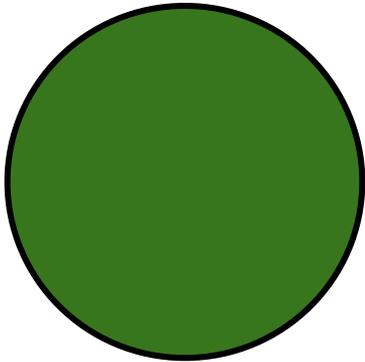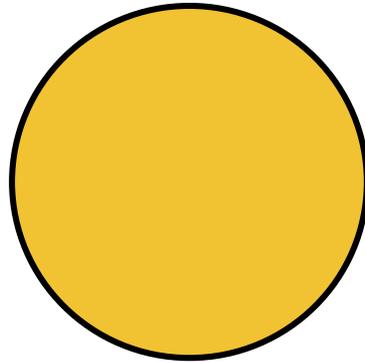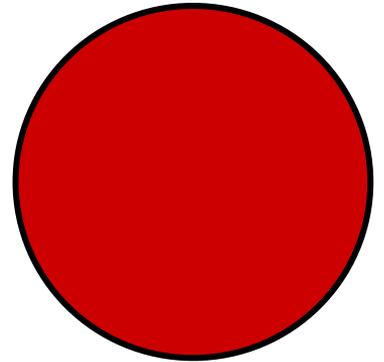# GROUP OUTREACH SURVEY

1. Grab some dot stickers.
2. Place them on the pages around the room, using the following system:

We already
do this.

We could
do this in the future.

This wouldn't work
for us.

Copyright Outreach, Education & Advocacy on Campus

2019 OLA–WLA Preconference

Rachel Bridgewater   Sue Kunda   Patrick Wohlmut

April 17, 2019

Introductions

"You are feeling tired, very tired. You will find hazelnuts!" by Peter Trimming is licensed under CC BY 2.0

OUTREACH

Why Copyright Outreach?

What are the copyright issues on campus?

What problems are there?

What misconceptions?

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—

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COPYRIGHT CAPACITY

Copyright what, now?!

???

A Definition of Capacity

"Capacity is the combined influence of a community's commitment, resources, and skills that can be deployed to build on community strengths, address community issues, and seize community opportunities..."

--University of Memphis Engaged Scholar Committee (2019)
https://www.memphis.edu/ess/module5/page3.php

A Definition of Capacity Building

"Capacity building is an intentional and strategic commitment to collaborate with community partners in order to strengthen confidence, increase knowledge, expand resources, and build skills so that they might be empowered to catalyze change in their own communities."

- It encompasses the possibility of improvement.
- It can happen at several levels: individual, team, department, institution, community, society.
- It is dynamic and can happen at varying rates, depending on existing capacity and effort.

--University of Memphis Engaged Scholar Committee (2019)
https://www.memphis.edu/ess/module5/page3.php

A Definition of Capacity Building

"Colleges and universities continually work to build capacity in both personnel and programs. This includes the continuing development of leaders who will facilitate the changes essential to deploying resources to increase productivity. The key tasks necessary to achieve an institution's mission with greater efficiency also involve the buy-in of the campus community. These include: Improving the skill sets of key personnel, developing strategies to effect change, and facilitation of discussions to achieve buy-in."

--American Council on Education. (2019).
https://www.acenet.edu/higher-education/topics/Pages/Institutional-Capacity.aspx

Capacity means all the resources within a community that give you the ability to do what you do, and to do it well.

Activity: What Capacity Looks Like

Time: 10 minutes

In groups of 2-3 people, take turns brainstorming all the things at your institutions that might generally constitute *Capacity*.

We will share out responses, and talk about ways to increase those resources that constitute *Capacity*.

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NOISE Analysis

- Developed by business consultant Mike Cardus.
- Alternative to the SWOT method.
- Wanted to focus on "solution-focused language that helps build upon [teams'] knowledge and goals."
- Acronym that stands for **N**eeds, **O**pportunities, **I**mprovements, **S**trengths, and **E**xceptions.

--Cardus, Mike. "The NOISE Analysis: An Alternative to SWOT Planning." Last modified April 2019. https://mikecardus.com/noise-alternative-swot/

--Photo by Morguefile user Ardelfin. October 2005. Shared under Morguefile license and terms of use.

Strengths

- Well trained copyright/IP experts in the library
- Consistent re-training/development
- Trust from those who consult with us
- Openly available copyright policy, open access documents
- Connection to Copyright First Responders network, collaboration with other libraries
- Good relationships, communication with faculty in other departments
- Academic Affairs aware of our role, supports

Needs

- Need more people to be aware of where to go with copyright/IP problems, questions
- Greater general knowledge of copyright/IP
- More marketing, communication, visibility
- Larger # of people to go to?
- More widely acknowledged expertise
- More Specialized Copyright Knowledge (e.g. Music)
- Knowledge of who on campus is knowledgeable, not knowledgeable
- Clarification on our roles. Are we decision-makers? Final arbiters? Do we want to be?
- Knowledge of pain points on campus. Copyright related to instruction? Event? Scholcomm?

Exceptions

- Faculty Teaching and Learning Lunch in April
- Kathleen and I already have diverse areas of expertise in IP, already work as a team in many regards.
- Some people do come to us proactively. Who are they?

Opportunities

- Journalism and Media Studies (JAMS) potentially has faculty who are also interested in copyright/IP. Logical partnership
- We have web/tech knowledge, resources (library website/blog, HTML/CSS, libguides). Ways to communciate, store, make available knowledge
- Ability to create new email addys, college-wide emails. Outreach.
- Reputation as teachers. Monthly (?) workshops
- Copyright council @ PCC. Good model for us?
- What about something like CFRPNW at Linfield?
- Train the trainer program?
- Campus survey around copyright services on campus.
- Meeting with VP of Academic Affairs, library director to clarify roles.
- Seek out new training opportunities.

Improvements

- 10% more interaction with other faculty around copyright/IP
- More faculty asking copyright questions
- Faculty would come to us proactively, rather than us reacting to a problem after it's already happened, or is about to happen
- Faculty would report greater access to copyright help, more copyright knowledge, identify locations of copyright expertise
- Fewer issues around public performance rights, other common problem areas

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CAPACITY BUILDING

At
Your Institution

Activity: Your NOISE Analysis

Time: Approximately 1 hour.

Follow the prompts to create an initial NOISE analysis of what copyright capacity looks like at your institution, and ideas for how to build it from where you currently are.

At the end, we'll share some of our results.

Step 1: Strengths

Time: Around 10 minutes.

- What is working well?
- What is your team/library good at?
- ***How do you know?***
- What are some examples?

Step 2: Needs

Time: Around 10 minutes.

- What are your library's needs?
- What are your institution's needs?
- Ask yourself this question: "***If we just had _____, our copyright work/services would be more effective.***"

Step 3: Opportunities

Time: Around 10 minutes.

- What are other departments, libraries, or institutions doing that seems really appealing/cool/effective?
- What talents or resources do you currently possess that are being under-utilized?
- What do you have in place that could be used differently?
- ***What would meet your needs?***

Step 4: Improvements

Time: Around 10 minutes

- Imagine that you go home and go to sleep. While you are sleeping, what you need in order to be more effective around your copyright work/services happens, but you don't know it - because you were sleeping. You arrive at work the next day: what is the first thing you notice that lets you know that your needs have been met? How would you know?
- Alternatively: if your team/library/institution is currently operating at x, what does $x+2$ look like?

Step 5: Exceptions

Time: Around 5-10 minutes

- Of the needs, opportunities, and improvements listed, what is already happening? Even just a little bit?

Discussion

- What did you discover through this process?
- Is your institution stronger than you thought it was, or weaker?
- Did you identify any new needs while working?
- How creative were you in coming up with opportunities to meet your needs?

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Click on an open appointment slot to sign up. If no slots are available, please try a different time range. To cancel an appointment slot you've already booked, leave this sign-up page and dele[t] calendar.

Today	◀ ▶	Jun 16 – 22, 2019				
	Sun 6/16	Mon 6/17	Tue 6/18	Wed 6/19	Thu 6/20	Fri 6/21
8am						
9am		Copyright Consultation				
		Copyright Consultation				
10am		Copyright Consultation				
		Copyright Consultation				
11am						
12pm				Copyright Consultations	Copyright Consultation	
1pm				Copyright Consultations	Copyright Consultation	
				Copyright Consultations	Copyright Consultation	
2pm				Copyright Consultations	Copyright Consultation	
					Copyright Consultation	
3pm					Copyright Consultation	
					Copyright Consultation	
4pm					Copyright Consultation	
					Copyright Consultation	

workplan

Goals and Plans for 2018-2019

Remaining meetings:
~~March 1~~
~~April 12~~
May 24

Goal	Timing	Lead	Notes	Meeting
Discuss and reevaluate TEACH	Fall 2018	Rachel/ Maria	Materials in advance to committee	April 12
Discuss film screening, development of film screening checklist	2018-2019	Rachel Daniel	Kaela brought up concerns about accommodation language/Rachel procedural rules	March 1
Write and post something publicizing groups that have used CC (library, disability services,	Fall 2018	Jen Rachel	Inside PCC, Online Learning blog	

action!

developing an action plan

Objectives/Goals	Tasks	Success Criteria	Time Frame	Resources

Create checklist for film viewing at the college	• Write text
	  ◦ Get legal review?
	• Create layout
	• Post to website
	• Create handouts
	• Distribute handouts
	  ◦ To student groups
	  ◦ To offices that work with students
	  ◦ To specific departments
	• Meet with each of the student activities directors to introduce the checklist
		Each student activities director will have met with someone from the Copyright Committee
		
		Student Activities Directors will report success using checklist after one year.
		
		Paper copies exist in all student activities offices and a web version is linked from Libguide.
		
		Dream success: Reduced number of unlicensed showings (not measurable - don't know how many are happening now, unlikely to get reporting)
			All content created by end of Fall term 2019.
			
			Print copies made and web version posted Winter 2020.
			
			Student Activities Directors meetings, Winter 2020.
			
			Review content and check with Student Activities Directors about success, Winter 2021
				Need help from graphic designer for flowchart
				
				Need help from web team for web version
				
				Consultation with disability services, student government, student activities directors
				
				Consultation with counsel?

Develop on-campus music copyright expertise	• Look for professional development opportunities (esp. webinars) • Read articles about music copyright	Increased confidence answering complex music copyright questions	Spring 2019	Perhaps draw on professional network for suggestions?
Do outreach to music departments	(need to develop music copyright expertise first, see above) Look at course descriptions for likely courses Talk with liaison librarian to	Music department works with me to develop appropriate method for outreach (sessions? Videos? A guide?). New goals from this work.	Outreach Fall 2019 Plan in place Winter 2020	Need liaison librarian to be a partner Need to build music copyright expertise (see above) Positive buy-in from music department

Activity: Your action plan

Time: 15-20 minutes

Using your NOISE analysis, identify goals/objectives you want to pursue. These may include new outreach activities you want to take on and/or capacity building activities you've identified.

At the end, we'll share our plans.

Links!

Presentation:
http://bit.ly/CopyrightPres2019

Outreach Activities Menu:
http://bit.ly/CopyrightMenu2019

Workshop Evaluation:
http://bit.ly/CopyrightEval2019

questions?

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Copyright Outreach Activities: A Menu

Below is a list of ideas we've had and/or done on our campuses to try to increase understanding about copyright and awareness of copyright support services. For each suggestion, we've tried to give you a sense of the good and bad of that activity, along with some of the resources and capacity you'll need to pull it off! What other ideas do you have? What will you try?

Conduct a survey

Why it's great:

> Surveys are a good way to get some basic information from your community and an excellent way of "marketing" copyright on your campus by raising awareness of issues.

Why it's not so great:

> It can take a lot of self-control to remember the limitations of the results that you get from your survey. You need to be clear when you're doing it about what your goals are and what you hope learn vs. what you hope to convey.

What you need:

- Software:
  - Survey tools are widely available and for these purposes even a quick Google Form will work well.
- Instrument design expertise:
  - If you are using your survey primarily as an awareness raising tool, you won't need to worry too much about your instrument design but if you do hope to gather useful data, you will need some capacity around designing your survey to yield meaningful results
- Access to participants:
  - Depending on who you want to survey and how access to mailing lists, intranets, etc is managed at your institution, you may need to work with others in the institution to distribute your survey.

Professional development workshops aimed at faculty

Why it's great:

> Very effective way of disseminating copyright information. Helps establish/affirm your expertise. Can be efficient if there is a good turn out.

Why it's not so great:

> Tend to take a lot of preparation and coordination. Somewhat high stakes, you have to "know your stuff"/be comfortable with your expertise. High effort.

What you need:

- A forum for offering such workshops
- A campus culture of attending such workshops
- Sufficient expertise and comfort in presenting to lead a session like this

- A means of publicizing the workshop

Professional development workshops aimed at other campus units (marketing, advancement, clubs, etc.)

Why it's great:
> Very effective way of disseminating copyright information. Helps establish/affirm your expertise. Can be efficient if there is a good turn out.

Why it's not so great:
> Tend to take a lot of preparation and coordination. Somewhat high stakes, you have to "know your stuff"/be comfortable with your expertise. High effort.

What you need:
- A forum for offering such workshops
- A campus culture of attending such workshops
- Sufficient expertise and comfort in presenting to lead a session like this
- A means of publicizing the workshop

Copyright Committee/Community of Practice

Why it's great:
- Bring together stakeholders from around the college/university including library, disability services, marketing, media services, web development/IT, administration, faculty
- Opportunity to develop capacity through shared readings/case studies
- Opportunity to distribute the "work" of copyright outreach throughout the college
- Increases visibility for copyright efforts/word-of-mouth improves
- Provides a locus of expertise around copyright other than counsel. Can be a "friendlier" place for people to bring their copyright concerns and questions because responses focus on education rather than legal advice/rules and regulations
- Can advise on policy and procedure and bring a broad perspective that policy makers and counsel may not be considering

Why it's not so great:
- Can be challenging to figure out the right meeting schedule/fill your agenda depending on your environment.
- It can be difficult to navigate different levels of expertise on the committee, especially when formulating responses to copyright questions.
- Depending on the purpose and composition of the committee, the committee may have very little power to impact policy and procedure
- There can be confusion about the role of the committee -- can't give legal advice

What you need:
- Interested parties from around the college
- Time
- Energetic leadership

- Administrative buy-in
- Buy-in and participation from any individuals at your college/university that have copyright responsibilities as part of their job description (eg. counsel, copyright librarian, DMCA copyright agent)

Copyright Office Hours

Why it's great:

Members of the community have a contact for asking their specific copyright questions and/or talking through concerns. Very efficient.

Why it's not so great:

Cannot offer legal advice, which is often what people want.

What you need:

- A way of setting up and publicizing office hours (eg. Google appointment calendar)
- Confidence answering a wide variety of questions
- Confidence around giving copyright support without offering legal advice
- Sufficient time to dedicate to appointments

Displays (eg. Fair Use Week, Public Domain day, general copyright displays)

Why it's great:

Fairly low effort. Opportunity to reach different people than you reach via other methods. Good way of reaching students. Can be engaging/surprising.

Why it's not so great:

Very little effort, probably also low reward. Hard to measure impact.

What you need:

Display space. Materials to display. Some creativity.

Regular email updates to stakeholder groups

Why it's great:

Fairly low effort. Reminds stakeholders that there is copyright support. May improve copyright knowledge for those who read.

Why it's not so great:

Email burnout. Coming up with fresh/relevant content can be challenging.

What you need:

Email access to stakeholder groups.

Possibly, the blessing of administration/counsel/etc

*Resource Guide (eg. Libguide)

Why it's great:

> Can be fairly low effort as a great deal of high quality, Creative Commons licensed guide content exists on the web. Provides a space for creating detailed support resources for common questions, either for self-help for your campus community, or as something to reference when you get questions. Opportunity to highlight expertise.

Why it's not so great:

> Guide should be maintained, ongoing work.

What you need:

- Resource guide software
- Buy-in from your library team that this is an appropriate guide to include (can be an issue depending on local practices and guidelines concerning guides).

*Social Media/Blog

Why it's great:

> Fairly low effort. Reminds readers that there is copyright support. May improve copyright knowledge for those who read. Opportunity to highlight interesting issues and cases, may increase interest.

Why it's not so great:

> Coming up with fresh/relevant content can be challenging. Getting readership can be challenging.

What you need:

- Authority to post to social media platform
- Blogging software (if blogging)
- Method of publicizing

Flyers/Brochures

Why it's great:

> Reminds community members that copyright support is available. Provides some copyright education in an asynchronous, analog format -- doesn't get lost in the wash of emails. It isn't a big "ask" to have them included in a wide variety contexts (on a table in a faculty lounge, in an orientation packet for new staff and faculty, etc).

Why it's not so great:

> Much harder to update than digital materials. Can look dated quickly. Without good design skill and a clear purpose, it can be tempting to use brochures to restate the law -- not attractive or interesting.

What you need:

- Copywriting and design skill
- Budget for printing

- Plan for distribution

Library (or Institutional) Copyright Policy

Why it's great:

A policy might not seem like "outreach" at first but having a policy, even something very simple, can help convey that there are people in the library who know and care about copyright. Many faculty and staff feel most comfortable when they can consult a policy.

Why it's not so great:

Depending on your environment, you may not have authority to draft a policy or you may have significant institutional processes around the adoption of policy.

What you need:

Authority to create policy. Possibly, review by counsel.

Some advice:

When writing policies, it is important not to accidentally create more restrictions than the law provides. Also, where the policy is more restrictive than the law, the policy should be clear that this is coming from institutional preferences, not the law.

Student Club

Why it's great:

Student clubs with some connection to copyright (OER, "free culture", open source, etc) are a great way of helping to get the word out about copyright expertise on your campus. You can develop programming/events with the club, call on them for advocacy work, etc.

Why it's not so great:

Student clubs come and go, leadership changes. You can spend a lot of energy building relationships that vanish when the members change.

Copyright Manual

Why it's great:

Creating a comprehensive, well-designed copyright manual gives your community a "one stop" place for their common questions. Print materials can have a cache that websites don't have. Easy to distribute to offices, at orientations, etc.

Why it's not so great:

A lot of work to do well. Many copyright issues are dependant on the details of the specific case so even with a manual in hand, many answers will be "it depends". Difficult to update; people may have out-of-date manuals sitting on their desks.

What you need:

Knowledge of the copyright issues that come up around your campus. Writing and design skills. Access to counsel.

Events (Documentary Screenings, Lectures)

Why it's great:

Can excite people who didn't realize that copyright could be interesting. Fun.

Why it's not so great:

Involves a lot of logistics and promotion, can be a low pay-off if attendance is low.

What you need:

A campus culture of attending events.

University Copyright First Responders network

Why it's great:

Great way to build knowledge of all staff. Gets copyright expertise to front-line staff where questions come in. Builds relationships and community.

Why it's not so great:

Big investment of time.

What you need:

A large-ish group of people interested in forming a network. Someone with significant expertise to lead training or financial resources to bring training in. Time to support the network with ongoing facilitation and coordination.

Classroom One-Shot

Why it's great:

Can provide point-of-need information. Working with faculty can provide cachet for students. Limited topic requires less work. Captured audience.

Why it's not so great:

Faculty don't know their students have the need to learn about copyright. Limited class time and lots to cover.

What you need:

- Interested faculty
- Method for advertising services

What else? Ideas?