

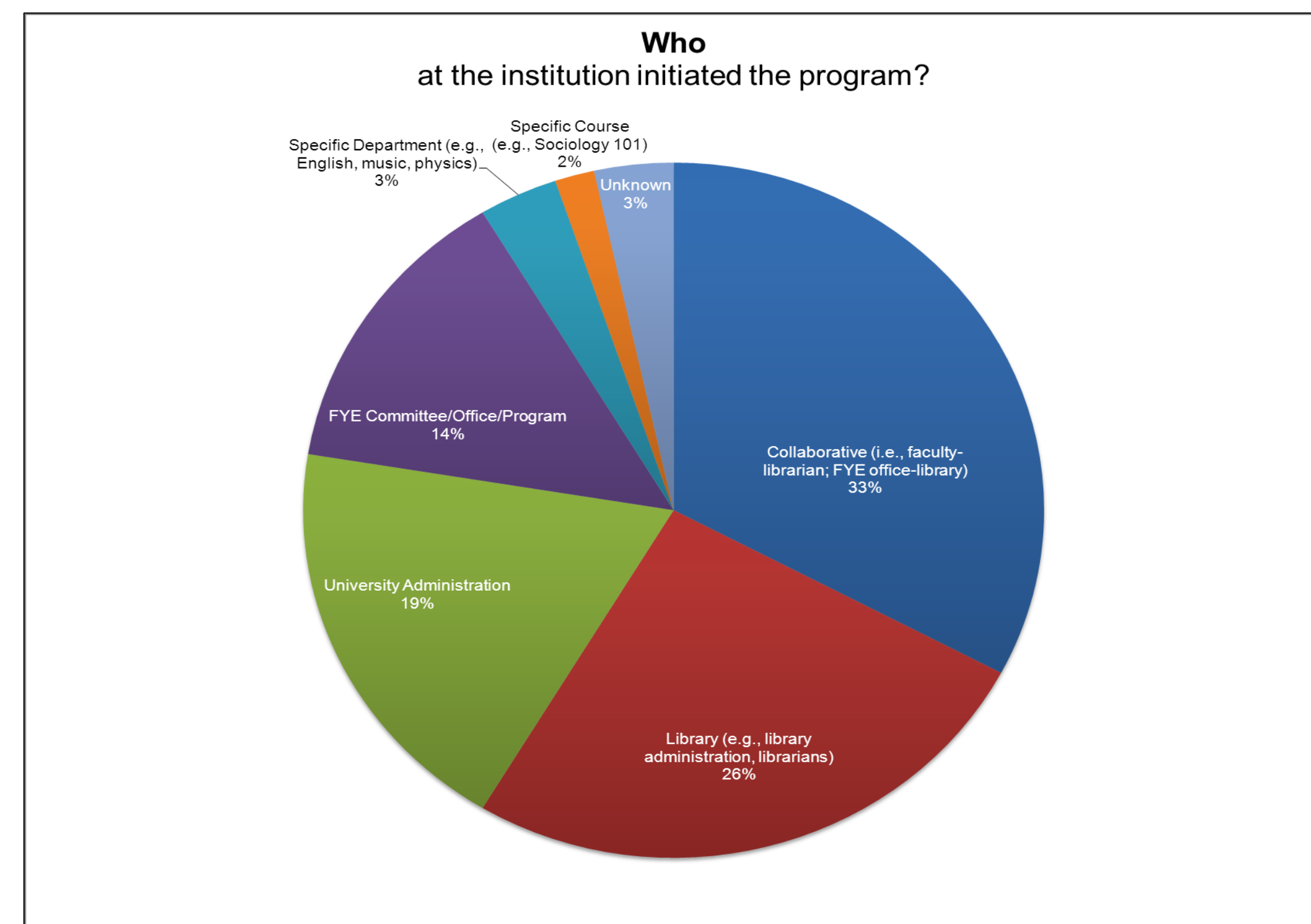
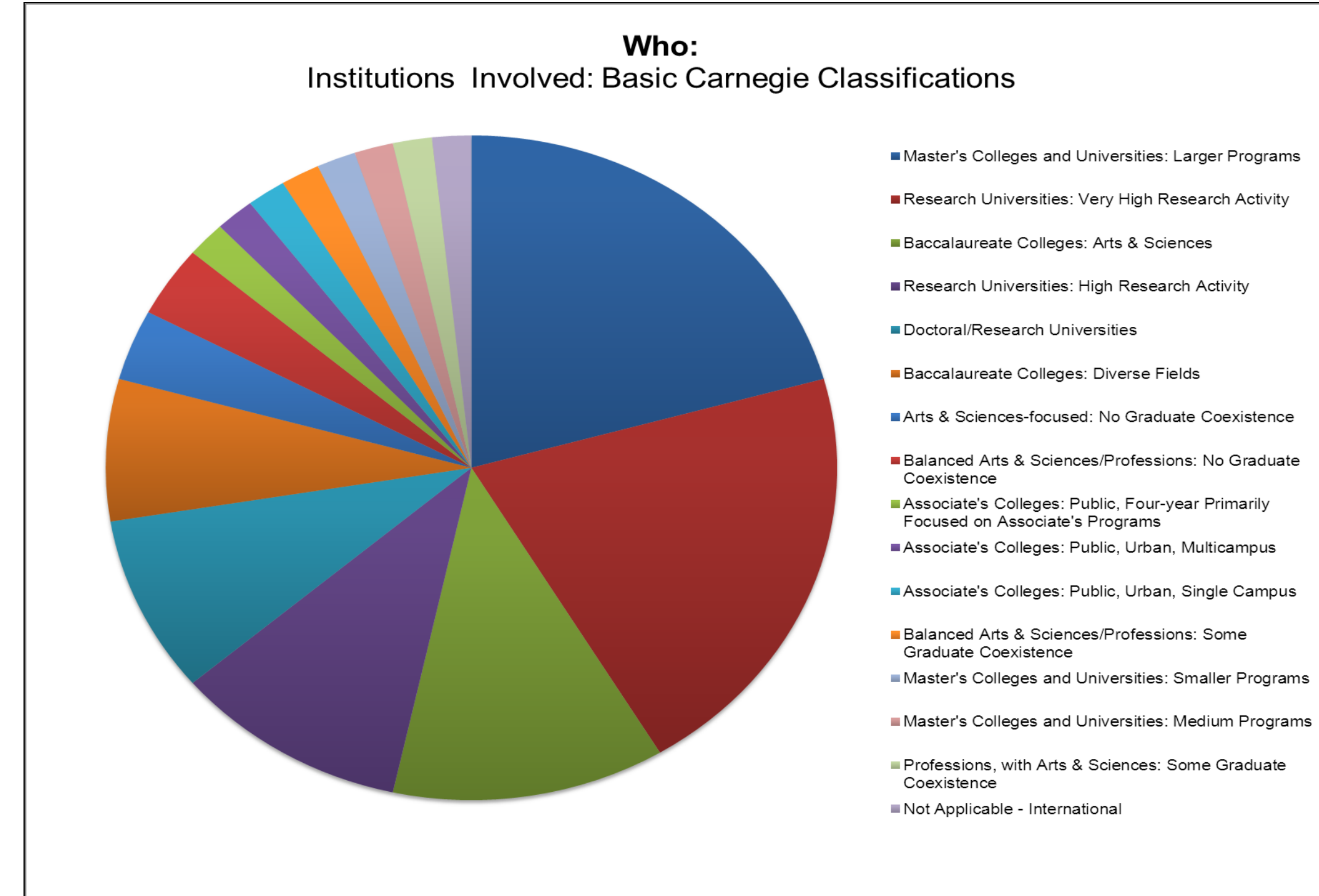
Studies in Embedded Librarianship in First-Year Undergraduate Programs

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Long Island University, C.W. Post Campus
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Wartburg College – Sociology 101
Washington State University
Western State College of Colorado



Introduction
 Embedded librarianship is a trending practice in many learning environments, including traditional academia. As academic librarians continue to adapt and improve their presence among users, embedded librarianship offers an avenue for librarians not only to reach out to the newest members of the university learning community, but also to establish new or improved working relationships with faculty and the university writ large. This literature review identified studies in first-year programming that integrated librarians in non-traditional academic roles. General trends and themes are presented under "Key Findings."

Scope
 This review included both internal and external studies and reports which (a) focused on first-year specific programming within or embedding the library and (b) were published in English-language, professional or scholarly industry periodicals (both library sciences and higher education). There were no date restrictions.

Key Findings:

- WHO:** Most programs are implemented collaboratively (33%), by the library (26%) or by the larger university (19%). Master's and RU/VH institutions tied for the majority (21% each).
- WHAT:** 60% of the studies identified librarians as the sole instructors at least part of the time, but many librarians also planned/advised as co-faculty and facilitated programming on a broader level. Librarians held multiple roles in 48% of cases.
- WHEN:** Almost all studies were published in the last 10 years. Program dates were hard to identify, but tentatively ranged 1978 to present. 55% of programs were running 4 years or more at time of publication.
- WHERE:** Programs were located across the U.S. (with one in Canada). Most older programs were located in the Midwest or New England. There was a heavy concentration of relatively-recent studies in southern California.
- WHY:** Information literacy was a factor in the great majority (83%) of factors. Outreach, community building and retention were also key. Multiple motivations were involved in 24 studies.
- HOW:** The "one-shot" workshop lived on in 38% of programs. Co-taught (19%) and stand-alone (16%) courses were other major methods, but there was a great deal of variation. 12 of the programs involved delivered through multiple methods.

