



CHAPTER 9*

GETTING ON THE INSIDE: Developing a Discipline-Based Student Ambassador Program

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It Started with an Essay

In spring 2012, the Education Library, one of seven branches of the University of Florida (UF) George A. Smathers Libraries, was seeking more effective methods for reaching students within the twenty-six degree programs they serve in the UF College of Education (COE). The College's degree offerings are quite diverse and range from mental health counseling and higher education administration to educational technology and early childhood education. Student enrollment includes more than 1,800 full-time students on campus and nearly 3,000 distance-learning students; the COE's even mix of pre-professional practitioners and graduate researchers presents a unique set of challenges when it comes to devising effective outreach strategies for so many different user groups.

Students were somewhat aware of the library's physical offerings as a study spot and meeting location, but seemed to know less about the valuable subject-specific resources and services available. Traditional outreach methods, such as instruction sessions, presentations at student

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events, posts on social media, email announcements, and posters, had been met with limited success, but library events were still poorly attended, and resources (electronic and print) continued to be underutilized. Conversations with students often ended with “I wish I knew about this sooner!” or “I didn’t know you had that!” and gate counts continued to drop.

Coincidentally, that same semester, the library human resources department held a scholarship essay contest for student employees, posing the question, “If you had to design an outreach program for students, how would you get the word out in a way that would make the largest impact?” The winning essay, written by a COE undergraduate student, outlined a program that would “train library student ambassadors to represent each library on campus, with the primary goal of using the libraries’ resources to educate and enhance the college experience.”¹

Inspired by the student’s vision, Education Library staff—two librarians and two paraprofessionals—saw an ambassador program as the perfect opportunity to connect with students in a more meaningful way while extending their reach. Perhaps this could be the missing link that bridged the gap between the COE student population and the library. Who better to know what students want and need than the students themselves? Library staff made the decision to pilot a student ambassador program on a small scale at the Education Library, rather than across the entire library system, because of their specific yet diverse patron base.

Before the initial planning stages began, Education Library staff met with representatives from COE student organizations to collect feedback on how a library student ambassador program could best contribute to student success. How did *they* envision the development of such a program? The student leaders made several recommendations, which included developing working relationships between student organization officers and the library ambassadors. They believed offering students a paid stipend for their service would be the ideal compensation for participation. A \$500 amount for the honorarium, to be awarded after a two-semester service period, was suggested because they reasoned it was high enough to be an incentive and to instill a sense of accountability, but not so high as to attract those without genuine interest in the program.

Ambassador vs. Liaison

To determine if similar programs existed in other academic libraries, and the extent of those programs, a review of the library literature was conducted for mentions of library student ambassadors or liaisons. Examples were not plentiful, but a few stood out as possible models to emulate, such as the University of Connecticut, whose ambassadors were hired by the database vendor Elsevier to promote Scopus and Web of Science to graduate students.² Elsevier provided student stipends, training, and marketing materials. Student ambassadors marketed the instruction sessions and presented citation-searching techniques (showcasing Elsevier products along with other library resources) to their graduate student peers. Eastern Washington University employed one part-time undergraduate student who reported to the associate dean of libraries and served as the official liaison between library administration and the student body.³ The student liaison maintained the library's social networking sites, conducted student surveys, and implemented library events. Another promising example was Missouri University, whose team of student ambassadors were recruited through an online application process and volunteered five to ten hours per month.⁴ Ambassadors visited classrooms to promote library services, gave library tours, and staffed tables at new student orientation. They also attended alumni and donor events. While no one program stood out as a perfect fit, Education Library staff saw elements from each that would work nicely with their unique patron base, and that they could easily incorporate into their own pilot project.

After evaluating their needs, talking to the COE student leaders, and looking at other university ambassador programs, library and otherwise, the Education Library came to the conclusion that the ideal program would be a hybrid between an ambassador role and a liaison role. Traditional university ambassador programs usually consist of undergraduate student volunteers who serve as “the face” of a group or institution and are connected to a development office. They attend alumni dinners, represent at college events, offer tours, etc. Liaison programs, on the other hand, are usually paid positions that require training on resources and services, are more academic in nature, and facilitate communication between students and organizational staff. While library staff did want students who would be “the face” of the Education Library and promote its value at events throughout the college, they also wanted students who would act as liaisons among their specific academic department, their fellow students, and library staff. They wanted

students they could train to be knowledgeable about Education Library resources and services, and act as their eyes and ears throughout the college.

Securing Funding: The Mini-Grant Process

Once the overall structure of the program was determined, Education Library staff realized they needed a funding source for advertising and student honorariums. Since this would be a pilot project, grant funding was considered a possible solution. The UF Libraries have an internal mini-grant program that allows faculty and staff to apply for awards of up to \$5,000 to fund original project ideas. The program is designed to encourage creativity and innovation within the libraries. Education Library staff submitted a proposal with a brief overview of the student ambassador program, a discussion of why such a program was important, a timeline, and a plan for measuring ongoing impact. In the initial phases of the grant application process, the UF Libraries mini-grant committee came back to the project team with a few questions, the primary one being, “How are these activities different from an embedded or liaison-librarian?”

The project team assured the committee that the library student ambassadors would not be expected to be as well-versed in all of the intricacies of the library as an embedded librarian, but instead would act more as walking advertisements for the library’s resources and services. For example, an ambassador would refer a student to a librarian for a research consultation instead of conducting an in-depth research consultation themselves. The team outlined more specifically what they envisioned the ambassadors doing, such as mentioning course reserves to their professors, evaluating and providing feedback on new resources, giving input on relevant topics for library workshops, and assisting with social media. After the committee’s initial concerns were addressed, the Education Library was notified that their mini-grant proposal was accepted.

We Want You: Recruitment and Hiring

As soon as funding was secured for ambassador honorariums and marketing and promotional materials, Education Library staff began the advertising and recruitment process. They put up posters and flyers in the Education Library, around the COE, the student union, and other libraries on campus. They also advertised in the UF student newspaper, the library’s

Facebook page, the COE's Facebook page, and on several email listservs. The library even experimented with paid Facebook advertising, targeting the specific demographic they were after (UF COE students living in Gainesville), but the results were less than favorable with only two clicks on the digital ad over a ten-day period. Fortunately, Facebook charges per click, so the library was only out \$1.30 for minimal effort. Surprisingly, face-to-face advertising proved to be the most effective, with students reporting they heard about the program either through staff tabling in the COE's courtyard or presenting at student organization meetings. The second most effective method was signage posted around the building.

The application process was designed to be simple and easy to administer. First, the position description was posted on the Education Library website, with a link to the online application created in Google Forms. The entry-level requirements, determined after receiving feedback from the COE student organizations, were the following:

- Must be an upperclassman (junior or above) or graduate student
- Must be a College of Education major or minor
- Must be able to serve for two consecutive semesters (Fall 2012–Spring 2013)
- Must be available to work on campus for up to thirty hours per semester

Additionally, the team developed the following preferred qualifications:

- Public speaking experience
- Currently participating in student organizations or college events

Finally, the application included an essay question. The essay is an opportunity to learn more about the applicants' communication abilities, and introduces more personality into the application materials. Applicants were asked to describe what services, programs, or resources would be included in their ideal academic library. The essays, as hoped, allowed the applicants to display their creativity and motivation.

Once the positions closed, there were a total of ten applicants. Almost invariably, these applications came in close to deadline. Although the pool was not overwhelming, the team felt it was adequate to make decisions and select the best candidates. The applicants were mostly College of Education majors with only one student pursuing an Education minor.

After reviewing the applications, nine applicants were interviewed. Interview questions were standardized, and the project team questioned each student about their reasons for applying, their current involvement with college

and campus activities, their familiarity with the library (and especially their first impressions of the library), and any ideas they had about improving the library. It was important to choose people that represented as many programs as possible to increase the library's reach. Library staff selected students from school psychology, educational technology, bilingual education (ESOL), Pro-Teach (elementary education–pre-service teachers) and higher education, for a total of four graduate students and one undergraduate senior.

Training, Scheduling, and Communication

Education Library staff decided against a training boot camp (one to two days of “everything you need to know about the library”) anticipating that the information would be less overwhelming and more likely to be retained if it was parsed throughout the service period. The ambassadors initially participated in weekly one-hour meetings with at least half of the session dedicated to learning about a particular library resource, such as the library's discovery tool, citation managers, interlibrary loan, the library homepage, online catalog, course reserves, various education-specific databases, and research guides.

The training sessions transitioned into biweekly meetings once the ambassadors completed “basic training” and had a firm understanding of the library's major resources and services. The team then tested a “flipped classroom” approach: ambassadors were sent tutorials and training videos and asked to explore a particular resource on their own before each meeting. They were told they would be sharing what they discovered with their fellow ambassadors. This approach caused the students to become much more engaged with the content than during the initial training sessions. It was especially telling for library staff to see through fresh eyes how students approached/interpreted some of their top resources. The ambassadors pointed out search features they found confusing and highlighted additional benefits of resources that never occurred to library staff.

In the first semester, scheduling ambassador meetings was not very challenging. It was early enough in the school year that the students weren't overly committed. In the spring semester, however, there were only a few meetings where all five ambassadors were present. Their schedules were much more complicated, and three separate scheduling attempts went out before finding a time that “kind of” worked for everyone. There was always something that interfered at the last minute—award ceremonies, conferences, family in

town, etc.—which made it increasingly difficult to properly disseminate information and collaborate. Library staff had to meet with some ambassadors one-on-one for training purposes, which became time consuming.

The ambassadors and project team initially communicated via email, but quickly moved to a Facebook group for easier communication and collaboration. Library staff posted weekly assignments, reminders, and meeting times, and solicited feedback by uploading documents and posting polls. Although the initial plan was for ambassadors to use the Facebook group to collaborate on their own, most communication was a direct response to the project team's posts.

One major development in communication happened when the team changed the format of the face-to-face meetings. In the fall semester, meetings were held in a classroom setting and library staff usually presented information. The ambassadors sat in a row and there wasn't much collaboration. The students were distracted by laptops, devices, and school work. In the spring semester, however, the team moved the meetings into a group study room and saw a major shift in engagement and collaboration. Sitting around a small round table caused students to interact with each other in a more meaningful way. (see Image 9.1) Meetings became student driven and focused. Ambassadors liked this arrangement much better. "Before, it felt like we were in class," one student commented.



Image 9.1. Library ambassadors enhance collaboration after moving meetings to a group study room.

Assignment Logs and Outreach Activities

In each meeting, the ambassadors were given an assignment. For example, “Get ten education students or faculty to ‘like’ our Facebook page by the next meeting,” or “Create a Refworks account and import two articles about library outreach and marketing.” The students were given logs so they could record all interactions on behalf of the library. Some examples of log entries included:

- “I talked to classmates about suggestions for the library, and they want more copies of current young adult books. For example, one of them said they wanted to borrow *Looking for Alaska*, but she never gets it.”
- “I helped a student narrow down their search for data they needed for an inquiry project. I showed them how to narrow by publication date, peer-reviewed article, and language.”

Even though the ambassadors had the logs from the beginning of the service period, they were only completed and submitted once library staff started requiring weekly deadlines. Ambassadors still needed reminders and had to be prompted to provide more details in their logs. Instead of “shared library resources with friends,” ambassadors were asked to provide information such as who they talked to, what they shared, and how they shared it, and what was the reaction or response.

While certain assignments submitted in the weekly logs were performed by all five of the library ambassadors, each ambassador submitted activities unique to her and the group she served. One ambassador was a Chinese international graduate student in English for speakers of other languages (ESOL) education who worked with her ESOL classmates to identify needs specific to their coursework. Noticing her classmates were unaware of the libraries’ discovery tool, OneSearch, and realizing how they could use it to save research time, the ESOL ambassador reached out to demonstrate how OneSearch could assist them. Another task the ESOL ambassador logged was speaking with COE international students about the libraries’ Testing and Education Reference Center database, a resource that provides test preparation materials for the Test of English as a Foreign Language (TOEFL). Understanding how important passing the TOEFL is for non-English speaking foreign students, the ESOL ambassador made it a mission to inform students about this relevant resource, which not only assists international students in preparing for the TOEFL, but also

saves them money. The ESOL ambassador recognized the importance of a teaching practice space for ESOL students and identified the Education Library's group study room as a place to meet student needs. The ambassador brought her classmates to the Education Library's group study room to record a teaching demonstration and practice with its SMART Board. The ESOL ambassador explained that student unfamiliarity with the Education Library's physical space, even when some of her classmates had attended the university for years, prompted her to introduce classmates to the library's rooms.

Another ambassador was a doctoral student in educational technology and an instructional designer for the COE's e-learning department. The educational technology ambassador emailed teaching assistants and adjunct instructors in her department regarding library study room reservations, research guides, the library catalog, databases, library workshops, training sessions, and librarian consultations. While attending the Future of Education Technology (FETC) 2013 conference, the educational technology ambassador used this opportunity to identify future education distance students and inform them of Education Library resources and services, extending the library's reach beyond the campus. One important contribution of the educational technology ambassador was facilitating a feedback session with the educational technology faculty and the head of the Education Library, who was able to provide information regarding library grant programs and updated projects.

One ambassador was a graduate student in student personnel in higher education. This student brought classmates into the Education Library to point out the new bookshelf and the resources she thought would be helpful. She also helped her classmates with journal access. After hearing students in her program complain about access to *The Chronicle of Higher Education*, she inquired about the title and relayed back to students that print access to the journal had been canceled, but electronic access was available. The ambassador also saw a classmate struggling to find resources, personally took the student into the library, and introduced the student to a librarian for research assistance. After the reference session, the referred student had plenty of resources and told several students in her cohort to visit the library when research help was needed. Additionally, this ambassador scheduled a workshop for undergraduates in the library's classroom. This brought first-year students into the Education Library, probably for their first time.

Another ambassador was an undergraduate student in elementary education. Since the ambassador was familiar with the Education Library's website and the resources available there, she was able to direct a peer to the library's curriculum guides page when the student needed a lesson plan for an important interview. As one of the more outgoing library ambassadors, she tabled for the Education Library during the COE's annual Education Career Night at the university's Career Resource Center, reaching out to students about library workshops and research resources. Knowing how useful RefWorks can be for papers, this ambassador also referred education students to workshops on the topic. And finally, this ambassador approached faculty to ask that class textbooks be placed on course reserve at the Education Library, making it easier for students to access required materials.

Another ambassador was a school psychology graduate student. This ambassador hung posters at the university's children's hospital where she interned, promoting the library's International Children's Book Day event to the children's families and staff at the hospital, and also invited friends through Facebook to join the festivities. Recognizing that a fellow grad student was having problems accessing materials, the ambassador walked the student through the process of requesting an article through interlibrary loan, a service the student was previously unaware of. This ambassador also talked to faculty, sharing the Education Library's streaming videos for this subject area and how course reserves could be useful for future classes. Additionally, she disbursed library workshop flyers in student mailboxes, helped a student with free scanning at the Education Library, and suggested to her faculty members that they set up course specific library instruction sessions with education librarians.

Shaping Library Content and Collections

About half way through the library ambassadors' service period, library staff noticed logs becoming repetitive. For example, "told professor about course reserves" or "sharing 'x' information on social media." The Education Library staff decided to "shake things up" and asked ambassadors to explore the library research guides for their discipline, since all were previously unaware these guides existed. They were asked to solicit feedback from their instructors and fellow students regarding the research guides.

The exercise was a success, with two ambassadors suggesting edits to four research guides, one student facilitating a discussion about research guides with faculty in her area, another suggesting the creation of a new research guide for a growing topic in her field. Also, a list of key resources recommended by faculty were sent to Education Library staff to be added to existing guides.

Near the end of the program, ambassadors were asked to gather material purchase suggestions from their faculty and peers by a deadline. The ambassadors appeared excited at this opportunity to represent and give back to their departments. One student said she had a folder of professional development items she wanted to read and it had never occurred to her that these titles could be suggested to the library for purchase. Another ambassador met with faculty, combed through books on faculty shelves, and asked for recommendations from others within her program. Her efforts provided valuable purchase lists from at least three faculty members in her department.

An Event of Their Own

To jump-start creativity and increase collaboration among the ambassadors, Education Library staff tasked the students with providing an outreach event idea they could plan and execute on their own. The ambassadors were asked to each post two ideas for an event on the group's Facebook page within a set time period. A variety of creative and innovative ideas emerged; however, many were very ambitious, large scale projects that could not be accomplished in the two months allotted.

After the ambassadors met to discuss their initial ideas with library staff guidance, they decided to set up a Finals Survival Center in the library during the two highest gate-count days of the semester, the Monday and Tuesday of the term's last week of classes. The center would have coffee, snacks, finals survival kits with common office supplies and earplugs, library tote bags, and water bottles (see Image 9.2). This event served a need, since the Education Library is located in the COE complex, which is on the outskirts of campus and is isolated from easy access to food and drink. The ambassadors designed their own "Finals at the Education Library" brochure listing exam week library hours, study tips, citation information, where to get food or "refuel," and general library information.



Image 9.2. Library ambassadors hand out coffee, snacks, study supplies, and brochures at their Finals Survival Center.

The event was a success, with the gate count increasing those two days by 140 people more than the previous year. Patron comments included, “Is this for us? This is great!” “Free water bottles! Shut Up!” and “We need to come to this library more often!”

Evaluation

Upon completion of the second semester of the library ambassador program, Education Library staff set up a meeting with the students to debrief and evaluate the program. Library staff wanted feedback about the ambassadors’ experiences and to find out what worked, what did not, and what could be done differently to enhance the program.

One of the first questions Education Library staff asked was who ambassadors thought most benefited from the program—the ambassador, the library, or the students within the College of Education? Each Education Library ambassador responded that the ambassadors benefited the most. They gained in-depth knowledge of library resources and services. Fellow students were perceived to have indirectly benefited from this program as information was shared, but it was the intimate involvement with library staff and the program that was most beneficial.

Next, Education Library staff wanted to know what incentives could be offered to attract future ambassadors if funding was unavailable. One

student thought promoting the ambassador program as a leadership opportunity and résumé-builder would work since College of Education students need letters of recommendation, and a letter from library faculty would satisfy this. Another ambassador responded that the program provides a great opportunity to form relationships with faculty and students within the college, both professionally and socially. Yet another ambassador thought positions could be designed to focus on specific areas, or have specific roles, such as social media ambassador, ambassador in charge of content development, displays coordinator, etc. Students wanting or needing experience in those areas would be more attracted to these positions.

Another question Education Library staff thought was important to ask was if the ambassadors were not graduating or leaving, would they be willing to reapply to be an ambassador again and why? Unanimously, ambassadors responded with a “yes.” Each of them enjoyed working with the library’s staff, learning about what the library had to offer, and sharing information with their peers. The comment that made Education Library staff smile most was when ambassadors told them they now saw librarians as people too.

Education Library staff also wanted to know what ambassadors were surprised to learn throughout the experience. Ambassadors responded with the amount of resources the library provides; they thought of the library as a place for books, and learning about all of the electronic resources was a pleasant and useful surprise. Another surprising fact for ambassadors was that students had a say in submitting purchase suggestions, requesting materials be placed on course reserve, and designing research guides. They never anticipated having such a strong role in library operations.

Finally, Education Library staff asked ambassadors to name one thing to change in the library that would cost nothing and could be accomplished over the summer term. They suggested rearranging the library’s furniture, since it would require minimal effort and zero cost while changing the look and feel of the library dramatically. Also, it was suggested that library tables be moved to create long rectangles instead of just seating six people, where one might feel uncomfortable joining the table if others are already present. Providing the longer tables would encourage students to interact with each other as a community, which is exactly what happened once the change was made. (see Image 9.3)



Image 9.3. Ambassadors suggested placing study tables together to increase student interaction while making efficient use of space.

Lessons Learned—Moving Forward

While the students made many valuable contributions, the Education Library was unable to continue its ambassador program beyond the pilot. Lack of funding, staffing changes, time constraints, and a need to redesign all led to a decision to revisit at a future date. However, lessons learned by the project team led to a better understanding of what changes need to happen to create an even stronger program in the future. (see Figure 9.1)

One of the main challenges the program presented was the amount of direction and guidance needed and wanted by the ambassadors; they repeatedly told Education Library staff that they wanted benchmarks. The program was started with hopes that the students, especially the graduate students, would provide their own motivation, collaborate together without prompting, and bring ideas to the staff, but this never happened. Surprisingly, the most productive and conscientious student was the undergraduate. Results were not received until Education Library staff provided specific tasks and deadlines to ambassadors. Creativity and innovation spawned from the assignments, but the ambassadors frequently needed help to get started. In moving forward with the ambassador program, a

more structured, deadline-driven design would offset this challenge and create an environment to meet student needs. Setting up an online guide for the program at the beginning of the year with expectations clearly outlined, weekly assignments pre-generated, and having a training guide with tutorials, videos, and resources for reference would provide the structure students need and want. Also, the Education Library ambassadors were exclusively led by the project team, a model that was very time-consuming for staff and less engaging for the students. Appointing officers (chair, co-chair) and allowing students to self-direct within an already determined set of guidelines, would place library staff in a more ideal advisory role.

LESSONS LEARNED FOR A SUCCESSFUL STUDENT AMBASSADOR PROGRAM

- Recruit students who are looking to gain experience and are not overly committed. Lack of availability can become a major hurdle.
- Make time expectations clear on application materials, during the interview, and throughout the training process. Require ambassadors block off 2–4 hours per week.
- Create a training guide with tutorials, videos, and links for a “flipped classroom” approach where ambassadors explore resources beforehand and share with the group during face-to-face meetings.
- Allow students to appoint officers (chair, co-chair) and self-direct within already established guidelines.
- Hold physical meetings in an area more conducive to group work, such as a study room or conference room—not a classroom.
- Set up an online guide with pre-generated assignments and deadlines. Students appreciate benchmarks!
- Allow ambassadors to take on individual roles based on their talents and interests (social media contributor, displays coordinator, event planner etc.).
- Promote the ambassador program as a leadership and networking opportunity, as well as a resume builder—especially if honorarium funding is unavailable.
- Use an effective means of communication, like a Facebook group to post updates, link to training materials, and upload documents and photos.

Figure 9.1. Lessons learned for a successful student ambassador program.

Another major challenge for the program was time. The ambassadors hired were involved in several organizations, excelled academically, worked, and interned. These students were chosen for their extensive reach, their work ethic, and their enthusiasm. However, Education Library staff did not realize the scheduling dilemma this would create. Trying to schedule face-to-face meetings during a time when all ambassadors were available was nearly impossible and proved a difficult challenge when plan-

ning outreach events. One way to overcome this challenge would be to make time expectations clear on application materials, during the interviews, and during training, requiring ambassadors to block off two to four hours per week for the program. Also, hiring students looking to be more involved and gain experience, instead of students who are already extensively involved, would help create time availability.

Evolution of Library Student Ambassador Programs at UF, 2012 to Present

While the program no longer exists at the Education Library, its development inspired successful manifestations in other branch libraries at the University of Florida. A second ambassador program was created just after the Education Library's at the main humanities and social sciences library on campus—Library West. This ambassador program still exists today and is more traditional in nature. Started by students interested in assisting the library, founding members of this group met with Education Library staff to find out more about what worked and what didn't work with the initial program. Students are self-governed with officer positions, student-led and organized, and focus on assisting the library through event planning, advising, fund raising, and assessment. Ambassadors can be seen at donor events, organizing student relaxation activities during finals week, tabling at library events, and meeting with library faculty. It is a group of students who value the library and wish to donate time to increase awareness of library facilities and collections.

The program most similar to the Education Library's started in August 2015 at the university's Marston Science Library. This program functions similarly, with training on library services, resources, and information regarding how to direct patron requests. Like the Education Library's program, Marston struggles with ambassadors attending meetings and staff needing to direct activities. This young program may undergo interesting developments as they attempt to create a more self-directed student liaison model that doesn't require a great deal of guidance and monitoring from library staff.

Conclusion

This collection of programs all began with a student essay, an internal grant proposal, and student interest. Academic libraries need to connect with

students in new ways, creating knowledgeable ambassadors that can reach peers in ways librarians cannot. The University of Florida sought to bridge this gap in the 2012–2013 academic year through the creation of the Education Library Student Ambassador Program. As a pilot, this program succeeded. While it was time intensive and used funds as a stipend, it did provide a return on investment. Education Library social media exposure grew and traffic at the Education Library increased during the September to April time period from the previous year's gate count. Activity logs support this assessment where ambassadors escorted students into the Education Library who previously had not stepped foot into the building. Longstanding relationships were established with COE faculty, program directors, and student organizations. While some ambassadors graduated and are no longer on campus, each ambassador has a better understanding of what librarians do for a university and how students cannot only benefit from the services and resources provided, but also play a vital role in the library's success. These students left with a vested interest in the role of libraries and librarians, and continue to advocate and spread the word among their communities beyond the University of Florida.

Notes

1. Laura Browning, "Providing Outreach through Library Student Ambassadors" (essay contest submission, University of Florida Libraries, 2012).
2. Jeanne Langendorfer, Stephanie Willen Brown, and Brie Betz, "Marketing Library Database Services to End Users: Peer-to-peer Outreach Using the Student Ambassador Program (SAM)," *Serials Librarian* 56, no. 1–4 (2009): 250–254.
3. Julie Miller, "The Library Student Liaison Program at Eastern Washington University: A Model for Student Engagement," *College & Undergraduate Libraries* 18, no. 1 (2011): 1–15.
4. "MU libraries student ambassadors," Missouri University, last modified December 2015, <http://library.missouri.edu/about/studentambassadors/>.

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