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Relationships and Ethics of Co-Teaching Research Intensive Classes

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INTRODUCTION

This chapter explores aspects of librarians co-teaching research-intensive undergraduate classes. An opening review of the rather limited literature on embedded librarians in research-intensive classes will lead into a description of such work with two University of North Carolina at Greensboro (UNCG) classes, Marketing 426 and Entrepreneurship 300. The professors' expectations of the embedded librarian are then discussed. The chapter concludes with a discussion of two intriguing aspects of such embedded work: the complex communication pattern that forms between the librarian, professor, and the students, as well as ethical considerations involving grading, privacy, and time commitment.

A research-intensive class is defined as a course requiring a large research project lasting most of the semester. There are usually many project deliverables that lead to a final report. In business schools, these classes typically include a final presentation, and the students work in teams. Co-teaching is defined as the librarian not only providing research instruction sessions but also actively participating in most of the class sessions. The co-teacher might also help design

research assignments, co-author a project textbook, and have instructor status in the course management system.

LITERATURE ON RESEARCH INTENSIVE CLASSES, CO-TEACHING WITH PROFESSORS, AND ETHICAL CONSIDERATIONS

A search of the library literature concerning involvement with research-intensive classes, communication and collaboration with professors as co-teachers, and ethical aspects of embedded librarianship reveals that little has been published on these topics.

Involvement with Research-Intensive Classes

Campbell and Cook (2010) describe their experience working closely with a Small Business Management class at Rider University. This class is required for all undergraduate Entrepreneurial Studies majors. The students conduct a feasibility analysis of a business idea based on industry and market research. The librarians provide three in-class research workshops for the students and also provide research consultations outside of class. Campbell and Cook report that the quality of the student's research has improved since the librarians began providing their current level of support, and that the students are more likely to contact the librarians with requests for research assistance.

Ricker (1997) co-teaches a one-credit course, *Chemistry Information*, with a chemistry professor. She discusses the division of labor and expertise between the librarian and the professor and the significant time demands on both professionals, even for a one-credit class like this one. Ricker describes a welcome and unexpected side-effect to her co-teaching this class: getting to know each student as an individual and also being able to assume that the students have a certain level of research skills with library research as they pursue more advanced

coursework. She enjoys working with the chemistry students through their remaining semesters in college.

Communication and Collaboration with Professors as Co-teachers

Kenedy and Monty (2011) collaborate with a professor on a sociological research methods course. The librarians help develop the syllabus, teach instruction sessions, and follow-up their instruction with ongoing reviews of student assignments through the final papers. Librarian contact with the students throughout the semester was a successful goal of their collaboration.

Pritchard presents three models of involvement in classes. In the “supplemental model,” the librarian is not directly involved in the class and only works with students from the class when the students seek out the librarian. In the “integrated model” the librarian provides research and information literacy support in the classroom for specific research projects. Finally, in the “embedded model,” research support and information literacy is built into the syllabus so that the “learning is optimally timed and integrated with other course objectives and content.” Pritchard notes that these three models should not be viewed as a progression of desired outcomes but instead as “complementary and reflect[ing] the diverse ways in which support is needed in higher education.” Pritchard concludes that embedded librarian programs must be implemented strategically in order to be “effective and sustainable” (Pritchard 2010, 387). The strategic goals should include making the best use of staffing and skill sets, reaching students early, and supporting students’ growth in research skills.

Lindstrom and Shonrock surveyed developments in collaboration between librarians and faculty. They note “although the concept of librarian and faculty collaboration is not new, the commitment to an integrated approach has not become a trend” (Lindstrom and Shonrock 2006,

18). After describing various examples of collaborations, they conclude that the most significant examples of collaboration are from campuses in which librarians and university administrators have made information literacy a priority on campus, and have provided the librarians and faculty with the time required to make the collaboration a success.

Ivey defined four behaviors “essential for successful collaborative teaching partnerships:

- developing shared goals
- developing mutual respect, tolerance, and trust
- contributing competence for the task at hand by each of the partners
- and providing ongoing communication” (Ivey 2002²³, para. 7).

Ivey’s study identified four common elements in librarian/faculty collaboration: “Like-mindedness, commitment, enthusiasm and innovation” (Ivey 2002²³, para. 8). The collaboration often results in ongoing benefits such as the librarian and faculty member “teaching each other, exchanging favors, and the librarian selecting useful resources for the professor’s work.

Ethical Aspects of Embedded Librarianship

Searching the *Library Literature* database concerning ethics reveals that most of the articles on this subject concern privacy, censorship, or scholarly publishing. Jacobs (2008) surveyed the literature on the ethics of library instruction and determined that few articles have been published concerning the ethical aspects of librarians as teachers. Jacobs encourages librarians to identify ethical issues relevant to our roles as teachers. (Later in her article Jacob writes about intellectual freedom and political expression in academia.) Searching the *Education Index* database to examine education research reveals that the *teaching* of ethics is a major concern (particularly for business and medical education), but adds little to what can be applied to the ethics of embedded librarianship. Schuffelton (2011) writes of ethical considerations

concerning grade school teachers becoming friends with their students. She discusses the need for teachers to remain impartial evaluators and graders of students' work. But if both student and teacher understand that impartial evaluation and grading is an essential aspect of learning, she asserts, then friendship between student and teacher can certainly be ethical.

DESCRIPTION OF EMBEDDED WORK

MKT 426

Marketing 426: International Marketing, is a research-intensive class required of all marketing majors. The students (usually seniors) learn the fundamental concepts of international marketing and conduct a three-month long research project called Export Odyssey. The goal of Export Odyssey is to make an international sale for a North Carolina manufacturing firm. Student teams that make a sale within ninety days after the end of the semester have their grades on the project presentation and final written report (40 percent of the total grading in the class) changed to an A+ (100 percent of the points value). This emphasis on experiential learning proves very motivating to the students, and also helps them recruit manufacturers for the project – the companies appreciate the emphasis on the real-world outcomes. Typically one team each semester does make a sale. Recent examples include selling electric guitar amplifiers to Norway, parachute cloth to Poland, textile manufacturing machinery to India, and wine to Australia. The administrators in the UNCG business school consider Export Odyssey to be UNCG's foremost example of involving students in local economic development. The class meets each fall and spring semester and averages forty students. Nicholas Williamson is the professor.

The Export Odyssey process begins with a "split-share" analysis in Microsoft Excel of United Nations import and export trade data at the six-digit harmonized code data, in order to

determine countries in which exporters of each host manufacturer's product have the most advantage. The students then research best practices in export market strategies of United States and international export competitors within the target industry. Finally the students research the target foreign market in terms of business climate and culture, product-level trends, and potential customers. The presentation, with usually one or more representatives from the North Carolina manufacturer in the audience, provides a summary of the analysis, the final "4 P's" (product, price, promotion, and place/channel of distribution) recommendations for exporting to the target country, and the customers to be contacted. The final report is a narrative of the presentation; it includes print-outs of over seventy-five cited sources (typically). These various Export Odyssey deliverables – the trade data analysis, two interim reports, the presentation, and final written report -- account for 75 percent of the grading in the class; the remaining 25 percent represents the mid-term exam. There is no final exam – for a class like this the presentation and final report serve that purpose.

So with all that required research for Export Odyssey, one can easily imagine the opportunities for a business librarian to get involved. After joining UNCG's Jackson Library in 2001, I began teaching one-shot trade data research workshops and providing business reference support for the Export Odyssey students. I didn't talk to Professor Williamson very much beyond planning each one-shot. By fall 2002 I was doing a significant number of consultations for the student teams and got to know many of the students pretty well. Curious to see the final results of their research projects, I asked the professor if I could sit in on some group presentations. He said, "Oh, it would be great if you could come." So I showed up in class planning to take notes about how the students used their research sources. But the professor said, "Now Steve, after we hear from the company representative, I want you to lead off with questions and comments and

then I'll follow up with my own." So my involvement and investment in Export Odyssey quickly grew. The following semester, I visited class on the first day, had the students over to the library for the trade data class a month later, provided short instruction in their normal classroom twice in the third month, and then helped evaluate every presentation.

I'm now introduced as the co-teacher by the professor, participate and contribute to all of the class sessions, monitor the Blackboard communication, help grade the presentations, and co-write the Export Odyssey textbook, which we update every summer. (This book is photocopied and bound by the UNCG bookstore; we earn royalties from each sale.) Professor Williamson has invited me to help grade the other Export Odyssey deliverables, like the interim reports and the final written report, but I have declined that invitation. Samuel Troy, the business school's Executive in Residence, who has extensive experience with exporting through work with furniture manufacturers and the U.S. Department of Commerce, also helps teach the class and joins Professor Williamson and me in grading the final presentations.

ENT 300

Entrepreneurship 300: Ideas to Opportunities: Feasibility Analysis, is a research-intensive class required for all entrepreneurship majors and minors. The UNCG entrepreneurship program is interdisciplinary and interdepartmental, with over twenty academic departments so far offering classes. In ENT 300 the students learn how to create a feasibility plan for a new business or nonprofit establishment. The students who pass ENT 300 take the required ENT 336: *Opportunities to Action: Business Plan* the following semester. In ENT 336 the students learn how to develop their feasibility plan into a full business plan, which is then entered for a national business plan competition. Thus ENT 300 and ENT 336 are core classes for the program.

The students in ENT 300 form teams at the beginning of the semester to develop their feasibility plans. The business or nonprofit idea may be new or based on an existing entrepreneurial project. Each student team is offered the services of a SCORE (Service Core of Retired Executives) mentor from the local SCORE chapter. Five research reports (Company Summary, Product/Service, Market, Price & Profitability, and Plan for Further Action) are due in the first half of the semester, with revisions of each expected. These reports lead to a final presentation and a comprehensive final report that includes a large number of exhibits, plus spreadsheets for the financials. The research required for ENT 300 is standard for feasibility and business plan research: industry and market analysis, identifying local competitors and potential customers (for business-to-business ideas), benchmarking the financials of start-ups in the same industry, and identifying necessary governmental approvals and liability coverage. ENT 300 averages forty students; Dianne Welsh was the professor.

I had provided one-shot instruction and consultations with student teams for ENT 300 in past semesters, but for fall 2012 I asked Professor Welsh if I could attend class full time. She agreed and in addition to scheduling several additional research workshops in her syllabus, asked me to be in charge of class for five class periods when she would be overseas speaking. Those five class periods included some of the research workshops as well as guest speakers whom I introduced. I also monitored and participated in team discussions in Blackboard, consulted with the SCORE mentors, and mentored a student team. She has asked me to return next semester as her co-teacher, which is how she now introduces me to the students on the first day of class.

EXPERIENCE IN A RESEARCH-INTENSIVE COURSE

What is it like to be embedded into a research-intensive course? My first response to this question is that it's a lot of work. As with most embedded work for a traditional class, the

librarian is in the class for around three hours a week. And once each class session ends, he often spends an additional ten to fifteen minutes being asked questions from students, or asking his own questions about how a certain deliverable turned out for them or if they had success with a new research strategy he recently taught to the class.

In addition to the class time, there is a considerable time commitment outside of class. Despite the significant time devoted in class to research instruction, students still come to the library for consultations on the specific challenges of their team projects, and time is still required to reply to students' email and instant messages. It's hard to know if the embedded librarian's contributions during class time result in reduced overall consultations and reference questions or promotes more student contact through follow-up questions. There is also time needed to keep up with Blackboard discussions, email the students with reminders of research strategies and sources recommended for specific assignments, and review the professor's recommendations on draft team deliverables.

But the communication with students in these research-intensive classes is not limited to research aspects. At first I was surprised at the number of questions not related to research. Students often ask questions about the syllabus, the class schedule, the nature of an upcoming exam, and request to see past examples of student projects if possible. Students sometimes seek me out to complain about teammates or even the professor (more on that later). So the embedded librarian really has to pay attention to all aspects of the class and consider non-research aspects to be as important as the research. I learned I had to set aside time before each class to prepare even if the syllabus called for no research instruction or discussions that day.

In early August in fall 2012, several weeks before class began, Professor Welsh was contacting the students through Blackboard to make sure they understood the intense nature of

ENT 300. Her past students recommended she give the incoming students that warning in advance. She also required the students to introduce themselves in a Blackboard forum and describe a possible entrepreneurial idea for a team to tackle. By the second day of classes, there were 181 posts from the forty students. I had to work hard to keep up. Eventually I decided I didn't need to read every post -- an important lesson.

Given the serious time demands, prioritizing of ones' work duties is vital for any librarian embedded into one or more research-intensive classes. It would be hard to do this work while also staffing the reference desk a significant number of hours a week or spending significant time selecting materials, especially if you are still providing research workshops and consulting for other classes. Prioritizing teaching over reference desk and collection development seems to be an emerging trend, but support from one's department head and administration remains very important. The time I spend in the classroom also forces me to miss a significant number of routine library meetings.

Depending on the class subject, helping teach research-intensive classes certainly may require significant research skills. This could be a barrier to entry for a new librarian or a librarian expanding into a new subject area by choice or necessity. In those cases extra time will be needed to prepare for research workshops and research consultations. Hopefully any librarian jumping into to a research-intensive class for the first time will be allocated time by his or her supervisor to develop research skills before or during the first semester in the class. One surprise I had from several students was the expectation that I am proficient in all the theoretical aspects of the class (for example, in *International Marketing*, the concept of transfer pricing or the Latin American debt problem).

Another challenge for these classes is learning how to better explain the application of research to the goals of the class, not just teaching how to find the research. One example relevant to both MKT 426 and ENT 300 is applying financial benchmarks like profit ratios. Teaching how to find such data can be simple enough, but a higher level of teaching is explaining how the students should apply that data to their own proposed export sale or three-year operating statement. This is one area in which this librarian still has significant room for improvement.

Having computing and instructional technology skills is also very useful for the librarian embedded in research-intensive classes. Both the professors and students may need assistance on occasion with instructional technology, and may turn to the librarian for help. Being embedded in any class also provides the librarian an opportunity to witness good teaching skills in action, which may certainly help the librarian become a better teacher.

As described above in the literature review, the ability to form personal relationships with students in the classes is a happy side effect of being a co-teacher. I have very much enjoyed getting to know most of the students in the class, helping them in later semesters when they come to me needing additional research support, and making small talk when we bump into each other around the halls of the business school or at the reference desk. In addition to working with the expected business majors taking these classes, it has been interesting to work with the arts students (like dance majors) and social science students on challenging research projects involving sources like SimplyMap. Those non-business majors tend to be highly motivated and enthusiastic to learn what I consider to be relatively challenging business research skills. Finally, most of the letters of reference I am asked to write by students (for example, to support applications to MBA programs) are requested by students I have come to know through the

research-intensive classes I help teach. Those requesting students sometimes refer to me as one of their mentors.

EXPECTATIONS OF THE EMBEDDED LIBRARIAN

The two professors I work with for ENT 300 and MKT 426 both say that they are very happy to have a librarian on board throughout the semester. Initially both were surprised that the library would let me spend so much time in class. I actually didn't ask for permission, since my department head had encouraged liaisons to pursue such classroom involvement. Hopefully in the future professors will no longer be surprised to hear the library allows its liaisons to spend significant time in a class for an entire semester.

I've never formally discussed with the two professors the level of work and time commitment they expect me to provide to their classes. Both know that I have other responsibilities and other classes to devote time to. Instead the professors confirm with me at the beginning of semester (or earlier) the dates for the desired formal research workshops. The professors are aware that I will spend significant time consulting with the student teams outside of class as part of my regular research consulting duties. I have had no reason to ever want to remove myself from either class; if I ever wanted to do so, it would be proper to provide the professor with significant notice that I needed to reduce my role in the class.

Ivey's description of the ongoing benefits of collaboration between the faculty and librarian is corroborated by my example (Ivey 2002, para. 7). Professor Williamson has included me as a co-author for a peer-reviewed article concerning international marketing, and we are pursuing an entrepreneurial venture with a couple of other partners in conjunction with UNCG's Office of Innovation Commercialization. I have assisted Professor Welsh with several research projects, and she asked me to create and teach a new 500-level entrepreneurship research class

for graduate and advanced undergraduate students as a Coleman Foundation Faculty Entrepreneurship Fellow, if UNCG is awarded a Coleman Foundation grant for 2013-14.

Both professors do expect that the students will bring their significant research experience gained from MKT 426 or ENT 300 to future classes. The other marketing professors, all of whom know of my involvement with MKT 426, seem to assume the seniors will have strong research skills after taking MKT 426. Their assumption is hopefully true, but there are important market research topics the marketing majors don't learn in MKT 426 such as U.S. demographic, consumer spending, and psychographic data. So I need to continue to actively provide support for marketing capstone classes like *MKT 429: Advanced Marketing Management*, in which the student teams provide market analysis for local companies hoping to expand domestic sales.

Since fall 2012 was my first year embedded in ENT 300, the feasibility analysis class, I will be checking in with the professor who teaches the required follow-up class, ENT 336: *Opportunities to Action: The Business Plan* to see if she notices improvements in the students' research skills and usage of library subscription databases compared to previous semesters. I normally provide a ninety minute research workshop for ENT 336 to focus on benchmarking of financial data of start-ups. I provided the same workshop already for ENT 300, so when those students take ENT 336 in the spring of 2013 I will need to create a new research workshop for them. The professor of ENT 336 and I will discuss which approach (new instruction or repeated instruction) will benefit the follow-up class most.

TRIANGLE OF COMMUNICATION: PROFESSOR, LIBRARIAN, STUDENTS

A librarian who assumes the role of class instructor has to be careful about what he or she says to the students. For example, on the first day of ENT 300 in the discussion of the team project, I mentioned that a non-profit corporation was fair game for the feasibility analysis assignment and that each past section of ENT 300 had a non-profit team. Many students in Blackboard had already posted about their interest in creating a non-profit, some with an international reach. Late in that first week of class Professor Welsh emailed me:

[One student] decided to start a non-profit group due to you telling her the class needed at least one. I thought you'd get a kick out of that. Then she started recruiting and the groups started getting dismantled at the last minute which led to my emails Thursday night. I had 2 calls and 10 emails that [those students] didn't have a group anymore.

Anyway, something for your book chapter. (Dianne Welsh, email message to author, August 31, 2012)

So communication between the librarian, professor, and students is very important. But this triangle of communication can take some surprising forms, even changing in different ways as the semester develops.

A librarian embedded into a research-intensive class can often adopt the role of both class insider and class outsider. The librarian may need to choose whether insider or outsider status is most useful in a particular situation. When the librarian exhibits insider status, he is seen or acts as a second professor in class, with a similar level of approachability, authority, and responsibility for the class content and syllabus. Think of this as a narrow triangle with the professor and librarian representing the corners close to each other.

Figure 4.1. Insider Status

<Insert Cramer Figure 4.1 here>]

When the librarian exhibits outsider status, he is more likely to be seen as a visiting librarian who assists with the class but is not in lock-step with the professor and is therefore a bit more independent. Think of a right triangle, with the points at the short side representing the professor and the librarian.

Figure 4.2. Outsider Status

<Insert Cramer Figure 4.2 here>

There can be value in being both an outside and insider, depending on the needs of the class, professor, and student. An emotionally intelligent embedded librarian should consider which status might be more useful at any given time. Some examples may help to illuminate this distinction between outsider and insider status.

The insider embedded librarian can serve as a surrogate for the professor when he or she is out of town and the librarian is in charge of class on his own. However it is quite acceptable to answer a question about grading expectations with “I’m not sure; ask the professor when he or she returns.” The insider librarian is one who helps grade deliverables. This role can raise ethical questions as discussed. Emphasizing to a student team that the final responsibility for a particular outcome rests with the students and not the professor (or librarian) certainly calls for the insider status.

The outsider embedded librarian can use his more independent class role to serve as a counselor and ombudsman for the students. The students in this case take advantage of the fact that librarians are usually more approachable, have longer office hours, and are more likely to keep their office doors open. Librarian offices are often located in a busy student-centered area,

namely the public service rooms of the library, rather than a wing devoted to faculty offices in a classroom building. A few years ago I befriended a MKT 426 student who was going through some rough emotional times. A couple of times she ended up crying in my office. Once while I was working the reference desk by myself, she walked up clearly upset about her teammates. Through instant messaging I quickly recruited a staff person to cover the desk for a few minutes while we moved to my office where she told me what going on. I used to think that being a good listener in such situations was an application of outsider status, but I recently heard from an instructor that a student recently came to her upset about personal issues. (The aforementioned marketing student and her team ended up creating a strong final presentation and written report. She has been feeling fine since that semester and now is about to finish her MBA.)

One of the most common outside activities in my experience is being a good listener when students need to vent about their teammates. A season-long reality show could be constructed from the interesting stories of teammate conflict and negligence I've been told in my office. Venting students also come in asking for advice about how to handle their teammates, and wondering if a formal teammate evaluation process might prove useful to their current team dysfunctions. While most teams in these research-intensive classes perform well, there have been teammates who have asked about the possibility of excluding one particular teammate from the final presentation, because that teammate in their opinion didn't do enough work to receive a share of the credit for a successful presentation. Think of this as the student team equivalent of being voted out of the house or off the island. In addition to helping with team issues, I've had discussions with students in my office in which the students reported they found it very useful to talk to an outsider about what was going on in their class since I was familiar with their course.

My most unpleasant situation regarding this triangle of communication concerned a MKT 426 student who received a low grade from her teammates in the final teammate evaluation. This student was about to graduate and had an offer to begin working at a major regional bank as soon as she graduated. However, due to the harsh teammate evaluation and grade, the student's final grade in MKT 426 was not high enough to meet the concentration requirements (a grade of C) for marketing majors. This student disputed the harsh teammate evaluation and grade and appealed to the head of the Business Administration department to call a meeting with Professor Williamson, and student, and the department head. The student called me and (crying) told me what happened from her point of view and asked me if I could join this meeting. I replied that if Professor Williamson agreed to my presence there, I would attend. He was fine with my attendance. The student arrived at this meeting with her mother and presented her case for the teammate evaluations being submitted under false terms, while Professor Williamson stated that her teammates' evaluations were consistent and rich in detail concerning the lack of work by the teammate. (Evaluations are submitted twice through the semester, and their importance is clearly established on the first day of class and in the syllabus.) Given the stakes for the student trying to graduate and begin her new job, and the necessary sharing of the criticism expressed in the teammate evaluations, the meeting was not a pleasant one. Even though my presence did not make much difference in the discussions, the student and her mom told me later they appreciated my willingness to attend as a more neutral party.

A more common student-centered application of outsider status is serving as a class ombudsman. The librarian can bring issues and requests from students to the professor without revealing names. One example includes requests for a short extension to a deadline. If several student team representatives have asked me if getting an extension is possible, and I know the

students are working hard but would turn in a much better product with just one more evening of work, I will ask Professor Williamson to grant an extension, and he will often grant the extra time. Sometimes students figure out this communication pattern and perhaps try a little too often to get me to ask for some change in their favor and I have to smile and say “No, I don’t think so this time.”

I will also let Professor Williamson know when some aspect of the course content does not seem clear to the students and needs to be discussed again in class. Both the students and the professor seem to appreciate these little interventions; sometimes the students will “out” themselves, disclosing to the professor that they were the ones who told me they were struggling with an issue or topic. The embedded librarian who has been involved with the class for many semesters can also provide perspective on institutional history for students wondering how certain aspects of the class were handled in past semesters.

Finally, the embedded librarian can be a mediator between the professor and students regarding a grading dispute. This mediation could begin with a student team asking for feedback on a grade received on a recent deliverable. The librarian can provide evidence that a disputed segment of research was indeed conducted properly, or that the desired data simply doesn’t exist. In those cases the professor might decide to change the grade.

ETHICAL CONSIDERATIONS

As noted in the literature review, little has been written about the ethics of embedded librarianship. This may not be surprising given the broad definition of embedded librarianship (Schulte 2012). I will focus on three aspects of helping teach research-intensive classes: grading, privacy, and time commitment.

Grading

Should the librarian grade some, all, or none of the class deliverables? There are certainly pros and cons of involvement with grading. If the librarian helps grade, would students in a team that gets a lower grade than they expected be less likely to see or chat with the librarian for research support in the future? If the librarian helps grade, should the librarian not provide feedback on teams' draft work? Can an impartial, supporting public service librarian remain fully impartial when now helping assign grades? The embedded librarian who helps grade has to manage the conflict between trying to be an impartial, supporting public service librarian and being a grader.

Librarian blogger David Shumaker addressed related issues regarding the evaluation of information literacy outcomes by embedded librarians. He asserts that if "information literacy skills are important" then the learning objectives should be evaluated (Shumaker 2012, para. 3). There may be some ethical considerations in grading information literacy objectives too, but there is a big difference between librarians assessing information literacy and grading class deliverables like final presentations, reports, and exams in research-intensive classes required by the major.

The key to good ethics with grading is clear communication with the professor and his approval of the librarian's grading role. For first time faculty-librarian collaboration, that role should be discussed as early as possible at the beginning of the semester. Professor Williamson has invited me several times over the years to assist him in grading the MKT 426 Export Odyssey interim reports and final written report. I have so far declined those invitations, preferring to limit my grading contribution to the oral presentations. To evaluate those lengthy reports would require a large time commitment on my part. The presentation grade each team receives is an average of the grades suggested by Professor Williamson, Samuel Troy, and I.

Then Professor Williamson gives the team their final grade as well as our combined constructive feedback. I feel that only helping grade the presentations (an extension of providing detailed feedback) results in a balance of insider and outsider status for me. Professor Welsh has not asked me to help her with grading for ENT 300, nor have I pursued that possibility. However, I do look at the comments Professor Welsh makes on each student's team reports in order to identify research areas that students need assistance with. Through my status in both the MKT 426 and the ENT 300 Blackboard sites as "instructor" I am able to see the grades students have received, but believe it is a violation of students' privacy for me to look at their grades.

Privacy

Sometimes in cases of conflict privacy issues develop which concern the relationship of the librarian to the professor and the students. The professor is not only the instructor of record for the class but may also be a friend of the librarian and a strong supporter of the librarian's work. Meanwhile the students usually find having an independent authority in the class to be useful. Yet the librarian should also correct students when their comments or judgments expressed in private are not fair or reasonable. So the embedded librarian needs to balance fidelity to the professor with service to the students. This balance usually requires significant emotional intelligence.

As with other aspects of librarians' involvement with students, discussions with students should normally be considered private conversations. What is said between a student and the embedded librarian in the librarian's office should remain in the librarian's office. Any student feedback or concerns shared with the professor should be presented as from anonymous sources. Such a privacy stance helps build trust between the librarian and student, and that stance most likely will be respected and welcomed by the professor. For example, students have asked me if

Professor Williamson has ever provided one-day extensions to report deadlines. Often the students asking that question are productive students who feel they are on the verge of success but would love to have one more night to develop and research their ideas. In those cases I tell the professor privately that some hard-working teams could really use a little more time to finish up what could be a very strong report. But I don't name which teams asked for the extension.

Certainly some types of student feedback don't need to be kept anonymous from the professor. For example students sometimes have excellent suggestions regarding the nature of the class project that the professor would embrace. In that case the students deserve credit for the good idea, if the students don't mind the source of the good ideas being identified to the professor if not the entire class. A few years ago in MKT 426 one student team recommended that Professor Williamson and I provide examples of past students' work for current students to look at. Having those examples in Blackboard would help students understand the nature of each report. Given that Export Odyssey reports are extremely difficult to plagiarize (each team has a different combination of product and target country), Professor Williamson and I agreed this would be helpful. The team that asked to see the past examples ended up doing excellent work on all of their reports, and so I asked if I could share *their* reports with future classes. They agreed and their names remain on those reports posted in Blackboard.

Time Commitment

As described above, being embedded in research-intensive classes can be extremely time-consuming. Is it ethical for a liaison librarian to spend so much time on a single class? The time devoted to the research-intensive class cannot be time spent teaching other classes, answering reference questions or providing consultations for other students, or taking care of the many other important tasks liaisons are responsible for. Is this ethical? The answer depends on the

local prioritization of goals for liaisons and the embedded librarian's ability to meet other high priority tasks besides helping teach a research-intensive class. Some academic libraries have made embedding into classes a top goal for its liaisons. For those librarians, being proactively engaged with classes is more important than (for example) title by title book selection or staffing a reference desk. In those libraries devoting significant time to a research-intensive class would not be unethical.

A more interesting ethical scenario involves a liaison who is not yet embedded into a research-intensive class but is already very busy providing research consultations, one-shot instruction for a number of majors or academic departments, and other work considered worthy of time. What if this liaison had an opportunity to help teach a research-intensive class, but would have to curtail existing work to create time for the embedded role? This may be a tough call for the liaison and the liaison's supervisor. Is it more important to help teach one research-intensive class that might have only thirty or forty students, or to reach as many students as possible with one-shot instruction? Ideally the liaison would have the time to be embedded *and* teach the one-shots. Otherwise, perhaps other librarians (not themselves embedded in research-intensive classes) could teach some of the one-shots. Using substitute librarians to teach some of the one-shots might reduce the exposure of the liaison to students in that subject area. Yet if high-impact involvement with research-intensive classes is considered more important than one-shot involvement with other classes, then the liaison should place a greater priority on embedded teaching than on teaching one-shots.

My department head has established embedded work as a priority for the Reference Department and therefore has reduced the number of reference desk hours we are responsible for. (In a normal week I staff the reference desk only two hours a week.) Her active support of

my work in the classroom is very helpful, considering the demands on my time. If I'm asked to provide one-shot instruction for a class that meets at the same time as ENT 300 or MKT 426, I will normally skip my embedded class for a class session to teach the one-shot. If I'm scheduled in ENT 300 or MKT 426 to do a research workshop and then I'm asked to do a one-shot at the same time, I try to negotiate a different day for the one-shot. I have yet to turn down an invitation to teach a one-shot due to schedule conflicts with my embedded classes. If I had to turn down a one-shot invitation, I would ask a colleague to teach one of the over-lapping classes instead. However, I do fairly frequently skip meetings when my embedded classes meet at the same time. I don't consider the decision to skip a meeting in favor of class to be unethical.

IMPLICATIONS FOR THE LIBRARIAN, LIBRARY, AND CAMPUS

To the librarian, helping teach a research-intensive class will have several significant implications. The librarian will grow as a teacher, research advisor, and supporter of students. Working as a partner with professors may lead to other opportunities like publishing in non-library journals. Finally, the librarian will likely have more job satisfaction, and more fun.

There will also be implications for the library. With increasing connections and collaboration with faculty, the library will be viewed as a stronger partner in the educational goals of the campus. The library will also be demonstrating its commitment to changing strategic priorities, with increased emphasis on proactive involvement with teaching and research and less emphasis on more passive work like selection and reference desk staffing. The professors with whom the liaison co-teaches could become "library champions" who spread praise of the library and its outgoing librarians around academic departments.

Finally, the campus and particularly a targeted academic department will appreciate having a new teaching partner from the library to support the students and the faculty of the

research-intensive classes. The academic department will in effect gain a new faculty member for free. The faculty will appreciate the higher quality student research coming out of the core classes, and the increased support of their own research through the closer collaboration of the liaison.

CONCLUSION: RECOMMENDATIONS TO ASPIRING CO-TEACHERS

Perhaps the first step for a library liaison interested in co-teaching with a professor is to discuss priorities and work load issues with one's department head and relevant library administrators. Without institutional support and a reprioritization of liaison responsibilities, intensive involvement with a research-intensive class could be quite challenging. If the liaison doesn't already have a particular class in mind, consider a capstone or writing-intensive class. Or ask a friend in the academic department in question for advice on a good class to target. After identifying a class, talk to the professor and suggest that librarian involvement in the class would allow the liaison to provide greater support of the students' research through classroom involvement and by making the students more comfortable (and more likely) to ask for research help outside of class. The liaison could also tell the professor that librarian involvement could help ensure that library resources (for example, research guides and databases) are optimized to meet the research needs of the class.

Once the professor has invited the liaison to, in effect, become embedded in the classroom, the liaison should not expect to be considered a co-teacher immediately. The liaison should probably start small by merely asking to sit in on the class and speak to the students when asked by the professor. The next time the class is offered the liaison could volunteer to provide an expanded role, contributing to the teaching in small ways and providing in-class instruction. It may take several semesters before the professor invites or grants the liaison the status of co-

teacher. The time necessarily to achieve that status will depend on the liaison's knowledge of the subject matter, relationship with the professor, and the openness of the professor to have a co-teacher. As the liaison's role in the class expands, the liaison should eventually consider ethics relative to issues like grading. It may be useful for the liaison to invite the professor out to coffee to discuss those issues as their teaching partnership blossoms. There is certainly risk in pursuing a co-teaching relationship with a professor, but the benefits of a successful relationship to the students and the co-teachers are too large not to try.

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