Assessing Campus Copyright Education Needs & Opportunities

An important component of deciding how to energize, expand, or redirect current local copyright education efforts is to gain a better understanding of the current environment. This document proposes some steps to get you started in making such an assessment and to identify strengths, priorities, and opportunities.

Essential Steps
I. Assess your institutional environment using ten key questions
II. Define your priorities—what do you want to accomplish?
III. Identify institutional partners and key stakeholders
IV. Identify opportunities to look out for
V. Consider your resources

I. Assess the Institutional Environment

Take stock of the local status quo by considering these questions.

1. What copyright policies and practices have been developed at your institution?

   For example, the graduate schools may have their own policies, there may be something prepared for first-year students, and the library probably has policies in different departments (e.g., special collections, reserves, ILL). Consider how the various institutional policies address the uses of copyrighted materials for educational purposes and how current they are. Do they seem to be widely known to the people for whom they were written?

2. How aware do you think the different institutional constituencies are about copyright, specifically the rights and responsibilities regarding the use of copyrighted material for educational purposes?

   Consider stakeholders including undergraduates, graduate students, faculty, researchers, deans and provost, legal counsel, information technology and educational technology, and university administration.

3. In relative terms, which of these constituencies have the most to gain from from an environment where users rights are valued and promoted? And which constituencies have the most to gain from increased education about copyright?

   Having a sense of this will help you identify partners for your efforts.

Preparedness of Library Staff

4.   What has the library done to build understanding about the uses of copyrighted materials for educational purposes among library staff?

5.   Do library staff share a common understanding of copyright and are they well equipped to address or refer copyright questions they receive from the campus community?

Outreach Efforts

6. What has been done by the library or others on campus to build understanding among students, faculty, or others about the use of copyrighted materials for educational purposes? What was the response?

7. What relationships and activities do you have in place that could synergize with a new educational effort?

Special Elements to Consider in Understanding the Local Situation

8.   Has copyright been an important or contentious issue at any point in the history of the university?

    For example, there may have been specific incidents that continue to influence the culture of the institution.

9.   Who are the individuals on campus who are perceived as experts and who influence campus copyright policies?

    Consider how these people are influenced and by whom.

10. Who are the individuals on campus who set the tone for institutional "risk-taking"?

    Who are the key leaders in the institution (including yourself and other members of the library leadership team) ready to embrace a policy that takes full advantage of the copyright that are available to the institution? Consider how key leaders can be encouraged to support risk-taking.

II. Identifying Your Priorities & Scope for a Program

It's important to develop a clear idea of what you want to accomplish with copyright education at your institution. The more specific you can you make your goals, the better.

Also consider the scope of the program you want to develop given what has already been done. Perhaps your institution needs a comprehensive review of copyright policies. If not, can you identify one or more areas of special need where educational efforts would be useful and well received? Where much has been done already, stocktaking could result in some rearrangement of effort, perhaps in the form of making the work more visible.

You need to decide where to direct efforts at building connections. Your institution may have great policies and partnerships, but you may have the sense that many of the library staff aren't well prepared to talk to students as issues arise—the infrastructure is in place, but the grassroots aren't well connected.

To start, identify a small number (five or fewer) of priority needs along with strategies for your library to address these needs via a new or refreshed copyright education initiative for your campus.

If you are launching a new initiative, particularly review sections III, IV, and V below before finalizing your objectives.

When it's hard to identify priorities

When priorities are not obvious from your environmental scan, you could start with an analysis of the relevant strengths, weaknesses, opportunities, and threats (known as a SWOT analysis). This may be especially useful if you have a number of past activities and are trying to figure out where to take your program next. Spend a few minutes listing the **s**trengths, **w**eaknesses, **o**pportunities, and **t**hreats involved in the current environment of copyright awareness within your specific institution.

> **Strengths**—What are the most significant strengths of copyright awareness in the current environment?
> **Weaknesses**—What stand out as weaknesses?
> **Opportunities**—What are the most promising opportunities for a copyright education initiative in your institution?
> **Threats**—What are the greatest threats to a successful copyright education initiative in your institution?

III. Identify Key Stakeholders and Partners

Every institution has varied stakeholders in any consideration of copyright. As part of strategy development you need to consider the active stakeholders at your institution and identify support for your effort from outside the library. The library probably already has relationships with at least some of these groups, but consider where new relationships need to be built or existing relationships can be engaged on new issues.

Common stakeholders on campus include:

Campus Administration
Identify one or two people in the institution's administration who need to support your effort to give it credibility and influence. Decide how best to reach them. This often involvesd identifying the people who influence these key campus administrators.

Office of Legal Counsel
To be successful, you will need the support from the institution's office of legal counsel. Check on whether there are colleagues in that office who share your goal. They may be able to strengthen your idea and be supportive if the library agrees to do the legwork. You want to position the library as an ally and source of support for the office of legal counsel.

Instructional Technologists
Instructional technologists are often a diverse group encompassing faculty, staff, and students working with teaching faculty to make effective use of learning technologies. They are on one of the front lines and could help give visibility to copyright messages. You might informally ask them about their perceptions of greatest need for copyright education and test your ideas of priority needs with them.

Advocates & Spokespersons
There are usually many people from outside the library who agree that copyright education is important and who will formally or informally support you in your effort. Examples include…. Figure out how you can find these potential advocates. Explore what resources can they offer and what groups they influence.

IV. Monitor Opportunities

Be on the watch for unanticipated opportunities that help you deliver your message.

It can be easier to engage stakeholders or move a discussion forward if you can relate an issue to something that has already captured the attention of the communities you want to reach. For example

> + **Opportunity:** Your institution is implementing a new learning management system.

Possible response: Offer library expertise to assist in developing policies and procedures to facilitate faculty decision making about the use of copyrighted resources in the new system.

+ **Opportunity**: A new law or a court's decision on copyright law receives much attention in the news media, raising questions about local policy and practice.

Possible Responses: Contact partners in the office of legal counsel, compare notes, and offer to help organize and disseminate an analysis and statement, arrange a meeting of key institutional players to discuss what if any local response is needed, or sponsor educational events (such as speakers).

+ **Opportunity**: You learn that a graduate student discovers that her dissertation will not be fully available electronically because of her use of copyrighted images.

Possible Response: Use this real-life example to propose to the graduate school that the library can work with them to incorporate copyright information into instructions for electronic theses and dissertations.

When you are prepared for such opportunities you can highlight the library's expertise and copyright educational agenda throughout the institution and can magnify the effects of your ongoing efforts, thereby building your reputation as a source for informed and balanced information on copyright and strengthening relationships with other stakeholders.

Position the library to be the first place where people turn for general copyright information, and support legal counsel's engagement with specific situations that require a legal opinion, such as those that place the institution at greatest exposure.

V. Consider your resources

Engaging in campus copyright education requires a sustained commitment to prepare and allocate director and staff time and as well as other resources. Consider carefully what commitments you can make and sustain to support educational efforts.

Starting a new program could require considerable resources. However, many institutions already have some initiatives in place and may be able to reevaluate and redirect how current resources are used for copyright education. For instance, you may have great relations with campus counsel, but now you need to put more energy into developing relationships with the educational technologists. Or you may have just created a broad set of policies and have a great reputation among the leadership on campus, but now you have to get the word out to the faculty. Capitalize on the resources you already have while also cultivating new resources.

This document was prepared as part of the Know Your Copy Rights educational initiative, developed by the Association of Research Libraries (ARL), to help librarians address key copyright issues with various constituencies on campus. The initiative focuses on copyright from the user viewpoint.

For more information, see the Know Your Copy Rights Web site http://www.knowyourcopyrights.org/.

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