

The value co-creation of users' participation in brand activities for academic libraries in China

Shiyao Cheng

School of Information Management, Sun Yet-sen University, China

Zexin Li

School of Information Management, Sun Yet-sen University, China

Abstract

[Purpose] The article analyzes the value co-creation of users' engagement in branding activities in academic libraries in China, which plays an important role in the promotion of library services.

[Methods] Through network research, telephone and email consultation, our team 哈 has obtained information about 121 branding activities of 42 representative Double First-class universities' libraries in China. After summarizing and classifying these data, case studies are carried out.

[Findings] These brand activities mainly fall into five types: research, information literacy, reading promotion, aesthetic education and cultural inheritance. Users assume the role of content provider, event organizer and publicity linkage, which promotes the activity to show three trends: the change of activity promoter, the increase of users' autonomy in content production, and the diversification and complexity of situations, which have unique value creation in four contexts: society, university, library and individual.

[Practical Applications] To demonstrate the overview of users' engagement and branding activities in Chinese academic libraries, and to provide reference for improvement and refinement.

[Originality Statement] This article is the result of the author's research and has not been published or presented elsewhere.

Introduction

“Building partnerships for development”(IFLA, 2024)and “Libraries to be recognized as essential partners for inclusive, sustainable development” are important initiatives of the International Federation of Library Associations and Institutions(IFLA in response to the *United Nations 2030 Agenda* and future trends. The theme of EALC2024, “Connect, Collaborate, Create: Advancing Library Associations and Partnerships to Future-proof our Profession” is a response to above initiatives. Among all the partners or stakeholders, the library should strive for and maximize the connection with users. In terms of the development of academic libraries, the *IFLA Academic and Research Library Country Trends Report 2022: Summary* reflects that academic libraries in many countries have problems with funding, staff, and collection management, which pose challenges to development (IFLA, 2022). Therefore, many academic libraries introduce the value co-creation to deepen the

interaction between libraries and users.

In China, an academic library is an “academic service institution”, providing services to readers is fundamental (Cheng & Wang, 2003; Huang, 2019). According to the *Regulations of General University Library in China*, library service should adhere to the people-oriented service concept and improve service efficiency and users’ satisfaction (National Academic Library and Information Work Committee, 2015). Therefore, in response to users’ expectations, attract and serve readers to the greatest extent, academic libraries in China provide users with a wealth of activities and available engagement platforms. This study investigates the users’ engagement and value realization in the construction of these activities, and explores the influence of multi-level interaction on value co-creation in complex contexts.

1 Conceptual Background

1.1 Users’ engagement and value co-creation under service- dominant logic

Traditional Goods-dominant Logic holds the view of value creation that enterprises are value producers and deliver value one-way, while customers are passive recipients and destroyers of value (Ramirez,1999). With the changes of market competition environment and resource view, (1) the cognition of customers' role has changed (Fuchs, 1968), and their role as co-creators has been explored (Normann & Ramirez,1993; Prahalad & Ramaswamy, 2000); (2) Intangible resources receive attention, while operational resources such as knowledge and skills are valued (Constantin & Lusch, 1994).

Under the above trend, Vargo and Lusch (1994) proposed the Service- dominant (S-D) logic. They define service as “the application of specialized competences (knowledge and skills) through deeds, processes, and performances for the benefit of another entity or the entity itself”. This concept integrates intangible services and tangible goods (Vargo & Lusch, 2008), and the core is to create value in a specific context through integration and interaction of operational resources.

In S-D Logic (Vargo & Lusch, 2008, 2010, 2011, 2014, 2016), (1) Service is the basis of exchange, which is the utilization and exchange of operational resources such as knowledge, skills and information; (2) The roles of producers and consumers are diluted. They are replaced by actors (Lusch & Vargo, 2014), and value is co-created by actors. “A focal actor that is experiencing value (positive or negative) in a particular context” (Akaka et al., 2021); (3) “Value is always uniquely and phenomenologically determined by the beneficiary”, so value-in-context is important.

The S-D Logic originated from marketing, but because of its emphasis on intangible services, beneficiaries’ value experience, participants’ value co-creation, and operational resources, so it is compatible with non-profit and public welfare services (Vargo & Lusch, 2008) and also applies to the branding activities of academic libraries. In summary, the article defines:

- (1) Users’ engagement refers to users’ utilization and input of operational resources such as knowledge, skills and information;
- (2) Value co-creation is the value-in-context generated by actors in the exchange and

integration of operational resources.

1.2 Branding activities of the academic library in China

Branding means differentiation of a product or service (Yu & Yang, 2009), and branding is a process that involves helping consumers build awareness of the product or service (Kevin, 2009). It must be stated that the reason why this article uses “branding activities” instead of “activity brands” is that most of the current activities have not fully equipped with complete brand elements, lack the necessary user satisfaction evaluation, and are in the process of brand construction.

Academic library branding, on the one hand, is the embodiment of library organization culture (mission, vision, value) and image. For example, the brand strategy of Harvard University’s library emphasizes establishing “a culture of use” and states that “We want our users to understand that Harvard’s libraries are not only centers for knowledge, but are sanctuaries for learning, collaborating, and discovering new ideas - and that everyone can tap into this shared knowledge”. On the other hand, academic libraries hope to get more support and meet the challenges through brand marketing (IFLA, 2018). Based on the concept of “user-centered”, coupled with the common and actual dilemma of shortage of funds, librarians and readers (Cheng & Liu, 2020) , Chinese academic libraries encourage user engagement in service. Users are expected to invest knowledge, skills, time and other operational resources in library service to reduce the cost, so as to improve users’ perception and satisfaction with services.

2 Survey of Library Branding Activities in 42 Chinese Universities

Through network research, telephone and email consultation, our team obtained information about 121 branding activities of 42 representative Double First-class universities’ libraries in China. Considering the complexity and diversity of the branding activities, this survey follows the principles when determining the objects: (1) Users are not only recipients; (2) Having a specific name; (3) Continuous, not one-time; (4) Frequency stability; (5) A series of activities, such as Reading Season, Beginning Season and Graduation Season, have different specific forms every year, and the user engagement method is not fixed, so it is excluded. If there is a stable form with a specific name, it will be included in the survey as a single activity; (6) Exclude brand activities provided by government, data providers, professional associations and other external institutions. In the end, 121 branding activities were obtained. Due to word limitations, only some are presented in Table 1.

Table 1 Branding activities of 42 Academic libraries in China

University	Name of activity	Profile of activity	Form of activity	Type of activity	Role of User
Peking University	Reading Marathon	Users are encouraged to regularly share their reading experiences and perceptions, and	Posting reading comprehension regularly	Reading promotion	Content provider

		communicate with other users			
Tsinghua University	“Information Master” Academic Sharing Micro-salon	As long as a sponsor gathers a small number of students, the micro-salon can be quickly launched. In the salon, participants conduct research and discussion on topics.	Salon	Research	Content provider; Activity organizer
Shanghai Jiao Tong University	Xian Yue -Living Library	This activity has been continued since 2008. The library works with the school community to organize activities and invite teachers to be speakers.	Living library	Reading promotion	Content provider; Activity organizer
Xiamen University	Small Class of Chinese Studies	The library invited teachers and students to share traditional cultural knowledge who can also experience traditional Chinese intangible cultural heritage in the activities.	Experience	Cultural inheritance	Activity organizer; Promotional collaborators
	Drama and Reading	In partnership with the student club, users are encouraged to read scripts and interpret drama.	Reading aloud; Immersive interpretation	Reading promotion activities	Activity organizer; Promotional collaborators
Xi'an Jiaotong University	Zhi Zhi Jiang Tang	This activity is jointly organized by the library and the graduate school. It has set up thematic sections and professional sections, closely combining the user information application foundation.	Lecture	Information literacy education	Activity organizer; Promotional collaborators; Content provider

Sichuan University	Ming Yuan Ying Yue Hui	Each semester has a different theme, and films are selected around the theme to encourage discussion and interaction among participants.	Movie-watching	Aesthetic education activities	Activity organizer; Promotional collaborators; Content provider
Wuhan University	Luo Jia Reading Square	The activity runs both online and offline. It has three permanent sections to encourage users to share their perceptions of books, movies and operas offline. It also develops online platforms to build a user community.	Online community	Reading promotion activities	Promotional collaborators; Content provider
Beijing Normal University	Foreign Books Appreciation	The library calls on users to recommend books in the form of reading aloud, saves and publishes the audio recommended by users, and encourages more users to participate in the communication.	Recommendation; Reading aloud	Reading promotion activities	Promotional collaborators; Content provider
Dalian University of Technology	Blind Reading Box	Experts and tutors select general knowledge books as a blind reading box for students to select, so that everyone can return to reading together, break their own knowledge circle, and feel the flow power brought by reading.	Read together	Reading promotion activities	Promotional collaborators; Content provider
National University	Me and My Library	In the activity, users share their stories with the library and	Living library	Reading promotion activities	Content provider

of Defense Technology		express their feelings for the library. At the same time, it provides other users with the skills and knowledge of using the library.			
-----------------------	--	---	--	--	--

2.1 Type of Activities

In the construction of users' engagement in the branding activities, China's academic libraries have formed an action consensus, pay attention to cultural education, and carry out diversified activities. The main types are as follows:

2.1.1 Research

The Regulation of General University Library takes serving education and research as the important task of Chinese academic libraries (National Academic Library and Information Work Committee, 2016). Through knowledge salons, lectures, forums and other research activities, academic libraries advocate users to invest knowledge and skills, and combine library knowledge resources with users' tacit knowledge to create a warm academic atmosphere in the university. For example, Tianjin University launches Zhi Xue Series to bring teachers and students together to share and discuss academic issues through lectures, salons and other forms. Sun Yat-sen University launches Yi Xian Gao Yan Forum to promote the latest academic achievements of outstanding scholars.

2.1.2 Information literacy

With the rapid development of information technology, especially AI technology, all contexts of information processing are rapidly updated and iterated, including information discovery, selection, processing and use. This trend puts forward new requirements for the information literacy of teachers and students in universities. Chinese academic libraries carry out diversified information literacy activities such as freshman teaching, database use, resource acquisition, etc. Users share their own information acquisition skills and learn from others to improve information literacy. Such as Xiamen University's I Xue Tang, Peking University, Huazhong University of Science and Technology, Lanzhou University and many other universities are held One-hour Information Literacy Lecture.

2.1.3 Reading promotion

The Implementation Plan of the National Youth Student Reading Action emphasizes that campus reading should be integrated into national reading (The State Council of the People's Republic of China, 2023). The borrowing rate of books in Chinese academic libraries has decreased significantly, but at the same time, most of the downloading rate of digital resources comes from scientific databases. All of these are warning: Academic library users are moving away from reading (Cheng & Liu, 2020). Therefore, academic libraries, as the main force of reading promotion for students, carry out interesting and participatory activities

such as book review sharing, interactive games, reading aloud, forums, salons, live broadcast, etc. Such as Reading Marathon (Peking University), Seniors' Torch Bookcrossing (Beijing Institute of Technology), TALK English Exchange Salon (Xiamen University), Micro Heaven Living Library (Wuhan University), Students Reading Aloud (Zhengzhou University).

2.1.4 Aesthetic education

Aesthetic education is an important part of cultivating virtue. *Opinions on Comprehensively Strengthening and Improving the Aesthetic Education Work of Schools in the New Era* proposed to promote the development of aesthetic education at all types of schools (The State Council of the People's Republic of China, 2020). China's academic library is rich in cultural resources and has natural advantages in cultivating. Users engage in various aesthetic education activities in the library, including watching and enjoying movies, immersive interpretation of drama, literature appreciation, etc. For example, Tianjin University holds the Crabapple Season, and Xi'an Jiaotong University holds the Cherry Blossom Season and Phoenix Tree Season. Libraries carry out recitation, salon and other activities according to the seasonal changes, and advocates users to read, create and share according to the seasonal environment. In these activities, users can feel the beauty of nature, season, campus, reading and literature, so as to cultivate users' aesthetic and humanistic qualities.

2.1.5 Cultural inheritance

Inheriting the excellent traditional Chinese cultural heritage is a major strategic task for China to build a strong cultural country. Academic library is an important force to promote the inheritance and development of excellent traditional Chinese culture. Therefore, libraries cooperate with users to jointly explore the connotation of traditional culture, plan related experience activities, and display the charm of these cultures in multiple dimensions. Through the above measures, academic libraries play a unique role in cultural inheritance and education. For example, Xiamen University develops Small Class of China Studies and Peking University holds a Beauty of Traditional Chinese Art lecture.

2.2 User's Role in Engaging in Branding Activities

2.2.1 Content provider

Content provider is the role that users play the most in academic library's activities. It is also the role that users most directly engage in the value creation. Take the most common lecture activities as an example, the library, as the initiator of the activity, invites users with sufficient ability to devote their professional knowledge and skills to the lecture. In this process, users become producers, organizers and designers of activity content, which enriches the forms and resources of library activities. In addition, libraries also attach importance to the supplement of user's knowledge to library's knowledge resources, retain user content output, and reuse these resources. Such as the Professor's Bookshelf is formed by teachers' recommendation books in the East China Normal University, and the notes and audio readings of students' recommendation books formed in the Foreign Books Appreciation activity in Beijing Normal University.

2.2.2 Activity organizer

Chinese academic libraries provide users with free and creative space to the maximum extent, encouraging users to initiate and organize activities in the form of associations or individuals. The library acts only as a supporter, providing resources to users, such as space. Users can directly engage in the decision-making and management of activities, which is a deep engagement mode. In this process, the user's autonomy and creativity are deeply stimulated, and the connection with the library is closer. For example, Shanghai Jiao Tong University's Xian Yue -Living Library lecture Series and Nankai University's Lize Reading Culture Series are organized and operated by users through student associations.

2.2.3 Promotional collaborator

In the past, library promotion mostly adopted the template framework to spread along the top-down chain. Users only as receivers. Users' engagement forms a co-creation communication that breaks with tradition. In the branding activities led by libraries, libraries stimulate users' self-realization needs, drive users to share or vote, and promote users' secondary transmission. Activities such as the logo design of volunteer Tu Xiao Zhi of Beihang University and the Small Novel Contest of Southeast University, encourage users to establish a spontaneous sharing chain, attract others to engage, thus enhancing the awareness of branding activities. In the branding activities prepared and initiated by users, users naturally act as promoters based on a sense of responsibility and identity, such as the Shu Xiang Man Yuan Ting and the Drama and Reading of Xiamen University. In these activities, users independently write propaganda and disseminate relevant information, forming a "snowball" publicity effect.

2.3 Trend of Users' Engagement in Branding Activities

2.3.1 Increase of user's autonomy in content production

Under the permitted framework of the library, the users of academic libraries can design the activities' content independently to the maximum extent, and are no longer bound by specific forms. For example, in the Hutu Impression Interview of Hunan University, users set their own interview outline and form, so that they can not only exchange their own reading comprehension, but also share stories that happened in the library, thus forming rich content products. The Library Director Reception Day of Xinjiang University provides a platform for users to express their needs, encourage users to propose new inspiration for activities and explore the possibility to realize.

2.3.2 Changes in activity promoter

The library insists on being user-centric, providing channels for them to carry out activities and simplifying the approval process. In this process, users are transformed from mere receivers to organizers and even leaders. The initiative of library activities is obviously tilted to the client side, which breaks the pyramid power structure dominated by the library in the past, and makes it tend to be flat and decentralized. For example, in Tsinghua University's Information Master Academic Sharing Micro-salon and University of Electronic Science and Technology of China's Ba Jiao Xue Tang Lecture, users can initiate salons or lectures as long as they have enough participants. These activities where the library only provides resource support, are dominated by users.

2.3.3 Context diversification and complication

The branding activities that users engage in emphasize the multi-level interaction of society, school, library and students, and focus on the integration of operational resources to achieve value co-creation. The branding activities of Chinese academic libraries are increasingly showing a trend of joining with various organizations, involving social organizations, departments and groups in universities, teachers and students, etc., and the partnership is more abundant and more complicated. For example, the Ming Yuan Ying Yue Hui of Sichuan University cooperates with student organizations such as Film Study Club and Film Appreciation Association, and all actors achieve value in interaction.

3 Value co-creation analysis

Vargo and Lusch (2008) believe that value is idiosyncratic, experiential, contextual, and meaning laden. The value-in-context is essentially the same as value-in-use, which is the perceived increase in benefit in relation to a focal actor, resulting from either direct or indirect service provision. Making it clear that this value is always in the context and underscores how value is phenomenologically experienced and determined by each actor in a (social) context. Therefore, when discussing value co-creation, this paper is closely related to the cultural and social background and role of each type of actors, and is divided into four systems, society, school, library and individual, which are not separated but coupled.

3.1 Society Context: Supporting Sustainable Development

In order to avoid too much overlap with the following or to exaggerate the value of user engagement in the branding activities, this part is only analyzed only in terms of support for the *United Nations 2030 Agenda*.

For GOAL 4. Quality Education (The United Nations, 2023): With the engagement of users, the operational resources of multiple actors are integrated, utilized and recreated to improve the accessibility of knowledge and skills. Library activities are more diversified, including reading promotion, scientific research, information literacy, aesthetic education, cultural inheritance, enriching cultural diversity and help students develop in an all-round way. Therefore, as a developing country, the quality of Chinese universities is higher.

For GOAL 11. Sustainable Cities and Communities (The United Nations, 2023): Chinese university libraries advocate the inheritance of excellent traditional culture, carry out related activities, strengthen user engagement and experience, and promote the knowledge popularization and inheritance of cultural heritage.

For GOAL 17. Partnership for sustainable development (The United Nations, 2023): Libraries build effective and profitable partnerships with users to mobilize and share knowledge, expertise, etc., and build on user experience to carry out activities. In this process, users develop the awareness and habit of engagement and cooperation, which contributes to the formation of broader partnerships.

3.2 University Context: Towards the World Class

The fundamental task of the Double First-class project is to foster virtue through education, and the phased goal is to build more universities and disciplines into the world's first-class

ranks by 2030 and build a strong education and talent country by 2035 (Ministry of Education of the People's Republic of China, 2022).

Fostering Virtue: Chinese academic libraries' activities are the second classroom for students to acquire knowledge, expand ideas, improve research and information literacy, cultivate sentiment, social communication and personal display, and also important places for teachers to carry out diversified teaching and interact with students. These activities play a huge role in promoting virtue education and campus culture construction, which is in line with the Double First-class to build a comprehensive education system of morality + wisdom + health + aesthetic + diligence and the training path of interest + ability + mission.

University Quality: Library is the basis of supporting university teaching and research, and is one of the indicators to measure the university quality. Without a first-class library, there can be no first-class university (Cheng & Liu, 2020). However, the construction of Chinese academic libraries still faces huge challenges. According to the data released by the Steering Committee of University Library and Information Service (the National University of Defense Technology is missing), the increase in total library funding is not satisfactory and will not be able to beat inflation, let alone maintain the purchasing power of resources. In addition, the number of library staff continues to shrink, with a librarian-to-student ratio of approximately 1:40 by 2022. Under such challenges, users are encouraged to engage in the library management and service, which alleviates the embarrassment of lack of people, money and materials, and will not be too much of a hindrance in the construction of first-class universities. In addition, outside institutions or enthusiasts such as governments, data broker, professional associations, etc. engage in campus services through libraries, enriching university partnerships.

3.3 Library Context: Resource is the King and Service is the Foundation

Library is one of the core actors and biggest beneficiaries of value co-creation.

3.3.1 Resource: knowledge, manpower, funding

Resource is the king. In the development process of Chinese academic libraries, knowledge and space are the most important resources (Cheng & Zhao, 2020). It has been made clear above that user engagement is a process of making use of its knowledge, wisdom, skills, experience, time and other operational resources to create. In the process of the construction of branding activities, no matter what kind of theme and form, it is the contribution and interaction of operational resources, which are difficult for libraries to preserve. It can only be obtained by exerting people's initiative, which is an important supplement to knowledge resources. In addition, academic library activities are limited by staff and funds, and users as event organizers, content providers, and publicity associates to engage, so as to save, supplement, and improve the utilization rate of resources. In this way, the library can provide the best service for the most users at the lowest cost.

3.3.2 Service: users' perception, branding, organization culture

Service is the foundation. The goal of academic library service is to attract readers to the greatest extent and meet the needs of readers to the greatest extent. Users' engagement in the branding activities expands the type and scope of services, improves the awareness and

utilization of library, which can enhance the perceived value of users. When users feel the benefit, they are more likely to actively support and engage in library activities, and users' perception is enhanced, thus improving the satisfaction and reputation of libraries.

User engagement also promotes the branding and enhances the library's brand value. The brand of activities is an important component of libraries' brand system, which embodies and accumulates the characteristics, advantages and recognition of library service, and is the core of marketing. The brand can win higher influence and reputation for libraries, and enhance competitive advantage for partnership, investment and sustainable development.

Whether it is users' perception or branding, it is the process that library's organization culture is deeply rooted in people's hearts. The formation of organization culture is different from the establishment of rules. It is difficult to promote or implement through documents, and needs to be advocated, cultivated and gradually formed. Users' engagement in the library, as content providers, activity preparers and publicity associates, not only contributes to the shaping of organization culture, but also enhances users' trust, goodwill, acceptance and welcome to the library, which are the recognition of the library.

3.4 Individual Context: Self-satisfaction and fulfillment

Users are another core actor and the biggest beneficiary of value co-creation. Maslow's Hierarchy of Needs theory (Aanstoos, 2023) holds that there are five levels of human needs. From low to high, it can be divided into physiological needs, safety needs, belongingness or love needs, esteem needs, need for self-actualization, which have a profound impact on human behavior and motivation. Users engage in library's branding activities:

- (1) It is a platform for users to communicate, make like-minded friends, form interest communities, and meet social needs. The effect of activities based on community is particularly remarkable;
- (2) As an event planner, organizer and provider, be recognized and respected by others and meet the need for respect;
- (3) Through more diversified activities and services, they can not only gain emotional pleasure, interest satisfaction and other experiences, gain knowledge and exercise personal ability, but also demonstrate personal knowledge and ability to meet the needs of personal ideals and aspirations. In particular, teachers provide knowledge services such as lectures to students for public welfare, all of which are the dedication of their personal beliefs.

4 Conclusion

Academic libraries in China encourage users to engage in the construction of branding activities, and the initiative, autonomy and creativity of users are enhanced, which relieves the pressure on staff, finances and resources of the library, and enriches the value in the interaction, integration and utilization of resources at four systems: society, university, library and individual. For the future, the library should pay attention to the innovation of activities that meet the needs of users, considering the interest of form and the virtue of content. Everything is to serve users. This paper starts from the process of branding activities, and pays insufficient attention to user's evaluation. In the next step, this study will discuss the value and significance of engaging in library services from user's satisfaction.

REFERENCES

- Aanstoos, C. M. (2023). Maslow's hierarchy of needs. Salem Press Encyclopedia of Health.
- Akaka, M.A.(2021), Koskela-Huotari, K. & Vargo, S.L. Formalizing service-dominant logic as a general theory of markets: taking stock and moving forward. *AMS Rev* 11.
<https://doi.org/10.1007/s13162-021-00214-y>
- Constantin, J.A. and Lusch, R.F. (1994) *Understanding Resource Management*. The Planning Forum, Oxford.
- Fuchs V.(1968). *The service economy*.New York:Columbia Uni-versity Press.
- Harvard Library. Harvard Library's Brand Guidelines.
<https://library.harvard.edu/brand-guidelines>
- IFLA.(2016). *Powering Sustainable Development*.<https://www.ifla.org/units/sustainable-development/>
- IFLA.(2022). *Academic and Research Library Country Trends Report 2022: Summary*.
<https://repository.ifla.org/handle/123456789/2303>
- IFLA.(2018). *Global Vision Report Summary: Top 10 Highlights and Opportunities*.
<https://repository.ifla.org/handle/123456789/296>
- IFLA.(2024). *IFLA TREND REPORT UPDATE 2023*.<https://repository.ifla.org/bitstream/123456789/3233/1/IFLA%20TREND%20REPORT%20UPDATE%202023%20v3.pdf>
- Lusch, R. F., & Vargo, S. L. (2014). *Service-dominant logic: Premises, perspectives, possibilities*. Cambridge: Cambridge University Press.
- Lusch, R. F., & Vargo, S. L. (2014). *Service-dominant logic: Premises, perspectives, possibilities*. Cambridge University Press.
- Normann R, Ramírez R. (1993). From value chain to value constellation: designing interactive strategy. *Harv Bus Rev*, 71(4),65-77.
- Prahalad, C.K., & Ramaswamy, V. (2007). Co-opting Customer Competence. *Harvard Business Review*, 78(1), 79-90.
- Ramirez, R. (1999). Value co-production: Intellectual origins and implications for practice and research. *Strategic Management Journal*, 20(1), 49.
- The United Nations.(2023). Goal 11: Make cities inclusive, safe, resilient and sustainable.
<https://www.un.org/sustainabledevelopment/cities/>
- The United Nations.(2023). Goal 17: Revitalize the global partnership for sustainable development. <https://www.un.org/sustainabledevelopment/globalpartnerships/>
- The United Nations.(2023). GOAL 4 Quality Education.
<https://www.un.org/sustainabledevelopment/education/>
- Vargo, S. L., & Lusch, R. F. (2004). Evolving to a New Dominant Logic for Marketing. *Journal of Marketing*, 68(1), 1-17. <https://doi.org/10.1509/jmkg.68.1.1.24036>
- Vargo, S. L., & Lusch, R. F. (2008). Service-dominant logic: continuing the evolution. *Journal of the Academy of Marketing Science*, 36(1), 1–10.
<https://doi.org/10.1007/s11747-007-0069-6>
- Vargo, S. L., & Lusch, R. F. (2010). From Repeat Patronage to Value Co-creation in Service Ecosystems: A Transcending Conceptualization of Relationship. *Journal of Business Market Management*, 4(4), 169–179. doi:10.1007/s12087-010-0046-0
- Vargo, S. L., & Lusch, R. F. (2011). It's all b2b and beyond...: toward a systems perspective

- of the market. *Industrial Marketing Management*, 40(2), 181–187.
- Vargo, S.L., Lusch, R.F (2008). Why “service”? *J. of the Acad. Mark. Sci.* 36, 25–38.
<https://doi.org/10.1007/s11747-007-0068-7>
- Vargo, S.L., Lusch, R.F (2016). Institutions and axioms: an extension and update of service-dominant logic. *J. of the Acad. Mark. Sci.* 44, 5–23.
<https://doi.org/10.1007/s11747-015-0456-3>
- 程焕文(2018). 浅谈高校图书馆发展趋势. *图书馆论坛*, 38 (07), 58-61.
- 程焕文, 刘佳亲(2020). 挑战与回应:中国高校图书馆的发展方向. *中国图书馆学报*, 46 (04), 39-59.
- 程焕文, 赵冬梅(2020). 资源为王 服务为本 技术为用——程焕文谈高校图书馆管理的理念. *晋图学刊*, (01), 1-10.
- 程焕文, 王蕾. 21世纪高校图书馆管理的新理念[J]. *大学图书馆学报*, 2003, (02): 15-21.
- 黄娜.(2019). 高校图书馆与学科建设. 吉林人民出版社
- 教育部普通高等学校图书馆工作指导委员会.(2015). 教育部关于印发《普通高等学校图书馆规程》的通知. <http://scal.edu.cn/node/608>
- 凯文·莱恩·凯特(2009). 战略品牌管理. 中国人民大学出版社.
- 余明阳, 杨芳平(2009). 品牌学教程. 复旦大学出版社.
- 中国政府网.(2020). 中共中央办公厅 国务院办公厅印发《关于全面加强和改进新时代学校体育工作的意见》和《关于全面加强和改进新时代学校美育工作的意见》
https://www.gov.cn/zhengce/2020-10/15/content_5551609.htm?trs=1&ivk_sa=1024320u
- 中华人民共和国教育部.(2004). 教育部关于印发《普通高等学校基本办学条件指标(试行)》的通知
http://www.moe.gov.cn/srcsite/A03/s7050/200402/t20040206_180515.html#:~:text=%E2%92%88%E5%9F%BA%E6%9C%AC%E5%8A%9E%E5%AD%A6%E6%9D%A1%E4%BB%B6%E6%8C%87,%E5%A4%87%E5%80%BC%E3%80%81%E7%94%9F%E5%9D%87%E5%9B%BE%E4%B9%A6%E3%80%82
- 中华人民共和国教育部.(2016). 教育部关于印发《普通高等学校图书馆规程》的通知.
http://www.moe.gov.cn/srcsite/A08/moe_736/s3886/201601/t20160120_228487.html
- 中华人民共和国教育部.(2022). 教育部 财政部 国家发展改革委关于深入推进世界一流大学和一流学科建设的若干意见.
http://www.moe.gov.cn/srcsite/A22/s7065/202202/t20220211_598706.html
- 中华人民共和国中央人民政府.(2023). 教育部等八部门关于印发《全国青少年学生读书行动实施方案》的通知.
https://www.gov.cn/zhengce/zhengceku/2023-03/29/content_5748940.htm

