



Faculty Publications

2006-11-01

Developing a Campus Copyright Education Program: Conquering the Challenge

Susie Quartey
susie@byu.edu

Follow this and additional works at: <https://scholarsarchive.byu.edu/facpub>



Part of the [Library and Information Science Commons](#)

Original Publication Citation

The Journal of Interlibrary Loan, Document Delivery and Electronic Reserve. Volume 18, Number 1. 27

BYU ScholarsArchive Citation

Quartey, Susie, "Developing a Campus Copyright Education Program: Conquering the Challenge" (2006). *Faculty Publications*. 971.

<https://scholarsarchive.byu.edu/facpub/971>

This Peer-Reviewed Article is brought to you for free and open access by BYU ScholarsArchive. It has been accepted for inclusion in Faculty Publications by an authorized administrator of BYU ScholarsArchive. For more information, please contact ellen_amatangelo@byu.edu.

Developing a Campus Copyright Education Program: Conquering the Challenge

© 2006 Susie Quartey All Rights Reserved.

Developing a copyright educational program at a University can be a daunting task. Many professors do not want to hear the “C” word in connection with their teaching or academic pursuits. It can strike fear in the hearts of many educators who have hidden behind the mask of ignorance for years. With the complex nature of copyright law and budget restrictions, few institutions have the luxury of on-site copyright experts. A well-planned, conscientiously formulated copyright education campaign can ease the anxieties of the ignorant; empower the helpless; and fuel the passion of those striving to enlighten others about copyright compliance at their college or university.

Background

In 1999, Brigham Young University (BYU) created a new office whose entire focus was to address and resolve copyright issues that arose on its campus. At that time, Universities and Colleges were, “undergoing a paradigm shift from traditional print formats to digital media,” (Self-Assessment, pg. 1). The development of the Copyright Management Office, now named the Copyright Licensing Office (CLO), was established to ensure compliance with copyright law, to reduce institutional liability, and to address the digital delivery of materials on campus, (Self-Assessment, pg. 1). The mission of the CLO is to provide “(1) copyright education, training and policy advisement; (2) assure effective and appropriate licensing practices; (3) manage licensing/rights information in a centrally accessible database; and (4) assess copyright policy and legal developments,” (Self-Assessment, pg. 3). Several goals were established and included, developing policy and guidelines; obtaining licenses for materials to be used; collaboration and training with other campus departments; assessing existing database products; and establishing workflow procedures, (Self-Assessment, pg. 12).

One of the first priorities was to develop a University copyright policy, a website that included a variety of resources and handouts that could be distributed to the campus community. These tasks involved many hours of researching what was already available; what could be adapted; and what would need to be developed from scratch. Senior management attended policy development seminars and intellectual property conferences in Wisconsin, California, Ohio, Maryland, and Washington D.C. and used key reference materials to accomplish department goals including:

- U.S. Copyright Law (<http://lcweb.loc.gov/copyright/title17/>)
- “Copyright Essentials for Librarians and Educators”, Kenny Crews, 2000
- “Crash Course in Copyright”, Georgia Harper, 2001
<http://www.utsystem.edu/ogc/intellectualproperty/cprtindx.htm>)
- “The Copyright Primer for Librarians and Educators”, Janis Bruwelheide, 1995

Academic experts on copyright provided insight, advice, and encouragement as resources were compiled. Lolly Gasaway, Director of Law Library and Professor of Law, University of North Carolina (<http://64.245.255.159/FSDetails.aspx?ID=27>); Kenny Crews, Director, Copyright Management Center, IUPUI (<http://www.copyright.iupui.edu/director.htm>); and Georgia Harper, Manager, Intellectual Property Section, the University of Texas System Office of General Counsel, (<http://www.utsystem.edu/ogc/intellectualproperty/gkhbio2.htm>); provided invaluable input.

A website was developed that included sections on obtaining permission, copyright policies, links to the copyright law and other legal developments, online resources, common copyright myths, and explanations of fair use, accompanied by a checklist for fair use (<http://www.lib.byu.edu/departs/copyright/checklist.htm>). Since its inception, the website (<http://copyright.byu.edu>) has undergone one major revision and is currently in the process of another upgrade.

Handouts announced the new office and the services provided, such as obtaining permission to use copyright protected materials on campus; training to faculty, staff, and students on conducting fair use analysis; presentations on copyright in faculty or student meetings; and individual assistance on copyright issues were distributed across campus. Countless hours were devoted to developing a sixty page handbook that is available in print and online and includes important and valuable copyright information to the campus community (<http://www.lib.byu.edu/departs/copyright/crm/>). And thus, the Copyright Licensing Office of Brigham Young University was born and began spreading the “good word”.

The beginning was challenging and included countless hours of reading, researching, and exploring how to best achieve the mission of this new office. It became clear that the success of the office hinged on three main factors:

1. Administrative support. It would require the full and complete support of the university administration.
2. Focused promotion. This was necessary to sell the services provided by the office and would require creativity, resourcefulness, and teamwork.
3. Utilizing technology. Technology could reach more people about education and compliance to copyright laws and enable efficiency in processing licensing requests.

Administrative Support

Working with the support of university administrators and the Office of the General Counsel, an official university copyright policy developed. Once the policy was ratified and approved by the President's Council, it became the foundational document for the CLO and was distributed across campus. Faculty, staff, and students refer to the policy and are expected to adhere to it while affiliated with BYU. Having a policy supported by the university administration is strongly recommended. It removes a layer of ignorance that faculty, staff, and students can no longer claim. This provided recognition to the office and brought invitations for participation in department and university meetings.

CLO staff works closely with University Administration and the Office of the General Counsel, meeting regularly with the University's intellectual property attorney. There are continuous efforts to coordinate with other departments on campus that also deal with copyright issues. Administrative and campus-wide support for the office allows for the development of resources that address copyright issues that arise on campus. Without that support, the responsibility of educating faculty, staff, and students about copyright compliance would be very difficult.

Focused Promotion

The CLO knew it would require concerted efforts to effectively promote a service that most people did not want to admit they needed. CLO staff discovered the traditional "tools of advertising" gleaming ideas from clever television, radio and print advertisements as well as other promotional campaigns. These resources provided a basis to develop various materials to promote the services provided by a new office. Helping spread the good word about copyright included:

- Contacting campus departments that had copyright component and coordinating compliance efforts. Those contacted included Library Administration, Print Services, the Bookstore, Continuing Education, and Broadcast Services.
- Developing a Checklist for Fair Use (<http://www.lib.byu.edu/departs/copyright/checklist.htm>). Faculty are encouraged to understand and conduct fair use analyses.
- Hosting copyright awareness displays at key locations across campus, including the student center, (which is near the Bookstore and Dining Services and on-campus housing. Educational materials are distributed and questions answered. Drawings are sometimes held and snacks given away to invite people into conversations about copyright. Displays are often held in conjunction with "Copyright Awareness Week", sponsored by the Copyright Society of the U.S.A. (<http://www.csusa.org/>).
- Giving presentations on copyright and the services provided by CLO in university, faculty, and staff meetings, and for student groups. Some of the services provided by the CLO include researching source material, requesting and obtaining permissions, processing payment of licensing fees, and submitting copyright registrations to the U.S. Copyright Office.
- Sending annual broadcast email messages to faculty, staff, and students, encouraging compliance of copyright laws and policy.
- Providing handouts that are included in packets distributed to incoming freshmen and transfer students to the university about the services offered in the CLO and important copyright information.
- Creating a variety of visual reminders about copyright compliance, such as bookmarks, posters, pens with CLO contact information, and clips that tell people to "Get a grip on copyright." An office logo was created (Professor Kopy Write) and is used in many of the educational materials that are distributed within the campus community.



Results of these efforts include comments on how much the services provided by the CLO are appreciated. Faculty, staff, and students are relieved that there is assistance on campus to better understand the complexities of copyright law. CLO staff is regularly invited to participate in university, library, faculty, staff, and student meetings, including those addressing new faculty, Deans and Directors, and educational technology events. As promotional efforts continue, more time is focused on the materials and tools developed to promote copyright education and less on promoting the existence of the office. This leaves more time to focus on providing effective

services; answering more complex questions; and developing technology to more efficiently process and meet copyright needs on campus.

Utilizing Technology

Successful promotional efforts led the CLO to experience growing pains. The new challenges faced were (1) how to efficiently manage the workflow of securing permissions to use hundreds of items being placed on course reserve and (2) How to educate thousands of faculty, staff, and students on the basics of copyright? Technology became the answer.

An online tutorial that teaches copyright basics (<http://copyright101.byu.edu>) was created. The interactive tutorial was developed in modules so a patron could complete it all at once or in sections. It incorporates video components, quizzes, case studies and scenarios, a game, and a certificate of completion. After contacting many departments on campus, a pilot program was launched where faculty in the Honors Program began offering it as part of their required course work or as extra credit. Faculty members are encouraged to take the tutorial prior to assigning it to their students. Individual faculty decide how to grade the completion of the tutorial, such as assigning it points or as a pass/fail assignment. The CLO provides an official certificate of completion that is emailed directly to the professor. The pilot program was successful and the tutorial is now used in a variety of classes. A trailer of the tutorial is shown on the campus intranet in the Bookstore and is always highlighted in presentations that are given by the CLO. Completion of the tutorial is also required by those who commit copyright infringement on campus.

The tutorial was developed by a student, under the direction of senior CLO personnel, as part of an internship and took approximately one year to complete. It was made possible in partnership with the University's Broadcast Services, Center for Instructional Design (a department that assists faculty in enhancing teaching through technology, <http://cid.byu.edu>), and the financial support of the university administration. The tutorial includes an online feedback module. The responses received are used to fine-tune the tutorial. A few comments regarding the tutorial are:

- "The tutorial is awesome! What a wonderful job you did with it," Laura N. Gasaway, Director of the Law Library & Professor of Law, University of North Carolina
- "It will come in very handy," Kendall Call, Television Broadcasting, Nebo Education Television
- "Your new copyright site is very helpful," Sherry Pack Baker, Associate Professor, Brigham Young University
- "I have just viewed your copyright tutorial videos and they are awesome!! They are truly entertaining and informative," I have just viewed your copyright tutorial videos and they are awesome!! They are truly entertaining and informative," David Wong, J.D., Senior Copyright Analyst, Copyright Management Center
- "Congratulations on a very fine accomplishment," Georgia Harper, Univ. of Tx. System, Office of General Counsel

Requests from other institutions to link to the tutorial or incorporate it into their school curriculum illustrate the value of the tutorial.

The library at BYU is one of the main users of the services provided at the CLO. In 2001, the Course Reserve Library purchased the Docutek EReserve system to help manage electronic reserves and copyright. But there was still a bit of a disconnect since the two departments were located in different areas on campus. The development of a database to more efficiently manage that workflow was a necessity. This was done in partnership with the Library's Information Systems department. The programmer was able to develop a database that blended workflows from two separate departments and automated a very labor-intensive, manual processing system. It took several months to develop, has been in place since nearly two years and works seamlessly in conjunction with the Docutek system. Conservative estimates indicate that twice the work is completed in about half the time and has greatly reduced human error (especially deciphering poor penmanship and errors occurring from duplicate entries). The database is a web-based system and has the capability to generate statistics; is searchable on any field within the database; tracks workflow, and is very user-friendly. It is currently being upgraded and enhanced to incorporate a faculty interface where professors can submit their requests online; view registration information for their courses; check the status of their requests; renew or remove their request from Reserve; and correspond directly with an assistant from the CLO.

The first workflow database was so helpful in more efficiently processing licensing requests for the Course Reserve Library, that efforts were then directed to develop a similar database for non-reserve copyright permissions requests and required additional fields to accommodate media requests. This database is used when faculty or staff request permission to use copyright protected materials in online courses, for special

projects, to be placed in the digital library, or for other academic pursuits. This workflow database has been successfully functioning since September 2005.

Incorporating technology in presentations helps capture the minds of those watching and more fully engages their intellect. Creating presentations that are not static can be done through video clips; PowerPoint presentations that use “remotes/clickers” to immediately record and display answers to questions in real time; and audio clips. This opens a new world of enhanced learning for the participant.

Overall, technology has had a definite and positive impact in helping spread the good word of copyright at BYU. In a recent article on campus copyright compliance, Dr. Laura Gasaway encourages educational institutions to make compliance easy by integrating permissions into everyday uses of technologies, (2005, <http://www.campus-technology.com/article.asp?id=11985>). From static images to video clips, the use of technology has definitely made learning about copyright easier to understand and more enjoyable for the learner.

In Conclusion

Through dedicated efforts, assistance from CLO staff is sought for participation, clarification, and instruction. The ignorance factor continues to shrink on campus. The quality of questions has changed from, “What is copyright” to “How can I use a specific item in my classroom or in a course management system without violating copyright law? The CLO has earned respect from administrators, faculty, staff, and students. Many feel the services provided in the office have filled a void. Faculty members are relieved to know that there is a dedicated department to assist them with their copyright needs and allow them to focus more on their teaching and research.

Try the three key components discussed to develop a copyright education program at your institution—administrative support, focused promotion, and utilizing technology. Know that it takes time to develop a successful program and that some things you try may not work well. Don’t let that stop you. The path taken often includes unforeseen roadblocks and barriers; but perseverance and patience should be your partners. Eventually you’ll find a formula that works for you and your institution. Be enthusiastic about copyright! No one likes to learn about a subject that the teacher does not enjoy teaching. Read, read, and read some more! In addition to the materials already mentioned, see also:

- “Complete Copyright: An Everyday Guide for Librarians”, Carrie Russell, 2004, American Library Association
- “Copyright Law on Campus” Mark Lindsey, 2003, Washington State University Press
- “Copyright Issues in Higher Education”, Georgia Harper, 2001, National Association of College and University Attorneys
- Various online resources compiled at <http://www.lib.byu.edu/departs/copyright.html>

Finally, attend conferences that have sessions addressing copyright issues in academia as often as possible. It will open a whole new world of resources available to you.

© 2006 Susie Quartey
All Rights Reserved

(Brigham Young University is a private, religious university. As such, a conservative approach to copyright compliance is taken. The programs we initiate and maintain are based on institutional policies and guidelines. The CLO is staffed by a Director, an Associate Director, and student assistants.)