

**A Qualitative Proposal to Identify Barriers in Marketing Services Directed
Toward Immigrants Offered by the Edmonton Public Library.**

Abstract: *The purpose of this study is to identify problems encountered in marketing library services to new Canadians. It will be geographically concentrated within the city-limits of Edmonton to properly determine the effectiveness of one public library system's outreach initiatives. Information will be gathered from twenty-one different interviewees participating in in-depth semi-structured interviews. Qualitative in nature, this exploration will follow the design of a Phenomenological study. Selected participants would have immigrated to Canada in the last 20 years, be over the age of eighteen, and have a basic understanding of English. These interviewees would be diverse in ethno-cultural background, gender, and have different levels of familiarity with Edmonton Public Library. Results will be submitted to EPL with the goal of assisting in the development of services and relationships to the unique communities in which it serves.*

Keywords: *Public Libraries, Multicultural Services, Library Marketing*

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LIS 505: Research Methods

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I. Research Problem

The goal of this study is to identify the barriers in marketing available library services toward new immigrant populations in urban Canadian libraries. This study will focus its research on the Edmonton Public Library and the Edmonton community. Existing research examines the development of services targeted toward new Canadians but does not explore marketing strategies to inform ethno-cultural groups services being offered. Most of the studies examining library use of newcomers are conducted in the United States and focus on Latin American Immigrants. This researched will examine a population centre not regularly studied in the literature and is populated with a variety of different cultural communities.

The purpose of this study is to interpret the level of awareness of Edmonton Public Library's marketing strategy among new Canadians and evaluate various perceptions of these marketing initiatives. Results of this study may be helpful in planning marketing campaigns toward new Canadians in the future. It uses a qualitative framework because it will be interpreting opinions, emotions, and experiences of the group studied.

Although this study is restricted to a limited geographic area, this study will benefit LIS study by examining a population centre that is more diverse culturally than populations covered in other sources. Additionally it will combine the two popular topics of multicultural library service and the marketing of library service to create a unique study.

II. Review of Related Literature

a) General Literature on Marketing Library Services

In her book *Marketing and Public Relations for Libraries*, Cosette Kies discusses various approaches to promoting library services to the community. She writes on the practice of marketing and concludes that it is necessary to create a demand for library services. Once this demand for library services is established and proven to funding agencies, more resources may be made available to ensure the continuation of said services (Keis 87). She also comes to the conclusion that in order to most effectively market services to the public, the expertise of marketing professionals must be utilized (177). Darlene Weigand in *Market/Planning Library and Information Services* suggests that libraries begin a marketing strategy by considering three steps outline in her book (36-37). The first step is a needs assessment which attempts to clarify client needs both expressed and unexpressed (36). The second step is a community analysis which is an in-depth examination of a community profile (36). The final step is a marketing audit which is a comprehensive analysis of the previous two steps (37). Both books were written in 1987 and are dated approaches to the general marketing of library services. They will contribute to this study by providing a glimpse of what marketing strategies were over twenty years ago. In combination with the new sources examined, they will be essential in demonstrating how marking techniques have changed

The journal article *Marketing Public Library Services: The Gap Between Theory and Reality in Britain* offers a case study of how libraries located in Newcastle and Liverpool

construct marketing strategies according to theory and how effectively they adhere to these methods. The study reaffirms Weigand's conclusion that a marketing audit is essential in planning a strategy to promote library services (paragraph 19). In direct study of the two British libraries the author discovered that the use of posters, leaflets, and bookmarks were used. In addition one library had a regularly published newsletter. A good relationship with the press was essential because it was found that public libraries rarely had the funding for advertizing. (paragraphs 33-37) The conclusion that the author suggests is that libraries that have ignored formulating a specific marketing plan have placed themselves in jeopardy of becoming obsolete. She states that "quantifiable objectives should be set and methods devised for analysis" (paragraph 48). This study is of value to this research project because it evaluates the marketing techniques of specific libraries and addresses marketing methods used in real examples.

Samuel Adeyoyin advocates for librarians to change their marketing strategy. He contends that libraries are not-for-profit agencies and should adopt the same marketing techniques as these organizations (Adeyoyin 505). He justifies his argument by listing the marketing objectives of not-for-profit agencies and comparing them to the goals of libraries (502). A major similarity he stresses is a strong focus on public education. Instead of serving a single client group with specific needs like a business a library, like a not-for-profit agency serves multiple publics. Profit is not the ultimate goal of the library and as such is subject to public scrutiny of tax-payers and should avoid controversy. (502) Adeyoyin's article is of value to this research topic because it suggests alternate perspectives in the goals of marketing library services and how it should be considered when drafting a promotional plan. Dinesh Gupta agrees with Adeyoyin's sentiment and states that library marketing has seen a deliberate change to adopt not-for-profit marketing techniques (Gupta ed. 7). Gupta states this observation in the opening article of a book titled *Marketing Library and Information Services: International Perspectives*. The monograph offers current articles authored by librarians from a variety of different cultures. This is of value to this study because different perspectives may be offered in literature originating from other nations with a large immigrant population. One particular article focuses on providing services to refugee children which has a direct relevance to this research topic (Gupta ed. 325-334).

In her short article titled *The Long Tail: It's Implications for Marketing Library Services* Deborah Lee writes of a recent innovative marketing theory created by Chris Anderson. It explains that companies like Netflix and Amazon keep a large storage of items in order to appeal to online shoppers who are seeking a superior choice in selection. Important to these companies' sustainability is the ability to find their items in a timely manner. Brick and mortar stores cannot adopt this marketing scheme because they are more reliant on convenience than choice. Her conclusion is that libraries should consider the long tail marketing strategy because their vast collections and superior organizational methods seem to fit the pattern of the scheme. (Lee 93) Zuzana Helinsky's book published in 2008, titled *A short-cut to Marketing the Library*, offers a modern how-to guide for library administrators. The author demonstrates the importance of using modern software in promoting library services. Examples of software included are social software, open source software, mobile information devices, Second Life, wireless technology, mashups, and streaming media. These two sources offer examples of how technology has affected marketing strategies in the twenty-first century. Neglecting the role of technology in reaching new immigrant populations is detrimental to the goals of libraries.

b) Marketing Strategies to Immigrants

Maria Gavier and Sarah Scoby offer specific examples of marketing programs being offered to this study's client group in their Colorado library. They list initiatives by librarians to extend their influence beyond the four walls of the library by marketing to churches, neighborhoods, community centers, and schools with a high concentration of Hispanic people (Gavier & Scoby 13). Their library also took advantage of partnering with bilingual schools and Hispanic authors to raise their profile in the community (13). Programs pioneered by the library include Hispanic Heritage which highlights the libraries Spanish language history collection. Similar events are hosted for people of African American, Asian, and Aboriginal decent (14). This is a valuable source to the research topic because it lists real initiatives taken by a public library to increase ethno-cultural awareness. In the article *Finding the Underserved*, Marc Futterman suggests that librarians should reassess their knowledge of the community. He argues that librarians rely on simplistic definitions of racial, ethnic, and class divisions that are of little help (Futterman 45). He concludes that librarians should develop more detailed and complex studies of their client population. This article is important to the topic addressed in this study because it offers constructive criticism of how librarians identify those being marketed.

The main objective of Paola Picco's research in *Multicultural libraries' services and social integration: The case of public libraries in Montreal Canada* is to gauge the role of Montreal public libraries in facilitating newcomer's integration into the city's culture. The author used a combined methodology of data collection and used both questionnaires and interviews with library professionals and other people in dedicated immigrant organizations. Picco identified twelve different services being offered in Montreal area public libraries for new Canadians (Picco 44). Picco stated that Montreal libraries offer useful resources to newcomers but lack an official objective or goal for providing these services as recommended by IFLA guidelines 54-55). The study offers examples in marketing library services to new Canadians and the location is more consistent in representing the cultural diversity found in Edmonton.

c) Services for Immigrants

In 2000 Calmer Chattoo published a study titled *Reference Services to the International Adult Learner*. The study focuses on international adult learners in academic institutions. The author provides some examples of instructional services offered in libraries. An emphasis is placed on the role of constant training of information professionals with the goal of being better equipped to deal with challenges associated with providing services to the patron group (Chattoo 355). Also provided are suggestions on how to make these students feel more comfortable in a North American library setting (355-357). The value of this study is the comprehensive strategy developed in outlining strategies to ensure the comfort of these patrons. In a similar study published in the same year, Daniel Leistman addresses the same topic. *Reference Services and the International Adult Learner* uses surveys, interviews, and focus groups to assess the needs of this particular category of patron (Leistman 370). The study discovered that there were a variety of different ways in which to address their information needs. This included specialized reference service, instruction in small groups, instruction services offered in the patron's native language, and peer assistance. Although these studies were conducted in an academic library the

results are applicable when addressing the information needs of immigrants who are also students.

Dominic Hakim Silvo published recent study in 2006 which examines information needs and seeking behaviour of immigrant Sudanese youth in London Ontario. He concluded that these information needs were focused on practical information rather than recreational. The main information need of the group was academic in nature. There was also a need for information in seeking employment, health related issues, and how to cope with racism (Silvio 263). These conclusions were discovered through the use of focus groups, interviews, observation and the examination of patron records (259). Information from Silvio's study will be beneficial to this research in that it contains directly relevant information with respect to a specific immigrant population in a Canadian city.

In *ESL Learning Resources and Services at the Canadian Public Library* Chrissy Mylopoulos examines resources in the Canadian Public Library and how services and programs facilitate those who are learning English as a second language. This study is one of the few found which examines services given by Canadian Public Libraries. In specific the author sends questionnaires assessing ESL services to libraries in Calgary, Edmonton, London, Toronto, Richmond and Vancouver. The author recognizes that there is a lack of literature on the management and delivery of ESL services. The informal questionnaire that was sent out was an effort to identify common practices and identify gaps in service delivery. The author recommends that Canadian Public Libraries develop a comprehensive service plan to maintain and encourage quality of service. Also, staff training in ESL collection development and patron interaction is recommended as standard management policy in libraries.

Public Library Resources Used in Immigrant Households in Public Libraries Journal by Susan Burke offers a quantitative survey study on the types of services appeal to people of various ethno-cultural backgrounds. Although this qualitative study is not using a questionnaire method to obtain data, there are many relevant questions and conclusions the article that may be helpful for the proposed interviews. A section her article titled *Barriers to Immigrant Library Use* offered different perspectives on the potential barriers to service for a recent immigrant that I have not considered. Examples like the fear of giving personal information for illegal immigrants, inconvenient library hours, and language barriers are all factors that I will have to take into account when constructing interview questions. Burke conceded that most of the studies done to examine these barriers and why they exist has been done in an American public library and focuses on Latino populations.

d) Barriers in Providing Services to Immigrants

In *Reference services to the international adult learner: Understanding the barriers*, Christopher Brown identifies characteristics in relevant immigration statistics in the United States. Based on these figures he outlines three major barriers in providing effective library services to new Americans. The first major barrier is language. Brown illustrates how complex this issue is by addressing interpretation of accent, lexicon and syntax. The second barrier he examines is cultural, and gives examples of how different cultures would behave, act, or learn differently in a specific situation. The last barrier Brown examines is technological. Due to

socioeconomic disparity in the world, certain nations have less access to technology than others. Brown puts all three types of barriers into context by giving examples of how they are directly relevant to the library. Although this study wishes to find more specific barriers to servicing various ethno-cultural communities, having these general examples will aid in the construction of interview questions.

G. Mahesh, in the 2002 study titled *Barriers to Marketing of Information Products and Services in Libraries*. The author identifies a number of difference barriers to formulating an effective marketing strategy (Mahesh 35). The public library's goal of providing free or near-free service means that there is a lack of revenue to support professional marketing campaigns. Because of this there is also a barrier in properly assessing their community's needs. The author also suggests that librarians lack the public relations skills necessary to promote their own services and do not have sufficient man power to provide these services.(36-38) This perspective is unique and worth studying because it states that library service goals are hindering the proper marketing of service.

Caidi and Allard published a Canadian based study in 2005 which proposes that barriers hindering the social inclusion of newcomers in Canada are a result of a failure in the proper dissemination of information. They stress the importance of overcoming barriers in communication to inform immigrants of the value of the library. They state that this is a four step process.

1. The discovery of the library as a safe and accommodating environment.
2. Becoming aware of available resources and learning library skills.
3. Informing family and friends of the services the library provides.
4. Learning to trust library staff. (Caidi and Allard 319)

Clay III presents a thoroughly researched set of barriers in his 2006 study *They Don't Look Like Me: Library Multicultural Awareness and Issues*. A few items included in this list are a lack of multi-cultural staff, the libraries inability to change marketing strategies, the demands of local government, and staff failure to understand various attitudes and traditions (Clay III 14). From the patron's perspective there may be ignorance of what the library can offer because the public library is not a globally existing entity (14). This study is valuable because it offers a complete and unique list of potential barriers that are not mentions in other sources.

III. Research Questions

The scope of this research will be defined by four different research questions. These questions are listed below.

1. What are the perceptions of foreign/immigrant library users of marketing initiatives focused on multicultural outreach?
2. What are the perceptions of foreign/immigrant non-library users of marketing initiatives focused on multicultural outreach?
3. Are foreign/immigrant non-users aware of the multicultural services being offered at the library?

4. If so, why do foreign/immigrant non-users not take advantage of the services offered?

IV. Definitions

Barriers:

For the purpose of this study the term barriers will refer to impediments or obstacles in providing and marketing library services to new Canadians.

EPL: Edmonton Public Library.

Freedom to Read Week:

A week in late February which celebrates the freedom to read in Canada. Events nationwide are organized by libraries and the Book and Periodical Council.

Information and referral (I&R):

“A service available at the public library which provides information in order to contact other organizations which are qualified to offer information or a specific service.”(Reitz, 2007)

Information need:

“A gap in a person's knowledge that, when experienced at the conscious level as a question, gives rise to a search for an answer.” (Reitz, 2007)

Marketing plan or marketing initiative:

“A strategic direction taken by a library or organization to persuade potential library users into taking advantage of library services. The library would attempt to achieve this through community outreach and promotion. A library marketing plan is influenced by corporate marketing practices.” (Reitz, 2007)

Multi-cultural Outreach:

Library programs and services designed to meet the information needs of various ethno-cultural groups.

New/recent immigrants:

Although the term new or recent immigrant can be ambiguous, for the purposes of this study the definition of the term is an individual who came to Canada from their nation of origin since 1990. These limitations of the term “recent immigrant” were given by Susan Burke in her article *Library Resources Used by Immigrant Households*. (2008)

Non-traditional library service:

This term refers to services offered by the library other the circulation or lending of books, magazines, audio visual items, etc. Examples may include hosting special events, book clubs, or social gatherings.

Outreach:

“Library programs and services designed to meet the information needs of users who are unserved or underserved.” (Reitz, 2007)

V. Data Collection

This qualitative study focuses on a single phenomenon as it is perceived by members of various ethno-cultural groups in the Edmonton area. As such the specific design of this research, based on the experiences being measured, falls within the boundaries of a phenomenological study (Leedy and Ormrod 144). According to Leedy and Ormrod the general methods of collecting data in a phenomenological study are in-depth, unstructured interviews with a purposeful selection of five to twenty-five subjects. In order to avoid a saturation level in themes it is recommended that a study selects somewhere between eighteen and twenty interview subject for optimum results. Based on these two suggestions this research study will use twenty-one different prescreened interview participants. This will allow for three interviews to be used to refine the effectiveness of questions selected and interview techniques. Interviews will take place in a public location selected by the interviewee. This is in effort to avoid potential participants declining to volunteer for the study because a convenient location is not provided.

All of the candidates must fulfill the primary criteria of having immigrated to Canada after 1990. This is the main criteria selected in a recent study by Susan Burke when she selected her participants. All participants must be over the age of eighteen in order to avoid unnecessary complications in the ethics review process. The participants must be current residents of the city of Edmonton. This will be a requirement because the questions selected are an effort to measure awareness of the Edmonton Public Libraries marketing initiatives. Approximately half of the interview volunteers will be library-users. The other half will be immigrants who have never taken advantage of library services offered. The participants should be from a variety of different ethno-cultural backgrounds to ensure a broad spectrum of perspectives. The final criteria is that interviewees must have a basic proficiency in understanding and speaking English in order to avoid the cost associated in employing translators.

The fact that the characteristics of research participants only offers a narrow segment of the population as potential interview subjects, purposeful selection methods are required for recruitment. With the permission of the institutions, posters will be placed at various locations of Edmonton Public Library in areas of the city with a high concentration of immigrant populations. Specific locations include Castledowns, Londonderry, Highlands, Stanley A. Milner, and Millwoods. These posters would address the need for library users. In order to recruit non-library users who fall into the selected criteria posters would also have to be placed at various locations of the Edmonton Immigration Services Association and the Edmonton Centre for Newcomers. Various ethnic restaurants and foods and goods stores would also be solicited to display the posters (ie The Portuguese Canadian Bakery). Individuals who respond to the advertisements would be screened according to the selection criteria mentioned.

Once contacted by telephone or email arrangements would be made in selecting a public location to meet. The selection of the place is delegated to the participant with final approval granted by the researcher. A public location must be selected in order to ensure the safety and comfort of both individuals. Ideal locations include the libraries and organizations where recruitment posters are distributed.

The major research method for the purposes of data collection in this study is the use of semi-structured or unstructured interviews. This method was chosen for this research project for a number of different reasons. The first reason is to ensure that the study contains important information which may not be included when formulating questions. If there is significant information given by one participant it may serve as inspiration for new questions to be asked in subsequent interviews. The open nature of the conversation in this interview method is conducive to creating an environment in which the participant feels comfortable. Reading questions exclusively from a script is detrimental to the goal of building a friendly and productive relationship with the interviewee. In addition prepared questions are more likely to solicit a short response which would provide little relevant information. Creating the environment in which a congenial conversation can take place is more likely to solicit detailed answers. A basic format of question should be maintained but not strictly adhered to.

The researcher would achieve and maintain credibility by researching relevant documents pertinent to the research topic of the study. It is also essential the researcher is familiar with current and ongoing research in the area by continuing to read new research as it is published. This can be achieved through the advice of faculty members and creating RSS feeds to selected journals. In addition the researcher must maintain a professional and respectful attitude when interviewing subjects regardless of the situation. The researcher should never falsify or alter findings for their own purposes. Complete disclosure is required when explaining research subject's rights, as well as how the information gathered, stored, and evaluated. A final method of ensuring credibility is to obtain full ethics approval from the supporting academic institution.

Transfer of this research study to the Edmonton Public Library is desirable to ensure that the information can be used to evaluate and improve marketing techniques directed to the subject group of the study. The conclusions of this study are specifically directed as an aid for the Edmonton Public Library but other public libraries in North America may benefit from the transferability of the study. Based on the fact that the essence of this study is to gauge the perceptions of a wide selection of immigrant groups in a small sample a certain amount of variation in dependability can be expected. The researcher can maintain some semblance of dependability by ensuring the interview follows a loose format. Confirmability can be achieved by ensuring that the transcripts created from the interview are as accurate as possible. A reference assistant will be employed in the study to verify that these transcripts are consistent with the taped interviews.

A rough guide/interview schedule will be used to provide direction in the interviews. The guide was created by consulting other studies in the field based on similar topics and the researcher's familiarity of the urban environment in which the study is focused. The questions will be pre-tested by soliciting the experience of faculty and peers who are adept in the creation of unstructured interviews. In addition three of the interviews may be used to evaluate the effectiveness of the guide and still have an ideal number of participants to conduct a comprehensive study.

External permissions will be required from various branches of the Edmonton Public Library, Edmonton Immigration Services Association, the Edmonton Centre for Newcomers, and the various business establishments mentioned above. An institutional permission for on-sight

research form may be required. This study will solely address the perceptions and observations of immigrants of marketing initiatives of the Edmonton Public Library. This study will not study these marketing initiatives, or the perceptions of library employees with regard to these strategies. Physical boundaries of the study will also be specific to those who live within city limits of Edmonton, Alberta, Canada. Further research beyond these defined boundaries may be possible in a follow-up study.

VI. Ethics Review

This research study will require ethics approval to be granted by the Faculty of Education, Augustana and Faculte` St. Jean Research Ethics Board (EEASJ REB). Approval of the University of Alberta is required in order to use human subjects in research. Section 66 of the GFC standards for the protection of human research participants is attached in Appendix B. A completed example of this document can be found attached in Appendix A. In order to ensure the confidentiality of participant's pseudonyms will be assigned and used to identify the person in the recorded data. These pseudonyms will consist of the interviewee's nation of origin followed by a number (ie Sudan 1..Sudan 2 etc.) The Data storage of audio-recordings and the transcripts of these recording will be kept in a safe confidential place for a period of five years. Confirmation of this and the method of disposal of the associated data are clearly outlined in the Letter of Information attached as Appendix C. The need for oral consent of the participants is indicated in both the Letter of Information and Letter of Consent. These documents can be found in Appendix C and Appendix D respectively. Public space may need to be used in order to recruit and interview participants. The Permission of On-site Research Form is attached in Appendix G.

VII. Implementation Plan

The complete study and document preparation will take place between July 1st 2009 and December 23rd 2009 in the pursuit of completing a directed study in the School of Library and Information Studies. Grant applications will occur between July 1st and August 1st. Purchasing of required supplies will be done between July 1st and September 1st. Between the dates of July and August 1st preparation of ethics approval documents will be done while the ethics approval process should occur sometime between August 1st and September 15th. Six week should supply the ethic review board with enough time to grant this study approval. Recruitment of willing participants will occur from September 15th to October 15th. Preparation for the interviews including the pre-testing of questions would start August 1st and be completed before the end of the recruitment deadline. Interviews would ideally be conducted between October 15th and November 15th. Transcripts of the digital recording would be drafted from October 20th to November 20th. Between the dates of November 20th and November 25th verification of consistency between the digital recording and transcript information would occur. A first draft of the research study would be drafted by December 18th which would allow five more days to complete editing and a final draft. For a Gantt chart displaying this information please consult Appendix I.

The total budget for this project is ten thousand dollars. In the event that funding for this research should not be approved in the amount expected sacrifices would have to be made. The

hiring of a research assistant, the purchasing of a new laptop and digital voice recorder could be eliminated.

VIII. Dissemination Plan

In addition to conducting research on relevant topics at the upcoming CLA conference in Montreal, this researcher will present the conclusions of this study at the following CLA conference in Edmonton. The reason why the CLA conference in Edmonton is the best location to dissemination is that it will be attended by many public librarians in the area and the information in this study is directly relevant to them. One journal that would provide a suitable fit to this study is *Feliciter*. This study focuses on a major Canadian urban centre, and it would be ideal to disseminate the findings in the CLA's official publication. The majority of sources found in the literature review above seem to originate from the journal *Library Management*. The content of this study seems to be consistent with topics regularly addressed in the publication.

IX. Project Budget

The researcher responsible for this study has estimated that projected budget for research expenses is in excess of nine thousand dollars. A detailed explanation of the expenses is attached in Appendix H.

Appendix A: HERO – New Study Human Ethics Application Form

1.1 Study Identification – EEASJ Application

2.0 Study Title: *A Qualitative Proposal to Identify Barriers in Marketing Services Directed Toward Immigrants Offered by the Edmonton Public Library.*

5.0 Name of Principal Investigator (at the University of Alberta, Caritas, or Capital Health):
Daniel De Castro

6.0 Investigator's Supervisor (Required for graduate students, trainees, or researchers from Capital Health, Caritas who do not have an University of Alberta academic appointment):
Dr. Lisa Given

7.0 Type of study:
• *Graduate Student - Thesis, Dissertation, Capping Project*

1.3 Study Funding Information

1.0 Type of Funding:
• *Grant (external)*

2.0 Funding Source (if applicable)

2.2 Write the Sponsor/Agency name(s) in full (you may add multiple funding sources):
Social Sciences and Humanities Research Council

3.0 Location of funding source (required if study is funded):
• *Canada*

1.4 Conflict of Interest

1.0 Are any of the investigators or their immediate family receiving any personal remuneration (including investigator payments and recruitment incentives but excluding trainee remuneration or graduate student stipends) from the funding of this study that is not accounted for in the study budget?
No

2.0 Do any of investigators or their immediate family have any proprietary interests in the product under study or the outcome of the research including patents, trademarks, copyrights, and licensing agreements?
No

7.0 Do you have any other relationship, financial or non-financial, that, if not disclosed, could be construed as a conflict of interest?
No

Important

If you answered YES to any of the questions above, you may be contacted by the REB for more information or asked to submit a Conflict of Interest Declaration.

1.5 Study Locations and Sites

1.0 Specify research locations: Enter all locations where the research will be conducted under this Research Ethics Approval (e.g. university site, hospital, community centre, school, classroom, participant's home, in the field, clinician's private office, internet website, etc. - provide details):

Specific locations include Castledowns, Londonderry, Highlands, Stanley A. Milner, and Millwoods branches of the Edmonton Public Library. Various locations of the Edmonton Immigration Services Association and the Edmonton Centre for Newcomers. For the sake of convenience the participant will select the location but recruitment poster will be at these locations.

2.0 If the study involves researchers in other institution(s), will ethics approval be sought from other institutions/organizations (e.g. another university, Alberta Cancer Board, school district board, etc)?

- *Not Applicable*

2.1 Study Objectives and Design

1.0 Proposed Start Date: *July 1 2009*

2.0 Proposed Start Date of working with human participants (can be the same as item 1.0): *October 15 2008*

3.0 Anticipated End Date of working with human participants: *November 15 2009*

3.1 Risk Assessment

1.0 After reviewing the Minimal Risk Criteria (inserted from User Help), provide your assessment of the risk classification for this study:

Per the Tri-council Policy Statement, the standard of minimal risk is commonly defined as follows: if potential participants can reasonably be expected to regard the probability and magnitude of possible harms implied by participation in the research to be no greater than those encountered by the subject in those aspects of his or her everyday life that relate to the research, then the research can be regarded as within the range of minimal risk. Above the threshold of minimal risk, the research warrants a higher degree of scrutiny and greater provision for the protection of the interests of prospective participants.

- *Minimal Risk*

2.0 In a scale of 0 to 10 where 0 = No Likelihood, 5 = Moderate Likelihood and 10 = Extreme Likelihood, put a numerical rating in response to each of the following:

Rate Description of Potential Risks and Discomforts

- 0 1 2 3 4 5 6 7 8 9 10 Psychological or emotional manipulations will cause participants to feel demeaned, embarrassed, worried or upset
- 0 1 2 3 4 5 6 7 8 9 10 Participants will feel fatigued or stressed
- 0 1 2 3 4 5 6 7 8 9 10 Questions will be upsetting to the respondents
- 0 1 2 3 4 5 6 7 8 9 10 Participants will be harmed in any way
- 0 1 2 3 4 5 6 7 8 9 10 There will be cultural or social risk – for example, possible loss of status, privacy, and/or reputation
- 0 1 2 3 4 5 6 7 8 9 10 There will be physical risk or physiological manipulations, including injury, infection, and possible intervention side-effects or complications
- 0 1 2 3 4 5 6 7 8 9 10 The risks will be greater than those encountered by the participants in everyday life

3.0 Provide details of short- and long-term risks and discomforts:

Questions regarding reading habits and experience of censorship practices in their native country may cause discomfort.

4.0 Describe how you will manage and minimize risks and discomforts, as well as mitigate harm:

Continually remind the participant of the option to opt out of any question.

5.0 If your study has the potential to identify individuals that are upset, distressed, or disturbed, or individuals warranting medical attention, describe the arrangements made to try to assist these individuals. Explain if no arrangements have been made:

Not applicable.

3.2 Benefits Analysis

1.0 Describe any benefits of the proposed research to the participants:

The proposed research may incite participant to visit their community library. They would be participating in a study that may help to optimize services to new Canadians.

- 2.0 Describe the scientific and/or scholarly benefits of the proposed research:
A local study which attempts to identify strengths and weaknesses of marketing library services to new Canadians.
- 3.0 Describe any benefits of the proposed research to society:
This study would identify potential barriers in marketing library services to new Canadians in Edmonton. There would be recommendations offered in how to overcome these obstacles. Edmonton Public Library would be sent a copy of the final paper for their consideration.
- 4.0 Benefits/Risks Analysis - describe the relationship of benefits to risk of participation in the research:
The benefits include the opportunity to improve services to immigrants. There is very little risk proposed in the study.

4.1 Participant Information

- 1.0 Describe and justify the inclusion criteria for participants:
All of the candidates must fulfill the primary criteria of having immigrated to Canada after 1990. This is the main criteria selected in a recent study by Susan Burke when she selected her participants. Approximately half of the interview volunteers will be library-users. The other half will be immigrants who have never taken advantage of library services offered. The participants should be from a variety of different ethno-cultural backgrounds to ensure a broad spectrum of perspectives.
- 2.0 Describe and justify the exclusion criteria for participants:
Interviewees must have a basic proficiency in understanding and speaking English in order to avoid the cost associated in employing translators. All participants must be over the age of eighteen in order to avoid unnecessary complications in the ethics review process. The participants must be current residents of the city of Edmonton. This will be a requirement because the questions selected are an effort to measure awareness of the Edmonton Public Libraries marketing initiatives.
- 3.0 Are there any direct recruitment activities for this study?
Yes
- 4.0 Participants
- Total number of participants you expect to enroll if applicable): *21*
- If this is a multi-site study, how many participants (including controls, if applicable) do you anticipate will be enrolled in the entire study? *0*
- 5.0 Justification for sample size:
In order to avoid a saturation level in themes it is recommended that a study selects somewhere between eighteen and twenty interview subject for optimum results. This will allow for three interviews to be used to refine the effectiveness of questions selected and interview techniques.
- 6.0 If possible, provide expected start and end date of the recruitment/enrollment period:

Expected Start Date: *September 15 2009*
Expected End Date: *October 15 2009*

4.2 Recruit Potential Participants

- 1.0 Recruitment
- 1.1 Will potential participants be recruited through pre-existing relationships with researchers (e.g. employees, students, or patients of research team, acquaintances, own children or family members, etc)?
No

2.0 Outline any other means by which participants could be identified (eg. response to advertising such as flyers, posters, ads in newspapers, websites, email, listservs; pre-existing records or existing registries; physician or community organization referrals; longitudinal study, etc):

Not Applicable

4.3 Recruitment Contact Methods

1.0 How will initial contact be made? Select all that apply:

- *Potential participants will contact researchers*

2.0 If contact will be made through an intermediary (including snowball sampling), select one of the following:

Not Applicable

3.0 If contact will be made through an intermediary, explain why the intermediary is appropriate and describe what steps will be taken to ensure participation is voluntary:

Not Applicable

4.0 Provide the locations where participants will be recruited, (i.e. educational institutions, facilities in Capital Health or Caritas, etc):

Specific locations include Castledowns, Londonderry, Highlands, Stanley A. Milner, and Millwoods branches of the Edmonton Public Library. Various locations of the Edmonton Immigration Services Association and the Edmonton Centre for Newcomers. Various ethnic restaurants and foods and goods stores would also be solicited to display the posters (ie The Portuguese Canadian Bakery).

4.4 Informed Consent Determination

1.0 Describe who will provide informed consent for this study:

- *All participants will be competent to give informed consent*

2.0 How is consent to be indicated and documented?

- *Signed consent form*
- *Explicit oral consent*

3.0 What assistance will be provided to participants, or those consenting on their behalf, who have special needs (e.g. non-English speakers, visually impaired, etc):

In order to avoid associated costs non-English speaker will likely not be chosen for the study. Visually and physically impaired individual will have the option of participating in the interview in a public location of their choice.

4.0 If at any time a participant wishes to withdraw or not participate in certain aspects of the research, describe the procedures and the last point at which it can be done:

Not Applicable: a participant can withdraw or not participate at anytime.

5.0 Describe the circumstances and limitations of data withdrawal from the study, including the last point at which it can be done:
Not applicable

6.0 Will this study involve an entire group where non-participants are present?

No

7.0 Describe the incentives and/or reimbursements, if any, to participants and provide justification: *Not applicable*

4.5 Informed Consent Details

1.0 Provide justification for requesting a waiver of consent (if applicable): *Not applicable*

2.0 Oral consent: explain how oral consent will be documented (if applicable)

Oral consent will be documented by a digital voice recording.

3.0 Overt action: explain the overt action that will signify consent (if applicable) *Not applicable*

4.0 Inaction/non-objection: describe the procedures and justification for this type of consent (if applicable) *Not applicable*

4.6 Authorized Representative or Third Party Consent – if applicable

Not applicable

4.7 Group Research Documentation – if applicable

Not applicable

4.8 Study Population Categories

1.0 This study is designed to TARGET or specifically include the following (does not apply to co-incident or random inclusion). Select all that apply:

- *Members of any or all of the groups listed below may participate in this study*
- *Women*
- *Men*
- *Minorities (eg. ethno-cultural, linguistic, gender, etc)*
- *With Physical Disability*
- *With Cognitive Disability*

4.9 Aboriginal People – if applicable

1.0 If you will be obtaining consent from Elders, leaders, or other community representatives, provide details:

2.0 If leaders of the group will be involved in the identification of potential participants, provide details:

3.0 Provide details if:

- property or private information belonging to the group as a whole is studied or used;
- the research is designed to analyze or describe characteristics of the group, or
- individuals are selected to speak on behalf of, or otherwise represent the group

4.0 Provide information regarding consent, agreements regarding access, ownership and sharing of research data with communities:

5.0 Provide information how final results of the study will be shared with the participating community (eg. via band office, special presentation, deposit in community school, etc)?

5.1 Research Methods and Procedures

1.0 This study will involve the following (select all that apply)

The list only includes categories that trigger additional page(s) for an online application (and biomedical options have been removed, for LIS 505) .

- Deception or partial disclosure (not including double-blind)
- *Interviews (e.g. in-person, telephone, email, chat rooms, etc)*

4.0 Internet-based research

Not applicable

5.5 Use of Deception or Partial Disclosure – if applicable

Not applicable

5.6 Sound or Image (other than audio- or video-recorded interviews) or Material Created by Participants – if applicable

Not applicable

5.7 Interviews, Focus Groups, Surveys and Questionnaires – if applicable

1.0 Are any of the questions potentially of a sensitive nature?

No

If YES, provide details: *Not applicable*

2.0 If any data were released, could it reasonably place participants at risk of criminal or civil law suits?

No

If YES, provide the justification for including such information in the study: *Not applicable*

3.0 Will you be using audio/video recording equipment and/or other capture of sound or images for the study?

Yes

If YES, provide details:

A digital voice recorder will be used order to assist in the transcription of interview answers.

5.8 Internet-based Interaction with Human Participants – if applicable

Not applicable

6.1 Data Collection

1.0 Will the study team know the participants' identity at any stage of the study?

Yes - Signed consent form.

2.0 Primary/raw data collected will be (check all that apply):

- *All personal identifying information removed*

3.0 If identifying information will be removed at some point, when and how will this be done?

In order to ensure the confidentiality of participant's pseudonyms will be assigned and used to identify the person in the recorded data. These pseudonyms will consist of the interviewee's nation of origin followed by a number (ie Sudan 1..Sudan 2 etc.)

4.0 If this study involves secondary use of data (i.e., data previously collected by another researcher for another study), list all sources: *Not applicable*

5.0 In research where total anonymity and confidentiality is sought but cannot be guaranteed (eg. where participants talk in a group) how will confidentiality be achieved? *Not applicable*

6.2 Data Identifiers

1.0 Personal Identifiers: will you be collecting any of the following (check all that apply):

Not applicable

If OTHER, please describe: *Not applicable*

3.0 If you are collecting any of the above, provide a comprehensive rationale to explain why it is necessary to collect this information: *Not applicable*

4.0 Specify information that will be RETAINED once data collection is complete, and explain why retention is necessary. Include the retention of master lists that link participant identifiers with de-identified data: *Signed Consent forms.*

6.3 Data Confidentiality and Privacy

1.0 How will confidentiality of the data be maintained? Explain the steps you propose to maintain data confidentiality and privacy. (For example, study documents must be kept in a locked filing cabinet and computer files encrypted, etc.)

Transcripts of interviews and consent forms will be held in a locked cabinet.

Digital records will be password protected.

2.0 If you involve colleagues, assistants, transcribers, interpreters and/or other personnel to carry out specific research tasks in your study, how will you ensure that they properly understand and adhere to the University of Alberta standards of data privacy and confidentiality?

Verbally instruct the research assistants of guidelines ensuring privacy and confidentiality.

4.0 Data Access

4.1 Will the researcher make raw data that identify individuals available to persons or agencies outside of the research team?
Yes *No*

4.2 If YES, describe in detail what identifiable information will be released, to whom, why they need access, and what safeguards will be used to protect the identity of subjects and the privacy of their data. *Not applicable*

4.3 Provide details if identifiable data will be leaving the institution, province, or country (eg. member of research team is located in another institution or country, etc.) *Not applicable*

6.4 Data Storage, Retention, and Disposal

1.0 Where will the research data be stored? Specify the physical location and how it will be secured to protect confidentiality.
The data will be stored in the researcher's locker.

2.0 Describe what will happen to the data once the study is completed. Indicate your plans for the destruction of the identifiers at the earliest opportunity consistent with the conduct of the research and/or clinical needs: *Letters of consent will be kept for a minimum of 5 years according to GFC Policy. They will be kept in secure location until they are shredded.*

3.0 You must keep your data for a minimum of 5 years according to GFC Policy 92.2. How will you provide for data security during this time? *Data will be kept in locked and secure location until they are shredded.*

7.1 Documentation

Attach the following documents (as appropriate for your study) to this application, along with any other relevant documents pertaining to your project.

1.0 Recruitment Materials:

2.0 Letter of Initial Contact:

3.0 Information Letter

4.0 Consent Forms

5.0 Assent Forms:

6.0 Questionnaires, Cover Letters, Surveys, Tests, Interview Scripts, etc.:

10.0 Confidentiality Agreement (e.g., for hired transcriptionists):

Appendix B: General Faculties Council (GFC) Policy

The following information and subsection can be found at
<http://www.uofaweb.ualberta.ca/GFCPOLICYMANUAL/policymanualsection66.cfm>

66. Human Research - University of Alberta Standards for the Protection of Human Research Participants

Note from the University Secretariat: The *Post-Secondary Learning Act* gives General Faculties Council (GFC) responsibility, subject to the authority of the Board of Governors, over "academic affairs" (section 26(1)). The *Act* further provides that "[a] university may conduct pure research and applied research and may foster innovation" (section 104(1)).

The *Act* also provides that the Board "may require a student...to provide personal information to the [B]oard if the personal information relates directly to and is necessary for an operating program or activity" (section 65(a) of the *Act*). GFC has thus enacted a policy concerning Human Research, as set out below.

The complete wording of the section(s) of the *Post-Secondary Learning Act*, as referred to above, and any other related sections, should be checked in any instance where formal jurisdiction or delegation needs to be determined.

Appendix C: Information Letter

Have you immigrated to Canada within the last twenty years? Do you understand and speak English? Are you 18 years of age or older?

Participants are need for a research study of Canadian immigrant's attitudes and perceptions of the public library in their community. Ideally subjects will have a good understanding of spoken English and been in Canada for no more than twenty years. The goal of the research is to identify barriers to effective marketing practices by libraries among various cultures.

The main method of data collection for this study is through interview. All people who are eligible to take part in this research will be interviewed in February of 2009. Participants will choose the time and location of the interview. They will be approximately 15-20 minutes in length. The interview will be recorded by a digital voice recorder and copies of the interview will be provided to the participant if requested. Participants may decline to answer a question at any time. Participants also have the option of withdrawing from the interview without any prejudice or blame. There is also the option to have any information taken within the interview to be not included in the study. Data is kept in a safe place for 5 years in digital following the completion of the project in a manner that protects participant's privacy. All record will be shredded or deleted after this date

Digital transcripts and information gathered from interviews may be used to publish research articles, web postings, used in teaching, and presentations. The use of the information will be academic in nature and will not be transferred or used for commercial interest or gain. Privacy of the individual participants is granted in the digital recording of the interview by the assigning of an alias. The only disclosure of a participants name will be in the signing of the release form that will only be available to Daniel De Castro and Dr. Lisa Given at the School of Library and Information Studies, University of Alberta. Contact information for these individuals is available at the bottom of this letter. The plan for this study has been reviewed for its adherence to ethical guidelines and approved by the Faculties of Education, Extension and Augustana Research Ethics Board (EEA REB) at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Chair of the EEA REB at (780) 492-3751.

The researcher is a candidate for a Master's of Library and Information Studies at the University of Alberta. He holds a Bachelors Degree in History/Political Science. This interview is part of a research proposal assignment for Library and Information Studies 505. The Instructor for this course is Dr. Lisa Given. Participation in this interview will increase the researcher's knowledge of practical research methods. It may lead to directed research or presentation of a thesis on the topic.

Daniel De Castro (MLIS Student)
School of Library and Information Studies
University of Alberta
Email: ddaniel@ualberta.ca
(780) 231-9836

Dr. Lisa Given
School of Library and Information Studies
University of Alberta
Email: lisa.given@ualberta.ca
(780) 492-2033

Appendix D: Letter of Consent

Letter of Consent Participation Consent Form

Participants Name:

Date:

As a condition of my participation in this study, I verify that I fully understand the following:

- I confirm that I have read the letter of information provided.
- I confirm that any questions or concerns that I had were answered completely.
- I confirm that I understand the general purpose of the research in which this interview is apart.
- I confirm that no data within the interview can identify me.
- I confirm that I understand that the letter of consent with my name on it will only be available to the researcher and Dr. Lisa Given. (If there is question that this study did not follow ethical guidelines by the University of Alberta then the documentation may be made available to the appropriate research ethics review board.)
- I confirm that I understand my choice to opt out of the interview or refuse to answer any question for any reason.
- I confirm that I know that this interview will be recorded.
- I confirm that I understand that any data collected will be used for educational purposes only.
- I confirm that data recorded from this interview will be kept for five years in a secure place. After the five year period the information will be destroyed

I give my permission to be interviewed.

Participants Signature:

Researchers Signature:

Appendix E: Interview Questions

LIS 505-Interview Assignment

Part One: Country of Origin

1. What is your country of origin?
(What country are you from?)
2. Have you been to the library in your native country?
What type of library?
3. What services did they offer that appealed to you?
4. Did you attend any special events at that library?
What special events? Describe them.
5. Where there any obstacles to what you could read in your home country?
What obstacles? Describe them.
6. Have you read any challenged books or literature in your home country?
7. What would be some potential consequences of reading that type of book in your home country?

Part Two: Canadian Libraries

1. How long have you been in Canada?
2. Is English your second language?
What is your native language?
3. Have you been to a library while in Canada?
What type of library? Explain.
4. What services did they have that appealed to you?
5. Have you found items in your native language?
6. Are there any obstacles to what can read in Canada?
What obstacles? Describe them.
8. Have you read any challenged books or literature in Canada?
9. Do you think that there are any consequences for reading challenged books in Canada?

Part Three: Library Marketing

1. Have you seen any commercials, posters detailing services at your library?
2. Has a librarian spoken in your church, school, place of work on services offered by the library?
3. Has anybody told you of the services available to you at your library?
Who has informed you?
4. Can you tell me of the services that you know of that is offered at your local public library? How has the library helped you?
5. What prompted you to go to the library originally?
6. Can you describe the things you do, the places you go in a typical week?
 - Church, school, work, ethnic stores, community centers.

Part Four: Freedom to Read Week

1. Have you attended special events hosted by your library?
2. Have you heard of Freedom to Read Week?
3. Have you attended Freedom to Read Week events hosted by local library?
Do you plan on attending?

Part Five: Identifying Obstacles

1. What is your opinion of this image? (books in chains)
2. Does this image have a different meaning in your origin?
Explain.
3. Does this image make you want to go to an event celebrating freedom to read week at your local library?
4. What is your opinion on providing banned or challenged literature to the public?
5. Do you have children?
Do they go to the library? Do you have concerns with what they read at the library?

Appendix F: Recruitment Poster



HAVE YOU IMMIGRATED TO CANADA WITHIN THE
LAST TWENTY YEARS?

ARE YOU 18 YEARS OF AGE OR OLDER?

IF SO THEN PARTICIPATE IN A RESEARCH STUDY TO HELP
EDMONTON LIBRARIES BETTER SERVE NEW
CANADIANS.

Daniel De Castro (MLIS Student)
School of Library and Information Studies
University of Alberta
Email: ddaniel@ualberta.ca
(780) 231-9836

Dr. Lisa Given
School of Library and Information Studies
University of Alberta
Email: lisa.given@ualberta.ca
(780) 492-2033

The plan for this study has been reviewed for its adherence to ethical guidelines and approved by the Faculties of Education, Extension and Augustana Research Ethics Board (EEA REB) at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Chair of the EEA REB at (780) 492-3751.

Appendix G: Permission Letter for On-site Research

Permission Letter for On-site Research

Researcher's Name:

Location:

Date:

This is letter confirming that letter confirming that the researcher responsible for conducting this study has received permission to use this space for research. I was informed that if I have any questions not addressed by the researcher that I should contact the following individuals:

Daniel De Castro (MLIS Student)
School of Library and Information Studies
University of Alberta
Email: ddaniel@ualberta.ca
(780) 231-9836

Dr. Lisa Given
School of Library and Information Studies
University of Alberta
Email: lisa.given@ualberta.ca
(780) 492-2033

I have also been informed that I can contact the Chair of the EEA REB directly at (780) 492-3751.

I give my permission to use this space for the purposes of this research study.

Location:

Name:

Signature:

Position/Authority:

Appendix H: Budget

Expense	Price	Quantity	Total
<i>Stationary</i>			
Staples Galileo Assorted Retractable Ballpoint Pens, 5-Pack	\$4.42	3	\$13.26
Staples Gripclik Mechanical Pencil 5-Pack	\$7.36	2	\$14.72
Staples Poly 1/2-Cut File Folders, Letter Size	\$4.20	4	\$16.80
Staples Paper Pads, 4:1 Quad, White, 96 Sheets/Pad	\$9.65	2	\$19.30
Avery Durable Easy-Turn View Binder, 1/2", Chartreuse	\$5.70	1	\$5.70
Staples Oversized Index Tab Dividers, 11-1/8" x 9-1/4", 8 Coloured Tabs	\$2.99	3	\$8.97
Printing-University of Alberta	0.12 per sheet	4000	480.00 GST inc.
Other			400.00 GST inc.
<i>Other Supplies</i>			
Hewlett Packard EliteBook 6930p Notebook PC, 2.26GHz Processor, English	\$1,398.99	1	\$1,398.99
Sony ICD-B600 Digital Voice Recorder	\$59.99	1	\$59.99
Duracell 15 Minute NiMH Battery Charger with 4 NiMH AA Batteries	\$51.59	1	\$51.59
Duracell AAA Rechargeable NiMH Batteries, 4-Pack	\$23.99	1	\$23.99
Microsoft Office Professional 2007, Full Version, English	\$649.99	1	\$649.99
Subtotal of Stationary and Supplies (without printing and other)			\$2,263.30
GST			\$113.17
Total of Stationary and Supplies (with printing and other)			\$3246.47
<i>Travel</i>			
Flight to Montreal: Roundtrip through Westjet	\$846.13	1	\$846.13
Hotel 4 nights: Hôtel Ruby Foo's	\$144.00	4	\$576.00
Transportation	\$50.00	4	\$200.00
Food	\$50.00	4	\$200.00
Conference Fees	\$600.00	1	\$600.00
Gasoline	\$200.00	1	\$200.00
Subtotal of Travel			\$2622.13
GST			\$131.11
Total of Travel			\$2753.24
<i>Research Assistant/ Part-time</i>			\$3000.00
Total Expenses			\$9009.71

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