

Spaces of Belonging: Building Connected Communities via Library Partnerships and Collaborations

Kate Thuc Pham
Amisha Farhana Shaik
University Library, California State University, East Bay

Abstract

In academic libraries, outreach and programming are strategic efforts designed to engage students, connect them with campus communities, and promote library resources and services. Targeted and specialized outreach programming with underserved students at ethnically diverse universities can contribute to student success. This article presents a case study that focuses on library collaborations and partnerships with affinity-based student success centers that primarily serve underrepresented student communities. Strategies for building inclusive collaborations and sustaining partnerships from the experiences of a librarian and a student ambassador are also shared in this article. These initiatives may be applicable to other institutions seeking to build campus collaborations and partnerships while understanding the impact of such efforts on library staff involved.

Article Type: Case study

Introduction

This case study presents collaborative projects, practices, and reflections between a student engagement and success librarian, a library student ambassador and affinity-based student success centers on campus, and discusses how this work shapes their sense of belonging at the university. While the authors are part of a larger team that includes other library faculty and student ambassadors, this article centers on their specific roles and relationships with these campus partners. It further highlights the impact of cross-campus collaboration and community engagement on professional development and retention for the authors.

Opportunities and challenges in developing embedded partnerships and inclusive

collaborations are shared in this case study. This work calls attention to how student-centered outreach can be varied and informal based on institutional context, such as campus culture and climate. Student engagement conceptualized in this case study encompasses social, cultural, and academic aspects.

Literature Review

As academic libraries share intersecting goals and roles related to student engagement and success with student affairs and support services, there are unique opportunities for collaboration and partnership at each institution (Kohout-Taylor & Klar, 2020; Poole, 2003; Swartz et al., 2007). Cross-campus partnerships, such as collaborative and creative programming, have shown to be beneficial to these programs and the library by leveraging resources, increasing

visibility, fostering collaboration, and diversifying student engagement (Bishop, 2018; Eshbach, 2020). Campus outreach to student affairs professionals can enable librarians to connect with students in nontraditional ways (Forrest, 2005; Hoag, 2016). Libraries have reported positive impacts from merging and integrating library and student support services (Crowe, 2010; Dettman, 2020). For example, integrating library services, such as reference and instruction, into existing student support programs and initiatives can be effective in increasing student engagement with the library (Love, 2009). Campus partnerships can also help address problems such as resources and funding by sharing staff, supply, time, and specialized skills to create high-quality programs (Meyer, 2014; Zitron & Drew, 2011). Partnering and collaborating with campus groups, e.g. student affairs and support services, can help the library develop innovative co-curricular programs that are academically, culturally, and socially engaging.

Campus collaborations can help the library build inclusive learning environments through both academic and social programs that provide diverse modes of student engagement. In a case study at Loughborough University, students shared their perception of the library as both a social space and a work environment, since they do not consider social and academic activities as mutually exclusive (Bryant et al., 2009).

Academic libraries can cultivate social learning environments with collaborative programming for students to develop connections outside of the classroom. Social events can help the library serve as welcoming spaces where students can build a sense of belonging through opportunities to meet and connect with other students, faculty, and staff, which “may lead to increased involvement in other academic and social activities, creating a positive cycle of engagement” (Eshbach, 2020). Social events also invite students into library community spaces with a message that the library may have more to offer than textbooks. Furthermore, expanding types of library programming through merging social, cultural, and academic engagement allow for more creativity in

developing targeted outreach programs with campus partners to connect with diverse student groups.

Academic libraries can deepen their engagement with nontraditional and underrepresented student communities through building cross-campus connections and collaborative programming with student affairs and support services, as well as student organizations (Walter, 2005). Campus partners, such as student success and multicultural centers, can help the library find and participate in shared spaces with student communities from historically underrepresented backgrounds and identities. Barnes et al. (2024) and Linares-Gray and Valletta (2024) provide examples of library partnership with student affinity centers and with community members, consisting of collaborative programming and integration of library programs within these community spaces. Additionally, library outreach can encompass connections with student-led groups and organizations to collaborate and develop specialized programming that reflects the interests of those student communities (Fontenot, 2013; Tinio & Chomintra, 2024; Truesdale et al., 2024). These efforts can involve building and nurturing relationships through embedded liaison roles with campus partners where librarians are assigned to specific services (Crowe, 2010).

Embedded librarianship can be explored in this context as an outreach model to form both informal and working relationships with campus partners. While there is a significant amount of literature on embedded librarianship as a type of outreach model within instructional and liaison contexts, its emphasis on relationship-building with campus partners outside of academic units is less examined and documented. Embedded librarianship can extend beyond academic partnerships through its overlap with outreach and community engagement, such as in public and K-12 libraries (Henry, 2013; Robertson, 2001). The work of embedded librarians consists of “focusing on the needs of one or more specific groups, building relationships with these groups, developing a deep understanding of their work, and providing information services that are highly

customized and targeted to their greatest needs” (Brower, 2011). Those embedded approaches can be applied and observed within outreach initiatives where librarians serve as liaisons to campus partners and departments, such as student affairs and support services. Embedded activities can include meeting and communicating regularly, providing individual consultation, assisting with and participating in partner programs, sending personal invitations to library events, and hosting office hours off-site (Silver & Trott, 2014). Additionally, those leading outreach often recognize that “many successful embedded librarian programs are established through informal encounters; something as simple as word of mouth from the students can grow into a permanently established, administration approved library collaborative” (Andrews, 2015). Embedded outreach librarians often engage in informal relationship-building efforts, which help them establish connections and identify opportunities that can lead to formal partnerships.

Case Study

Strategic Outreach and Embedded Engagement

Cal State East Bay is a federally designated Asian American, Native American, Pacific Islander Serving Institution (AANAPISI) and a Hispanic Serving Institution (HSI). The Student Engagement and Success Librarian co-supervises the Library Ambassador Program, which aims to develop a community of students to lead peer-to-peer reference and programming. Library outreach directed towards affinity-based student success centers on campus has led to sustained collaborations and specialized partnerships. Furthermore, their shared goals for student engagement and success compelled the student ambassador to work across these spaces.

The Diversity and Inclusion Student Affinity and Resource Centers (DISARC) encompasses six centers, which include the Diversity and Inclusion Student Center (DISC), the Black Student Success Center (BSSC), the Asian

Pacific Islander Student Success Center (API SSC), the Latinx Student Success Center (LSSC), the Queer Unity Student Success Center (QUSSC), and the Undocumented Student Resource Center (USRC). The centers employ staff and students to develop programs and initiatives that support student success, retention, and advocacy, such as those centered around empowerment, belonging, and cultural engagement. Each center develops resources and services targeted to specific student communities while remaining open to all students. These centers serve substantial numbers of students as community spaces that provide a wide range of resources and programs critical to student wellness, belonging, learning, professional and leadership development, as well as social, cultural, and political engagement. They have robust programming with events and workshops throughout the semester, many of which are facilitated and led by student staff teams. These initiatives also include developing ongoing programs, such as workshops and events, with other student affairs and support departments on campus. The DISARC are campus spaces where the library can connect and engage with students from historically marginalized backgrounds and identities.

Inclusive and collaborative outreach programming involves building and sustaining relationships and connections that can withstand and are critical of institutional challenges, such as turnover and burnout. This work begins with learning about the campus and local communities, specifically their contextual histories, lived experiences, educational outcomes, student interests, and so forth. The authors observed that professional and student staff may not know why they should collaborate and engage with the library and how they can practically do so in ways that serve their students and staff without increasing workload that often comes with additional partnerships and programming. Furthermore, the benefits and reasons to connect with the library for support and collaboration may not appear obvious and enticing for several reasons, such as campus culture and prior history, so assumptions on library visibility and campus perception are

important to consider and examine. Additionally, it can be invasive and ineffective for the library to step into these student-centered, community spaces and present itself as a partner and collaborator without prior relationship and connection, since the library may be perceived as outside or not part of the community. Library outreach initiatives must recognize and address these factors, including distrust in institutions among students and staff, to build connections and trust that position the library as a resource for collaboration and support.

From their former experience as a student of color, the librarian recognized the value of relationship and community building within student support spaces, such as the DISARC, through informal, intentional approaches to nurture genuine connection and rapport. Their strategies to establish connection include attending and participating in weekly events, volunteering to support these events and programs, and finding ways to integrate library resources and services into these projects. New to the campus, the librarian had limited knowledge of staff and student communities, so these relationships took time to develop over the course of a few years before formal collaboration took place. Furthermore, these efforts explored opportunities to listen, observe, learn, and understand the interests and goals of students and staff within campus community spaces.

The DISARC are community spaces for students to gather and connect with peers, faculty and staff while engaging with social and cultural activities. On campus, students utilize these spaces to make friends, study, destress, spend time between classes, find employment, attend social and cultural events, and meet faculty and staff. The authors observed and recognized that these spaces can fill student needs without them visiting the physical library. This also reflects campus context where many students are taking online or hybrid courses. Furthermore, these community spaces may be less intimidating and more welcoming for students due to factors such as library anxiety and institutional distrust. The opening of the new library building on campus within the past few years may also contribute to

student hesitancy and perception. For example, student staff may be unsure about the appeal of using library spaces and resources for their events and programming.

The librarian viewed these factors as opportunities to explore an embedded liaison approach to share library information, such as resources that can support student staff with their projects as well as their academics and wellbeing. With trials and errors, this work consists of continuous efforts and ongoing engagement for the library to become a partner and collaborator within the community over time. For example, the librarian would attend weekly team meetings and informal gatherings with coordinators and student staff. The librarian gradually became a resource for booking library spaces, collaborating on events that take place in the library, helping with promoting events, and supporting projects that may benefit from library resources and services. From their experience, developing strong connections with coordinators, student staff, and leaders within community spaces on a personal level can be impactful and rewarding.

Through observation, the authors also gathered that having a consistent, familiar face within these community spaces can be a contributing factor in influencing student perception of the library as a welcoming space and resource for student participants, as well as faculty and staff, who frequently engage with their events and programs.

Social, Cultural and Academic Engagement

Within campus partnerships and collaborations, the library has shaped and evolved its role based on shared goals and values to sustain active engagement, such as through initiatives that merge social, cultural, and academic engagement. Table 1 illustrates main categories of initiatives along with their intended student and library outcomes. To reflect student interests, these collaborative initiatives integrate a mix of social, cultural, and academic components that also appeal to student staff involved. For example, a library partnership consists of working with the API SSC, along with

other student support programs, to coordinate annual campus-wide celebration of Lunar New Year for the past three years, such as taking students on field trips to community cultural centers. These field trips bring students outside of the university to engage with community members and spaces through activities with cultural, historical, and political significance, such as visiting an exhibition on Black and Asian solidarity and participating in a Lunar New Year and Black History Celebration. The Lunar New Year celebration that took place on campus this year in the API SSC with more than 80 attendees consisted of a human bingo activity, presentation, and cultural games. The librarian assisted student staff with researching and preparing for the presentation about the holiday while also facilitating a cultural game during the event. Library roles and contributions within these collaborative programming are shared in table 2. Through these experiences, students have opportunities to meet peers and develop community connections outside of campus.

Table 1: Initiatives and Outcomes for Students and the Library

Initiatives	Student outcomes	Library outcomes
Zine workshops and publications	Authorship and publication	Student scholarship
Exhibits	Storytelling and curation	Institutional memory
Workshops	Skill-building	Academic, professional and leadership development
Events	Campus and community connection	Student engagement and retention
Recurring programs	Sustained peer and campus networks	Embedded partnership

Table 2: Description and Examples of Library Roles and Contribution

Library Roles & Contributions	Description
Providing library resources	Supplying books, media, research materials, toolkits to support events, programs and workshops
Co-facilitating workshops	Partnering with student staff on events and workshops (e.g. zine-making, destigmatizing

Library Roles & Contributions	Description
	API mental health, resources for undocumented students)
Co-creating events and programs	Collaborating with student centers to co-develop events, workshops, exhibits, zine publications, book displays and digital resources
Planning activities	Designing and facilitating learning, interactive activities workshops and events
Reserving library spaces	Finding and reserving library spaces for events and workshops
Promotion	Advertising via library channels, social media and campus networks
Chaperoning	Supervising students during field trips and conferences
Logistics	Providing and arranging transportation, scheduling meetings, assisting with set up and clean up

Collaboration can consist of workshops and events outside of the library in student community spaces with student staff and coordinators. Collaborative programming is mainly centered around wellness and community engagement, such as a community gathering in the Diversity and Inclusion Student Center (DISC) during the election season. During this community gathering, the librarian facilitated a journaling session and shared library resources where students can search for reliable sources of information. The library has also provided and promoted resources for various events and workshops, such as by developing digital book displays and providing books for check out. Another collaboration for community engagement includes a semester-long book club in the DISC with the QUSSC where student staff selected the book and co-facilitated meetings. The book club became a space for a small group of faculty, staff, and student participants to build authentic connections outside of the classroom. Several of these collaborations are developing into partnerships through current plans to continue the book club for upcoming semesters and develop a series of wellness programs, including a wellness fair, with additional campus partners such as the campus food pantry.

The library has also supported student storytelling and creative publication through collaborating with campus partners on developing library zines and exhibitions. These zines provided spaces for student-led publications that center student voice and creativity. They also became opportunities for leadership and professional development as student participants in these projects have found avenues to publish with local community groups and present their work in workshops and classrooms. Library zine-making workshops began with the LSSC. As these student publications are created and shared on campus, academic departments and student support programs began requesting zine collaboration with the library. These workshops are co-facilitated alongside student staff who are leading areas such as activities, design, and theme selection. The library has also co-developed an exhibition with the API SSC and other campus partners to highlight API student life and history on campus. This collaborative project aimed to create space for students as curators and storytellers. The authors recognized that bringing library programming to community spaces beyond the library and university can be valuable in supporting student engagement and success. These efforts, which began with library programming within the student success centers, have gradually positioned the library as a space for collaboration and community where collaborative events and workshops can take place.

Student Ambassador Experience

The Library Student Ambassador's role in the library helped them gain experience for student-facing and project work that led to their involvement with DISC. In this position, the ambassador was the first point of contact when students entered the library. They greeted visitors at the information desk, answered questions, such as those about printers, study rooms, or student ID, and made referrals to appropriate campus resources, such as financial aid or registrar. Over time, these interactions developed into peer connections to check in about courses, majors, or

daily challenges. At the information desk, the student ambassador also explored creative ways to make the library feel more welcoming and student oriented. For example, they developed weekly whiteboard prompts located next to the information desk, such as those asking students about favorite study spots and hobbies, which encouraged participation and student presence in the library. The ambassador also helped curate book displays, such as "Blind Date with a book" for Valentine's Day, and activities to explore and test ideas for student participation, as well as observe what resonates with students the most.

Project work with a librarian provided a formal structure for brainstorming and planning events, workshops, and activities. The authors collaborated closely with one another each semester for the ambassador to plan at least two projects, such as suggesting improvements to the library website, developing an "ambassador spotlight" blog to introduce student staff, and leading library tours and presentations for students. They scheduled weekly meetings throughout the semester to check in and support each other's projects. Furthermore, they often partnered on outreach activities, such as meeting with campus partners and co-facilitating presentations and workshops. This enabled a consistent space for mutual support, discussion and reflection that helped strengthen the ambassador's skills in areas such as project management, collaboration, communication, and community engagement.

The ambassador's work in the library informed them about campus resources such as the DISC and their interest in working there. As a student assistant at the DISC, the ambassador greeted students, invited them to check in, and engaged them in conversation. Discussions frequently focused on topics such as cultural backgrounds, language, family expectations, and first-generation or international student experiences. The ambassador's prior experience in

facilitating welcoming and approachable interactions in the library made it easier to support students in the center and to foster a sense of shared ownership of the space with peers.

Social, cultural, and community-building programs at the DISC provided opportunities for the student ambassador to apply and strengthen skills developed in the library. The ambassador planned and facilitated at least one event per month, which consisted of general social gatherings and workshops with cultural activities. For example, the ambassador coordinated a “DIY Dandiya” event introducing Navratri traditions, in which students decorated dandiya sticks with paint, glitter, and ribbons while sharing food. A subsequent event “Diwali Meets Halloween” invited students to create torans using artificial flowers or Halloween-themed decorations alongside cultural foods, such as vada pav. These events were intentionally designed to be low-stakes, social, and educational that encourage students to learn about cultural traditions through shared creative activities. Additionally, the process for event planning at DISC closely mirrored the structured project work that the ambassador experienced in the library. In the DISC, each program was guided by a planning document that addressed budget, supplies, social media promotion, in-person outreach, check-in procedures, and post-event evaluation. At the end of every event, attendees were asked to scan and fill out a feedback form while student assistants and staff supervisors in attendance were asked to complete an evaluation form. Because the ambassador was already accustomed to breaking down library projects into these phases, they were able to adapt this structure at the DISC.

Through working at both the library and the DISC, the ambassador gained skills and experiences that are applicable and transferable to their professional and career goals. Additionally, the ambassador bridged information and resources across both spaces, such as

sharing library services and resources with students and staff at the DISC while informing library ambassadors and faculty about DISC events and news.

Reflection on Belonging

This case study highlights the impact of campus engagement on the authors’ sense of belonging and retention through their roles as a librarian and student ambassador of color. Although these experiences come with challenges such as burnout and cultural taxation, they also provide opportunities to build authentic relationships and networks of support. Their experiences reflect how belonging and retention for minoritized faculty and staff working in higher education can be supported by fostering social support (Wilson et al., 2026). Furthermore, this case study suggests that employing and mentoring BIPOC students can help libraries support retention and belonging for student staff, as demonstrated by case studies from Espinoza and Rivera (2024) and Pham and Muralles (2024). Being embedded within the library and community spaces through their roles provided opportunities to develop informal and formal connections that deepened their social and professional support on campus. This work further calls attention to the need for retention of BIPOC students and librarians, which is well reflected in the literature including the impact of both informal and formal mentorships (Johnson, 2007; Monnier & Dalal, 2024; Riley-Reid, 2017; Sterling, 2025).

Before stepping into these roles, the authors often felt disconnected from peers and colleagues on campus. The student ambassador experienced limited interactions with peers, faculty, and staff on campus outside of their classes. Therefore, working in the library created opportunities for them to make new friends and campus connections. As an international student arriving in the United States without family or friends nearby and as an early-career librarian of color who is new to the university, the authors both experienced feelings of isolation in

navigating campus spaces to find community. Their involvement and engagement in

community spaces on campus, such as the student success centers, have positively impacted their journeys navigating academia thus far. Through intentional community-building, the authors made strides in developing relationships with students, faculty, and staff across different spaces on campus.

For the student ambassador, attending orientations, cultural celebrations, and campus-wide initiatives as both a facilitator and participant allowed the ambassador to experience the university as a student and a staff member. As a member of the Library Student Ambassador team, they worked alongside librarians and peers toward shared goals and projects. Team meetings, collaborative planning sessions, and shared projects created an environment in which they felt their contributions were valued by the students and supervisors within the library. Similarly, at the DISC, being in a student staff team with a focus on community-building and peer engagement helped strengthen their sense of belonging on campus.

The authors' experiences in building relationships and community in the library and across campus have also encouraged and motivated them to step into other leadership and campus engagement roles on campus. For example, the student ambassador found more ways to get involved on campus through working as an orientation leader and being elected as an officer in student government and a student organization. While challenges persist, the ambassador now recognizes opportunities to foster belonging and community on campus, such as for those who may share similar backgrounds and experiences, through roles and spaces that center student leadership and advocacy, including in the library. Their journey from walking on campus largely unnoticed to serving as a student leader and liaison across multiple student-facing spaces has been one of their most rewarding experiences at the university. Similarly, the librarian has also found more opportunities and avenues to develop authentic connections and collaborations with

students, colleagues, and community members. For example, this has consisted of them getting involved in new spaces on campus and stepping into leadership roles, such as being elected as the faculty co-chair for the Asian and Pacific Islander Faculty and Staff Association (APIFSA).

Conclusion

The authors' efforts in building connected communities across the library and the student success centers have led to more collaborations and partnerships, including with other academic and student support departments on campus. The library has been developing monthly collaborations, such as events and workshops, with various centers, as well as continuing partnerships such as book clubs, zine publications, cultural celebrations, and film screenings. Sustained engagement among students and campus partners can also be observed, such as for library courses and events, through direct outreach and personal invitations. Shared reflections through conversations also provided authentic and substantive feedback from collaborators and participants. Through embedded approaches to outreach and programming, the library will continue to build and sustain relationships with campus partners, as well as consider how they can evolve to reflect student interests.

Through their collaborative projects and involvement on campus, the authors were able to build meaningful connections and networks of support that helped them find a sense of belonging on campus over time. For the student ambassador, their role in the library helped them build the confidence and skills to seek and develop meaningful connections on campus within various spaces. Furthermore, their partnership as librarian supervisor and student ambassador, along with the Library Student Ambassador team, has helped the authors feel more connected and supported in their roles at the university. As the Library Student Ambassador Program

evolves, the librarian will continue to seek and develop opportunities to work alongside library student assistants on outreach initiatives.

References

- Allen, S. (2014). Towards a conceptual map of academic libraries' role in student retention. *The Christian Librarian*, 57(1), 3. <https://doi.org/10.55221/2572-7478.1434>
- Andrews, C. R. (2015). Embedded librarians ideas: best practices explored and redefined. *The International Journal of Educational Organization and Leadership*, 22(2), 1-14.
- Barnes, G., K. Cardenas, K., & Lopez, B. (2024). Centering comunidad in the Central Valley. In N. Tran, M. Aguilar, & A. Poo (Eds), *Creating an Inclusive Library: Approaches for Increasing Engagement and Use with Students of Color* (pp. 355-375). Association of College and Research Libraries.
- Bishop, K. (2018). Don't wait for them to come to you: Partnering with student support services. *Shaping the Campus Conversation on Student Learning and Experience: Activating the Results of Assessment in Action*, 185.
- Brower, M. (2011). A Recent History of Embedded Librarianship: Collaboration and Partnership Building with Academics in. *Embedded librarians: Moving beyond one-shot instruction*, 3.
- Bryant, J., Matthews, G., & Walton, G. (2009). Academic libraries and social and learning space: A case study of Loughborough University Library, UK. *Journal of librarianship and information science*, 41(1), 7-18. <https://doi.org/10.1177/0961000608099895>
- Crowe, K. (2010). Student Affairs Connection: Promoting the Library through Co-Curricular Activities. *Collaborative Librarianship*, 2(3), 154–158. <https://doi.org/10.29087/2010.2.3.02>
- Dettman, D. (2020). The library and the University College student support services structure: Challenges and opportunities. *Journal of New Librarianship.*, 3(1), 38–41. <https://doi.org/10.21173/newlibs/4/8>
- Eshbach, B. E. (2020). Supporting and engaging students through academic library programming. *The Journal of Academic Librarianship*, 46(3), 102129. <https://doi.org/10.1016/j.acalib.2020.102129>
- Espinoza, J., & Alexandra, R. (2024). Cultivating and supporting BIPOC student success via the peer information consulting program. In N. Tran, M. Aguilar, & A. Poo (Eds), *Creating an Inclusive Library: Approaches for Increasing Engagement and Use with Students of Color* (pp. 401-415). Association of College and Research Libraries.
- Fontenot, M. (2013). Five" typical" years as an outreach librarian: And five things I have learned. *College and Research Libraries News*, 74(8), 431. <https://doi.org/10.5860/crln.74.8.8997>
- Forrest, L. U. (2005). Academic librarians and student affairs professionals: An ethical collaboration for higher education. *Education Libraries*, 28(1), 11-15. <https://doi.org/10.26443/el.v28i1.209>
- Henry, R. (2013). The embedded librarian for k-12 schools. *Library Media Connection*, 31(4). <https://schoollibraryconnection.com/content/article/1948908>
- Hoag, B. A. (2016). *Opposites or perfect partners: student affairs and libraries in*

- collaboration to advance student learning* (Doctoral dissertation, Bowling Green State University).
http://rave.ohiolink.edu/etdc/view?acc_num=bgsu1463069534
- Johnson, P. (2007). Retaining and advancing librarians of color. *College & Research Libraries*, 68(5), 405-417.
<https://doi.org/10.5860/crl.68.5.405>
- Kohout-Tailor, J., & Klar, C. L. (2020). Growing collaborative outreach efforts to support the well-being of communities. *Journal of Library Outreach and Engagement*, 1(1), 6-12.
<https://doi.org/10.21900/j.jloe.v1i1.463>
- Linares-Gray, R. H., & Valletta, L. (2024). Building BIPOC community with Wikipedia. In N. Tran, M. Aguilar, & A. Poo (Eds), *Creating an Inclusive Library: Approaches for Increasing Engagement and Use with Students of Color* (pp. 283-294). Association of College and Research Libraries.
- Love, E. (2009). A simple step: Integrating library reference and instruction into previously established academic programs for minority students. *The Reference Librarian*, 50(1), 4-13.
<https://doi.org/10.1080/02763870802546357>
- Meyer, E. E. (2014). Low-hanging fruit: Leveraging short-term partnerships to advance academic library outreach goals. *Collaborative Librarianship*, 6(3).
<https://doi.org/10.29087/2014.6.3.05>
- Monnier, R., & Dalal, H. (2024). Peer mentoring in academic librarianship: Service and connections can lead to improved scholarly output. *Endnotes: The Journal of the New Members Round Table*, 12(1), 37-46.
- Pham, K., & Muralles, D. (2024). Reimagining and reflecting on efforts to build an inclusive library with BIPOC students. In N. Tran, M. Aguilar, & A. Poo (Eds), *Creating an Inclusive Library: Approaches for Increasing Engagement and Use with Students of Color* (pp. 379-400). Association of College and Research Libraries.
- Poole, C. (2003). A missing link: Counselor and librarian collaboration. *Community & Junior College Libraries*, 11(4), 353-354.
https://doi.org/10.1300/J107v11n04_06
- Riley-Reid, T. (2017). Breaking down barriers: Making it easier for academic librarians of color to stay. *The Journal of Academic Librarianship*, 43(5), 392-396.
<https://doi.org/10.1016/j.acalib.2017.06.017>
- Robertson, J. (2021, December 1). Part of the whole: Embedded librarianship in public libraries. *ILA Reporter*. Illinois Library Association.
<https://www.ila.org/publications/ila-reporter/article/157/part-of-the-whole-embedded-librarianship-in-public-libraries>
- Silver, I. D., & Trott, B. (2014). Outreach activities for librarian liaisons. *Reference and User Services Quarterly*, 54(2), 8-14.
- Sterling, B., Fiedler, B. P., & Cheng, J. (2025). Are we still here at mid-career?: A qualitative analysis of the experiences of academic librarians of color. *The Journal of Academic Librarianship*, 51(1), 103-103.
<https://doi.org/10.1016/j.acalib.2024.103003>
- Swartz, P. S., Carlisle, B. A., & Chisato Uyeki, E. (2007). Libraries and student affairs: partners for student success. *Reference Services Review*, 35(1), 109-122.
<https://doi.org/10.1108/00907320710729409>
- Tinio, J., & M. Chomintra, M. (2024). Making Space for Participatory Culture in the Academic Library. In N. Tran, M. Aguilar,

- & A. Poo (Eds), *Creating an Inclusive Library: Approaches for Increasing Engagement and Use with Students of Color* (pp. 261-281). Association of College and Research Libraries.
- Truesdale, A., Bennett A., Beem R., Lampkowski C., Ornat N., & Patterson O. (2024). Library programming for Black student engagement. In N. Tran, M. Aguilar, & A. Poo (Eds), *Creating an Inclusive Library: Approaches for Increasing Engagement and Use with Students of Color* (pp. 113-131). Association of College and Research Libraries.
- Walter, S. (2005). Moving beyond collections: Academic library outreach to multicultural student centers. *Reference Services Review*, 33(4), 438–458.
<https://doi.org/10.1108/00907320510631562>
- Wilson, M., Ghosh, S., & Jason, K. (2026). Understanding sense of belonging of faculty and staff in higher education. *Equality, Diversity and Inclusion: An International Journal*, 45(1), 146-161.
<https://doi.org/10.1108/EDI-06-2024-0252>
- Zitron, L., & Drew, C. (2011). Get a clue: Partnering with student affairs on student-centered outreach. *College & research libraries news*, 72(11), 636-641.
<https://doi.org/10.5860/crln.72.11.8669>