



CHAPTER 7

Move Out and Move In: *An Embedded Approach to Liaison Roles*

Helen Power and Sharon Munro

Introduction

Liaison work has always been an essential part of librarianship; however, it is becoming even more important as librarians look for novel ways to reach faculty and students in the current age of electronic access to information. Having a visible presence in liaison areas is critical for librarians, both in person and electronically. It enhances the librarian's ability to connect with students and it opens the door to collaborative teaching and research opportunities with faculty members. Librarians no longer have captive audiences, as users can get electronic access to a wide array of library resources, and so being physically present in the library is no longer a necessity. Librarians need to assemble a repertoire of creative approaches to reach faculty and students. Becoming embedded in a department, whether wholly or by degrees, can be transformational in developing and reinforcing lasting connections with library users.

Background

The authors are at different stages in their careers. One is at the start and the other is approaching retirement. They bring their unique perspectives from both ends of the career spectrum to this chapter.

Helen Power is a recent graduate and has been working at the Leddy Library at the University of Windsor for three years. She did not have experience in the health sciences prior to becoming the liaison librarian for the Faculty of Nursing, but she has worked to gain this knowledge by collaborating with faculty and students, following subject-specific email lists, and participating in a range of professional development activities.

Sharon Munro has worked at the Leddy Library for over twenty-five years. She has social work qualifications and was a social worker before becoming a librarian. Her social work training and experience have proved to be very useful in her work with the social work faculty and students.

Literature Review

Outreach librarianship can take a myriad of shapes and forms as can the nomenclature for the work that is being done. Rudin (2008) refers to a variety of these in the literature such as “the embedded librarian, liaison librarian, blended librarian, outreach librarian, diffuse librarian, disembodied librarian, librarians without walls, and librarians on location” (Rudin, 2008, p. 60). Meredith and Mussell (2014) note that Barbara Dewey was responsible for the phrase “embedded librarianship” and that she “called on professionals to influence curriculum development, contribute to the development of physical and virtual campus spaces, play key roles in campus research, liaise with student governing bodies and participate in campus governance” (Meredith & Mussell, 2014, p. 90).

In their seminal report, Shumaker, Talley, and Miervaldis (2009) identify several key elements that are present regardless of the level of embeddedness of a librarian. The most important aspect is that this model takes a patron-centric approach as opposed to a library-centric one. In addition to this, embedded librarianship values specialists, not generalists, and all services are “in context,” not “out of context” (Shumaker, Talley, & Miervaldis, 2009).

While the embedded librarianship approach initially gained popularity in the special library environment, it is becoming increasingly significant in academic institutions. In the academic library context, “embedded librarianship” evolved from the success of branch libraries (Drewes & Hoffman, 2010). Such libraries have specialized collections and services that are tailored to meet the needs of specific constituencies. These might consist of small collections and librarians on-site in the departments (Hall & Marshall, 2014). The close proximity of the librarian and the collection to the point of need of end-users offers a simple, yet effective embedded approach (Hall & Marshall, 2014). Ultimately, the success of an embedded librarianship approach can be evaluated by the opportunities it provides. This is primarily driven by an increase in the librarian’s socialization within the department, which

results in smoother communication and, optimally, an increase in collaboration between the librarian and his/her/their liaison area (Drewes & Hoffman, 2010).

The degree to which librarians can devote time to being on-site and/or online and the setting in which they find themselves can determine what initiatives can be undertaken. Westbrook and Waldman (1993) note that prior to initiating any outreach, librarians should collect and analyze information about the needs of their users. This should include an environmental scan to identify all resources available at the institution as well as an understanding of how their campus may differ from those found in the literature. Connolly-Brown, Mears, and Johnson (2016) observe that

some librarians hold office hours in their embedded departments while others are assigned to particular courses either in person or virtually. Embedded medical librarians may participate in morning rounds or morning reports at a hospital with doctors. In a remote environment an embedded librarian may, perhaps, just appear as a picture on a chat widget or a name on an e-mail address; however, this virtual personage does not diminish the level of service provided or the potential to establish relationships with users. (p. 166)

Even partially embedding in a department can improve relations with faculty, students, and staff. The following will outline different ways of moving into a liaison area, including the authors' experiences and tips on how to initiate and pursue these opportunities.

Moving In

On-Site Office Hours

On-site office hours greatly increase the possibilities for liaison librarians to make connections with faculty and students. Handler, Lackey, and Vaughn (2009) note:

The on-site and online office hours programs to the Schools of Medicine, Pharmacy, and Public Health by UNC-CH HSL librarians can be considered successful by a variety of metrics. The best outcomes from office hours programs are qualitative, including effects from promotion of library services, goodwill, and developing partnerships at their respective schools. The value of a strong relationship between the library and the academic departments that it serves can be seen as essential to many aspects of overall success for the library. (p. 349)

Early on in her liaison work with the School of Social Work at the University of Windsor, the social work librarian decided that she wanted to increase her contacts with the social work students. She decided to initiate on-site office hours at the School of Social Work and went to the computer lab at the school once a week to work with the students. This proved to be an excellent location for connecting with students as they were often working in the lab on papers and presentations. Faculty would also drop by to talk about upcoming class assignments, information literacy sessions, and their research.

The social work librarian has received much support from the School of Social Work over the years. In 2015, the school moved to the new downtown campus for the University of Windsor. It was agreed by the Social Work faculty that the librarian should have office space in the new building so that she could continue her on-site reference work with students and faculty.

Rudin (2008) has noted the strong correlation between outpost librarianship and real estate, that is: “location, location, location” (p. 64). The social work librarian’s office is situated on the main floor of the school, across from one of the main entrances, and she is surrounded by classrooms and break-out rooms for students working on projects, so it is a high activity area. She currently spends an entire day once a week in her downtown office during the academic year (September to April). In addition to seeing social work students and faculty, she has also had community social workers drop by. Students have told her that her on-site office hours have made it much easier to connect with the library. The decision about the day and time for the librarian’s office hours was made in consultation with students, faculty, and administrative staff at the School of Social Work. This ensured that the best day for contacting graduate students and upper-level undergraduates was chosen. Both of these groups of students spend the vast majority of their time at the downtown campus. New facilities downtown have since opened for the School of Creative Arts, and the librarian for this area now also has office hours at the downtown campus.

The social work librarian’s other liaison role is with the Faculty of Human Kinetics. It is located at the far end of the main campus and it is a fifteen-minute brisk walk to get to the library. So the librarian decided to initiate on-site office hours there. The Faculty of Human Kinetics has also been very supportive and the librarian has office space there that she uses for two hours every week to see human kinetics students and faculty. Human Kinetics has also added the librarian’s contact information to their departmental video system so that it appears on monitors throughout the School.

The nursing librarian currently spends several hours a week in the computer lab at the Faculty of Nursing. She has found that students who want in-depth research help prefer to email her than to drop by during office hours. However, those students who have what they consider to be “insignificant” questions are much more likely to seek help when the librarian is visibly available. By regularly being present in a

student space, she reaches students who would not otherwise come to the library to seek help.

Tips:

- *Make sure that your on-site office or office space is in a high traffic area.*
- *Your office should be clearly designated with information about your office hours posted on your office door or window.*
- *Advertise your office hours and location as widely as possible on departmental websites, subject/research guides, social media, posters, emails, relevant committee or departmental meetings, etc.*

Information Literacy

Information literacy has always been a key element of the librarian's role. The value of tailoring information literacy sessions to meet individual students' needs is a given. It has been argued that reaching out to students on their own turf greatly increases students' knowledge and understanding of library resources (Barsky, Read, & Greenwood, 2011). Having librarian representation on curriculum development committees provides librarians with the opportunity to be involved with curriculum design and to ensure that learning objectives and outcomes reflect the library's information literacy policy ("Curriculum mapping", n.d.). A health science librarian at the University of North Dakota had the opportunity to demonstrate her expertise and value by becoming embedded within an Active Learning Taskforce that the university had assembled (Hackman, Francis, Johnson, Nickum, & Thormodson, 2017). At the University of Windsor, the nursing librarian liaised with the curriculum development committee at the Faculty of Nursing to incorporate information literacy learning outcomes into their new first-year mandatory course.

In 2017, the Association of College and Research Libraries (ACRL) released an updated Environmental Scan, which examined many aspects of higher education related to academic libraries. The shift toward the Competency-Based Education Model means that students are assessed for their development of a skill or competency rather than rewarded for the number of hours put into earning a credit. ACRL has recommended that libraries and librarians adopt this approach. This involves having librarians move away from one-shot sessions and toward multiple sessions and consultations with faculty involved in curriculum development (ACRL Research Planning and Review Committee, 2017).

The social work and nursing librarians are responsible for information literacy instruction in their areas. Keeping up to date with the curriculum, program developments, research interests, teaching techniques, and trends in their disciplines is essential for providing relevant information literacy classes.

Tips:

- *Help students, faculty, and community members to become fluent in library and database search terms and strategies.*
- *Look for opportunities to become involved in planning for courses, such as joining curriculum development committees.*
- *Advocate for a series of sessions rather than one-shot classes.*
- *Subscribe to subject-specific listservs to keep up to date about disciplinary trends in research and scholarship.*
- *Keep an eye on departmental programs, websites, social media, emails, newsletters, etc.*
- *Network with colleagues in similar areas.*

Distance Education

ACRL's Standards for Distance Learning Services states unequivocally that:

all students, faculty members, administrators, staff members, or any other members of an institution of higher education are entitled to the library services and resources of that institution, including direct communication with the appropriate library personnel, regardless of where they are physically located in relation to the campus; where they attend class in relation to the institution's main campus; or the modality by which they take courses. Academic libraries must, therefore, meet the information and research needs of all of these constituents, wherever they may be. (Association of College and Research Libraries, 2016, para. 1)

ACRL's 2007 Environmental Scan took note of the growth of distance education (ACRL Research Committee, 2008, p. 14) and the ACRL Environmental Scan for 2013 advised librarians to keep an eye on "the increased use of online instruction, with campuses experimenting with a mix of providers..." (ACRL Research Planning and Review Committee, 2013, p. 2). As online and distance education increases at universities and colleges, librarians need to take note and expand existing library services and resources to meet the evolving needs of faculty and students.

Cassner and Adams (2008) conducted a survey of distance librarians and subject librarians to ascertain the level of involvement of subject specialist librarians with distance faculty and students (p. 391). They found that subject librarians provided traditional services to distance students and faculty but did not tend to use newer technologies (p. 409). One survey respondent noted that "all students are distance in the age of the Web portal" (p. 406), and another stated that an increasing number

of institutions will acknowledge that all students, whether they are distance or local, require the same types and amount of library support (p. 409). The authors also found evidence of librarian participation in grants and projects and co-authoring of publications (p. 396), development of interactive web tutorials and webcasts (p. 398), experimentation with Skype (p. 399), various degrees of involvement with course management systems (p. 400), and collaboration between subject specialist and distance learning librarians (p. 401).

The social work librarian regularly goes to Mississauga and Oshawa with the orientation team for the University of Windsor's MSW Working Professionals program. When this program started, the librarian provided online library tutorials and telephone and email reference support but did not visit the sites themselves. The program is designed for working professionals and runs on Friday afternoons and evenings and a full day on Saturdays for sixteen months for the Advanced year (those with an honors BSW degree) and thirty-two months for the standard program (those with four-year honors BA degrees). Students in these programs may have been out of school for a while, and changes that have taken place in the meantime, particularly with libraries, can be overwhelming. The first year that this program was offered, students had many questions about the library. The librarian thought it might be helpful to meet the students in person and orient them to library services and resources. She discussed this with the director of the School of Social Work and the faculty and staff involved in organizing the program, and it was agreed that she would be added to the orientation team. On-site visits seem to have made a significant difference, with students feeling more comfortable using library resources and contacting the social work librarian for help.

Tips:

- *Make in-person visits to distance education sites if possible.*
- *Develop online library tutorials that serve the needs of the curriculum.*
- *Become embedded in course management systems for distance education courses.*
- *Be available to students through email, telephone, Skype, and virtual reference.*
- *Keep on top of new technologies for distance learning.*

Course Management Systems

In the current age of electronic access to information, becoming embedded requires both a physical and virtual presence for the library. Most colleges and universities use course management systems (CMS), which can also be adopted by liaison librarians to participate in courses, teach relevant research skills, and connect with students. For online courses and classes where in-person information literacy sessions are impractical, the creation of online modules embedded in a CMS can be invaluable

(York & Vance, 2009). Information literacy content provided through videos, guides, and other media can be used to supplement in-class time in the form of hybrid classes, where online content is key for enriching in-class discussion (Jackson, 2007).

Depending on the features and technical capabilities of the course management system, librarians can also use their virtual presence for research consultations and virtual office hours within these systems (Paganelli & Paganelli, 2017). Web conferencing tools, built-in chat, discussion boards, and email are various features that can be used for remote reference (Connolly-Brown, Mears, & Johnson, 2016). The extent to which this is employed varies depending on technological restraints and the needs of the users. Having some form of a presence in the institution's CMS is vital. However, it is critical that the outreach is "goal-based" instead of generic (Collard & Tempelman-Kluit, 2006). Therefore, instead of a generic library page with numerous links to every resource that a student has access to, integration of library resources can be at point-of-need and tailored to the student's current requirements. Librarian presence in the CMS through modules or remote reference may not be authorized, so the librarian can provide feedback into library resources and links that students will benefit from the most. This can be as simple as a link to the database page with the librarian's contact information, which heightens visibility and makes librarians more accessible to students without requiring administrator-level access to the CMS.

Tips:

- *Identify the needs of your users.*
- *Determine the feasibility of becoming embedded in the CMS for courses in your liaison areas.*
- *Evaluate success by using pre-defined metrics and the data collection capabilities of the CMS.*
- *Seek feedback from students and faculty about the library content in the CMS.*
- *Keep on top of campus developments with the CMS and any relevant changes.*
- *Keep an eye on the literature about CMS, particularly the system used by your campus.*

Research Partnerships and Opportunities

Librarians co-authoring papers with researchers in other fields is becoming more prevalent. Librarians can provide expertise and join research teams in a variety of areas, from digital history projects (Corlett-Rivera, 2017) to systematic reviews (Spencer & Eldredge, 2018). Systematic reviews are burgeoning in popularity in the health sciences and are becoming of interest to other disciplines. Some grants and journals now require librarians to be part of the research teams in order for publications to meet minimum standards. A recent analysis of 186 pediatric medical systematic reviews revealed that librarian involvement improved the quality of

the final product (Meert, Torabi, & Costella, 2016). The social work librarian and the nursing librarian have observed an emerging interest in these types of reviews in their liaison areas. After attending extensive training, they are in the process of developing consultation services for their departments and providing different levels of training for graduate students and faculty interested in performing their own reviews.

The social work librarian has not only been consulted about student and faculty research projects during her on-site office hours at the School of Social Work but has also been included on some research teams, resulting in authorship on a systematic review and journal articles as well as involvement in conference presentations with Social Work faculty. This is clearly connected to having a high profile in the school and a physical presence there. Faculty have dropped by to discuss research projects, and this has created additional opportunities for librarian involvement. She also contributed to the development of a library guide about research grants and funding sources.

There is a myriad of ways that librarians can contribute to research and scholarly pursuits. Wu and Thornton (2017) discuss the experiences of an embedded librarian in the Irma Lerma Rangel College of Pharmacy at Texas A&M University and note:

After surveying the RCOP faculty to understand their needs pertaining to research impact and scholarly identity, the embedded librarian organized and delivered presentations on measuring research impact, SciENCv (Science Expert Network Curriculum Vitae) to populate grant application forms (e.g., biosketch required by the National Institutes of Health), and F1000, Faculty 1000, for collaboration among researchers. Most notable was the pilot project of claiming faculty profiles with Scopus and Web of Science, the two most popular citation databases. The librarian helped 20 faculty members in the Department of Pharmaceutical Sciences clean up their online profile and generate citation reports.... (p. 143)

So surveys or other forms of evaluation tools can be very instrumental in identifying campus needs, and the librarian can then develop an appropriate response.

As well as serving on research teams, there may be opportunities to be an actual participant in research projects. The social work librarian took part in a blood pressure study within the Faculty of Human Kinetics. Not only did she learn more about the subject matter, but it was also an excellent opportunity to connect with the faculty and students involved in the project and to promote relevant library services and resources.

The nursing librarian identified an information literacy area of interest to the Nursing faculty. This ultimately resulted in a publishing opportunity in the journal

that the Faculty Research Chair edits. By tailoring library science research so that it was particularly relevant to the nursing profession, she was able to reach a broad audience in the discipline with which she liaises.

Collaboration at a multi-disciplinary level not only increases awareness of research projects by librarians but also opens the door to new possibilities for research that will have an impact on those outside the field of library science. This also helps to increase recognition of librarians as valued academic researchers, which is an advantage for librarians who aim to advocate for the library, its staff, and resources (Fonseca & Viator, 2009).

Tips:

- *Familiarize yourself with the terminology for your subject areas.*
- *Identify relevant areas for collaboration by following your discipline's trends in research and scholarship.*
- *Stay up to date with faculty research interests and look for opportunities for library involvement.*
- *Consider becoming a participant in departmental research projects.*

Departmental Events and Committees

Identifying and responding to the needs of the faculty and students with whom you liaise is key to becoming an indispensable part of the team. Being on-site regularly can be invaluable as librarians are then better positioned to identify any gaps, to become aware of committees that are being formed, and to demonstrate their value and commitment to these teams. The knowledge gained from departmental events and committees may help librarians to create faculty development seminars, produce highly relevant resource guides, and add critical titles to the library collection.

Participating in a wide variety of events, whether they be academic or social, helps to cement the image of the librarian as a part of the team (Drewes & Hoffman, 2010). These types of events can include open houses, poster presentations, faculty awards ceremonies, book signings, departmental workshops, and conferences.

The social work librarian is the library representative on the School Council for the School of Social Work. As such, she gives a monthly report about library services and resources and attends the full meeting. This is an excellent opportunity to raise the library's profile and to keep abreast of any changes or developments in courses, programs, and faculty, all of which can have ripple effects for collections, reference work, and information literacy. The social work librarian has also attended a wide range of events at the School of Social Work over the years. Not only has this raised her profile within the school and helped her to enhance her connections with students and faculty, but it has also been an excellent networking opportunity with community social workers and visiting guest speakers.

The nursing librarian consulted various individuals in her liaison area and identified professional development opportunities for staff, faculty, and graduate students. She became a regular speaker in their “Brown Bag Lunch” seminar series, providing sessions on information literacy areas of interest to the Faculty of Nursing.

Tips:

- *Attend public events, open houses, etc.*
- *Attend relevant meetings for liaison areas.*
- *Keep faculty and students apprised of relevant library services and resources that meet key needs.*
- *Identify opportunities to participate in departmental workshops and conferences.*
- *Make use of networking opportunities at these events.*

Communication

Maintaining consistent and discipline-related communication with students and faculty in liaison areas is critical for librarians to remain relevant in this digital age (Silver, 2015). This helps to minimize the risk of the liaison librarian being “out of sight, out of mind,” particularly if having on-site office hours in departments is not feasible. These communications can be achieved through regular emails, newsletters, social media, etc. It is essential that librarians adapt communication methods to meet user needs. Are biology students interested in a biology-specific library Twitter account? Are nursing faculty clicking on the links in library newsletters for new books added to the library’s collection? Would students prefer to have regular emails or to be contacted through the course management website?

The nursing librarian releases a monthly newsletter to nursing faculty and students. It covers library events and highlights resources and areas of the collection that are relevant to their present needs. The newsletter also serves as a reminder to its readers that the librarian is available for research consultations. The social work librarian has web pages on the sites for the School of Social Work and the Faculty of Human Kinetics. These resources help inform students and faculty of her office locations in both areas and relevant library services and resources. She also provides a monthly library report at the School of Social Work’s School Council meeting. She sends out regular emails to faculty updating them about new acquisitions for the collections, library events, developments, new resources, and other areas of interest.

Faculty liaisons or faculty bibliographers are faculty members who are designated within their departments, to serve as liaisons with the library subject specialists for their areas. Developing an ongoing, constructive relationship can be mutually beneficial to the librarian and the faculty liaison. The librarian can keep the faculty bibliographer informed about relevant library developments and resources. The faculty liaison can provide advice for developing areas of the collection based on

their subject expertise, knowledge of their colleagues' research interests, the current curriculum, and new programs that may be in the offing. The faculty liaison can also become a useful advocate and ally for the library at departmental and campus-wide levels, particularly if libraries are facing budget cutbacks.

Tips:

- *Create targeted library guides.*
- *Attend relevant meetings for liaison areas and provide updates about library resources and services.*
- *Subscribe to mailing lists for departmental newsletters, emails, etc.*
- *Share library news in the most convenient manner for your students and faculty and through a variety of channels—email, library reports, websites, social media, etc.*
- *Contribute to their existing forms of communication and/or create your own.*
- *Have ongoing contact with your faculty bibliographer.*
- *Become knowledgeable about useful marketing and promotion terms and activities.*

Pop-up Libraries

A “pop-up library” occurs when library staff bring library resources to the users, rather than waiting for the users to come to them (Barnett, Bull, & Cooper, 2016). This engages existing library users on their own turf as well as being a means to connect with new and potential users. Davis, Rice, Spagnolo, Struck, and Bull (2015) note that “the key element for pop-ups is discovery. Ultimately, they help communities discover new ways to engage, interact and progress. The important elements are the concept, the location and creating a memorable experience” (p. 94). Researchers at the University of British Columbia determined that having librarians go to classrooms and provide extensive information sessions about the library at the students' point of need greatly increased student knowledge of library resources (Barsky, Read, & Greenwood, 2011). These findings can be applied outside the classroom in the form of pop-up libraries.

Pop-up libraries are newly emerging in academic libraries. In the fall term of 2017, the Leddy Library began to organize pop-up events under the aegis of its Public Relations Committee. Much thought was given to developing the goals and objectives for these events and their organization in order to make the best use of them with students. The authors targeted popular locations for their pop-up libraries, including common areas such as the university's student center. They also focused on their own liaison areas. They reached out to students in high-traffic classroom areas and locations where they were studying and working on assignments to provide them with the assistance that they required at their point of need. The pop-up libraries

were designed to alleviate library anxiety and to engage students who might not think that the library had useful resources or services for them. The pop-up libraries had eye-catching displays, including a popular selfie station where students could take photographs of themselves using fun props in front of a graphic of an animated library bookcase. There was also a laptop on hand for demonstrations of library databases, research help, and anything else that the students required. The pop-up libraries served as starting points for discussions with librarians so that students' needs could be identified and connections made with relevant resources, whether it be booking a writing desk appointment or getting help with navigating a subject-specific database. This initiative has been well-received at the University of Windsor, and the authors and other colleagues have continued to organize these events in subsequent semesters.

Tips:

- *Tailor the pop-up library to highlight library resources and services applicable to the location.*
- *Make the displays eye-catching and include a unique feature such as a selfie station to encourage student interest and participation.*
- *Have a laptop computer at hand for introducing library websites, online subject guides, and resources.*
- *Don't overload the display with handouts, but have key items that will help students to find what they need, e.g., pamphlets that give information about the library and bookmarks with locations for library materials or other important information.*
- *Have fun freebies—such as library-branded pens, keychains, sticky notes, etc.*
- *Free food can be a drawing card, e.g., bowls of wrapped candies, cookies.*
- *The pop-up library could also have a seasonal or holiday theme for the display if applicable.*

Challenges

Becoming embedded in a department is not always easy. Not all departments may be open to providing on-site office space or to facilitating other librarian-led initiatives for connecting with students and faculty. Librarians should persevere and take advantage of any and all opportunities to work with faculty and students in their areas. It is important to seek feedback to gauge their needs and to determine what is and is not working for them. If library users see their input having an effect, they are more likely to become allies and supporters of their liaison librarians and the library. It is essential for librarians to take a positive view of any critical comments and to look for ways to incorporate recommendations. Feedback should be treated as a learning experience.

Tips:

- *Don't give up if an attempt at outreach doesn't work.*
- *Think of "failures" as valuable learning experiences.*
- *Recover from criticism by incorporating feedback.*

Conclusion

Embedded librarianship can provide many exciting opportunities and can lead to the formation of solid partnerships between librarians and their liaison areas. Students and faculty benefit from increased access to library expertise, services, and resources. Librarians can learn much more about their subject areas, which in turn enhances the work that they do with students and faculty. Being embedded also affords many new research opportunities. Maintaining a high profile within departments can result in invitations to collaborate on research papers, presentations, and other projects.

There is also scope to expand opportunities for embedding library services and resources beyond what is discussed in this chapter. For example, Strothmann and Antell (2010) discuss library outreach initiatives in university residence halls. Stellrecht and Chiarella (2015) look at the use of iPads at the University of Buffalo Health Sciences Library for roaming reference to improve the education and service experience.

At the end of the day, it is also important to evaluate the impact and outcome of various services and resources. For example, a cost-benefit analysis of the impact of librarians' initiatives could be very helpful. As Shumaker (2009) has noted, in embedded librarianship, "the librarian becomes a member of the customer community rather than a service provider standing apart" (p. 240). The authors of this chapter look forward to discovering more opportunities to integrate themselves further into their communities.

Final tips:

- *Become what they need—reference librarian, information literacy instructor, researcher, collaborator on faculty research projects, website developer, committee member.*
- *Provide relevant library services and resources that meet their needs at their point of need.*
- *Help faculty and students become what they need to be—researchers, academic writers, effective users of library services and resources.*
- *Develop and foster ongoing relationships within your liaison areas.*
- *Evaluate library services and resources to ensure their relevancy.*
- *Make yourself an integral part of your disciplines.*
- *Leave a lasting and visible impression.*

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