Guide to Implementation of the Embedded Librarian Program at the Marvin K. Peterson Library

Purpose of this document:

The purpose of this document is to detail the purpose of the embedded librarian program and to detail the implementation of all parts of the program including individual responsibilities of librarians.

Rationale for the Embedded Librarian Program

UNH Information Literacy Librarians believe that information literacy concepts, i.e., the ability to recognize when information is needed and have the ability to locate, evaluate, and effectively use the needed information” are best learned and retained by students when taught in conjunction with specific class research assignments where they can be immediately applied. Mastery of these concepts is critical for academic success and also lays the foundation for lifelong learning. The information literacy standards are described by the ACRL:

http://www.ala.org/acrl/standards/informationliteracycompetency

Also, the success of the embedded librarian program is one goal in the library strategic plan.

Factors for Success

The success of the embedded librarian program depends on the willingness of faculty to collaborate with librarians. It is the job of the information literacy librarians to reach out to faculty, be willing to meet with them, and clearly explain how information literacy concepts fit with the goals and objectives their particular class to enhance student success in that class.

Marketing the Program

A description of the embedded librarian program is available on the faculty services portion of library website.

An informational tri-fold brochure describing the program is available.

Information Literacy open houses are held in the library periodically. Faculty is invited to a brief presentation about information literacy and they have the opportunity to ask questions about implementation of the program. Serving light refreshments keeps the atmosphere informal. Open houses are advertised in UNH Today. The University Librarian also sends out an announcement about the event.

Personalized letters to class instructors from liaison librarians are emailed about one month prior to the start of any semester or trimester. These emails briefly describe the program and encourage interested class instructors to contact a librarian to set up a meeting. Librarians follow up with interested instructors to explain the program in detail and then determine the methods of embeddedness desired by that instructor.
Librarians will contact any faculty member who expresses interest at any time. Casual conversation and referral from other faculty or staff are two such ways that this could happen.

Librarians should also contact class instructors in the event that students come into the library with information literacy or library research assignments in which a librarian was not involved in developing.

**Emailing Faculty Prior to the beginning of a semester or trimester**

The majority of faculty contact is via email. Emails by information literacy librarians to faculty are composed by the liaison librarian responsible for that academic department and are sent out about one month prior to the beginning of a semester, trimester, or other academic term.

**Information Literacy Librarian liaison departments**

- Tagliatela College of Engineering – All Departments
- College of Arts & Sciences – All departments with the exception of Psychology, E105, FE001 and Division of Health Professions

**Senior Information Literacy Librarian liaison departments**

- Henry C. Lee School of Criminal Justice & Forensic Science – All Departments
- College of Business – All Departments
- College of Arts & Sciences – FE 001, E105, Psychology, Division of Health Professions

Academic Course Schedules are released at various points throughout the year:

**Undergraduate Semesters:**

- Spring, Spring 1 accelerated, Spring 2 accelerated, Summer 1, Summer 2, Winter Intersession

**Graduate Trimesters:**

- Summer, Fall, Spring

**Procedure**

Information Literacy Librarians download the entire academic course schedule into excel.

Information Literacy Librarians meet to determine who will contact each faculty member and to ensure that duplicate emails are not being sent to the same person.

All faculty are contacted by email each time a schedule is released.

Emails are customized and mention the exact course or courses the instructor is teaching.

Interested faculty are contacted and an informational meeting is arranged. The main purpose of the meeting is for the librarian to gain an understanding of the class and to determine the information
literacy concepts that apply. Then the librarian develops a plan to implement those concepts. Components of the plan may consist of, but is not limited to:

- Development of a customized LibGuide to be embedded in the class Blackboard shell
- Monitoring an Ask A Librarian discussion board in the class Blackboard shell
- Development of a Tegrity video to be embedded in the class Blackboard shell
- A class presentation to which students are encouraged to bring their own laptop or mobile device so they can do hands on searching as the concepts are presented.

Librarians should make every effort to show interested faculty examples of how this looks by demonstrating using classes that the librarian is currently embedded in.

In order to have access to a class Blackboard shell, the librarian needs to be added, preferably as a TA (Teaching Assistant).

**Responsibilities of librarians in the program**

Each liaison librarian is responsible for contacting via email all personnel teaching classes in the departments for which they are liaison and for meeting with any faculty member or adjunct who expresses interest in collaborating with an embedded librarian. The information literacy librarian is also responsible for an information literacy plan targeted specifically to the needs of each individual class for which the librarian is going to be embedded.

LibGuides that are to be embedded in the class Blackboard shell will be customized to that particular class and have the class number as part of the title of the guide. Some examples:

- MU 211 History of Rock (Ferrigno)
- E105 Topic: American with Disabilities Act
- E105 Hartmann Library Resources for Annotated Bibliography
- EC 240 Research Methods in Sustainability

Each liaison librarian is responsible for tracking the number of emails they send out each semester, trimester or other academic session and for tracking responses to those emails. They are also responsible for keeping statistics as to number of faculty members vs adjunct contacted, number of classes that could not be contacted due to instructor being listed as STAFF, the number of classes not contacted because the program most likely does not apply (such as study abroad, quantitative classes, music theory, music performance, etc.) and for then providing those statistics to the Senior Information Literacy Librarian at the close of each semester or trimester.

Each liaison library is responsible for providing screenshots of embedded activity to the Senior Information Literacy Librarian at the end of each semester for each class in which the librarian had access to a class Blackboard shell. The screenshots will show the link to the LibGuide; discussion board activity that took place and other relevant material as appropriate.
Information Literacy Report is generated each month by the Senior Information Literacy Librarian. The report details the monthly involvement by faculty in the program and any other important information.

Assessment

The librarian embedded in a class sends a survey at the end of each semester to each participating class instructor. The survey is via Survey Monkey.

Questions in the assessment are:

- Monitored a Blackboard discussion board where students could ask questions of the librarian to help the students with their research
- Created a customized LibGuide that was embedded in the course Blackboard shell
- Created a customized LibGuide that was posted on the main LibGuides site but not embedded in the course Blackboard shell
- Developed a student assignment related to information literacy
- Gave a non-interactive class presentation (i.e. PowerPoint)
- Had an interactive class (students using laptops, etc)
- Provided information literacy information to the class instructor who then created their own material/assignment
- Other (please specify)
- Not Sure

Assessment data is used primarily to gauge the success of the program and to make improvements going forward.