Off to Market We Go

A Content Analysis of Marketing and Promotion Skills in Academic Librarian Job Ads

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Abstract

This exploratory study analyzed the presence of marketing and promotional responsibilities and qualifications listed in selected job advertisements for academic librarians. A content analysis was employed to analyze job advertisements for academic librarians who possessed marketing, promotion, public relations, outreach, and liaison skills. Job advertisements were selected from January 2000 to December 2010. A total of 149 advertisements were analyzed. The authors found that promotional responsibilities were advertised across the 10-year period, but marketing responsibilities were not. Prior promotional and marketing experience was not widely required. Some libraries advertised marketing librarian positions with responsibilities such as branding and social networking. The findings from this study may be useful for librarians and those in management positions who are interested in creating positions with promotion and marketing duties as this study outlines job responsibilities and required qualifications.

Introduction

This exploratory study examines the prevalence of marketing and promotional responsibilities and qualifications listed in selected academic librarian job advertisements from 2000 to 2010, inclusive. A total of 149 advertisements from Canadian and American institutions were analyzed using content analysis. To make this study more manageable, the authors limited their selection to position titles containing the terms "liaison," "outreach," "marketing," "public relations," "communications." The authors made this limitation based on the library literature, discussed further below, which suggests that liaison and outreach positions, in particular, are incorporating more promotional and marketing responsibilities.

The authors sought evidence that marketing and promotional activities and skills were being formally added to job advertisements in response to a need in the profession to market libraries in the age of Google and declining reference desk transactions.[1] The authors found that some libraries hired librarians to focus largely on marketing activities using, for example, social networking tools. Other libraries added some promotional and marketing responsibilities to

existing positions. The selected advertisements paint a varied picture of marketing and promotional activities and required qualifications among liaison, outreach and other academic librarian advertisements.

Academic Libraries and Marketing and Promotion

Marketing and promotion in academic libraries have been discussed, debated, and deliberated in the literature since the mid 1950's.[2] Some of these authors have argued for concerted marketing and promotional efforts[3] while others have studied the extent of these activities.[4] Practical and useful advice and examples on how to successfully market and promote academic libraries abound in the literature.[5] However, studies on the personnel aspect of marketing and promotion are limited. Mathews and Bodnar's survey published in 2008 is a recent and extensive examination of the responsibilities and activities of librarians who market and promote.[6]

Before delving into these studies, marketing and promotion will be defined in relation to libraries. Library marketing refers to a process by which libraries evaluate "their roles in terms of the consumers they serve, the product they offer, and their own distinctive competence – those things that they do better than anyone else."[7] Library promotion refers to "informing your users what you do and what you can do. The benefits for those who promote their library services include: increased usage, increased value in the organization, education of users and changed perceptions."[8]

The terms marketing, promotion, public relations, and other terms used in this article are all connected through the marketing mix[9]. As early as the 1950's, Neil H. Borden spoke of the 4 P's of marketing; price, product, placement, and promotion.[10] In his 1964 article, Borden illustrated that marketing involves a variety of processes. Promotion is part of the marketing process. Promotion involves raising the profile of a product or service so that customers (or users) are made aware of its importance. Some elements of promotion include advertising, public relations, and sales promotions[11]. Another "P' includes "product". In the case of the library marketing, the "products" include all of the services and resources (of the library) that relate to users' needs and wants[12]. Unlike traditional marketing where the product needs to be sold to generate revenue, library "products" may refer to the physical facility and the variety of services and resources offered to the library user. "Price" refers to the cost of providing a service or collection such as library cards, electronic and print subscriptions, databases, and books.[13] It can also refer to the price a library user may have to pay for a service. This can include any fee-based services such as in-depth research consultations or the time it takes for a user to visit the library.[14] According to Morrow, "time is a very expensive currency to be spending."[15] Dubicki also adds that price denotes the convenience or ease with which a patron accesses a library service such as e-resources.[16] "Place" refers to the channels used by libraries to deliver a product to the user.[17] This can include the physical library, remote access to databases and other e-resources, and the library's web site.[18]

Several studies have examined the prevalence of marketing and promotional activities in academic libraries. In 1985, Ford, surveying 48 library directors on their marketing and promotional activities, found that formalized programming was new for academic libraries.[19] Forty respondents stated that they participate in promotional activities, but less than half of them stated that these activities were administered by one person. Library staff or the campus information office was usually responsible for promotional activities. These activities included creating displays, exhibits, posters, press releases, and feedback boxes among several other things.

Almost twenty years later in 2004, Rothwell Lindsay conducted a similar marketing survey.[20] This study found that only 4 percent of respondents had a marketing plan or strategy. Marketing duties were not outlined in the job descriptions of library staff members who were responsible for marketing. Library directors were mainly responsible for marketing activities, but librarians tended to implement marketing initiatives. Rothwell Lindsay concludes that marketing was being conducted on an ad hoc basis.

More recently in their 2008 publication, Mathews and Bodnar conducted a survey of members of the Association of Research Libraries (ARL).[21] Sixty-four percent of respondents had at least 1 library staff person with the word promotion in their job description. This person was usually part of the library's administration and not part of strategic planning processes and everyday promotional activities. Ongoing promotion was being administered by committees and other groups. They found that marketing activities included promotional messages, web design, graphic design, and public speaking. The 64% of respondents in Mathews and Bodnar's study who stated that promotion is outlined in their job description contrasts sharply with Rothwell Lindsay's finding that marketing duties were not listed in the job descriptions of librarians who market.[22] This study explores whether job advertisements over a 10-year period list marketing and promotional responsibilities and qualifications.

Methodology

The authors conducted a content analysis of job advertisements from a variety of print and electronic sources. The data culled was exploratory and not representative of all academic librarians who market and promote. To make this study manageable, the authors limited their analysis to advertisements with job titles containing any one of the following terms: "outreach," "marketing," and "liaison." This limitation was made based on the literature which suggests that liaison and outreach librarians are incorporating promotion and marketing into their responsibilities. Hubbs, Motin and Salela state that liaison librarians have moved beyond the duties of collection development.[23] For example, St. Cloud State University's Learning Resources & Technology Services (LR&TS) designated 1 person from their liaison team to be assigned specific tasks related to marketing and communications.[24] Mozenter, Sanders, and Welch similarly write that their library considered expanding the role of their liaison program to include campus-wide publicity.[25] Others have emphasized new approaches and responsibilities such as coordinating marketing among liaison librarians,[26] being proactive and engaging in collaboration,[27] moving from a collection-centered model to an "engagement model,"[28] and

instituting "liaison 2.0" or the liaison librarian as "middleware."[29] Similarly, outreach librarians are partnering with off-campus institutions,[30] experimenting with marketing campaigns,[31] or trying new reference delivery models such as roving reference[32] all in an effort to promote the library services.

Job advertisements can shed further light on the nature of these librarian positions. They communicate the qualifications, skills, and duties of a position. While job descriptions provide more details about a position, they are not as widely available. Job advertisements, on the other hand, are more accessible and public. Jerabek describes job advertisements as a condensed job description.[33] Advertisements present a list of desired characteristics and qualifications for a given position. Job advertisements reflect trends in the information world, and they provide job seekers and library school students a sense of what skills and types of jobs are in demand.[34] They offer a glimpse into a position's required qualifications and duties and they "also serve to lay certain sectors and professions open to external scrutiny," that is, they are available for researchers to study and monitor a particular profession.[35]

This "external scrutiny" includes studies such as Heimer's.[36] Although Heimer examined non-marketing librarian positions, her work informed the methodology of this study. Over a 10-year period (1989 to 1998), Heimer analyzed electronic librarian job advertisements in *College & Research Libraries News* and *Library Journal*. Her study examined 78 job advertisements. She noted "position titles, title equivalents, reporting lines, responsibilities, qualifications, status and salary" to determine whether electronic resources and electronic services librarian positions had the same general function.[37] Heimer concluded that they in fact had the same general function. In a related vein, this study examines job advertisements, noting job titles, responsibilities, rank and qualifications in an effort to identify trends and the nature of librarian positions.

The authors found 149 job advertisements out of over 14,000 job advertisements that contained 1 or more of the following words in the job title: "liaison," "outreach," "marketing," "public relations," and "communications." Job advertisements were analyzed from Canadian and American academic libraries from January 2000 to December 2010. The electronic and print sources consulted are explained further below.

For Canada, the authors used the University of Toronto's Faculty of Information employment listings (http://www.ischool.utoronto.ca/jobsite) and the University of Western Ontario's (UWO) Faculty of Information and Media Studies' job listing (http://tinyurl.com/cdn-postings and http://tinyurl.com/us-postings). These sites were selected because of the national scope of their listings. The UWO site also lists American job advertisements.

For employment postings across the United States, the authors used the American Library Association's Job List (http://joblist.ala.org/).

The web sites and search engines listed below included job advertisements that could be searched over several years:

- Library Job Postings on the Internet (http://www.libraryjobpostings.org)

- Canadian Library Association job advertisement web site (http://www.cla.ca/AM/Template.cfm?Section=Show_All_Jobs)
- Google (http://www.google.com)

Due to the ephemeral nature of the World Wide Web, the authors supplemented their online search with print listings. The following 3 publications were selected, based on Heimer's study,[38] for their circulation in the profession:

- *College and Research Libraries News*
- *Library Journal*
- *American Libraries*

Full-time equivalent (FTE) figures were culled from university web sites. These figures were used to compare the size of institutions in this study.

Content analysis, a qualitative approach to textual analysis, was employed for this study. This method involves counting and sorting words. Due to technological improvements and the growth of knowledge in computing techniques, this method has become increasingly accessible to use for research.

All job advertisements selected were indexed according to the following 5 criteria:

- Year of posting
- Position rank
- List of responsibilities
- List of required qualifications
- List of preferred qualifications
- Number of FTE at the institution

The authors entered key words manually into a Microsoft Excel spreadsheet for analysis. Job titles were re-coded into the following:

- Job title:
  - What keywords are in the job title?
- Responsibilities:
  - What are the major functions and responsibilities of this position?
  - Are they responsible for creating a marketing plan or communications strategy?
  - What is the rank or level of the position? That is, is the position for the director of a library, an assistant director, and so forth?
- Experience/Qualifications:
  - What type of academic background is required?
  - What are the required qualifications?
  - What are the preferred qualifications?
  - Do they require a marketing/outreach background?
  - Do they require an ALA accredited MLIS degree?

        ○   Do they require publishing experience or technical writing experience?
- Type of Academic Institution (based on total number of student enrollment)
  - What is the total student enrollment (FTE) at the institution?

Results

Job titles, position rank, work responsibilities, required and preferred qualifications, and the size of the institution based on the number of FTEs were analyzed over a 10-year period. In total, 149 advertisements were analyzed. A large number of job advertisements were found for 2010 (53 or 35.6%) followed by advertisements from 2000 (17), 2001 (16), and 2009 (12). Figure 2 illustrates the number of job advertisements found per year.

Figure 2: Total Number of Job Advertisements Gathered for Each Year
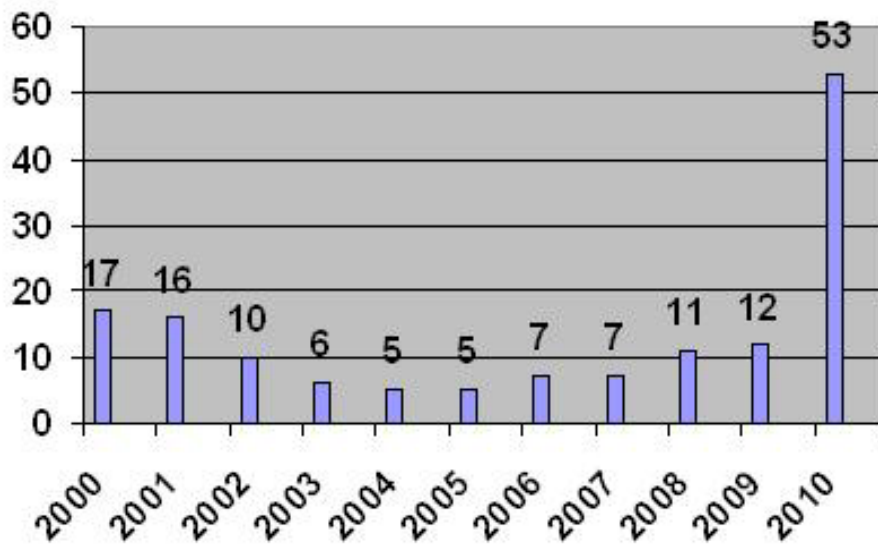
Institutional Size

The authors also examined institution size based on full time equivalents (FTEs) or the number of students, both undergraduate and graduate, enrolled at a particular college. This number was culled from the institution's web site, and used to analyze possible patterns in institution size and the presence of marketing and promotional duties. Most job ads were from institutions with under 5000 FTE (28 or 18.8%), followed by 30,001-35,000 (21), 15,001-20,000 (20), 25,001-30,000 (19), and 5000-10,000 FTE (17). Figure 3 further illustrates the number of advertisements based on FTE.

Figure 2: Number of Job Advertisements by the Number of FTEs
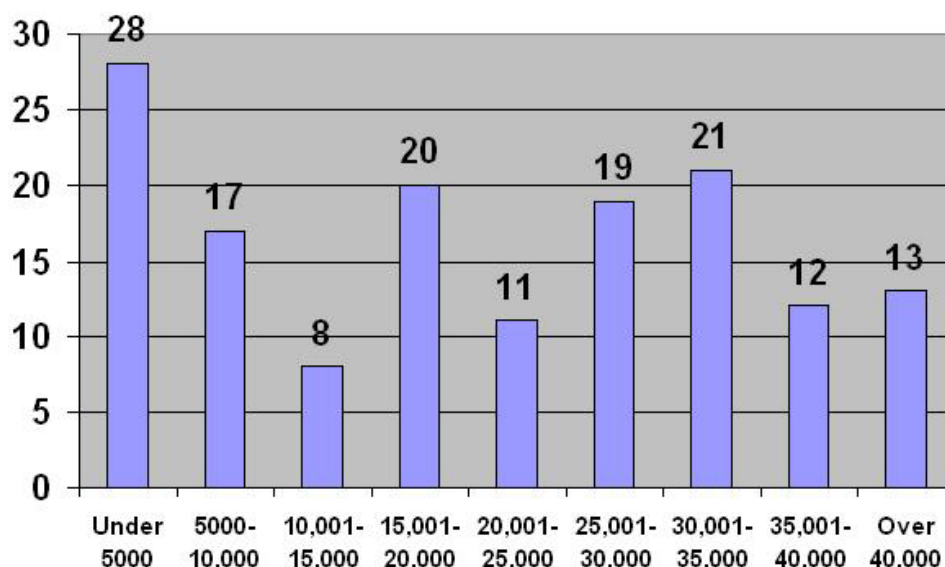
Job Titles

A variety of job titles were found. Titles included: communications and liaison librarian; marketing, communications, and outreach librarian; assessment and marketing librarian; outreach librarian; public services/outreach librarian; public relations/marketing librarian; and development, assessment and marketing librarian. The job title that occurred most frequently was "outreach" coupled with another library function such as reference, instruction, distance learning, or marketing. This job title constituted 75% of titles found. Job titles containing "liaison" were the second most frequent at 28.2%. Over the 10-year period, marketing appears in job titles starting in 2001. The term reappears in 2007 in 1 job advertisement and then again in 2008 and 2009. The term "communications" appeared in 2010 in 3 positions. Development, assessment and marketing are other titles that appeared in 2010.

Approximately 90.5% of the advertisements were for non-managerial librarian positions. For this study, job advertisements with titles containing terms such as "director," "head," or "associate university librarian" were considered higher ranking, managerial positions within a library. These positions constituted 6.8% of the job advertisements analyzed.

Responsibilities

Marketing and promotional responsibilities were listed in a limited number of advertisements (Figure 4). Overall, promotional presentations were listed in 45.6% of advertisements, followed by general promotional activities (41.5%), general marketing activities (17%), developing web content (9.5%), creating library publications (8.2%), and developing a marketing and

communications plan (6%). Non-marketing activities such as teaching (81%) and reference (75%) were widely cited. The top 5 most popular responsibilities listed among all 149 job advertisements are illustrated in Table 1.

Figure 3: Percentage of Selected Responsibilities
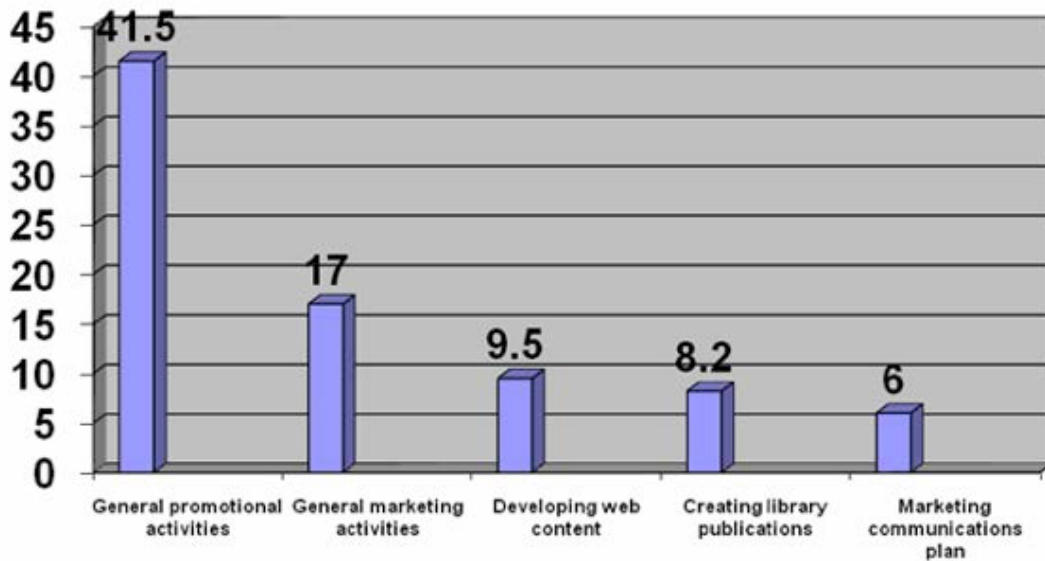
Table 1: Number of Job Advertisements by Top 5 Most Popular Responsibilities

	Promotion	Outreach/ Presentations	Liaison	Reference	Information literacy/ Instruction
2000	3	5	6	11	13
2001	3	8	6	14	12
2002	3	3	6	9	8
2003	2	2	3	3	5
2004	3	3	5	3	5
2005	2	1	3	4	4
2006	4	3	3	6	6
2007	4	6	5	6	5
2008	8	7	8	9	9

2009	5	8	6	6	10
2010	24	21	41	41	44
Total	61 or 41%	67 or 45%	92 or 62%	112 or 75%	121 or 81%

In more detail, some of the specific marketing and promotional responsibilities listed included:

- creating exhibits
- producing web content for the library
- grant writing and fundraising
- producing various library publications such as a newsletter
- assessment
- developing a marketing strategy or plan
- conducting user need studies
- creating a positive library image
- writing press releases
- creating campaigns
- developing a communications plan
- coordinating outreach activities
- building partnerships
- writing an annual report
- developing user guides and online tutorials
- implementing emerging technologies
- participating on committees
- collaborating with teaching faculty on various initiatives

Different promotional and marketing responsibilities were listed to varying degrees over the 10 year period. Between 2000 and 2010, marketing first appears in a 2001 advertisement. It then appears in 2003 in 3 positions; 2005 in 1 position; 2007 in 2 positions; 2008 with 6 positions; 2009 with 3 positions; and 2010 with 8 positions. Outreach-type presentations were also listed over the 10 year period: 2000 with 5 positions; 2001 – 2 positions; 2002 – 3 positions; 2003 – 3 positions; 2004 – 8 positions; ending in 2010 with 8 positions. Web 2.0 marketing responsibilities first appeared in 2 advertisements from 2007 and appeared in positions thereafter: 2008 with 1 position, 2009 with 2, and lastly 2010 with 3 positions. Creating a marketing and/or communications plan first appeared in an advertisement in 2003, then in 2007 (2 positions), 2008 (1), and 2010 (5). Promotional responsibilities appeared in job advertisements throughout the 10 year period, starting in 2000 with 3 positions and ending in 2010 with 24 positions. Table 2 lists these numbers in greater detail.

Table 2: The Number of Job Advertisements Listing Promotional and Marketing Responsibilities by Year

	Marketing	Outreach Presentations	Web 2.0 Marketing	Create a Marketing and/or a Communications Plan	Promotional Responsibilities
2000	0	5	0	0	3
2001	1	2	0	0	3
2002	0	3	0	0	3
2003	3	3	0	1	2
2004	0	8	0	0	3
2005	1	1	0	0	2
2006	0	3	0	0	4
2007	2	6	2	2	4
2008	6	7	1	1	8
2009	3	8	2	0	5
2010	8	8	3	5	24
Total	25	67	8	9	61

Marketing and promotional responsibilities were listed across different institutional sizes (Table 3). Institutional size was determined by the number of full time equivalents (FTEs). Marketing responsibilities were listed in 6 postings for institutions with less than 5000 FTEs. Institutions with FTEs between 5000 and 10,000 and between 35,000 and 40,000 listed 4 job postings per FTE range that asked for marketing responsibilities. Promotional responsibilities were advertised by institutions of all sizes. Fourteen positions advertised by institutions with an FTE range between 25,000 and 30,000 listed promotional responsibilities. Conducting outreach presentations was also listed as a responsibility across various institutional sizes, however smaller institutions with an FTE of less than 5000 advertised 14 positions with this type of responsibility.

Table 3: Number of Job Advertisements by Responsibility and FTE

	Public Relations/ Publicity/Press Releases	Marketing Plan/ Communications Strategy	Promotion	Marketing	Outreach/ Presentations
Under 5000		3	11	6	14
5000-10,000	1	1	7	4	4
10,001-15,000			2	1	4
15,001-20,000			8	2	9
20,001-25,000	1	2	6	3	3
25,001-30,000		2	14	2	9
30,001-35,000			2	2	3
35,001-40,000		1	6	4	5
Over 40,000			5	1	9

Qualifications and Experience

A range of required and preferred qualifications were listed (Figure 5). Most positions (96.2%) required an ALA accredited MLIS degree or its equivalent. Other qualifications and skills required included: communication skills (73.6%); interpersonal skills (52.8%); teaching experience (45.3%) and I.T. skills (43.2%). Some advertisements required grant writing skills, experience creating library publications, knowledge of Photoshop or other computer design programs, assessment experience, a background in public relations or marketing, budgeting experience, reference, experience creating a marketing plan, and knowledge of web 2.0 technologies. Project management experience was also listed. Marketing and promotional experience were required for 16.6% of the positions posted. Preferred qualifications included teaching experience (40.2%), subject experience (38.4%), a second master's degree (33.9%), previous academic library experience (28.6%) reference experience (19.6%), and IT skills (19.6%). Marketing and promotional experience was a preferred qualification for 13.4% of the positions.

Figure 5: Percentage of Required Qualifications
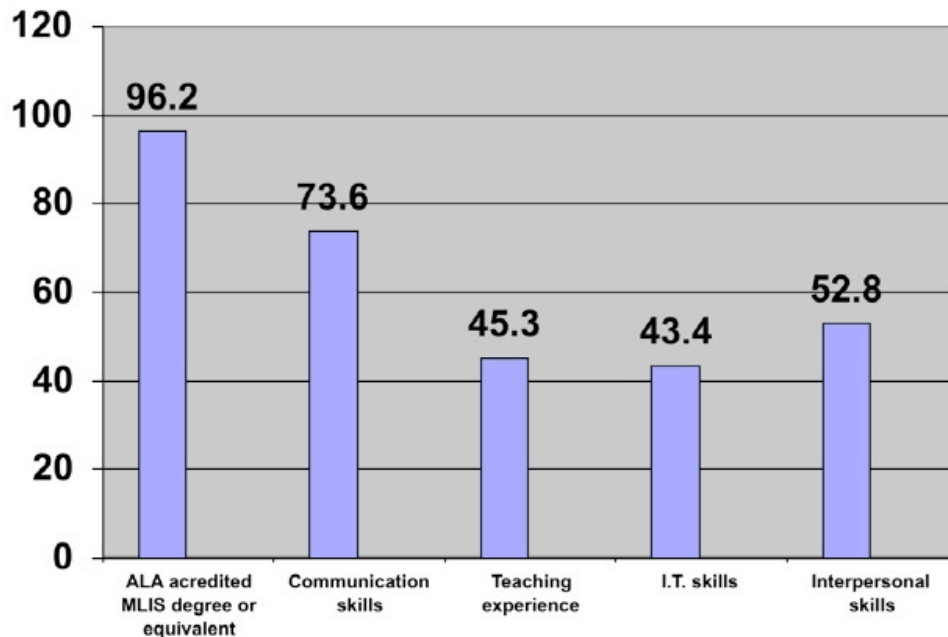
Over the 10-year period, marketing and promotional skills were listed as a required qualification beginning in 2001. Advertisements from 2004 to 2006 did not require marketing and promotional experience. This experience, however, was sought in 12 postings from 2010. As a preferred qualification, marketing and promotional skills were first listed in a position from 2003 and were listed in subsequent years except for 2005. Marketing and promotional skills were not as widely sought over the 10 year period compared to teaching experience, technological skills, research skills, and communication skills.

Discussion

Marketing responsibilities appeared less frequently compared to promotional duties. Marketing first appears in 2001 and then reappears in 2003, 2005, and in advertisements from 2007 onward. Promotional responsibilities appeared in job advertisements throughout the 10-year period. This finding may suggest that promotional activities are more consistently sought among the job advertisements examined in this study. In addition, overall promotional activities (41.5% of advertisements) were listed in more job advertisements than marketing activities (17% of advertisements). This result somewhat reflects Mathews and Bodnar's finding from their survey

of members of the Association of Research Libraries that 64% of respondents had at least 1 library staff person with promotion in their job description.[39] Marketing responsibilities may be less in demand, or the term "marketing" may not be used as widely among the institutions in this study. Marketing and promotional responsibilities, however, were both listed across different institutional sizes.

Among the job advertisements included in this study, marketing and promotional activities were largely the responsibility of librarians and not library management or administration. Seventy-two positions that listed marketing and promotional responsibilities were for librarian-ranked positions. In contrast, only 11 management positions included these duties. These figures are in contrast with Rothwell Lindsay's finding that library directors were mainly responsible for marketing.[40] Outreach librarian positions had the most marketing responsibilities (18 advertisements out of 70) followed by liaison librarians (4 advertisements out of 69). Similarly, promotion was largely conducted by outreach librarian positions (36 advertisements) followed by liaison librarians (25 positions). Among the institutions in this study, outreach librarian positions were largely responsible for promotional and marketing activities.

Over the 10-year period, marketing and promotional skills were listed as a required qualification beginning in 2001. Advertisements from 2004 to 2006 did not require marketing and promotional experience. This experience was sought again in 12 advertisements from 2010. As a preferred qualification, marketing and promotional skills were first listed in a position from 2003 and were listed in subsequent years except for 2005. Teaching experience, technological skills, research skills, and communication skills were more widely advertised than marketing and promotional experience. Approximately 16.6% of the advertisements required previous marketing experience. This small percentage may reflect Rothwell Lindsay's finding that most library personnel with marketing duties did not have prior marketing experience.[41] While promotional responsibilities were listed consistently over the ten year period, prior promotional experience was not listed as frequently.

The selected advertisements present varied findings on marketing and promotion in academic libraries. Promotional activities were listed in less than half of the advertisements while marketing responsibilities were cited in even fewer advertisements. Promotional activities were advertised consistently over the 10 years while marketing activities were listed sporadically. Both promotional and marketing experience and skills were not listed as required qualifications consistently. These advertisements showed varied promotional and marketing responsibilities and qualifications. Mathews and Bodnar's study found that ongoing promotional activities were administered by committees and groups.[42] Fifteen percent of the advertisements listed committee work as a responsibility. Promotion may be part of this committee work. This study reveals varied findings on marketing and promotion in selected academic librarian job advertisements.

The data culled from these job postings may suggest that acquiring skills in marketing, promotion, and outreach are important due to the decline in funding across libraries in the United States and Canada.[43] As early as 1984, the literature suggests that marketing has always been a part of every librarian's duties.[44] However, Rothwell Lindsay's study, published in

2004, suggests that these duties have been carried out on an ad hoc, unplanned basis.[45] The data from these job postings may suggest a trend to hire librarians who possess marketing and promotion skills.

This possible trend to hire librarians with such skills goes beyond these job postings data. Catherine Baird -- *Marketing, Communications and Outreach Librarian* at McMaster University in Canada -- stated in an interview that her position was created in 2007 to address the need at her library to coordinate and plan marketing initiatives.[46] Similarly, recent postings on the AcademicPR email list hosted by ALA with over 700 subscribers (http://lists.ala.org/sympa/info/academicpr), suggests that marketing activities and responsibilities are desirable. One subscriber posted a message requesting job descriptions from librarians with public relations and outreach in their position titles.[47] This subscriber's library was in the process of reevaluating job descriptions. They wanted to know what percentage of time was spent on reference, instruction, subject librarianship and other duties. In another AcademicPR posting, the Vice-Chair of the Marketing Academic and Research Libraries Committee -- which is being disbanded as part of the reorganization and streamlining of ACRL (Association of College and Research Libraries) -- distributed an online petition to create an ACRL marketing discussion group.[48] The overwhelmingly positive response to the petition[49] suggests that there is a great interest in and need for marketing in academic libraries today.

Strengths and Weaknesses of the Study

Reliance on online employment listings and job advertisements is a potential weakness of this study. While the authors attempted to address the ephemeral nature of online content by searching print listings of job advertisements, the data was not representative of all employment positions available at a given time. Not all job openings are advertised through the channels that were consulted. That is, these positions may not have been posted on large, national job sites such as the ALA. The authors recognize that their data is by no means exhaustive or representative of all positions for librarians. Secondly, online employment sites tend to list recent job advertisements. This tendency increased the number of job advertisements retrieved for 2010. Job advertisements are also inherently limited. Because of the brevity of some advertisements, the authors could not gather full details about all the responsibilities for a given position.

This study is important because it illustrates that librarian job postings often ask for a specific set of skills. For job seekers who wish to pursue an academic librarian career with specialized duties and responsibilities, it is important to understand the diverse skills employers seek. There are fewer "generalist" positions in academic libraries (need reference) and more positions are seeking candidates with a specific skill set. Moreover, the authors have perused through the course catalogs of each of the 58 ALA-accredited library schools (http://www.ala.org/accreditedprograms/directory/alphalist) and found that 29 of these schools offer courses in library marketing, promotion, public relations, and outreach. This may suggest

that there is a demand for library school graduates to possess such marketing and promotion skills for the workplace.

This study contributes to the library literature on marketing and promotion. It offers insight into the extent to which marketing and promotional activities and skills were required by selected academic librarian positions over the last 10-years. It explores some of the characteristics of liaison, outreach and other librarian positions advertised during this period, offering employers, job applicants, and MLIS students and faculty insight into the types of positions that were available.

Conclusion

Some job advertisements sought candidates who had experience developing a marketing plan or communications strategy, building a consistent library brand (or logo), creating marketing materials such as brochures, flyers, newsletters, press releases, and developing a web presence. Other job advertisements sought candidates who had experience in fundraising and developing library events for the public while others sought candidates who had experience creating annual reports and other library publications.

The selected advertisements present varied findings on marketing and promotion. Some of the libraries in this study hired librarians to focus largely on marketing activities using, for example, social networking tools to reach users. Other libraries from this study added some promotional and marketing responsibilities to available positions. The selected advertisements paint a varied picture of marketing and promotion activities and qualifications among liaison, outreach and other academic librarian advertisements. Further investigation into the daily responsibilities of academic librarians may reveal the extent to which promotional and marketing activities figure into their work on a daily basis. However, given the number of ALA-accredited library schools offering classes on marketing, promotion, public relations, and outreach, and considering the professional need for discussion on job descriptions and marketing matters as expressed recently on the AcademicPR listserv, marketing and promotional skills and responsibilities are increasingly important.

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