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Embedded Librarianship: Best Practices Explored and Redefined

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Abstract: This paper explores the multitude of ways in which embedded librarianship can be implemented. Although the paper is primarily targeted to academic librarians in higher education settings, the literature examined and the ideas presented can support secondary and college level inter-disciplinary teaching initiatives. The ideas presented are sourced from scholarly journal articles, monographs, and best practices implemented by the author. Attention is given to programs where Information Literacy is infused into a school's General Education curriculum. Academic librarian pedagogy, outreach, and networking strategies are also highlighted. The author is especially interested in projects that address student academic success after an embedded program is put into effect. Non-traditional embedded endeavors are especially of interest; programs where academic librarians embed themselves with high schools to support college preparation and readiness are discussed.

Keywords: Embedded Librarians, Outreach, Teaching Partnerships, Curriculum Support, Undergraduate Education, Information Literacy Instruction, Library Pedagogy

An Ideal Opportunity

I began working for Bronx Community College (BCC) of the City University of New York (CUNY) in September of 2013. By the middle of the spring 2014 semester, a colleague asked if I would be interested in becoming the library liaison for BCC's Freshman Year Seminar (FYS) program; this was the perfect opportunity. I had been a school librarian in the Bronx (One of the 5 boroughs of New York City) for 6 years prior to becoming an academic librarian, and I knew where many of our freshman students were coming from. I already had an interest in working with high school students to prepare them for college, so it was the perfect match. Coincidentally, the chairperson for the FYS program asked if I could facilitate an Information Literacy (IL) workshop for the entire FYS faculty; she wanted me to help them develop strategies to infuse IL into their courses more effectively. For a librarian interested in promoting the benefits of faculty/librarian partnerships, this was ideal. The FYS faculty were mandated to attend this workshop, which meant, I had administrative support. Now that I had departmental support, I developed a handout that included activities addressing plagiarism, information sources, the research process, critical thinking, and writing. I demonstrated how to access the electronic FYS subject guide, and I distributed business cards. When asked to be the liaison for the FYS program, I had an outreach plan already in place, half of the work had already been done.

Unfortunately, this is not the reality for many academic librarians, becoming an embedded librarian is time consuming. Resistance is a common issue; I have witnessed first-hand how some subject faculty frown upon the idea of collaborating with a librarian. Some faculty won't share their course syllabi with us; or they see the library as just a "service entity" and not a pedagogical partner. Some faculty feel that if they ask a librarian to team-teach with them, it will look as though they need help. There is also the issue of administrative policy on certain college campuses; before a faculty/librarian partnership is initiated, administration must grant authority. In some instances, the school's administration won't approve team-teaching endeavor. These are all issues to consider before you begin your outreach.

Embedded Librarianship

The term Embedded Librarian or Embedded Librarianship can have multiple meanings which can be for a variety of reasons. As indicated in much of the current literature that addresses this subject; there is no one rule that defines how embedded librarianship is implemented. For example, a librarian can embed themselves in any number of academic programs or departments on a college campus, each with its own mission, goals, and objectives; the way in which the librarian enhances the program can be just as individualized as the program itself. The same concept of embedding holds true for the traditional model, where the librarian collaborates with a subject faculty member in a team-teaching endeavor; the pedagogical goals for that faculty member can be completely different from another instructor who teaches the same course. Ideally, academic librarians who wish to embed themselves will have similar objectives, the most prominent will be to infuse information literacy into the curriculum which can involve: partnering with subject faculty, developing an ongoing relationship with a student or group of students to deliver individualized instruction, or participating in committee work to influence the school's administration to support library embedding initiatives.

There has been, and continues to be, a significant amount of literature published addressing library/faculty partnerships. As new academic librarians enter the profession, they are realizing the importance of making strong connections with the school's teaching faculty. They understand that we (academic librarians) are teaching professionals and that our role as academic librarians sometimes means doing radical outreach. Much of the current literature indicates that we have to do a great deal more to prove that libraries are needed. Many non-library administrators have this belief that because so much information is being disseminated electronically, there is no longer a need for the traditional brick and mortar space.

Outreach strategies for academic librarians can be as creative and varied as the number of students on a college campus. There will never be one golden rule when it comes to the way in which a librarian networks with faculty on campus. So much of the literature indicates 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. The styles and methods of the assessment of library and faculty partnerships are also varied throughout much of the literature. With so many librarians jumping on the embedded bandwagon, there has been much discussion on how we can develop ways to determine what would be considered a "successful" library embedded program. One common activity that many academic librarians are using to determine this is the development of surveys. The data gathered from these surveys can help librarians with developing outreach and marketing strategies, the evaluation of teaching effectiveness, implementing programs that support student centeredness, and how libraries impact important administrative decisions. Academic library outreach to non-academic entities that can support information literacy and learning is another way librarians are keeping themselves relevant while at the same time helping students prepare for the critical thinking needed in the professional world of work.

Review of the Literature

In selecting articles for this topic I used keyword searches that would generate the most relevant results. The databases utilized to generate the results are part of EBSCO Host and include the following: Academic Search Complete, Education Source, ERIC (Education Resource Information Center), Library & Information Science Source, MAS Ultra-School Edition, MasterFILE Premier, and Teacher Reference Center. The literature reviewed for this topic is specific to the discipline of library science and academic librarianship. The articles examined were published in the following scholarly journals: *Collaborative Librarianship*, *College & Research Libraries*, *College & Undergraduate Libraries*, *Communications In Information Literacy*, *Community & Junior College*

Libraries, Education Libraries, Journal of Library Administration, Journal of Educational Media & Library Sciences, Journal Of Information Literacy, Journal Of Political Science Education, Library & Information Science Source, Notes, Public Services Quarterly, Reference & User Services Quarterly, Resource Sharing & Information Networks, and Urban Library Journal. The following keywords were used in combination with one another or singularly: “academic librarians”, “best practices”, “collaboration”, “embedded librarians”, “information literacy”, “instruction”, “outreach” and “team teaching”. A total of 30 articles were examined and were published between 1999 and 2013. All of the themes addressed in the examined literature are related to or impact the effectiveness of an embedded librarian endeavor. The purpose of this research is to enlighten both academic library practitioners and non-librarian teaching faculty. The target audiences for this paper are academic and secondary librarians, higher education teaching faculty and higher education administrators.

Best Practices and Innovative Approaches

As previously stated there is no one rule that defines what is “best” when it comes to embedding yourself. Whatever works for your campus, your library, your schedule, your colleagues, and your students, go with it. With that notion I’d like to share some of the best practices and innovations to be implemented in academic libraries today.

Marketing the concept of embedded librarianship is important, faculty have to be made aware of how the library can support instruction. Create an information literacy brochure that includes a definition of what information literacy (IL) is. Briefly defined, information literacy is a set of lifelong critical thinking skills where information is evaluated for its need, purpose, authenticity, accuracy, appropriateness, timeliness, relevance, bias and the legal and ethical use of the information. According to the Association of College & Research Libraries (A professional association and a division of the American Library Association), an information literate individual is able to:

- “Determine the extent of information needed” (ACRL 2000)
- “Access the needed information effectively and efficiently” (ACRL 2000)
- “Evaluate information and its sources critically” (ACRL 2000)
- “Incorporate selected information into one’s knowledge base” (ACRL 2000)
- “Use information effectively to accomplish a specific purpose” (ACRL 2000)
- “Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally” (ACRL 2000)

These are intellectual skills students should acquire for academic success; when librarians and faculty collaborate, the skills are transferred seamlessly into the curriculum. Here are some successful strategies that I have implemented, they may work on your campus just as well.

- When possible, facilitate library workshops for faculty where they will learn how to develop IL rubrics for their courses. As the library liaison for the Freshman Year Seminar program, I have worked with faculty across all disciplines to help infuse IL into their syllabi. After the workshop, faculty will begin reaching out to the library more frequently and the embedded librarian concept will grow in popularity. IL skills are essential for academic success; according to ACRL, “Developing lifelong learners is central to the mission of higher education institutions. By ensuring that individuals have the intellectual abilities of reasoning and critical thinking, and by helping them construct a framework for learning how to learn, colleges and universities provide the foundation for continued growth throughout their careers, as well as in their roles as informed citizens and members of communities.” (ACRL 2000) For more information about the Information Literacy

Competency Standards for Higher Education visit:
<http://www.ala.org/acrl/standards/informationliteracycompetency#ilhed>

- Creating research guides made up of the resources available in your library is a great way to market yourself as a teaching partner; distribute the guides to students and faculty at campus events and be prepared to modify them accordingly. If you include books and articles, list the resources in the appropriate citation format (APA, MLA, CMS) so that students will see how a bibliography is formatted. The research guide acts as a scaffold and is used to teach students how to locate information for their research projects. Subject faculty usually welcome this gesture because it supplements what's taught in their courses. When time permits create flyers, posters, send email blasts, go door to door and advertise what the library has to offer; talk about newly acquired books and databases. Once faculty are aware that librarians have an interest in collaborating with them to improve student engagement and learning, they begin to see us as potential teaching partners, and that opens the door to an embedded librarian opportunity.
- Working with students to make connections with faculty is another good marketing strategy; when students visit the library to get help with an assignment, use that as an opportunity to reach out to the professors who developed the lessons. If possible, photocopy the assignment and create a research guide specific to the discipline; once the guide is complete, share it with the instructor. I've done this on numerous occasions and faculty usually respond by asking: why hasn't anyone done this before?
- Once a successful embedded librarian agreement is established between the librarian, the professor, and the administration for both departments, strategies for infusing information literacy into the course can be explored. One of the best ways to do this is by utilizing *Blackboard*. The instructor can create a space on their course's *Blackboard* page dedicated to the librarian. The librarian in turn will upload their contact information, scaffolds, research guides, links to scholarly journals, databases and websites. Students can submit questions for research help publicly or anonymously and the librarian remains with the class throughout the semester.
- Start an outreach initiative that connects the library with community organizations. Embedded librarianship can involve collaborating with outside organizations like other libraries, schools, businesses and city agencies; these partnerships enhance teaching and learning. I am currently working with a number of high school librarians and teachers from schools that feed into Bronx Community College, we work together to align the curriculum and give students exposure to the type of research assignments they will encounter upon entering college. As the library liaison for the Freshman Year Seminar program this makes perfect sense, it supports transparency between the agencies and it promotes the use of library resources.

One of the newest Community Colleges within the City University of New York is the Stella and Charles Guttman Community College. Guttman is a unique school in that it prides itself on being innovative in its approach to teaching and learning. The same can be said for its library and the role of the academic librarians who teach information literacy instruction classes. In December of 2013, Vee Herrington, Chief Librarian and Director of Academic Technology for Guttman, facilitated a presentation at the 12th annual CUNY Information Technology Conference at the John Jay College of Criminal Justice. The title of the presentation was *The Information Commons and Instructional Team as Embedded Librarian* (Herrington and Hensley 2013). Needless to say, I was intrigued just from hearing the word "embedded".

The administration at Guttman, which includes the library faculty, designed its instructional program with the library and information literacy in mind. In other words, the library at Guttman is not a separate, service providing entity within the college. They have what they refer to as instructional teams or "houses" that are made up of faculty from various disciplines, librarians,

support staff, and graduate student coordinators. This team meets weekly for ninety minutes to discuss methods for improving teaching and learning within the team; this is an excellent example of, well, teamwork. This is also the type of learning environment that supports student retention. I spoke with Vee Herrington about the library's role in the instructional team, she told me that the librarian isn't referred to as "the librarian", her role is instructor and she is fully embedded in the team infusing information literacy wherever it is relevant in the curriculum. This means the students, the faculty, along with the librarian are together all the time working collectively. Library collaboration really doesn't get better than this, because there is complete transparency. As previously mentioned, this concept wouldn't work at every college, but it certainly is worth exploring.

I am always thinking of ways to keep undergraduate students, especially freshman, engaged. Today's college freshmen want to know how what they learn in class will help them in the "real world". Before marketing yourself to a faculty member or academic department on campus, why not collaborate with an outside entity like a city agency whose mission and goals compliment what's being taught in the classroom? Reach out to human resource managers and administrators at local hospitals, major retail establishments, social service agencies, child care service providers, primary/secondary schools, law enforcement agencies and even military recruiting stations; information literacy can be applied to all of these service industries which are career options for many of your students. Develop a short questionnaire or survey to determine how information literacy skills support the objectives of these entities. Based on the feedback, develop a libguide (research pathfinder) that will help students align the knowledge they acquire in the classroom with the skills they will need for the workplace. Service Learning is becoming increasingly popular in college instruction; this opens the door for librarians to begin dialogue with subject faculty and to begin an embedded partnerships. In a 2003 article published in the *Journal of Academic Librarianship*, John S. Riddle, Head Librarian at Penn State Fayette Campus, makes a strong case in regards to library/faculty teaching partnerships. He asserts the following:

"As important, service learning can lead to a more academically rigorous positioning of information literacy within higher education. When partnering with subject faculty in developing creative and emerging pedagogies, librarians can enhance their own role as educators. By raising the very question of the information seeking dynamics within service learning pedagogy, librarians help push the college curriculum envelope themselves. They can maintain 'dialogue' with subject faculty regarding higher education pedagogy and curriculum, and the social/ideological context of each" (Riddle 2003, 78).

As previously stated, an embedded academic librarian can collaborate and develop partnerships in a number of places. High school and college librarians are collaborating more than ever before. Our Education counterparts realize that Information Literacy skills are key for college academic success and that teaching these skills should be done as early in the academic experience as possible. At the Mervyn H. Sterne Library at the University of Alabama at Birmingham, the librarians have taken advantage of their location; the campus just happens to be near several K-12 schools. "Since we encourage students to develop research skills before they attend college, we collaborate with area secondary schools on projects, papers, and activities by providing research instruction and support both at the schools and in the library" (Carlito 2009, 36). Bronx Community College is part of the City University of New York and is located in a densely populated urban setting. There are dozens of high schools that feed into BCC and that presents an opportunity for me to introduce myself and collaborate with the librarians in these schools. I've begun making arrangements for them to bring students on campus for a tour of the library and to gain exposure to the resources they will eventually utilize for their research projects upon their arrival to college. In a 2009 article published in *Urban Library Journal*, Delores Carlito, a Reference Librarian for Instruction and Outreach at the Mervyn H. Sterne Library, University of Alabama at Birmingham. She speaks to two important initiatives: collaborating with librarians at educational institutions that

feed into the U of A and the role libraries play in preparing students for continuing education and ultimately the world of work.

“We encourage visits from these schools in order to promote information literacy, higher education, and the University of Alabama at Birmingham, and we recognize the importance of the library in the development of responsible citizenship, education, and culture. Since we encourage students to develop research skills before they attend college, we collaborate with area secondary schools on projects, papers, and activities by providing research instruction and support both at the schools and in the library” (Carlito 2009, 35).

This is an easier task for institutions in urban settings, but college preparation partnerships similar to this take place in rural areas of the country as well. Academic librarians can no longer afford the luxury of sitting in the library at the reference desk and waiting for students to come to us for help with research. We have to break out of our traditional roles and be creative when it comes to implementing an embedded librarian program. Outreach can literally mean going door to door, or in some instances, dorm to dorm. The librarians at Johnson & Wales University in North Miami, Florida took library outreach and embedded librarianship to a new dimension; they literally go to where the students are. They assert: “Embracing a proactive approach to library service is necessary in order to be successful and relevant in the academic environment” and “As learners and information users are changing, so must library services. Meeting user needs and expectations is a priority within the academic library experience. Embracing a proactive approach to library service is necessary in order to be successful and relevant in the academic environment” (Covone and Lamm 2010, 198).

Today, the library and its role in supporting the mission of the college or university is more essential than ever before. Information Literacy challenges students to think critically, that means college students should have the ability to determine the need for information, retrieve it effectively and efficiently and then evaluate it for its relevance, accuracy, authorship, timeliness, bias, and its ethical use. The college relies on the library and the librarians to infuse this content into the curriculum. This is done by supporting student learning and faculty instruction. The most effective way to work with students and faculty is through embedded librarianship. In her article: “The Embedded Librarian: Strategic Campus Collaborations,” Barbara Dewey (Dean of Libraries at Penn State) asserts: “Librarians play a central role in advancing colleges' and universities' strategic priorities through constant collaboration” (2004). Barbara also speaks of an embedded library project at the University of Tennessee where the English Department and the library are working together to support student research and writing. In regards to the practical use of library space she refers to this collaboration idea as an Innovative Service-Oriented Space. “Innovative service-oriented spaces are also emerging through strategic collaborations. The University of Tennessee Libraries recently opened the satellite Writing Center operated by the English Department to assist students with writing projects. It is a perfect match for students because a major part of writing contains information-seeking activities. Librarians stand ready to provide assistance with students' research while English graduate students provide help with writing itself.” (Dewey 2004, 7).

“The emerging research library, an integration of individual or departmental collections, was custodial, static, and passive in nature. However, things are changing rapidly in today's campus libraries. Many of these changes are related to the impact of information technology. Innovative and exciting collaborations account for a major part of the library's transition from passive to active, reactive to proactive, staid to lively, and singular to social” (Dewey 2004, 6).

When I began working at Bronx Community College, I noticed that many of the students were approaching the library's reference desk with questions that went beyond research; the students needed help with writing their papers. So I reached out to the BCC Writing Across the Curriculum (WAC) program and began communicating with one of their Writing Fellows. The WAC Writing Fellows are English Graduate school students who work with subject faculty to infuse writing into their courses. The dialogue between me and the Writing Fellow became a BCC WAC/Library

partnership; similar to what has been implemented at the University of Tennessee with their Innovative service-oriented space; the activity takes place in the library. It's not as large or as comprehensive but we hope to build the BCC Library/WAC Partnership into something permanent and exemplar; the second semester of our partnership begins in fall 2014. This is an example of a librarian embedding themselves into a program that supports both learning and instruction. Because of this partnership, we can enhance instruction and learning campus-wide, with the library being a key player. In persuading the writing Fellow to be a participant; I compiled a list of practical print and electronic resources available in the BCC library, resources that specific to writing instruction. They include books and electronic databases for writing and citation, grammar, rhetoric, expository writing, and prose. I gave a demonstration on how to locate the sources he and the faculty he worked with could use. I demonstrated how to access the electronic resources that support English learning and instruction and created a library subject guide just for the BCC WAC Program. We then took a tour of the library and browsed the print collection. After that introduction, the WAC Fellow was fully engaged and eager to begin working with the library.

Barbara Dewey advised that librarians should use the profession to our advantage. As librarians, we are often required to become knowledgeable in other disciplines, making us generalists. The library supports the mission of the institution in multiple ways. "Librarians are in a unique position to become involved in core activities and initiatives throughout the university. The fact that we are generalists and devoted to all disciplines and all sectors of the academic user community gives us a special insight on ways to advance the university and achieve its mission" (Dewey 2004, 10).

Librarians at Indiana University of Pennsylvania (IUP) developed an embedded librarian program with the school's College of Education and Educational Technology. After developing this program, the lines of communication between the library and the department have been enhanced, resulting in improved collection development, stronger library liaison initiatives, more effective team teaching partnerships, and an improvement in the quality of teaching and learning in the College of Education. In a paper published in *Public Services Quarterly* entitled "Ten Tips for Implementing a Successful Embedded Librarian Program," the librarians at IUP offer valuable suggestions for librarians who are looking for ideas to help them with initiating an embedded program. I've listed some of these suggestions in Table 1.1.

The Learning Management System

The Learning Management System (LMS) has revolutionized student learning, instruction, and embedded librarianship. Academic librarians can share and deliver information literacy resources that support research, critical thinking, and writing with large numbers of students at once. In a 2005 article by K. Heider that was published in the *Encyclopedia of Distance Learning*, the author defines the LMS as follows: "A learning management system (LMS) is a Web-based software solution to simplify the administration of learning programs. It tracks learner progress through a learning program, provides a forum for collaboration, centralizes program information and scheduling, provides a forum for synchronous and asynchronous courseware, and enables the assessment of learning effectiveness" (Chapman 2005, 1149). In Beth E. Tumbleson's and John J. Burke's book *Embedding Librarianship in Learning Management Systems*, they list several ideas about how academic librarians can share resources in Learning Management Systems like Blackboard (See Table 1.1); they assert: "In a world of ever-present connections, having a digital location for sharing course documents, engaging in synchronous and asynchronous communication, and collaborating on assignments are necessities. A given college or university may have one or more LMSs in place, depending on local needs and technology policies" (Tumbleson and Burke 2013). There are a multitude of Learning Management Systems utilized throughout academia; Blackboard (the course management software program) is the most common by far. I think it's safe to say that most educators and students will agree the virtual environment

makes collaboration, teaching, and learning more convenient for all involved. Blackboard, allows the librarian to embed them self into the class without physically being in the space. The instructor can create a space on their Blackboard page solely dedicated to the librarian. Once the space is created, the librarian can upload their contact information, information literacy scaffolds, and a list of print and electronic resources available in the college's library that support the discipline and the learning objectives for the course. In addition, the librarian can communicate with students and they get to communicate with the librarian as a group or individually. If students wish to arrange a one on one session with the librarian, it's done efficiently. Information literacy can now be infused seamlessly into the course throughout the entire semester.

If there is a discussion about Learning Management Systems the subject of Massive Open Online Courses or MOOCs is bound to come up. Academic librarians are discovering the teaching benefits of using MOOCs for collaboration with teaching faculty and other library systems. MOOCs are online courses with virtually no restrictions in the amount of people who may enroll. *The Gale Encyclopedia of Science* defines MOOCs as follows:

“Massive open online courses, or MOOCs, are classes that were initially designed to be open to large numbers of students and available free of charge over the Internet. MOOCs are a recent development in distance education. Since the advent of broadband speeds capable of carrying multimedia traffic, online distance learning programs have grown in popularity.” (Laudato and Lerner 2014, 2887).

As is the case with Learning Management Systems, MOOCs opens the door to many possibilities for library collaboration and Information Literacy instruction. In Table 1.2, I've highlighted strategies that librarians can refer to and build upon before embarking on a collaborative endeavor using the Learning Management System.

Conclusion

Our role as academic librarians will continue to evolve, that is the nature of education. This is an exciting time to be a librarian in the world of academia; our non-librarian colleagues, from K-12 to higher education, and the professional world are beginning to understand that information literacy skills are essential for academic success as well as the world of work. Today's academic librarians must be comfortable with facilitating instruction in multiple content areas, while at the same time, teaching basic library research skills. Team teaching partnership initiatives are becoming more commonplace in undergraduate settings, as is the case with CUNY's Guttman Community College. Students perform better and are more likely to complete their academic programs when there are multiple resources working collectively to support learning and instruction. Embedded librarians are perhaps the best resource an academic institution can have as we enhance the school's curriculum, we support professional development for teaching faculty, and we introduce students to a myriad of resources that support retention.

Table 1.1: Embedded Librarianship: Best Practices Explored and Redefined

<p>Make Sure You Have Buy-in from All Stakeholders (Heider 2010)</p>	<p>The authors speak of the importance of ensuring that all of the important entities are aware of the embedded librarian idea and that everyone is in agreement. This includes all of the administrative layers in both the library and the liaising department. In this instance, the partnership is between a librarian and an academic department, an embedded partnership can involve one librarian and one instructor. The key is to make sure you have proper authorization.</p>
<p>Include College/Department Faculty in the Interview Process (Heider 2010)</p>	<p>In this example, the library wants to recruit a new “embedded librarian” to be the liaison for the school’s Education department. For this, most libraries will form a search committee and ideally it will include faculty from the Education department. “Because all stakeholders were involved in the hiring process at IUP, the search for an embedded librarian ended successfully and created a welcoming atmosphere for the new education librarian” (Heider 2010). However, embedded librarian partnerships are not usually conceived this way; in most instances, we have to do the outreach and marketing ourselves. With that in mind, think of drafting an introductory letter letting people on campus know who you are; this should include your official working title, your scholarly interests, your professional goals, and how you plan to strengthen the lines of communication between the library and the department who you hope to liaise with. Before sharing this letter, develop a subject specific Libguide or research pathfinder made up of your library’s resources that support teaching and learning within that discipline. Have the library’s chairperson approve it before sending it.</p>
<p>“Leadership Ability” (Heider 2010)</p>	<p>Outreach, networking and marketing takes courage, initiative, motivation, and self-confidence; these are all leadership qualities. Embedded librarians are leaders because of their ability to infuse information literacy into the curriculum while simultaneously team teaching and collaborating with a multitude of potential stakeholders; this takes thoughtful planning which is similar to a business venture and involves risks. “Embedded librarians act as marketing managers, estimating the demand for products and services (library resources) and identifying potential markets (college departments) for those products and services” (Heider 2010).</p>

<p>“Strong Advocate for Both the Library and the College/Department He/She Will Serve” (Heider 2010)</p>	<p>This statement reminds me of why I became a librarian and educator; I want what’s best for both the library and the college. In this article, the authors see the ideal embedded librarian as the person responsible for selecting and purchasing resources that support the liaising department’s or instructor’s curriculum. Collection development and content management go hand in hand with being a librarian. For a librarian who wishes to embed themselves it will be advantageous to welcome input from the department’s faculty. This includes sharing budget information and letting them know they play an important role in the acquisition of resources. “It is crucial that embedded librarians work closely with college faculty to identify essential resources and services and stress their importance to faculty teaching and student learning while, at the same time, understanding that the university library serves many colleges which have their own unique needs” (Heider 2010).</p>
<p>“Experience with Collaboration and Outreach” (Heider 2010)</p>	<p>Although many successful embedded librarians began their projects with little or no experience in outreach or collaboration, experience is always the best teacher when taking on a project like this. “Embedded librarians who have experience with collaboration and outreach not partner with department faculty to teach undergraduate and graduate students the skills they need to locate and use information effectively, but they also provide learning opportunities outside the walls of the classroom” (Heider, 2010).</p>
<p>“Have a Physical Presence in the College/Department a Few Days Each Week” (Heider, 2010)</p>	<p>This may sound obvious, but in our busy schedules, after we have established and set in place a formal library liaison agreement, weeks into the semester we sometimes forget to show our faces. In all of my embedded endeavors, I make it my duty to physically go to where my stakeholders are, even if it’s on the other side of the campus. I will even offer to facilitate a library orientation workshop at their location to make it convenient for them. The key is to be there often and become a regular presence. Some of the literature on this subject notes how some librarians have temporarily or permanently moved their office into the liaising department; that may be extreme, but if the space and logistics work in your favor, why not take advantage of it. By visiting the department frequently you will encounter faculty who wasn’t aware there was an embedded librarian assigned to the department. Then there are the adjuncts, who for a variety of reasons, are never completely abreast of the resources on campus. “The goal is to become a part of the college’s/department’s culture. To achieve this goal, it is necessary to work with or in</p>

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	close proximity to faculty and students on a regular basis” (Heider 2010).
Attend Department Meetings (Heider 2010)	This speaks to the same issue as creating a physical space in the department; if you are able to attend the department’s meetings you’ll be abreast of the important activities taking place within the department; and key people who attend these meetings will see that there’s an actual face to associate the library with. “The benefits to department meeting attendance are numerous. First, sitting in on meetings keeps the librarian abreast of new curricula, resource needs, and other issues affecting the department” (Heider 2010).
Serve as Bibliographer to College/Department (Heider 2010)	In the ideal scenario, an academic librarian not only gets to embed themselves in a department, they get the opportunity to work within the discipline they have a graduate or undergraduate degree in. My second master’s is in Adolescent Education and even though I’m not the liaison for the Education department here at BCC, I am the ideal candidate because of my professional and academic interest in the subject of Education.
Develop Collaborative Programs that Utilize the Library’s Resources for College/Department Improvement (Heider 2010)	It is always in the best interest of the library, the college, and most importantly, the students, that we develop methods for increasing the utilization of the library’s resources. Embedded librarians should consistently work at marketing the library by any means necessary; collaboration and team teaching is one of the best ways to market the library to students and faculty. If people are made aware of the resources available to them, they will use those resources. If you develop a research pathfinder or LibGuide for a class or academic department, faculty will inform their students. “Not only is collaboration a great way to build a library’s collection, but it is also a great way to make sure the library’s collection is used” (Heider 2010). To build off of embedding and collaboration, you may develop a program or activity that is relevant to the course or the department’s curriculum. A job fair, author visits, displays and similar activities will increase the library’s exposure and bring in students and faculty who may not visit the library unless it’s required.
Offer to Teach Credit Courses for the College/Department When Department Faculty Are Not Available (Heider 2010)	When hearing this, many academic librarians just assume that there isn’t enough time to teach a credit bearing course outside of the discipline, but if the college needs personnel to fill a position, they will sometimes look within. How does this relate to embedded librarianship? If you have the academic credentials to teach a course in another discipline (Education, English, Communications, Music) on your campus, why not take advantage of it? If it’s authorized and you have the time, do it. You’ll be the perfect candidate for the library liaison within that

	department. You'll be in the ideal position to network with other faculty, you'll gain first-hand knowledge about the library resources needed to supplement the curriculum, and you'll enhance your CV.
Publish Scholarly Works and Present at Professional Conferences with College/Department (Heider 2010)	In the world of academia, it's publish or perish; since we have to publish scholarly work, why not use it as an opportunity to work with your non-librarian colleagues? Many embedded librarian projects have been published in the scholarly journals because there is much to learn about the teaching methods and successes associated with library/faculty partnerships. "By holding an advanced degree and having prior work experience in the area they serve and teaching credit courses for the department(s) they serve, embedded librarians gain the admiration and respect of their department colleagues" (Heider 2010).

Source(s): Data Adapted from Heider 2010

Table 1.2: Embedded Librarianship: Best Practices Explored and Redefined

"Know the Campus CMS (Course Management System) and its Administrators" (York and Vance 2009)	It's always beneficial to be acquainted with the IT personnel on your campus; if you're not comfortable with the technology, these people can be of great assistance.
"Be an Active Participant in the Class" (York and Vance 2009)	Now that you're embedded in a class, this is your chance to show both the instructor and the students why the library is so important. Participate in class discussions and offer input from the library's perspective. Don't just wait until it's time for the students to begin research.
"Market the Embedded Librarian Service" (York and Vance 2009)	However it's done, just do it: flyers, email blasts, posters, walking door to door, attending meetings, committee work, do whatever you can to market yourself, the library, and the idea of team-teaching partnerships.
"Involve Other Librarians from the Beginning" (Hoffman and Ramin 2010)	If you are able to get other librarians to participate that's great. Another librarian who liaises with another department will bring more visibility to the library and how it supports the curriculum.
"Get Buy-in from Library Administration" (Hoffman and Ramin 2010)	You will not only need the library administration's buy-in, you're going to need their authorized approval. Be sure you have this before taking on an embedded venture.
"Market the Service to Online Instructors" (Hoffman and Ramin 2010)	There will be many other instructors from multiple disciplines utilizing the LMS; if you can, find out who these instructors are and begin a dialogue that emphasizes how an embedded librarian can support their instructional goals.
"Clearly Negotiate Librarian's Role with the Instructor" (Hoffman and Ramin 2010)	It's important to lay the foundation and establish the "rules" for the collaborative <u>before</u> the class begins. The role of the librarian is crucial but it's still the instructor's course. Be willing to negotiate and support their instructional needs first and foremost.

<p>“Save E-mail Messages and Discussion Board Posts for Future Use” (Hoffman and Ramin 2010)</p>	<p>The correspondence generated from class discussions along with the communication with students and the instructor is valuable data that can be used to develop a FAQ reference tool for future embedding ventures.</p>
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<p>“Include Visuals in Discussion Board Post” (Hoffman and Ramin 2010)</p>	<p>It’s true what they say about students being visual learners; if you have information literacy instruction scaffolds that are visual, (i.e., digitized tutorials, graphic organizers, flow charts, diagrams), upload them as reference tools.</p>
<p>“Find Faculty Who Are Willing to Collaborate” (Burke and Tumbleson 2011)</p>	<p>If you’re willing to do the “footwork” you’ll discover that many of your non-librarian colleagues will be more than willing to collaborate with you. In many instances, you’ll be the first in your department to reach out to them. Reaching out to the adjuncts on campus is a good way to start.</p>

Source(s): Data Adapted from York and Vance 2009; Hoffman and Ramin, 2010; Burke and Tumbleson 2011

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