Academic librarians involved in library instruction have historically encountered issues of student academic integrity in limited measures. Prior to the growth of information literacy programming, opportunities to formally develop educational strategies to prevent students’ unethical usage of information typically only surfaced through committee work or collaboration with concerned faculty. Today however, librarians are becoming both increasingly more relied upon and proactive in educating students about plagiarism and other issues of academic integrity through information literacy instruction and educational programming. It is important for instruction librarians, both new and seasoned, to keep abreast of the latest pedagogical approaches being employed to introduce students to issues involving academic integrity. There are many important roles that librarians and libraries can play in raising awareness about the ethical usages of information.

With the recent rise in detected incidents of student plagiarism, collusion and cheating, many college campuses are renewing their commitments to bolster academic honor codes and enforce policies that punish students found guilty of academic misconduct. Some campuses are utilizing resources like Turnitin.com and other electronic plagiarism detection services to identify student plagiarism. Currently there are two commonplace approaches employed by colleges and universities working to deal with occurrences of student academic misconduct. The prevalent institutional response is to detect and punish students found guilty of academic misconduct. The other emergent method is to actively engage as an institution in both a program of detection and educational prevention to raise awareness. The latter kind of multi-faceted campus response to the problem of declining academic integrity aims to ensure that students are educated about the standards of academic integrity that they are expected to demonstrate from the time of admission to the university. In addition to dealing with plagiarism, many campuses are also developing policies and educational programming to cover related information ethics issues such as copyright and fair use with both faculty and students. As Marta Mestrovic Dewyrup notes, campuses like the University of Maryland are creating centers for intellectual property whose programmatic efforts address issues such as the, “TEACH Act, the Digital Millennium Copyright Act (DCMA), peer-to-peer file sharing, and scholarly communication.”1
In response to all of these above mentioned concerns, information literacy librarians are often requested to devise instructional solutions to improve student awareness about information ethics and academic integrity standards through information literacy instructional interventions. Many libraries are utilizing online tutorials and/or in-class instructional techniques to help students to better understand what constitutes legitimate usage of texts and data retrieved via both print and Internet resources. Some libraries have also developed collaborative programs and partnerships to extend their information literacy instruction efforts into these areas across their campus. This chapter will discuss how academic integrity is currently viewed within the circles of higher education, including academic librarianship. Particular attention will be placed on educational solutions that are currently in practice. The chapter also will offer librarians and libraries involved in information literacy instruction insight into ways to approach the issues involved in educating students about academic integrity by offering examples of working programmatic solutions and collaborative partnerships. Best practices in establishing anti-plagiarism and academic integrity curricula in order to foster a culture of education that replaces over reliance on a reactive culture that only polices academic misconduct will be discussed.

**Academic Integrity & Information Literacy**

Since librarians typically do not teach semester long discipline courses that require grading research papers or projects, their exposure to examples of student academic dishonesty, unintended or intentional, largely occurs during their service on campus committees that deal with academic grievances or the unethical behavior of students. Colleges and universities across the United States typically establish campus committees charged with reviewing academic grievances in order to determine whether or not the student is indeed guilty or not guilty of academic dishonesty. Student misconduct cases typically involve instances of student cheating, plagiarism or other forms of academic dishonesty. Gail Wood acknowledges that many librarians serving on these committees often find themselves repeatedly asked to track down sources in reviewed plagiarism cases. According to Wood, librarians often find themselves acting as a sort of “anti-plagiarism enforcer”. The benefit of having librarians placed on these kinds of academic conduct committees certainly outweighs the likelihood of librarians being singled out as plagiarism detection experts. These committees tend to introduce librarians to other pivotal campus partners committed to increasing student and faculty awareness about the common problems associated with a lack of knowledge about academic integrity practices. In addition, for a librarian and the library, the inherent value of working on a committee that deals with issues of academic integrity is having the platform to discuss how issues of academic
integrity often correlate to students’ lack of information literacy. Active participation on an academic conduct committee, by a member of the library staff, is often a critical component to creating a culture of academic integrity education solutions that includes the library and information literacy programming.

Why is creating a holistic culture of academic integrity critical to increasing student awareness about the dangers of plagiarism and other acts of academic misconduct? While the answer may seem basic enough it is clear that there are many factors that influence a student’s propensity to engage in academic misconduct. Research has shown that the existence of honor codes and clear policies have a partial impact on thwarting instances of academic misconduct. However, there is also ample evidence that students need to be introduced to the ethical standards of academic life, and their chosen discipline, in a number of different situations outside the faculty-student lecture setting. As Ranald Macdonald and Jude Carroll note, plagiarism is a complex issue requiring a holistic institutional approach. According to their study, a holistic institutional approach “recognises the need for a shared responsibility between the student, staff and institution, supported by external quality agencies.” Clearly the library and librarians, like other academic support faculty and staff can aid in such a collective endeavor.

In fact, as recent research argues, “by developing an anthropologist’s sensitivity to culture, academic librarians can learn the characteristics of the academic disciplines and then help students learn these characteristics as a way for them to understand the rhetorical practices in these fields. In making tacit practices visible, librarians can facilitate students’ transitions into the cultures of their chosen disciplines.” Clearly, assisting with students’ indoctrination into a discipline’s culture of academic integrity is an area where librarians can both assist and provide formal instruction to complement information literacy programming. This is particularly true in approaches that use examples of notable acts of plagiarism to raise students’ awareness of the existing ramifications plagiarists encounter both within and outside of academe.

Once an institution chooses to integrate information literacy curricula into academic integrity educational programming it is imperative that academic integrity policies and information literacy standards are unequivocally defined. Standard Five of the ACRL Information Literacy Competency Standards for Higher Education is a critical component of any information literacy instructional approach that aims to introduce the ethical usage of information in both legal and social contexts. This standard states that an information literate student

- Accurately and appropriately documents sources, and uses paraphrases and direct quotes in order to avoid plagiarism.
- Understands issues related to privacy and security, censorship, intellectual property and copyright in order to use information responsibly.
Librarians working to integrate academic integrity curriculum into information literacy sessions should be aware of the wide spectrum of instructional issues that can be covered by establishing lecture goals around ACRL Standard #5. Beyond identifying published university policies and standards on academic conduct, librarians should also investigate whether or not the related discipline they are working with has related published statements on academic integrity standards from bodies outside the university such as professional associations or accreditation bodies. Students’ understanding of proper attribution standards and the overall reduction in student cheating behaviors are important to future employers. For many working outside academe, the current state of student beliefs and practices in regards to issues pertaining to information ethics is both appalling and unacceptable.

As the 2003 National Survey of Student Engagement (NSSE) revealed, “87% of college students surveyed reported that their peers sometimes “copy and paste” information from the Web for reports and papers—without citing sources.” While other forms of cheating certainly still persist, with the rise of the Internet and full text resources plagiarism has become the number one complaint registered by faculty questioned about student academic integrity. The rise in the popularity of downloading media has also caused many university officials to express concern over students’ apparent lack of understanding or disregard for the legal ramifications involved in illegally downloading, copying or pirating music or video related media. Both subject faculty and librarians also report that students struggle with the concept of attribution when it comes to documenting external sources utilized in term paper preparation. All of these areas of concern, regardless of whether or not they involve students’ improper usages of materials in or outside the college curriculum, signify a looming ethical crisis within higher education and beyond. As it has been shown educating college students about the ethics involved in these academic integrity areas addresses the concerns of faculty, potential employers and professional associations affiliated with certain disciplines and majors.

What do experts within higher education mean when they use terms like academic misconduct or academic integrity? Certainly, there are many differing views about what acts constitute academic misconduct. Over the past two decades considerable research has also been conducted to explore what infringements should be classified under the rather broad heading of academic dishonesty. While plagiarism has taken the spotlight within recent reports of academic misconduct infractions, cases of unethical scientific research and conduct, cheating and other forms of information piracy abound academe today. According to a 2005 study conducted by Donald McCabe, the director of the Center for Academic Integrity (CAI) at Duke University, 70% of the near 50,000 undergradu-
ate students surveyed admitted to some form of cheating. Close to one-quarter of the participating students admitted to serious test cheating in the past year and half admitted to one or more instances of serious cheating on written assignments." CAl's 2005 research goes on to show that issues involving students lack of academic integrity are growing more disconcerting. Plagiarism is on the rise and many students are not sure what all the fuss is about. The results of the 2005 research report claim that,

Internet plagiarism is a growing concern on all campuses as students struggle to understand what constitutes acceptable use of the Internet. In the absence of clear direction from faculty, most students have concluded that 'cut & paste' plagiarism—using a sentence or two (or more) from different sources on the Internet and weaving this information together into a paper without appropriate citation—is not a serious issue. While 10% of students admitted to engaging in such behavior in 1999, almost 40% admit to doing so in the Assessment Project surveys.¹⁰

As Elaine Whitaker notes in her discussion of pedagogical approaches to introducing anti-plagiarism instruction, when asked to define plagiarism,

undergraduates in my classes choose “copying” and “stealing” as synonyms. Pressed to distinguish between plagiarism and legitimate forms of imitation, they become confused. Asked about accepted conventions for acknowledging the use of the words or ideas of others within their writing, first year students are flustered... ignored in the concepts students bring to my classes are the ideas of achieving personal mastery of information, having one's own carefully considered opinion, and analyzing where one's own position falls with respect to the positions of others.¹¹

Most studies on plagiarism and academic integrity issues with higher education are quick to point out that too many educators have ignored the evidence that undergraduates need to be introduced to acceptable standards of academic behavior on a continual basis throughout their academic careers.

Literature Review
Within the literature of library and information science, research on library instruction, academic integrity and plagiarism is a somewhat recent phenomenon. Lorna
Peterson's 1988 research represents one of the first arguments supporting the notion that librarians should integrate discussions of academic integrity standards into library instruction. Peterson urges librarians to move into this area of instruction keeping in mind a particular focus on how academic integrity issues are present throughout the research process—from the retrieval of external information to its synthesis in both the writing of a paper and its bibliography. In her view, the predominant misconception that discipline faculty already introduce students to acceptable ethical academic behavior standards is one of the largest factors leading to the rise of academic dishonesty infractions. Therefore instruction on academic integrity should no longer be viewed as the sole instructional domain of discipline faculty. Peterson writes that while it, "is evident that faculty must participate actively in imparting the concept of academic integrity... librarians in their role as teachers must participate as well. There should be no fear of treading on someone else's territory. Academic integrity is the soul of the college and university."12 Peterson goes on to chastise academic librarians' lack of involvement in issues of academic integrity within library instruction in the following statement.

As participants in the scholarly process, librarians traditionally have seen their role as one of the teaching the mechanics of identifying and locating books and articles; only occasionally does a BI program include the evaluation of such materials or how-to of proper documentation. And, like the teaching faculty, librarians generally fail to address questions of academic integrity.13

The results of Peterson's study indicated that instruction librarians felt that they needed to work with students on concepts such as documentation and independent scholarship.

Since Peterson's article, which was written before the height of the information literacy movement, other researchers have also examined the need for librarians to actively approach issues of academic integrity in information literacy sessions. Studies by both Nicole J. Auer and Ellen M. Krupar and D. Scott Brandt realize the unique role that librarians can play in working on issues of academic integrity by discussing issues of plagiarism with students.14 Both studies rightly contend that librarians' in-depth knowledge of issues such as copyright, intellectual property and research documentation styles make them ideal experts who should contribute to their university's education response to issues of academic integrity. D. Scott Brandt notes that,

Issues related to copyright apply in a similar vein to plagiarism.

In fact, copyright abuse and plagiarism are like two sides of a
permission coin—on the one side, people take without asking, and on the other side, people take without telling. Librarians have a special perspective on plagiarism. Some teachers will talk about it from an intellectual writing viewpoint, but we can address it from an applied and technological perspective. It’s not enough to say “don’t do it.” You must emphasize how and why it takes place, and what needs to be done to prevent it. Librarians have done a great job championing copyright, and we can do likewise condemning plagiarism.\(^\text{15}\)

Recent examples of other studies that reflect on librarians’ experiences in integrating anti-plagiarism instruction into information literacy programming include the author’s own 2004 study examining how discipline based librarian approaches to combating plagiarism and academic integrity issues better engage students.\(^\text{16}\) Other works that deserve notable attention include Jeff Liles and Michael Rozalski’s analysis of how attention to instructional approach improves the delivery academic integrity issues within library instructional sessions, and the work Pamela Jackson who examines the efficacy of anti-plagiarism instruction through the development and usage of online learning modules. Jackson’s study assesses undergraduate students’ understandings of proper paraphrasing techniques through the usage of an interactive, web-based tutorial, Plagiarism: The Crime of Intellectual Kidnapping.\(^\text{17}\)

Other studies evaluating the use of tutorials and other virtual learning modules to introduce students to issues of academic integrity include Laura Guertin’s 2005 article, and the work of Fricker, Armstrong and Carty, researchers at the University of California San Diego, who introduced an online tutorial to help encourage academic integrity.\(^\text{18}\) A review of many of the online tutorials currently employed by colleges and universities across the United States reveals a propensity for anti-plagiarism tutorials that focus on the introduction of proper citation methods using either the MLA or APA documentation styles. A review of ACRL’s Peer-Reviewed Instructional Materials Online PRIMO database reveals that even fewer tutorials adequately discuss issues of intellectual property or copyright. The University of California Los Angeles’s tutorial Carlos and Eddie’s Guide Bruin Success with Less Stress is a model exception to this pattern. This tutorial, which contains multiple modules, provides students with information on various issues that fall into frequent summarizations of common academic integrity violations. In the tutorial directions for faculty the creators write that,

\textit{Carlos and Eddie’s Guide to Bruin Success with Less Stress} was created as an interactive student-centered learning experience.
The tone is informal and the “quizzes” are constructed as pedagogical tools to engage users rather than scientific tools to assess users. If you choose to require your students to complete any of the five major sections, printable certificates of completion are available for each section except “Citing and Documenting Sources,” which instead enables students to e-mail their quiz results to whomever they wish.¹⁹

Issues such as intellectual property, file sharing ethics, cheating, fabrication and academic misrepresentation in addition to coverage on citation documentation styles are provided for both faculty and student usage in this UCLA tutorial. All of these areas are covered with examples from taken popular culture. Detailed attention is paid to the information seeking behavior of undergraduates who fall into the millennial generation.

Definitions of Academic Integrity

There have been countless studies examining issues involving academic integrity and academic misconduct. Donald McCabe who is perhaps the most notable researcher on academic integrity in higher education and secondary schools has authored several important studies analyzing the factors leading to student breaches of academic integrity. McCabe’s research has consistently pointed to the need for well established and enforced honor codes which both define what constitutes academic dishonesty and work to deter a proportion of students who might otherwise knowingly cheat.

Researchers Donald Gehring and Gary Pavela point to the critical importance of clearly defining what an institution considers to be a breach of academic integrity. Gehring and Pavela write that, “Reducing the amount of academic dishonesty also requires developing a clearly written statement of how academic dishonesty is defined. Well-defined expectations and standards reduce uncertainty and arbitrary decision making, and help to discourage litigation.”²⁰ They propose that following four categories of unwanted behavior represent the most critical threats to sustaining academic integrity:

- **Cheating**: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- **Fabrication**: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitating academic dishonesty**: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
• **Plagiarism:** Intentionally or knowingly representing the words of another as one's own in any academic exercise.²¹

Another respected definition of academic integrity that can be relied upon originated from CAI in 1999. Their defining document interprets academic integrity from a value-based perspective. This explanation differs from previous definitions within the literature of higher education which characterized academic integrity by enumerating various prohibited behaviors in published higher education policies and codes. CAI identifies five fundamental values that encompass academic integrity. These five values are honesty, trust, fairness, respect and responsibility. As Hinman, one of the drafters of the CAI statement on academic integrity notes, these values call for the recognition that “academic life encompasses several principal activities—learning, teaching, and researching—and that to engage in these activities we must often participate in a community. This is a departure from conceptions of academic integrity that see it as applicable only to the activity of learning engaged in by students.”²²

By expanding the circle of those involved in educating students about issues of academic integrity, educators with higher education are more likely to reach a greater number of students. Whether collaboration partnerships arise between faculty and librarians or writing centers or writing programs it is clear that repeated exposure to standards of academic integrity are critical components to educating students about proper and ethical academic practices. A collaborative pedagogical approach to addressing student understanding of academic integrity is becoming increasingly more important due to the changing undergraduate conceptions of what constitutes the ethical usage of information.

**Collaborative Partners & Best Practices for Working on Academic Integrity**

Many recent works have examined the benefits that collaborative partnerships between librarians and faculty bring to information literacy programming. The strongest examples of works that offer powerful examples of practical collaborations that work to better embed information literacy programming into curricular offerings include Raspa and Ward’s *The Collaborative Imperative: Librarians and Faculty Working Together in the Information Universe*, Susan Kraat’s *Relationships between teaching faculty and teaching librarians*. Recently, additional research has also concentrated on creating awareness about the benefits of collaboration between librarians and students affairs professionals.²³ These partnerships can benefit student development in areas such as academic integrity and student academic preparation from a co-curricular standpoint. Academic integrity is a natural area where collaboration can blosson between librarians, faculty and
other academic support units within a university. When one reviews much of the literature on collaborative information literacy partnerships the focus is typically on the integration of information literacy into curriculum through course redesign or assignment restructuring. While examples that highlight how collaborations bring academic integrity awareness to the forefront of campus initiatives exist, few publications have focused on these kinds of programs.

A good example of a strong campus collaborative project working to address issues of academic integrity can be seen in the work of the University of Maryland Libraries Academic Integrity Initiative committee. This committee coordinates the Libraries’ informational and instructional response to the issues of plagiarism and academic integrity. Through the work of this committee librarians have partnered with the following academic units to raise awareness about issues of academic integrity: The Center for Teaching Excellence, The Professional Writing Program, The Freshman Writing Program, the Project NEThics Graduate School, the Student Honor Council, the Office of Student Conduct and the campus Writing Center. The mission of this library’s Academic Integrity Committee reads as follows:

In order to respond to the heightened incidence of academic dishonesty, particularly plagiarism, on campus, the University Libraries have launched an academic integrity initiative. Working with campus partners, the Libraries intend to raise awareness of academic integrity issues and provide information to students and educators on how to use research resources in a responsible and ethical manner.24

After holding an inaugural Summit on Academic Integrity, that invited officials from across the university, librarians at the University of Maryland were able to accomplish many goals in the following academic year. Some of the highlights of their collaborative efforts include: the development of web pages that teach students about academic integrity and provide information for faculty; workshops for new English 101 instructors and Writing Center tutors on citing information from electronic databases; a presentation to the Council of Deans; the mounting of an exhibit to mark Academic Integrity Week in April 2006; and finally the library’s weeding and the withdrawal of outdated editions of style manuals from the circulating collection, so that students will not use incorrect citation styles.25

According to Diane Harvey, in the 2006-2007 academic year, the Academic Integrity Committee plans to work more closely with the Graduate School to provide information on academic integrity that meets the particular needs of graduate students, especially international students; continue collaborative efforts with K12 educators; collaborate with the Office of Student Conduct on projects such as Academic Integrity Week; expand the Libraries collaboration
with the Writing Center by having Writing Center tutors available one after­noon and one evening each week at the Reference/Information desk; identify and highlight the work of campus faculty who model ‘best practices’ in teaching about academic integrity. This project’s collaborative work serves as a model of an approach that seeks to work in tandem with individual Colleges and academic units who have indicated their desire to work with the Committee to promote issues of academic integrity across the campus.26

Through collaborative partnerships and collective programming efforts, the curriculum needed to raise awareness about integrity in information literacy sessions emerges. Sometimes the mere discussion of what constitutes plagiarism or a copyright violation opens up a frank and enlightening discussion between students, librarians and faculty within a classroom setting. For successful online learning module approaches, tying academic integrity curriculum to real-life or discipline based examples tends to make a larger imprint on students searching for meaning in new practices and academic standards. In short introducing real-life explanations that exist behind issues such as plagiarism, academic honesty, copyright and intellectual property in a frank, clear and relevant manner tends to lead to successful student comprehension and awareness.

As this author has noted before, some of the best techniques that librarians can implement when working to integrate anti-plagiarism or academic integrity discussions into information literacy sessions include:

- Reinvestigating what plagiarism and the unethical use of information mean in the context of a particular discipline.
- Familiarizing oneself with the discipline’s preferred style of formatting and code of ethics.
- Examining the curricular standards required for disciplinary accreditation.
- Identifying discipline/professional associations that have a focus on ethics.
- Demonstrating a willingness to make resources available to aid in the study of the ethics of information in every discipline where it is appropriate.27

In order to effectively introduce academic integrity into information literacy instructional settings it is also important that teaching approaches and exercises adopt a process based approach. In this area of developing pedagogy researchers of note include Hulbert, Savidge and Laudenslager and Walden and Peacock’s who have developed the i-Map approach at the University of Hertfordshire Centre for the Enhancement of Learning and Teaching in the United Kingdom.28 Hulbert, Savidge and Laudenslager emphasize that information literacy exercises about academic integrity and more specifically plagiarism need to link course content to the research process and/or introduce ethical issues by constructing a problem-based scenario. The authors also stress the importance of utilizing classroom assignments that ask students to document their research
steps by creating a research log or account that can be evaluated by instructors and librarians. When effectively crafted by faculty, process-based assignments give librarians a chance to work with students on the preparation of their search, information retrieval strategies, their evaluative techniques for selecting information and their understanding of documentation standards used to correctly cite synthesized information sources. A process-based assignment, “teaches the value of the question and the process, and builds a respect for the integrity of information sources and the research process.”

Building upon the same principles of the above research, Walden and Peacock, developed the i-Map approach at the University of Hertfordshire’s Centre for the Enhancement of Learning and Teaching. The i-Map, which is also called an information handling map, allows students to develop flowchart drawings and other forms of “visual communication to represent the research process, including layout, color, typeface and line to communicate effectively.” The i-Map is similar to the research log approach that asks students to keep a research journal. However, as the authors explain that the hallmark of their i-Map approach is that it is a visual and portable,

working record of the way ideas have been developed and information gathered. The i-Map can record brain storming activities, intuitive jumps between subjects and ideas, and order logical thought processes. It can document potential sources, actual sources and references. It shows the interconnection of ideas and information, the strategies used to gather, evaluate and synthesize information and the structure and planning for the final text.

The i-Map approach is similar to the new visual search technology developed by Grokker that is now being absorbed into database interfaces like EBSCOHost’s Visual Search. EbscoHost’s Visual Search allows students search efficiently across broad subjects, and then returns a visual map of results, organized by topic with visual depictions of results broken down by sub-categorizations and links to articles. The value of Walden and Peacock’s i-Map exercise approach, in comparison, is that it goes beyond the search and retrieval process to ask students to connect and document their key words, search terms, URL’s, authors and the titles of retrieved books, periodical articles, and web resources in their own creative way. The i-Map process, which is a seven step process, also requires students to begin by thinking about their assignment and their unique information need and then move into topic exploration, information retrieval and evaluation and finally the drafting and revisions of the text. In addition to emphasizing the pre-planning and evaluative process that is
needed to gather and utilize information in writing, the \textit{i-Map} also provides instructors, like faculty and librarians, with a documented and sequential road map to assess where a student is in terms of the research process and academic integrity.

Through either discussions or implementation of exercises and assignments like the \textit{i-Map} it is imperative that academic ask students to think about the process in which they have gathered and utilized outside information. Pedagogical tools like the \textit{i-Map} can be used to enhance an instructor's ability to raise student awareness about academic integrity issues such as plagiarism, copyright infringement and cheating. These techniques also move us away from the trap of thinking that academic integrity issues like plagiarism only surface in the realm of writing research papers. The growth of search technologies has now made information retrieval a more solitary process that often can be haphazardly carried out by fledgling students who are unaware of the need to evaluate and document where the retrieved information originated. As Walden and Peacock rightly note, "plagiarism of the written word is only one of the many issues connected with proper acknowledgement of sources for image and sound as much as print, and an understanding of issues that include intellectual property rights, the inter-connections of the network of learning, the reception and ownership of ideas, information and knowledge."\textsuperscript{31} As educators working within higher education, librarians must take advantage of our unique positioning within the academy. We are often witnesses to our students' indoctrinations into the world of research. Therefore librarians should take an active role in guiding students through the new challenges involved in becoming information literate student by developing their awareness of our universities' academic integrity standards.

\textbf{Notes}


10. Ibid.


13. Ibid.


21. Ibid.


23. Dick Raspa and Dane Ward (Eds.) *The Collaborative Imperative: Librarians and Faculty Working Together in the Information Universe*. Chicago: ACRL, 2000; Susan B. Kraat (Ed.) Relationships Between Teaching Faculty and Teaching Librarians Binghamton, N.Y.: Haworth Information Press, 2005. Published simultaneously as The Reference Librarian, 43, no. 89/90. For re-
recent research on academic librarians and student affairs partnerships see Scott Walter & Michelle Eodice. (Eds.). *Meeting the student learning imperative: Exploring collaborations between academic libraries and student services programs* [Special issue]. *Research Strategies* 20, no.4 (2006).


31. Ibid., p.203.