CHAPTER 2

The Boundaries of Student Success Librarianship

Nate Floyd and Laura Birkenhauer

In this chapter, we explore the development of student success librarianship as a form of professional boundary work among academic librarians in the United States. Rooted in the sociology of professions, boundary work is a framework for understanding how professional groups demarcate their areas of expertise and win support from public, political, and legal authorities. In a 1983 article published by the *American Sociological Review* titled "Boundary-Work and the Demarcation of Science from Non-Science: Strains and Interests in Professional Ideologies of Scientists," sociologist Thomas Gieryn introduced the term "boundary work."[1] In the article, Gieryn analyzes the rhetorical maneuvering of a select group of nineteenth- and twentieth-century scientists struggling for cultural authority as well as symbolic and material resources. Like Gieryn's scientists, who also faced limited resources and precarious employment, academic librarians today are defining their work and finding ways to communicate their value to colleagues, stakeholders, policymakers, and resource allocators both in and outside the academy.

We use Gieryn's framework of boundary work to better understand how academic librarians demarcate student success librarianship from other forms and types of librarianship. We begin by defining boundary work and identifying

CC BY NC

its essential principles. Then, we identify forms of boundary work in academic librarianship. Next, we explore participation, practices, and professionalism in the context of student success librarianship. Finally, instead of defining student success librarianship in the simplest of terms, we propose a rhetorical approach to promote the advancement of student success librarianship and, consequently, the library's role in supporting the students who need it most. Borrowing from Gieryn, we argue that, much like the field of science, student success librarianship is not a single thing; rather, its boundaries will be drawn and redrawn in flexible, ever-changing, and ambiguous ways.

Boundary Work

In his case study on nineteenth- and twentieth-century scientific debates, Thomas Gieryn analyzes the rhetorical maneuvering of scientists as they clashed with religious authority, mechanics, phrenologists, creationists, and other professional groups challenging their cultural authority and offers a framework for understanding how occupational groups struggle to transform into professions. Gieryn focuses on the "attribution of selected characteristics to the institution of science (i.e., to its practitioners, methods, stock of knowledge, values, and work organization) for purposes of constructing a social boundary that distinguishes some intellectual activities as 'non-science.'"[2] Further, he conceptualized boundary work as a "rhetorical style" in which scientists, "sometimes hoping to enlarge the material and symbolic resources of scientists or to defend professional autonomy," define science for the public, political, and legal authorities.[3] Rhetorical moves and the drawing of social boundaries (i.e., soft power) become material gains (i.e., hard power) when public, political, and legal authorities award resources and control to one group over another (see table 2.1).[4]

TABLE 2.1. Forms of boundary work power

Soft power	Rhetoric; articulating social boundaries *Example*: Scientists invoke their practices, stock of knowledge, values, and work organization to demarcate their areas of authority.
Hard power	Resources; actualizing social boundaries *Example*: Public, political, and legal institutions recognize the authority of scientists, and scientists are given resources to carry out their objectives.

TABLE 2.2. Forms of boundary work

	Participants	Practices	Professionalism
Expansion	Incorporating new actors	Incorporating new practices	Incorporating new knowledge, values, and work organization
Expulsion	Expelling deviant actors	Expelling deviant practices	Expelling deviant forms and values
Protection of autonomy	Keeping out non-science actors	Defense of ability to define correct practices	Defense from non-professional outsiders

Gieryn wrote about participants (i.e., practitioners), practices (i.e., methods), and professionalism (i.e., stock of knowledge, values, and work organization) in the context of science and non-science, identifying three genres of boundary work: expansion, expulsion, and protection of autonomy (see table 2.2).[5] Expansion-based boundary work is concerned with incorporating new actors, practices, and knowledge into the field, whereas expulsion-based boundary work is concerned with expelling deviant actors, practices, forms, and values. Each of these forms of boundary work is closely related to professionalism and the protection of autonomy. The scientists in Gieryn's study worked to limit the influence of outsiders and defend their ability to define correct professional practices.

Scholars have since applied Gieryn's framework of boundary work to other fields, such as journalism, nursing, and social work, among many others.[6] Although the framework is seldom applied to librarianship, Williams and Willett have both written about boundary work in public libraries, exploring makerspaces, multiliteracy, homelessness, and librarians as educators, expanding public librarianship to include new actors, practices, and knowledge.[7]

Boundary Work in Academic Librarianship

Sociologists point to law and medicine as the quintessential professions, as they are among the few vocations in the United States to successfully transition from occupational practice to professional practice by developing specialized knowledge, forming professional associations, establishing codes of ethics, and licensing or certifying members to win public confidence and approval.[8] Librarianship has certainly pursued the type of power wielded by professions like law and

medicine, and the field has generally won broad approval for much of its agenda (see table 2.3). For instance, librarianship has developed specialized knowledge in the form of graduate degree programs, which are typically required for entry into the field of academic librarianship. There are also library professional organizations like the American Library Association (ALA) and the Association of College and Research Libraries (ACRL) and librarian codes of ethics like the ALA Policy Manual, the ALA Library Bill of Rights, and the ALA's Core Values of Librarianship.

TABLE 2.3. Forms of boundary work power in librarianship

Soft power	Librarians invoke their practices, stock of knowledge, values, and work organization to demarcate their areas of authority.
Hard power	Public, political, and legal institutions recognize the authority of librarians, and librarians are given resources to carry out their objectives.

However, most sociologists refer to librarianship as a semiprofession and place it alongside other semiprofessions such as social work, teaching, and nursing. Semiprofessions are distinguished from full professions on the grounds that the former are typically employed within a bureaucratic system, may not carry the expectation of a lifelong career, and are considered to lack the specialized expertise required in law or medicine.[9] While librarianship may not be viewed as a profession on the level of law or medicine, it has nonetheless been capable of converting some of its soft power into the hard power of material gains.[10] For example, library employees with professional degrees from ALA-accredited institutions operate with more autonomy and earn more than library employees who do not have a professional degree from an ALA-accredited institution.[11]

Examples of boundary work in the field of academic librarianship abound. Over time, the form and function of academic libraries in higher education have expanded as institutional priorities and stakeholder expectations have changed (see table 2.4). In their study of jobs advertised on the ALA JobLIST and ARL Job Announcements websites, Triumph and Beile identified new actors in librarianship, including new positions related to access services, assessment, outreach, scholarly communication, and user services, and including titles like general librarian, liaison, and resident.[12] Academic librarianship has also carved out a place for new practices, like digitizing and teaching, in addition to reimagining traditional practices like collecting through conscious diversification of the

TABLE 2.4. Forms of boundary work in academic librarianship

	Participants	**Practices**	**Professionalism**
Expansion	Incorporating new actors	Incorporating new practices	Incorporating new knowledge, values, work organization
	Example: access services, assessment, general librarian, liaison, outreach, resident, scholarly communication, and user services librarian	*Example*: diversifying collections, teaching, digitizing	*Example*: course management software, integrated library systems, online chat platforms, and discovery systems

library's holdings not only in books, films, and music but also in government and big data. In terms of professionalism, academic librarians have incorporated new knowledge and tools—like course management software, online chat platforms, integrated library systems, and discovery systems—not only to support student achievement and streamline work routines but also to establish themselves as campus authorities on access to and management of information resources and software. As Carlson and Lewis put it, boundary work around professionalism is about invoking specialized knowledge to claim exclusive epistemic authority.[13]

Forms of Boundary Work in Student Success Librarianship

Amidst waning college enrollment in the 1970s, concerns about retention and graduation rates began to surface in higher education. Around the same time, Spady and Tinto developed theories of student retention, which argued that the degree to which a student commits to pursuing a college education depends on how well the student fits in with the wider campus culture.[14] Waning enrollment in the 1970s gave way to enrollment management in the 1980s, and admissions offices began to collect and analyze student demographic data. When it became evident that students in some demographic groups graduated at lower rates than others, universities began to develop programming to promote student success.[15]

Kuh et al. define student success as "academic achievement, engagement in educationally purposeful activities, satisfaction, acquisition of desired

knowledge, skills and competencies, persistence, attainment of educational objectives, and post college performance."[16] As colleges and universities are increasingly prioritizing student success initiatives, student success librarianship, which incorporates new actors, practices, knowledge, values, and work organizations, is emerging as a new form of professional boundary work among academic librarians.

Participants

The boundary work around participation in academic librarianship has drawn a line between academic librarians and other groups or types of librarians (such as public and school librarians). Academic librarians are redrawing the boundaries around academic librarianship to incorporate a new type of participant: librarians who are focused on student success (see table 2.5).

In their study on librarians' changing roles and attitudes regarding student success in higher education, Simms and Paschke-Wood provide important insights into the rise of student success librarianship.[17] In their survey of academic librarians in the student success sphere (i.e., student success librarians, first-year experience librarians, student engagement librarians, and undergraduate librarians), 75 percent of respondents reported that their positions were created after 2017; 90 percent of respondents reported working at public institutions; and a little more than half of respondents reported working at institutions with at least 10,000 enrolled students. Academic librarians working in the student success sphere were more likely to be recent graduates than academic librarians working in other areas.[18]

In a 2018 article published by the *Journal of Academic Librarianship*, Todorinova examines the emergence of new types of positions within academic libraries that are dedicated to specific demographic groups, especially undergraduate students.[19] This article aptly compares these positions to other library roles (such as outreach librarians) that developed in the past. Like the outreach librarians of the early twenty-first century, undergraduate and first-year librarians tend to be situated at the entry-level and are paid very little relative to the value of their contributions. Todorinova adds that these positions are often designed to address newly identified needs yet also include job duties that are traditional to academic librarianship. Because their roles are new, undergraduate and first-year librarians are dependent on supervisors who must negotiate "their role and responsibilities within the organization."[20]

TABLE 2.5. Forms of boundary work in student success librarianship

	Participants	Practices	Professionalism
Expansion	Incorporating new actors	Incorporating new practices	Incorporating new knowledge, values, and work organization
	Example: student success librarian, first-year librarian, student engagement librarian, and undergraduate librarian	*Example*: information literacy instruction, interdepartmental collaborations, outreach, orientations, engagement with campus student success infrastructure, and experiential learning	*Example*: learning analytics, well-being, liaison roles with nonacademic units, sense of belonging, and academic self-concept

Practices

Academic librarianship is expanding its boundaries to incorporate new practices designed to support student success (see table 2.5). According to Todorinova, there is no consensus regarding what undergraduate librarians do or how their work is organized on a regular basis.[21] Ill-defined responsibilities make it difficult for them to have their objectives negotiated and evaluated, so undergraduate librarians have struggled to develop their professional reputations and articulate their duties to other members of the university community. However, others have found that academic librarians in the student success sphere have reported many common duties and practices.

Angell asked academic librarians dedicated to serving first-year students to describe their professional responsibilities and campus partnerships.[22] About 74 percent of respondents named information literacy instruction as one of their three primary job responsibilities. More than half of respondents reported that their duties included collaborating with first-year experience programs and departments that serve first-year and new students. Other common duties included outreach, orientations, and event planning. Deeken et al. explored student success practices and point to an expanding set of common practices among student success librarians, including engagement with campus student success infrastructure (e.g., student success programs and offices, first-year

experience and/or composition programs, and student affairs departments), experiential learning, high-impact practices, and designing creative learning spaces and collaborations.[23] Simms and Paschke-Wood surveyed thirty-four student success librarians; all but two reported having teaching responsibilities, and more than 80 percent listed information literacy instruction as their primary teaching priority.[24]

Professionalism

Academic librarianship is incorporating new knowledge, values, and work organizations that communicate to stakeholders that academic librarians, and student success librarians in particular, are the most qualified to serve the institution's interest in retention and graduation (see table 2.5).

In the *2023 Environmental Scan*, ACRL's Research Planning and Review Committee state that university officials have driven assessment toward a student-centered direction.[25] The assessment aimed at proving the worth and influence of academic library services in higher education is not a recent development; however, with the increase in worries about funding and the transition of academic operations to a more business-centric model, the need to gather and share significant indicators of impact, specifically related to graduation rates and retention, has taken on a sense of urgency.[26] The *2023 Environmental Scan* urges academic librarians to update information literacy pedagogy, draw on institutional data sources to assess library services, and identify the resources, services, and programming support directed at student success initiatives developed by their institutions.[27]

Some academic librarians are meeting these expectations by incorporating new knowledge, values, and work organizations into academic librarianship. For example, student success librarians are embracing and conceptualizing new values such as fostering a sense of belonging and an academic self-concept in order to take a more holistic approach to supporting students.[28] At the same time, librarians are also incorporating new knowledge and work routines by making use of educational learning analytics. Learning analytics is defined as "the measurement, collection, analysis, and reporting of data about learners and their contexts, for purposes of understanding and optimizing learning and the environments in which it occurs."[29] However, incorporating educational learning analytics into academic librarianship is a topic fraught with controversy because some scholars

believe that the enterprise of learning analytics runs counter to the guidance given by ALA's Code of Ethics on topics ranging from intellectual freedom and censorship to privacy and confidentiality.[30] Therefore, few academic libraries fully participate in educational learning analytics programs, although these programs are still new enough that they can be influenced by academic librarians at the institutional level—and some voices have proposed exactly that.[31] Student success librarians are uniquely situated to initiate that dialogue. Even without sharing user data regarding library services, student success librarians can make themselves accessible to campus partners who use educational learning analytics platforms, and they can use educational learning analytics to identify students who might benefit from library interventions and to inform choices regarding the timing and content of programming and communication campaigns.

Student success has been a priority for institutions of higher education since the 1970s, and in recent years, academic librarianship has expanded its boundaries to incorporate new participants, practices, and professionalism to support student success. The emergence of student success librarianship positions in academic libraries is a relatively new phenomenon, and their roles are still being defined and negotiated. The development of these roles presents unique challenges for practitioners, particularly given the expectation that they will also execute traditional academic library tasks in addition to their new responsibilities. At the same time, student success librarians are expanding their range of practices to include new methods designed to support student success. As the field of academic librarianship continues to evolve, it will be important to continue exploring the development of student success librarianship as a form of professional boundary work.

Conclusion

There is more to boundary work than professional groups developing ideologies built around participants, practices, and professionalism. Gieryn integrated two competing theoretical orientations in the sociology of ideologies, role strain and self-interest, to explain the rhetorical style common to boundary work. This integration of competing ideologies holds important lessons for student success librarians who may be either struggling to define their work or caught between serving institutional interests and the sometimes competing interests of students, parents, colleagues, and faculty.

The role strain theory assumes that social roles are essential to the proper functioning of social systems and suggests that conflicting demands and competing expectations produce role strain, contradiction, and disequilibrium in professional groups.[32] Then, the members of the group develop ideologies to relieve the role strain, contradiction, and disequilibrium. On the other hand, the self-interest theory suggests that ideologies are used as weapons by particular social groups to advance their political or economic interests.[33] Gieryn argued that in the context of boundary work, ideologies are capable of addressing both role strain and self-interest. As a professional group acquires a range of practices and stakeholders, it develops both role strain and a set of rhetorical moves to deploy in a jurisdictional dispute with another group. When challenged, the professional group tends to highlight particular attributes to differentiate itself from other groups and win the approval of the public and political and legal authorities. Self-interest guides the selection of which rhetorical move to invoke in order to win support. The rhetorical style common to boundary work is borne out of conflicting demands, competing expectations, role strain, and self-interest.

Academic librarians are entering a domain, student success, that was already occupied by other university offices and programs, and academic librarians (and student success librarians in particular) are facing conflicting demands and competing expectations, resulting in a certain level of role strain. Let us consider the following two examples. First, although institutions have defined student success in the past, there are already calls for redefining student success in ways that respect the students' perspective.[34] In this situation, student success librarians are likely to get caught between institutional definitions and student needs. Second, student success librarians are likely to be the first librarians at their institutions to encounter issues related to learning analytics. Once again, in this situation, librarians are caught between competing priorities in such a way that role strain becomes a likely outcome.

Student success librarians would be wise to follow the example set by the scientists in Gieryn's study and turn conflicting demands, competing expectations, diverse practices, and alternative repertoires of role strain into a rhetorical style that makes the capabilities of student success librarianship clear to each of its constituencies, including students, parents, colleagues, and faculty. For students, student success librarianship must articulate a vision of academic accomplishment that accounts for a student-centered approach to defining success. To parents, student success librarianship must articulate a vision of student success

that foregrounds belonging and well-being. To colleagues, student success librarianship must articulate a vision of foundational learning, information literacy, and academic engagement. Finally, to the institution, student success librarianship must articulate a vision of student success that values admission, campus engagement, retention, and graduation. By embracing these sometimes varied and competing priorities, librarians can turn the soft power of rhetoric into the hard power of material resources, support, and authority. Documentation and communication of the impact of student success librarian work is essential to ensuring institutional awareness of otherwise invisible labor.

Student success librarianship cannot be a fixed concept because its boundaries must be flexible enough to respond to the preferences and priorities of many different stakeholders. Student success librarians who embrace the various and sometimes conflicting dimensions of student success librarianship will be like the scientists in Gieryn's study who secured the resources necessary to ensure their continued success.

Notes

1. Gieryn, "Boundary-Work and the Demarcation of Science from Non-Science: Strains and Interests in Professional Ideologies of Scientists."
2. Gieryn, 782.
3. Gieryn, 782.
4. Seth C. Lewis, "Epilogue: Studying the Boundaries of Journalism: Where Do We Go from Here?"
5. Matt Carlson, "Introduction: The Many Boundaries of Journalism."
6. Karin Wahl-Jorgensen and Thomas Hanitzsch, eds., *The Handbook of Journalism Studies*; Mike Conway, "The Origins of Television's 'AnchorMan': Cronkite, Swayze, and Journalism Boundary Work"; David Allen, "Doing Occupational Demarcation: The 'Boundary-Work' of Nurse Managers in a District General Hospital"; Kelley Kilpatrick et al., "Boundary Work and the Introduction of Acute Care Nurse Practitioners in Healthcare Teams"; Ann Langley et al., "Boundary Work Among Groups, Occupations, and Organizations: From Cartography to Process"; Catrin Heite, "Setting and Crossing Boundaries: Professionalization of Social Work and Social Work Professionalism"; Sue Llewellyn, "Boundary Work: Costing and Caring in the Social Services."
7. Rachel D. Williams and Rebekah Willett, "Makerspaces and Boundary Work: The Role of Librarians as Educators in Public Library Makerspaces"; Rebekah Willett, "Finding a Space for a Theory of Multiliteracies: Librarians, Boundary Work, and Definitions of Literacy"; Rachel D. Williams, "Vulnerability, Boundary Management, and Providing Information Services to People Experiencing Homelessness."
8. Magali S. Larson, *The Rise of Professionalism: A Sociological Analysis*; Randall Collins, *The Credential Society: An Historical Sociology of Education and Stratification;* Andrew Abbott, *The System of Professions: An Essay On the Division of Expert Labor*; Harold L. Wilensky, "The Professionalization of Everyone?"
9. Andrew Abbott, "Professionalism and the Future of Librarianship."
10. Abbott, "Professionalism."
11. Emily Drabinski, "Valuing Professionalism: Discourse as Professional Practice."
12. Therese F. Triumph and Penny M. Beile, "The Trending Academic Library Job Market: An Analysis of Library Position Announcements from 2011 with Comparisons to 1996 and 1988."
13. Carlson, "Introduction"; Lewis, "Epilogue."

14. William G. Spady, "Dropouts from Higher Education: An Interdisciplinary Review and Synthesis"; Vincent Tinto, "Dropout from Higher Education: A Theoretical Synthesis of Recent Research."
15. Ed Venit, "The Evolution of Student Success."
16. George D. Kuh et al., *What Matters to Student Success: A Review of the Literature.*
17. Sarah Simms and Jeremiah Paschke-Wood, "Academic Librarians and Student Success: Examining Changing Librarian Roles and Attitudes."
18. Simms and Paschke-Wood, "Academic Librarians and Student Success."
19. Lilly Todorinova, "A Mixed-Method Study of Undergraduate and First-Year Librarian Positions in Academic Libraries in the United States."
20. Todorinova, "A Mixed-Method Study," 214.
21. Todorinova, "A Mixed-Method Study."
22. Katelyn Angell, "An Exploration of Academic Librarian Positions Dedicated to Serving First-Year College Students."
23. Lynn Deeken et al., "Navigating Student Success: Learning from the Higher Education Landscape"; Deeken et al., "Charting a Path Forward in Student Success."
24. Simms and Paschke-Wood, "Academic Librarians and Student Success."
25. ACRL Research Planning and Review Committee, "Environmental Scan 2023."
26. Simms and Paschke-Wood, "Academic Librarians and Student Success."
27. ACRL Research Planning and Review Committee, "Environmental Scan 2023."
28. Deeken et al., "Navigating Student Success."
29. George Siemens, "Learning Analytics: Envisioning a Research Discipline and a Domain of Practice."
30. Kyle M.L. Jones and Dorothea Salo, "Learning Analytics and the Academic Library: Professional Ethics Commitments at a Crossroads."
31. Jones and Salo, "Learning Analytics"; Megan Oakleaf et al., *Connecting Libraries and Learning Analytics for Student Success.*
32. Gieryn, "Boundary-Work"; William J. Goode, "A Theory of Role Strain."
33. Gieryn, "Boundary-Work"; David P. Levine, "The Self and its Interests in Classical Political Economy"; Karl Marx, *The Marx-Engels Reader.*
34. Jamillah Moore, "Redefining Student Success"; Destiny M. Quintero, "Measuring What They Value: Exploring the Meaning of Student Success for Community College Students of Mexican Origin"; Sarita Y. Shukla et al., "Reframing Educational Outcomes: Moving Beyond Achievement Gaps"; Maryrose Weatherton and Elisabeth E. Schussler, "Success for all? A Call to Re-Examine How Student Success is Defined in Higher Education."

Bibliography

Abbott, Andrew. *The System of Professions: An Essay on the Division of Expert Labor*. University of Chicago Press, 1988.

Abbott, Andrew. "Professionalism and the Future of Librarianship." *Library Trends 46* (1998): 430-443.

ACRL Research Planning and Review Committee. *2023 Environmental Scan*. Association of College and Research Libraries. Accessed June 27, 2023. https://www.ala.org /acrl/ sites/ala. org.acrl/files/content/ publications/ whitepapers/EnvironmentalScan2023.pdf.

Allen, Davina. "Doing Occupational Demarcation: The 'Boundary-Work' of Nurse Managers in a District General Hospital." *Journal of Contemporary Ethnography 29*, no. 3 (2000): 326-356.

Angell, Katelyn. "An Exploration of Academic Librarian Positions Dedicated to Serving First-Year College Students." *Collaborative Librarianship 10*, no. 1 (2018): 18-29.

Anshari, Muhammad, Mohammad Nabil Almunawar, Syamimi Ariff Lim, and Abdullah Al-Mudimigh. "Customer Relationship Management and Big Data Enabled: Personalization & Customization of Services." *Applied Computing and Informatics 15*, no. 2 (2019): 94-101.

Carlson, Matt. "Introduction: The Many Boundaries of Journalism." In *Boundaries of Journalism: Professionalism, Practices and Participation*, edited by Matt Carlson and Seth C. Lewis. Routledge, 2015.

Collins, Randall. *The Credential Society: An Historical Sociology of Education and Stratification*. Academic Press, 1979.

Conway, Mike. "The Origins of Television's 'Anchor Man': Cronkite, Swayze, and Journalism Boundary Work." *American Journalism 31*, no. 4 (2014): 445-467.

Deeken, Lynn, Meggan Press, and Angie Thorpe Pusnik, et al. "Navigating Student Success: Learning from the Higher Education Landscape." *Reference Services Review 47*, no. 3 (2019): 207-223.

Deeken, Lynn, Amy Vecchione, and Allison Carr, et al. "Charting a Path Forward in Student Success." *Reference Services Review* (2019): 503-526.

Drabinski, Emily. "Valuing Professionalism: Discourse as Professional Practice." *Library Trends 64*, no. 3 (2016): 604-614.

EAB. "Navigate: Higher Education's Leading CRM." Accessed March 15, 2023. https://eab.com/products/navigate/.

Gieryn, Thomas. "Boundary-Work and the Demarcation of Science from Non-Science: Strains and Interests in Professional Ideologies of Scientists." *American Sociological Review* (1983): 781-795.

Goode, William J. "A Theory of Role Strain." *American Sociological Review* (1960): 483-496.

Heite, Catrin. "Setting and Crossing Boundaries: Professionalization of Social Work and Social Work Professionalism." *Social Work and Society 10*, no. 2 (2012).

Jones, Kyle M.L., and Dorothea Salo. "Learning Analytics and the Academic Library: Professional Ethics Commitments at a Crossroads." *College & Research Libraries 79*, no. 3 (2018): 304-323.

Kilpatrick, Kelley, Mélanie Lavoie-Tremblay, Judith A. Ritchie, Lise Lamothe, and Diane Doran. "Boundary Work and the Introduction of Acute Care Nurse Practitioners in Healthcare Teams." *Journal of Advanced Nursing 68*, no. 7 (2012): 1504-1515.

Kuh, George D., Jillian L. Kinzie, Jennifer A. Buckley, Brian K. Bridges, and John C. Hayek. *What Matters to Student Success: A Review of the Literature.* National Postsecondary Education Cooperative, 2006.

Langley, Ann, Kajsa Lindberg, Bjørn Erik Mørk, Davide Nicolini, Elena Raviola, and Lars Walter. "Boundary Work Among Groups, Occupations, and Organizations: From Cartography to Process." *Academy of Management Annals 13*, no. 2 (2019): 704-736.

Larson, Magali S. *The Rise of Professionalism: A Sociological Analysis*. University of California Press, 1979.

Levine, David P. "The Self and its Interests in Classical Political Economy." *Journal of the History of Economic Thought 5*, no. 1 (1998): 36-59.

Lewis, Seth C. "Epilogue: Studying the Boundaries of Journalism: Where Do We Go from Here?" In *Boundaries of Journalism: Professionalism, Practices and Participation*, edited by Matt Carlson and Seth C. Lewis. Routledge, 2015.

Llewellyn, Sue. "Boundary Work: Costing and Caring in the Social Services." *Accounting, Organizations and Society 23,* no. 1 (1998): 23-47.

Marx, Karl. *The Marx-Engels Reader.* Norton, 1972.

Moore, Jamillah. "Redefining Student Success." *Diverse Issues in Higher Education 33*, no. 22 (2016): 22.

Oakleaf, Megan, Kenneth Varnum, Jan Fransen, Shane A. Nackerud, Cary Brown, Bracken Mosbacker, and Steve McCann. *Connecting Libraries and Learning Analytics for Student Success.* Institute of Museum and Library Services, 2020.

Parsons, Talcott. *The Social System*. Routledge, 2013.

Quintero, Destiny M. "Measuring What They Value: Exploring the Meaning of Student Success for Community College Students of Mexican Origin." PhD diss., Loyola University Chicago, 2022.

Shukla, Sarita Y., Elli J. Theobald, Joel K. Abraham, and Rebecca M. Price. "Reframing Educational Outcomes: Moving Beyond Achievement Gaps." *CBE—Life Sciences Education 21*, no. 2 (2022): es2.

Siemens, George. "Learning Analytics: Envisioning a Research Discipline and a Domain of Practice." In *Proceedings of the 2nd International Conference on Learning Analytics and Knowledge.* 2012.

Simms, Sarah, and Jeremiah Paschke-Wood. "Academic Librarians and Student Success: Examining Changing Librarian Roles and Attitudes." *Journal of Library Administration 62*, no. 8 (2022): 1017-1044.

Spady, William G. "Dropouts from Higher Education: An Interdisciplinary Review and Synthesis." *Interchange 1,* no. 1 (1970): 64-85.

Tinto, Vincent. "Dropout from Higher Education: A Theoretical Synthesis of Recent Research." *Review of Educational Research 45*, no. 1 (1975): 89-125.

Todorinova, Lilly. "A Mixed-Method Study of Undergraduate and First-Year Librarian Positions in Academic Libraries in the United States." *The Journal of Academic Librarianship 44*, no. 2 (2018): 207-215.

Triumph, Therese F., and Penny M. Beile. "The Trending Academic Library Job Market: An Analysis of Library Position Announcements from 2011 with Comparisons to 1996 and 1988." *College & Research Libraries 76*, no. 6 (2015): 716-739.

Van Bochove, Marianne, Evelien Tonkens, Loes Verplanke, and Suzanne Roggeveen. "Reconstructing the Professional Domain: Boundary Work of Professionals and Volunteers in the Context of Social Service Reform." *Current Sociology 66*, no. 3 (2018): 392-411.

Venit, Ed. "The Evolution of Student Success." EAB. December 6, 2016. https://eab.com/insights/blogs/student-success/the-evolution-of-student-success-3/.

Wahl-Jorgensen, Karin, and Thomas Hanitzsch, eds. *The Handbook of Journalism Studies.* Routledge, 2009.

Weatherton, Maryrose, and Elisabeth E. Schussler. "Success for all? A Call to Re-Examine How Student Success is Defined in Higher Education." *CBE—Life Sciences Education 20*, no. 1 (2021): es3.

Wilensky, Harold L. "The Professionalization of Everyone?» *American Journal of Sociology 70*, no. 2 (1964): 137-158.

Willett, Rebekah. "Finding a Space for a Theory of Multiliteracies: Librarians, Boundary Work, and Definitions of Literacy." In *Multiliteracies and Early Years Innovation: Perspectives from Finland and Beyond,* edited by Kristiina Kumpulainen and Julian Sefton-Green. Routledge, 2019.

Williams, Rachel D. "Vulnerability, Boundary Management, and Providing Information Services to People Experiencing Homelessness." *Public Library Quarterly 41*, no. 5 (2022): 421-438.

Williams, Rachel D., and Willett Rebekah. "Makerspaces and Boundary Work: The Role of Librarians as Educators in Public Library Makerspaces." *Journal of Librarianship and Information Science 51*, no. 3 (2019): 801-813.