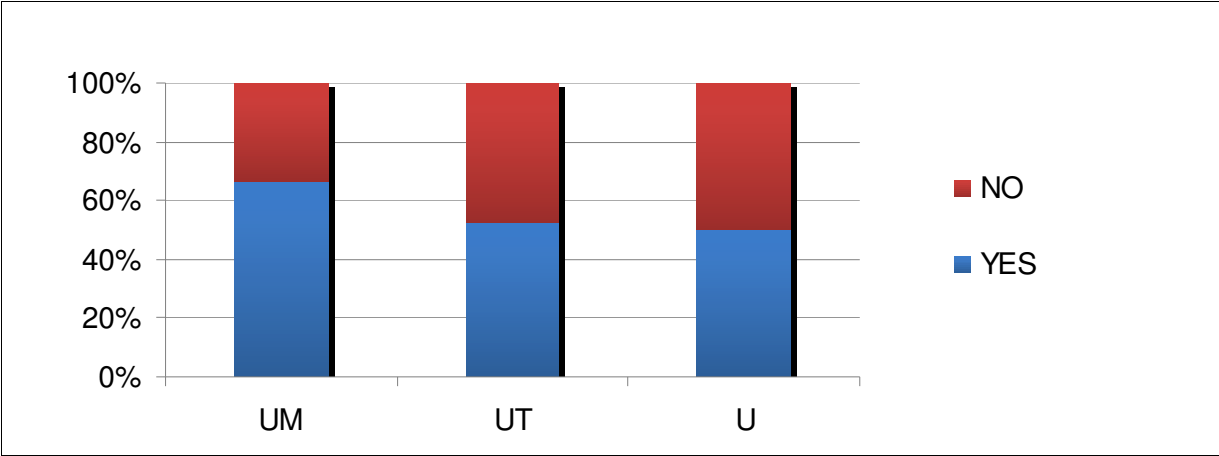


Fig. 8. Tools for searching the library web page – presence of the searching box.

Further searching issue concerns unified or federated searching of various resources provided by the library. Unfortunately, powerful comprehensive tools to help maximize the value of on-line resources, i.e. federated searching systems, are not widely used at Polish academic libraries yet. To the authors' knowledge, only a few academic libraries already have implemented or are in the process of implementing of such systems⁸. The most frequently added tool for one-step search is an A-Z list. It is located in various places of the web page and in various manners, i.e. within the framework of the library home page (the same colours and design) or outside the home page – on the library web page there is only a link to A-Z list from an outside provider. It may link to resources without any mark of the individual library or can be clearly marked as the one provided by the library. From the marketing point of view it is important that library users are aware of the fact, that the tool is provided by their library. The same refers to licensed resources which usually give the possibility to be marked with the library name or logo so that it is clear who provides and pays for access.

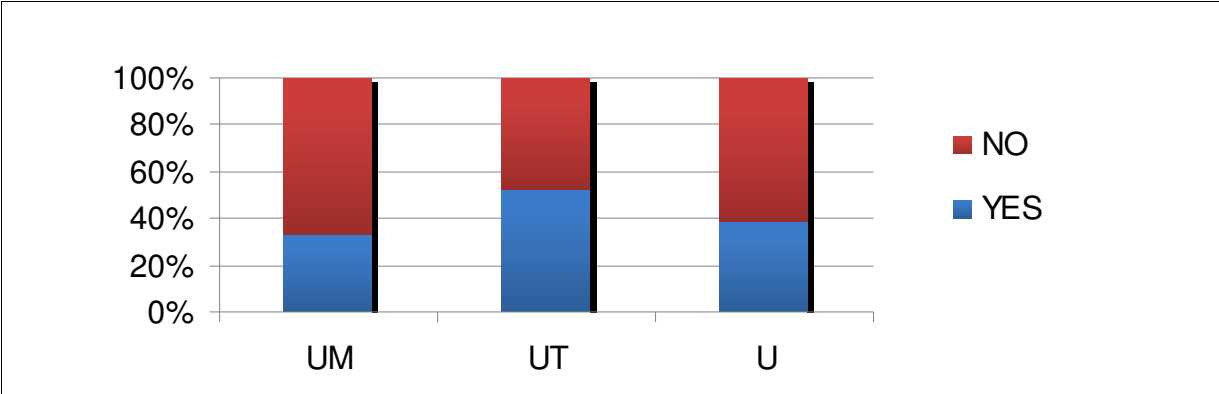


Fig. 9. A-Z list has a logo of the university library.

The diagram shows that only about 40% of libraries take care of the visibility of its brand to users.

Libraries frequently organize trial access to e-resources. Web pages were searched for room on the pages dedicated for presentation of such e-resources. On over 60% of university library web pages users can go directly to ongoing trials or demo versions of e-resources which are considered for purchasing. They can also check which resources have already been tested and which are planned to be tested in near future.

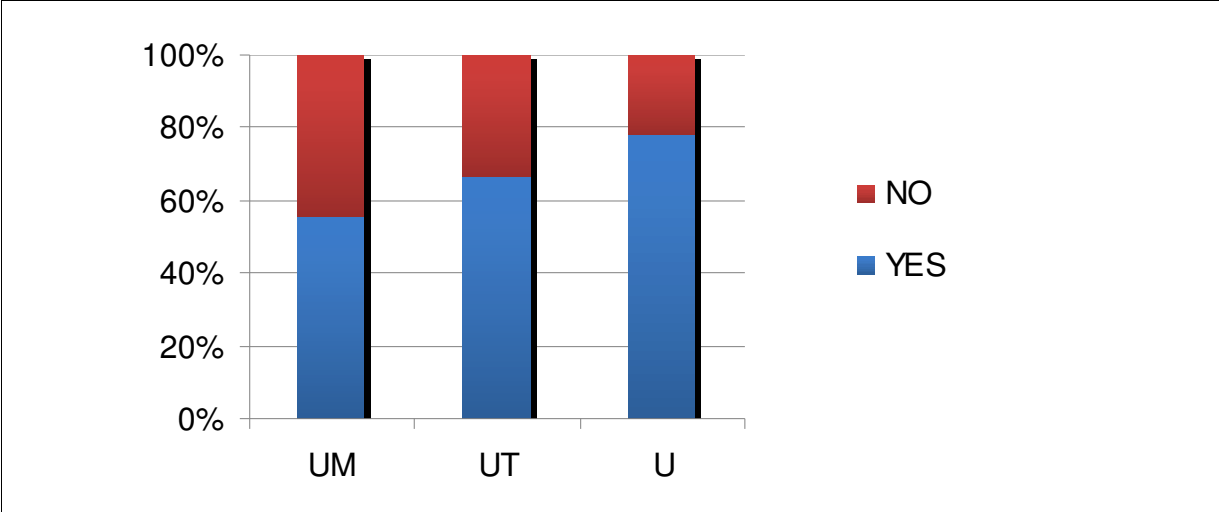


Fig.10. Special room for demo/tests at the library home page

Promotion of e-resources on the web pages takes the form of advertisements of both e-resources themselves (most often in the news) and training in e-resources effective and efficient use. Number of libraries, which promote e-resources in such a way, compared to the total number of libraries examined in each group, show relatively low attention paid by libraries to promotional activities, which is particularly noticeable among university of technology libraries.

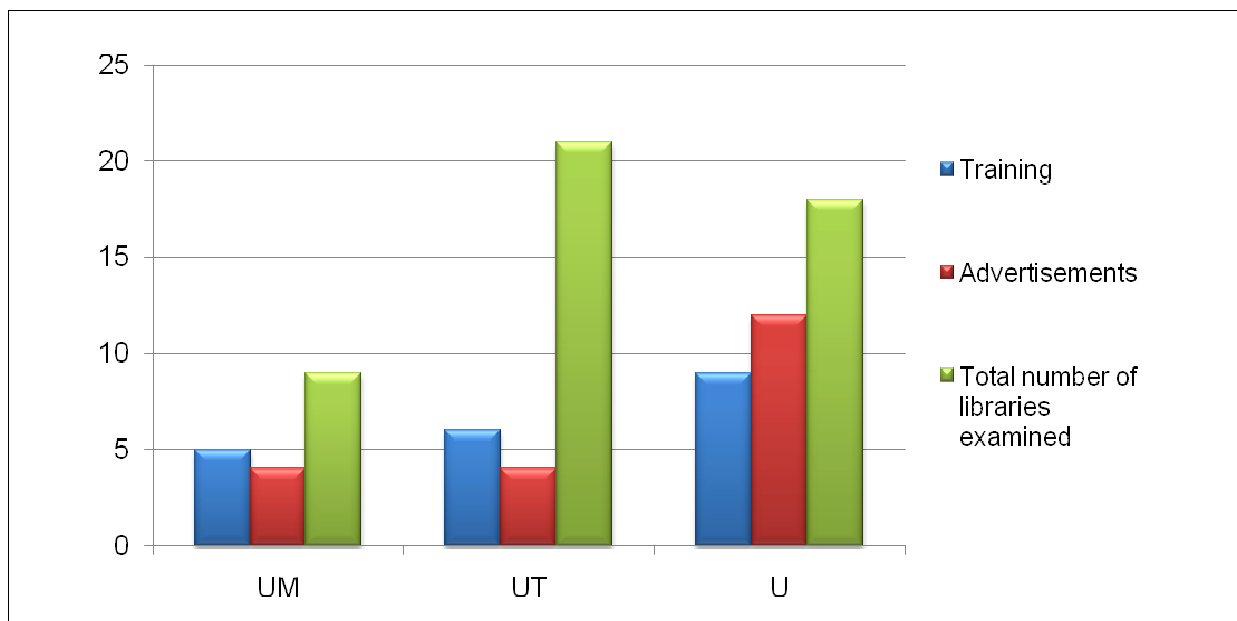


Fig.11. Promotion of e-resources.

Finally, assistance for e-resources users offered by the libraries has been examined. Only 7% of university libraries and 17% of university of medicine libraries provide detailed instructions on how to efficiently use e-resources. Direct contact for assistance in e-resources use provide only 12% of medical libraries and 22% of university libraries.

All the libraries provide general information about databases and services offered.

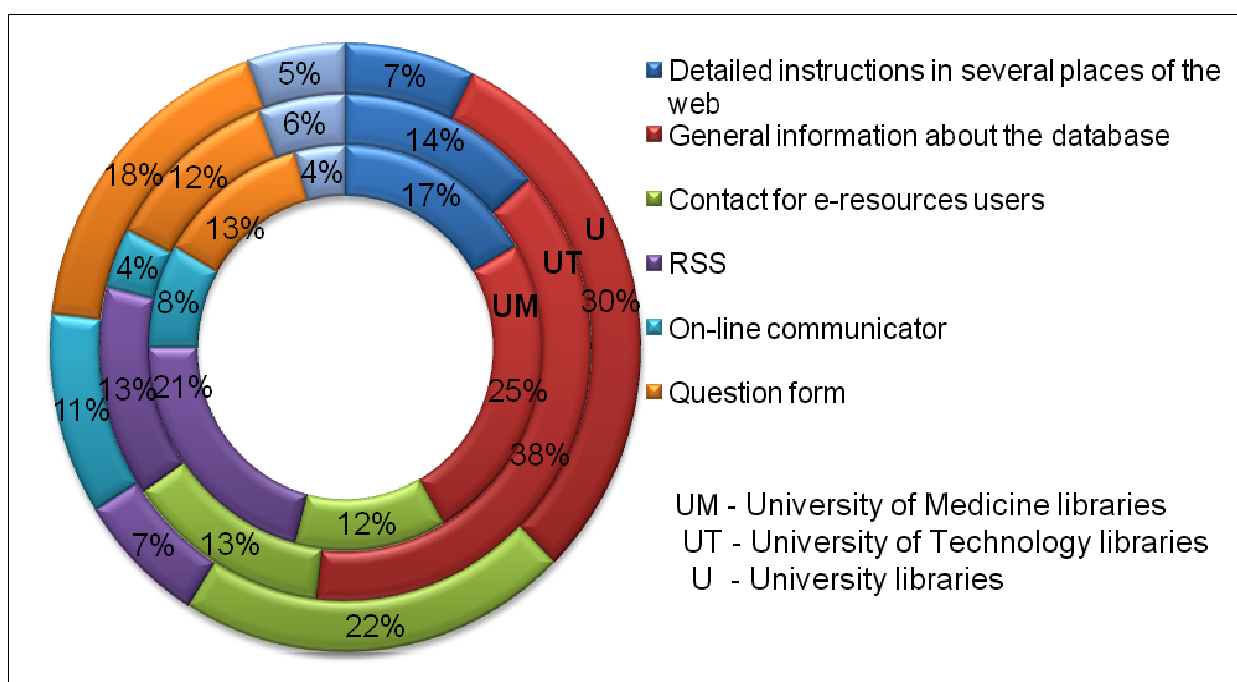


Fig.12. Assistance for users.

Generally, differences between web tools to enhance offers of e-resources at three types of universities examined i.e. general universities, universities of technology and universities of medicine, did not prove to be significant.

Non-web tools adding value to e-resources – results of the survey

An on-line survey on marketing activities was conducted as part of supplementary research at the same libraries, whose web pages had been examined. Its main goal was to check if the web examination was accurate and to determine other, non-web methods applied by libraries to add value to e-resources offered. A questionnaire consisted of 6 questions addressing also marketing aspects of library activities. The response rate was 57%. Below charts show the results of the survey.

The very first question concerned tools which libraries use to promote e-resources. The expression “marketing tools” was purposely not used in the survey due to the fact that it is traditionally perceived by many librarians as a business term inadequate to non-profit organizations.

Judging by the abundance of information on web pages examined and ideas discussed in professional literature⁹, authors expected to get many examples of tools and methods applied. Unfortunately, respondents seemed to undervalue their activities in this area and did not consider them in promotional context. Moreover, only a few elements from the proposed list of promotional tools were ticked. Nobody added any other means of promotion either. And surprisingly, even some activities clearly visible on libraries’ web pages apparently had not been considered “promotional”. An example of such an undervalued promotional tool is training. It is announced at web pages of at least 20 examined libraries (Fig. 11), 96 % of respondents to the survey declare providing training on e-resources (Fig. 15), but only one of them has marked training as a promotional activity (Fig. 13).

Based on the responses to this and the following questions of the survey, one can conclude that librarians’ knowledge of marketing management and awareness of its role, particularly with reference to relationship marketing¹⁰ is low.

Promotional activities concerning e-resources at your library include:

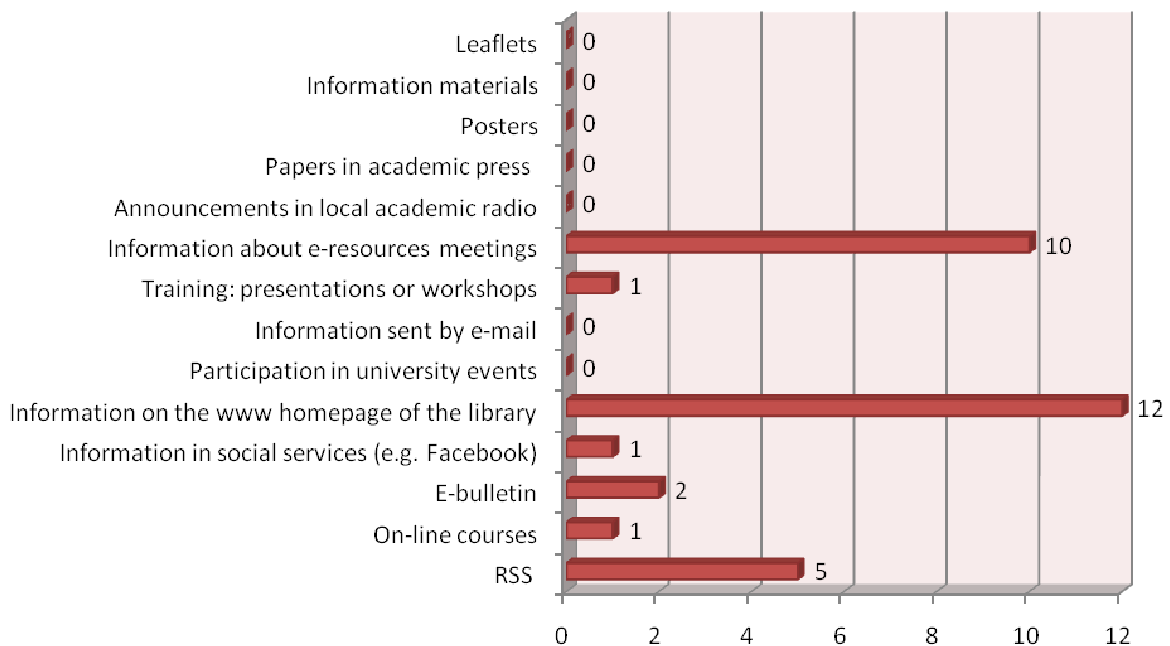


Fig. 13. Promotional tools declared to be used by responding libraries.

Secondly, the diagrams show, that only 36% of respondents declare that promotion of e-resources is conducted in the framework of some library marketing programmes. Despite the fact, that academic libraries aspire to be highly competitive centres of information resources within academic community, it seems that majority of them do not pay sufficient attention to relationship marketing concepts and techniques. The fact that marketing approach to library management is generally undervalued is reflected also in missing units within the library structure, which would deal professionally with marketing issues. Only one library declared that director of the library is supported in marketing management by a PR specialist. Usually it is exclusively director to be responsible for marketing programme. However, respondents from 4 libraries declared that in promotional activities their directors are supported by: information services unit (2 libraries), automation unit (2 libraries) and a Deputy Director (1 library).

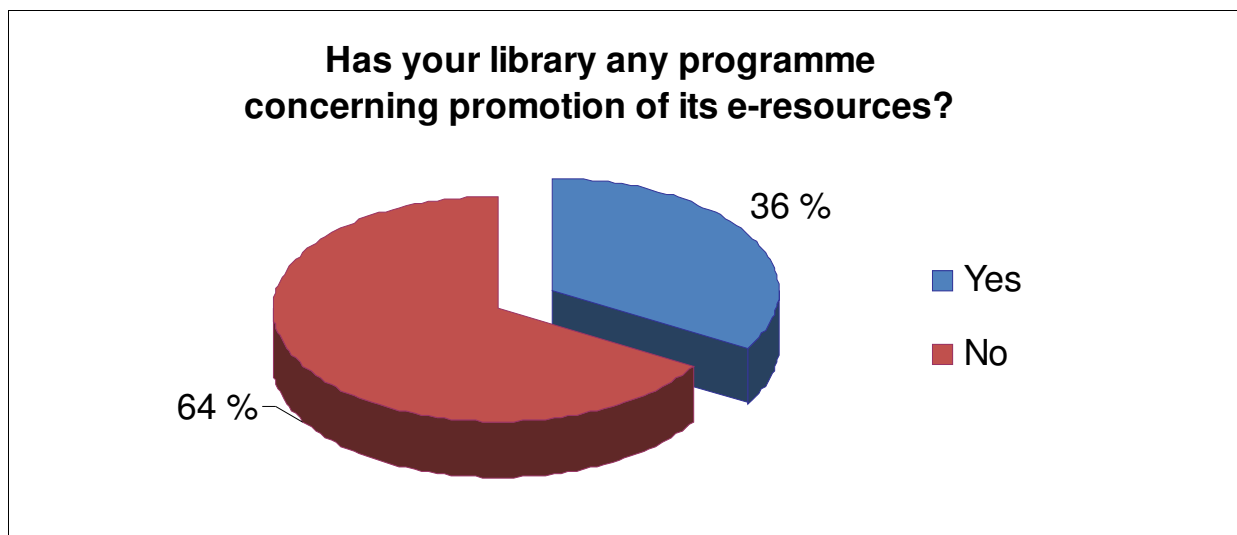


Fig. 14. Promotion of e-resources according to a promotional/marketing programme of the library.

One of the methods of enhancing usage of e-resources is training. 96% of libraries offer training for their users. However, judging by the results of browsing the library web pages, as shown in Fig. 11, it is noticeable that training offers are hard to be found on library web pages. It may be caused by the fact that majority of libraries do not treat training as a promotional tool, nor do they organize training on a regular basis. Over 80% respondents declare that they provide training on demand.

On the other hand, despite the fact that a discrepancy can be observed between academic staff's knowledge in a field and ability to retrieve useful information for a particular question, literature review and authors' own experience¹¹ show that training is one of the least valued library services, especially as far as academics are concerned. The results of an interesting research into information behaviour in academic service quality conducted in Spain showed that university staff places little value on the role the librarian might play in his or her training as an information user. Spanish academics suggest that it would be useful to address intensive training to students, whereas researchers would not expect much assistance in their own search for information¹².



Fig. 15. Training of e-resources users' delivered by libraries.

Polish libraries, however, focus training on academic staff with hope for their future influence on students. All in all these are academics who should make students use valuable sources if information. Apart from academic staff and students, training offers are addressed to students from secondary schools, outside research institutes, small and medium enterprises or are open for anyone interested in.

Unfortunately, the survey showed also that libraries tend to underestimate the necessity for training librarians. None of the respondents declared such training to be organized at their libraries. Librarians are expected to keep the pace of changing technologies and users information behaviour, however no library seems to pay adequate attention to training the staff. However, success of promotional tools depends strongly on librarians' ability to provide professional, highly competitive service.

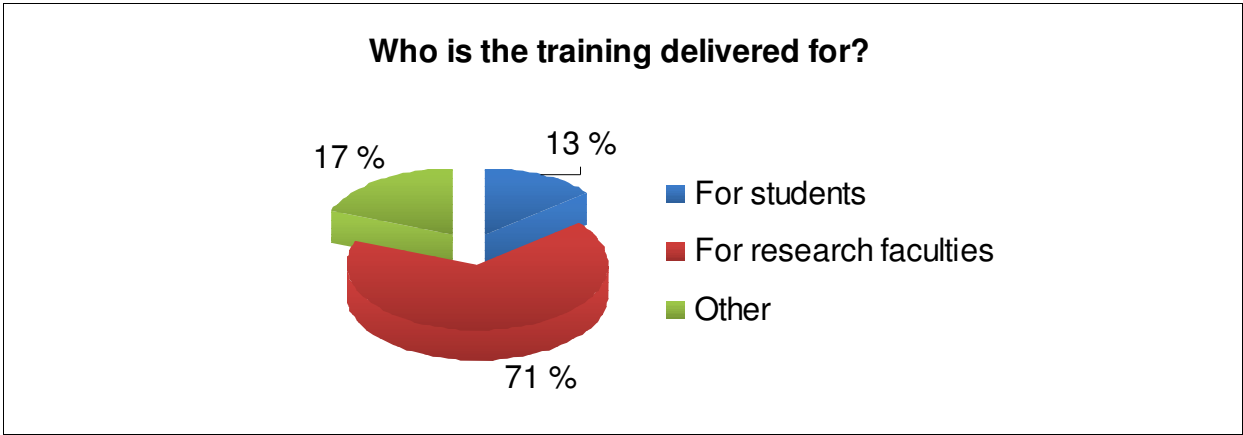


Fig. 16. E-resources training target groups.

Training is most often conducted outside the library, at the departments. University staff prefer dedicated hands-on training at their desktops to visiting the library.

Libraries of medical universities organize training also at many clinical units so that the personnel can save time on visiting the library.

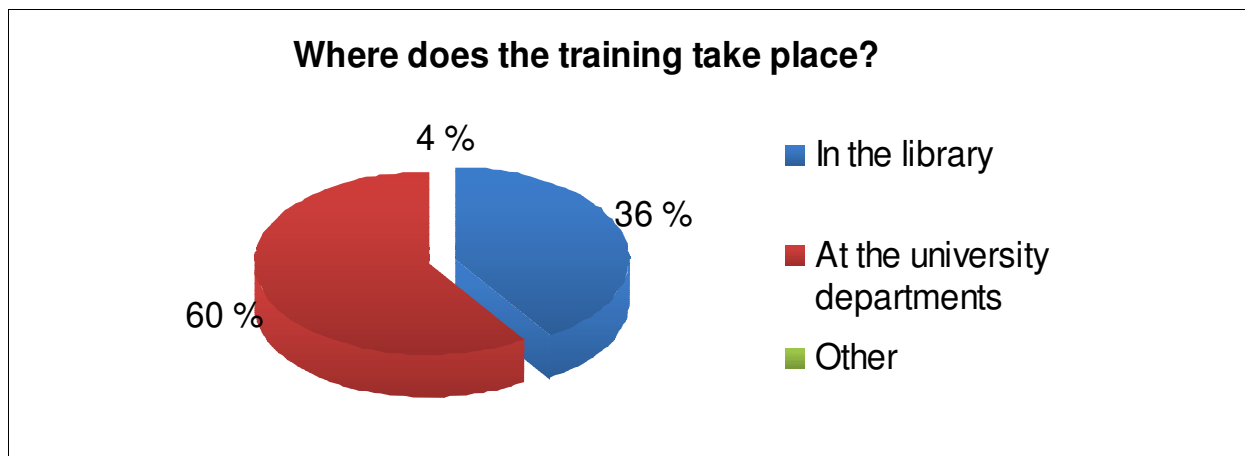


Fig. 17. Places of users training.

Majority of training sessions are organized occasionally, except from medical libraries many of which organize various training sessions on a regular basis. Libraries provide training on demand both for groups and individual users. Frequency patterns of regular training, in turn, vary from twice a week to once a year. Some libraries declare training sessions whenever new e-resources are tried or introduced.

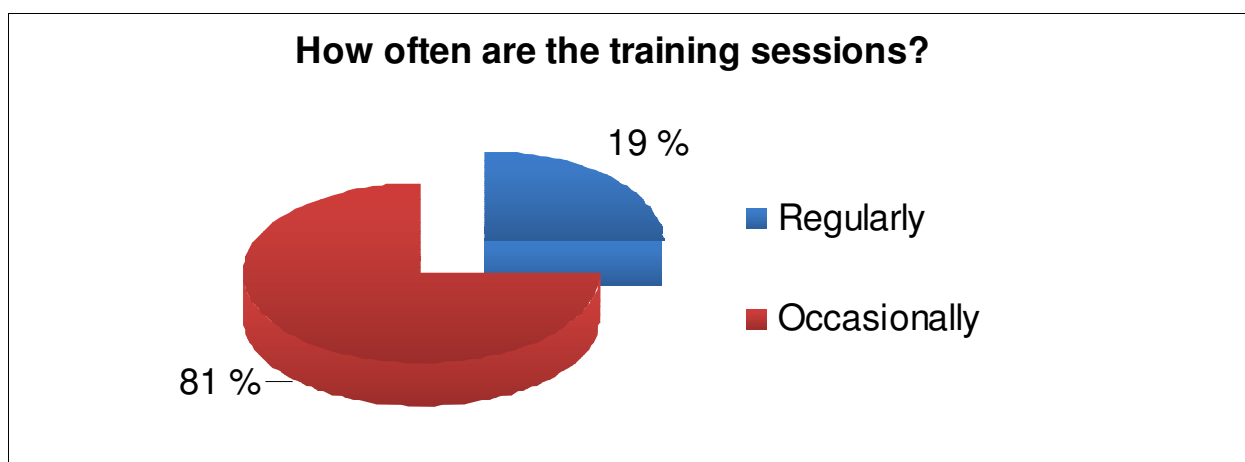


Fig. 18. Frequency of training on the use of e-resources.

A library can serve its users efficiently if it knows their needs and expectations. From the marketing point of view, the better knowledge of users behaviour patterns, the better tailored library services therefore the higher level of users' satisfaction. Having that in mind, the authors asked about research into users' needs and expectations. Unfortunately, over 75% of respondents declared that they had conducted only occasional research (e.g. when the assessment of e-resources provided for testing period was required), often limited to very specific topics. Moreover, sometimes they considered exchange of individual opinions on selected products (e-mail or telephone remarks) as occasional research.

On the other hand, two respondents provided examples of good practice of regular contacts with faculties through library consultants at each university department. One library declared to cooperate with such e-consultants who represent subject groups of users and collect their request for purchasing e-resources, thus library gets valuable assistance in shaping its e-collection development policy.

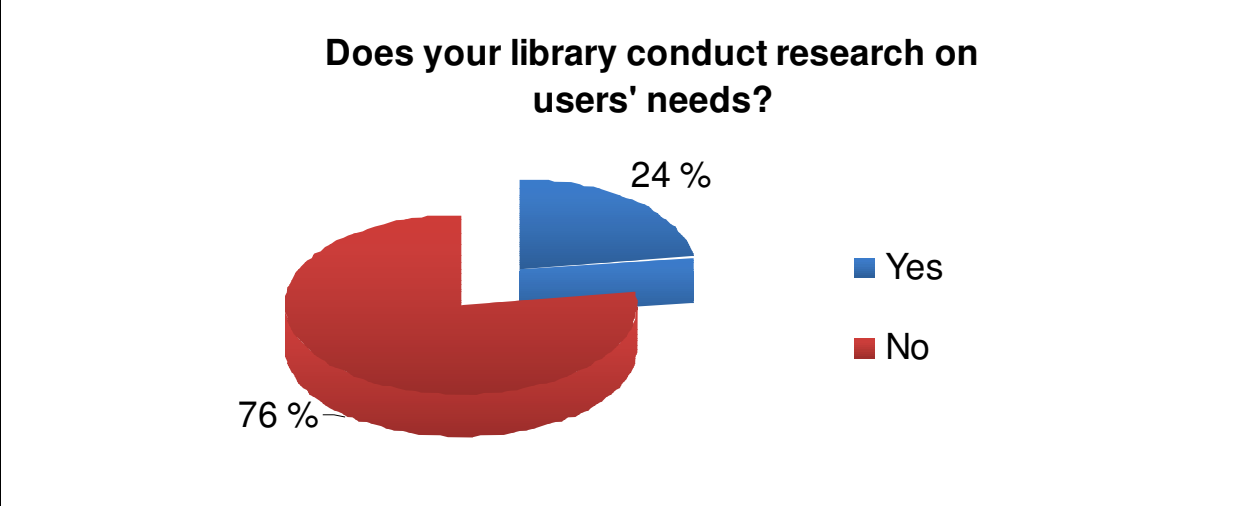


Fig. 19. Research on library users needs conducted by libraries.

As far as the assessment of the level of users' satisfaction is concerned, over 30 % of respondents declared appraisal activities. However, several respondents claimed that such research was conducted only occasionally, e.g. for conference presentations. One respondent declared that after each testing period opinions of users are collected in an on-line survey for further analysis. Another respondent declared collection of users opinions via the e-mail and the Internet communicator. No measures for the level of users' satisfaction were described.

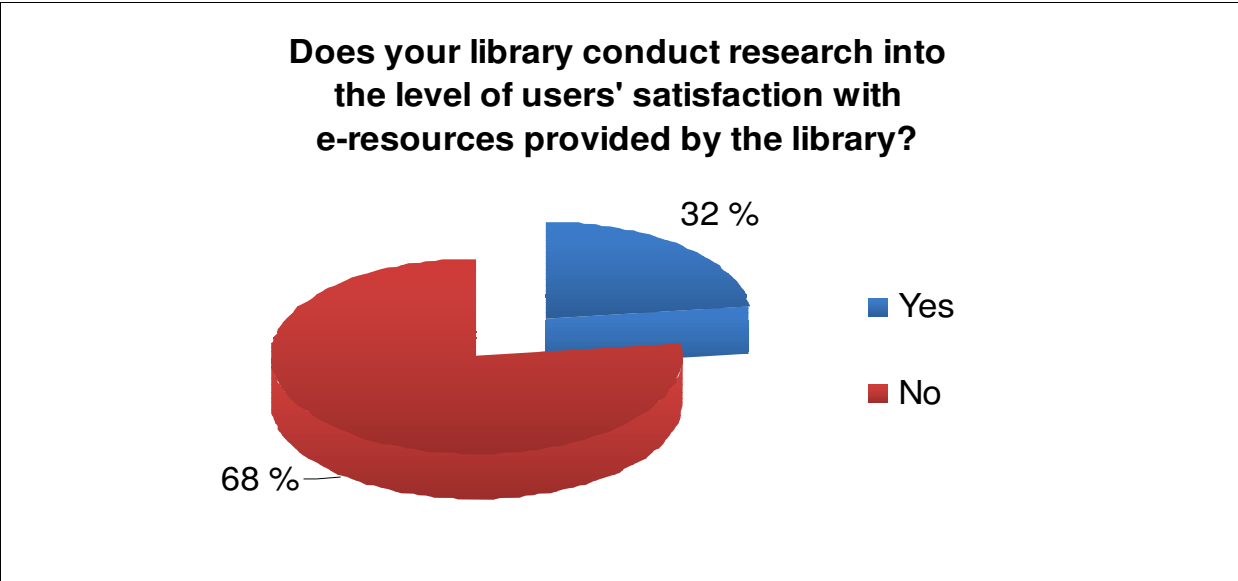


Fig.20. Research conducted by libraries into library users' level of satisfaction with e-resources.

Conclusions

In spite of the surprisingly limited marketing approach to library management, which can be concluded from the above results of the survey, many Polish professional publications describe research into users' needs, expectations and satisfaction with library e-services and other activities to enhance usage of e-resources.

Papers presented at the conference on academic libraries in didactics and research, held in Łódź in 2008¹³ referred among others to:

- e-collection development policy based on faculties' expectations and the evidence of journals usage at Wrocław University of Technology (strong marketing approach, customer intelligence¹⁴ orientation)¹⁵,
- library services policy based on students' experience and expectations –a survey at The Faculty of Law Library at Mikołaj Kopernik University in Toruń¹⁶,
- digital library at the University of Economics Library in Wrocław – research into the patterns of e-resources usage among students of the parent university¹⁷,
- combining various forms of promotion with didactics at academic libraries¹⁸,
- library services as a mean of promotion, the offer and the assessment based on the research into users' and potential users' of e-resources information behaviour and their expectations¹⁹

The last of above mentioned papers, based on the marketing-mix concept (4 Ps)²⁰, presents the idea of library services promotion within the academic community. It refers to research conducted in 1999/2000, 2003 and 2008 (focused on e-collection and e-services). The research in 2008 consisted of a series of questions presented at the library web page in two series, consecutively (question after question – only one question at a time) in the period of 5 months. Users were questioned about the fact and frequency of usage of selected e-resources and services offered. The idea behind the survey was to promote e-resources and services. Each on-line question was linked to detailed information and direct access to adequate e-resources or services, so that users who had not used or even known about those resources could have easily found them. The question box and the adequate links were clearly marked on the main www page of the library. Immediately after each series of questions the level of usage of the service it concerned was checked and compared to the level of usage preceding the survey. Numbers of users of promoted services were rising after each series.

Following that half-year experiment, a survey was conducted at the parent university, to find out about sources of information on library e-collection and services most

frequently used and desired, as well as about the patterns of usage of the resources. Library users were divided into three target groups: faculties, post-graduate and under-graduate students. The outcomes showed among others a very low usage of A-Z list (36% of respondents had never used it). Over 60% of students and 50% of faculties declared that the library web-page is their primary source of information about e-resources and services offered. 10% of respondents find useful information on e-resources during training sessions. Only 8% of respondents from the group of post-graduate students, 12% of undergraduates and 29% of faculties declared they participated in training provided by the library. Users declared that apart from information about e-resources on the web-page (56% of respondents), they would like to have an e-bulletin (16 %), RSS from the library news (6%), presentations and workshops on e-resources (10%) and on-line tutorials (12%). Following these suggestions RRS has been provided, workshops and presentations are organized frequently, an on-line course has been developed. Similar survey and follow-up activities are planned for the next year. It is important that users know their opinion is valued and they can shape the library offer. It is crucial element of relationship marketing.

Marketing approach to library services changes the library itself and the way it is perceived within the society. It strengthens the role of academic library in research and education process. In order to make the library work effectively and efficiently it seems important to adopt some marketing tools. Particularly, libraries should prepare good marketing plans based on regular, segmented market, research. Library marketing requires coordinated, long-term and complex policy. Consistent adherence to adopted guidelines is of vital importance.

¹ *Exploring the challenges faced by higher education, libraries and information services to facilitate strategic planning*, SCONUL, <http://www.sconul.ac.uk/news/vision> [Retrieved: 2010-05-12].

² Wikipedia <http://en.wikipedia.org/wiki/Marketing> [Retrieved: 2010-05-12]

³ Kotler, P., Armstrong G., Wong V., Saunders J. (2008). *Marketing defined. Principles of marketing* (5th ed.). p. 17.
<http://books.google.com/books?id=6T2R0ESU5AC&lpg=PP1&pg=PA7#v=onepage&q=&f=true>
[Retrieved: 2010-05-12]

⁴ *Statistical Yearbook of the Republic of Poland*, 2009, p. 341-360.

⁵ Ministry of Science and Higher Education, <http://www.nauka.gov.pl/home/> [Retrieved: 2010-05-12].

⁶ Interdisciplinary Centre for Mathematical and Computational Modelling
<http://www.icm.edu.pl/web/guest/home> [Retrieved: 2010-05-12].

⁷ All the charts in this paper are based on data from the research conducted by the authors (examination of libraries' web pages and a survey).

⁸ Ebscohost Integrated Search (EHIS) or Ebsco Discovery Service.

⁹ e.g. over 800 documents indexed with “marketing AND library” in Scopus database, also many articles in Polish professional journals, e.g. EBIB: *Library as a Business Partner* <http://www.ebib.info/2009/109/> [Retrieved: 2010-05-12].

¹⁰ Relationship Marketing was first defined as a form of marketing developed from direct response marketing campaigns which emphasizes customer retention and satisfaction, rather than a dominant focus on sales transactions. As a practice, relationship Marketing differs from other forms of marketing in that it recognizes the long term value of customer relationships and extends communication beyond intrusive advertising and sales promotional messages. http://en.wikipedia.org/wiki/Relationship_marketing [Retrieved: 2010-05-12].

¹¹ based on over 20-year training practice at the Library of Cracow University of Technology and supported by several surveys conducted at the parent institution.

¹² Pinto, M., Fernandez-Marcial, V, Gomez-Camearero, C. The impact of Information behavior in Academic Library Service Quality: A Case Study of the Science and Technology Area in Spain In: J. Academic Librarianship, vol. 36 Issue 1, Jan 2010 http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6W50-4Y23JS2-1&_user=450534&_coverDate=01%2F31%2F2010&_alid=1332598647&_rdoc=1&_fmt=high&_orig=search&_cdi=6556&_sort=r&_docanchor=&_view=c&_ct=4593&_acct=C000021478&_version=1&_urlVersion=0&_userid=450534&_md5=9f8f8ae213e1cbed215c55d612355d1b [Retrieved: 2010-05-12].

¹³ *Biblioteki w procesie dydaktycznym i badaniach naukowych: III konferencja Biblioteki Politechniki Łódzkiej*, Łódź, 25-27 czerwca 2008 r., 468 p. [In Polish, abstracts in English]

¹⁴ Customer Intelligence is a key component of effective Customer Relationship Management (CRM), and when effectively implemented it is a rich source of insight into the behaviour and experience of a company's customer base. http://en.wikipedia.org/wiki/Customer_intelligence [Retrieved: 2010-05-12].

¹⁵ Wolańska, A. : *Wpływ potrzeb i oczekiwań środowiska akademickiego na kształtowanie się zbioru wydawnictw ciągłych w Bibliotece Politechniki Wrocławskiej*. W: *Biblioteki w procesie dydaktycznym i badaniach naukowych: III konferencja Biblioteki Politechniki Łódzkiej*, Łódź, 25-27 czerwca 2008 r., p. 91-102.

¹⁶ Cupa, M.: *Współpraca biblioteki naukowej ze studentami – jaka jest? Doświadczenia Biblioteki Wydziału Prawa i Administracji Uniwersytetu Mikołaja Kopernika w Toruniu*. W: *Biblioteki w procesie dydaktycznym i badaniach naukowych: III konferencja Biblioteki Politechniki Łódzkiej*, Łódź, 25-27 czerwca 2008 r., p. 137 - 145.

¹⁷ Rogalińska, A.: *Współpraca bibliotek ze środowiskiem uczelni przy tworzeniu biblioteki cyfrowej na przykładzie doświadczeń Biblioteki Głównej Uniwersytetu Ekonomicznego we Wrocławiu*. W: *Biblioteki w procesie dydaktycznym i badaniach naukowych: III konferencja Biblioteki Politechniki Łódzkiej*, Łódź, 25-27 czerwca 2008 r., p. 181 - 193.

¹⁸ Barańska-Malinowska B, Sójkowska I.: *Czy połączenie promocji z dydaktyką to dobry sposób na zainteresowanie czytelników biblioteką*. W: *Biblioteki w procesie dydaktycznym i badaniach naukowych: III konferencja Biblioteki Politechniki Łódzkiej*, Łódź, 25-27 czerwca 2008 r., p. 315 - 334.

¹⁹ Buzdygan D, Marcinek M.: *Biblioteka uczelniana w środowisku akademickim. Promocja przez usługi – oferta i ocena w świetle wyników badań prowadzonych na Politechnice Krakowskiej*. W: *Biblioteki w procesie dydaktycznym i badaniach naukowych: III konferencja Biblioteki Politechniki Łódzkiej*, Łódź, 25-27 czerwca 2008 r., p. 257 – 300

²⁰ 4Ps (product, price, place, promotion) are the components of marketing-mix http://en.wikipedia.org/wiki/Marketing_mix

APPENDIX A

Polish academic public libraries²⁰ examined in the research into e-resources promotion, conducted in April 2010

Cardinal Stefan Wyszyński University Main Library - <http://www.biblioteka.uksw.edu.pl/>

Cracow University of Technology Library - <http://www.biblos.pk.edu.pl/>

Czestochowa University of Technology Library - <http://www.bg.pcz.czyst.pl/>

Gdynia Maritime University Library - <http://bg.am.gdynia.pl/>

The Jagiellonian Library - <http://www.bj.uj.edu.pl/>

The Library of Bialystok University of Technology - <http://biblioteka.pb.edu.pl/>

The Library of Maritime University of Szczecin -
<http://jednostki.am.szczecin.pl/index.php?section=120>

Library of Opole University of Technology - <http://www.bg.po.opole.pl/>

Library of Rzeszow University - <http://bur.univ.rzeszow.pl/>

The Library of the Medical University of Lodz - <http://www.bg.umed.lodz.pl/>

The Library of the Medical University of Lublin - <http://www.bg.umlub.pl/>

Library of the Technical University of Lodz - <http://bg.p.lodz.pl/>

Library of the Technical University of Radom -
<http://pr.radom.pl/redirect.php?action=setcategory&id=103>

The Library of the University of Gdansk - <http://www.bg.univ.gda.pl/>

The Library of the University of Łódź - <http://www.lib.uni.lodz.pl/library/>

Library of the University of Silesia - <http://www.bg.us.edu.pl/>

Lublin University of Technology Library - <http://biblioteka.pol.lublin.pl/>

The Main Library at the Koszalin University of Technology - <http://biblioteka.tu.koszalin.pl/>

Main Library of Gdansk University of Technology - <http://www.bg.pg.gda.pl/>

The Main Library of Maria Curie-Skłodowska University - <http://www.bg.umcs.lublin.pl/>

Main Library of Medical University of Bialystok - <http://biblioteka.umwb.edu.pl/>

The Main Library of Medical University of Gdańsk - <http://www.biblioteka.gumed.edu.pl/>

Main Library of Medical University of Silesia - <http://www.slam.katowice.pl/biblioteka.php?216>

Main Library of Medical University of Warsaw - <http://biblioteka.wum.edu.pl/>

The Main Library of Pomeranian Medical University in Szczecin -
<http://www.ams.edu.pl/biblioteka-glowna>

Main Library of Poznan University of Medical Sciences - <http://www2.bg.am.poznan.pl/>

The Main Library of Szczecin University - <http://bg.univ.szczecin.pl/>

The Main Library of the AGH University of Science and Technology -
<http://www.bg.agh.edu.pl/>

The Main Library of the Kielce University of Technology - <http://www.lib.tu.kielce.pl/>

Main Library of Warsaw University of Technology - <http://www.bg.pw.edu.pl/>

The Main Library of Wrocław Medical University - <http://www.bg.am.wroc.pl/>

Military University of Technology Library - <http://www.bg.wat.edu.pl/>

Opole University Library - <http://www.bg.uni.opole.pl/>

Poznań University Library - <http://lib.amu.edu.pl/>

Poznan University of Technology Library - <http://www.ml.put.poznan.pl/>

The Rzeszów University of Technology Main Library - <http://biblio.prz.edu.pl/>

Silesian University of Technology Library - <http://www.bg.polsl.pl/>

The UKW Main Library - <http://biblioteka.ukw.edu.pl/>

University Library in Toruń - <http://www.bu.umk.pl/>

University of Białystok Library - <http://bg.uwb.edu.pl/>

University of Podlasie Main Library - <http://www.bg.ap.siedlce.pl/>

University of Warmia and Mazury Library - <http://bg.uwm.edu.pl/>

University of Warsaw Library - <http://www.buw.uw.edu.pl/>

University of Zielona Góra Library - <http://www.bu.uz.zgora.pl/>

West Pomeranian University of Technology Library - <http://www.bg.zut.edu.pl/>

Wrocław University Library - <http://www.bu.uni.wroc.pl/>

Wrocław University of Technology, The Main Library and Scientific Information Centre -
<http://www.biblioteka.pwr.wroc.pl/>

APPENDIX B

Survey on marketing activities

1. Who is responsible for public relations and promotion at your Library?

- € Director
- € Specialist for PR and promotion
- € Reference Services Department
- € Serials Department
- € Other

2. Has your library any programme concerning promotion of its e-resources?

- € Yes
- € No

3. Promotional activities concerning e-resources at your library include:

- € Leaflets
- € Information materials
- € Posters
- € Papers in academic press incl. parent institution's magazine
- € Announcements in local academic radio
- € Information about e-resources meetings
- € Training: presentations or workshops
- € Information sent by e-mail
- € Participation in university events (e.g. open days of the university)
- € Information on the www home-page of the library
- € Information in social services (e.g. Facebook)
- € E-bulletin
- € On-line courses
- € RSS
- € Other (give examples)

4. Does your library provide training on e-resources?

- € Yes
- € No

a) Who is the training delivered for?

- € For the library staff
- € For students
- € For research faculties
- € Other (give examples)

b) Where does the training take place?

- € In the library
- € At the university departments / faculties
- € Other (give examples)

c) How often are the training sessions organized?

- € Regularly
- € Occasionally

5. Does your library conduct research on users' needs?

- € Yes
- € No

Users needs are monitored by means of:

- € Interviews
- € Surveys
- € Sounding research
- € Collection of users' opinions expressed via the form on the web page
- € Other (give examples)

6. Does your library conduct research into the level of users' satisfaction with e-resources provided by the library?

- € Yes
- € No

The level of users' satisfaction is monitored by means of:

- € Interviews
- € Surveys
- € Sounding research
- € Collection of users' opinions expressed via the form on the web page
- € Other (give examples)

Type of the library:

- € University library
- € University of technology library
- € University of medicine library