

## **The Library Copyright Institute: Developing a Sustainable Model of Copyright Education for All Librarians**

### **Statement of Broad Need**

Librarians need to understand copyright law. The ALA has long identified copyright as a “[core competency](#)” and it remains central to many of the most pressing issues in librarianship today. Now-routine library activities such as digitization, course reserves, and interlibrary loan raise significant copyright questions, while emerging new library services require a thoughtful and nuanced understanding of the law. To meet these needs, many well-resourced libraries now employ experts with significant legal training to address these issues.

Unfortunately, these legally-trained positions remain expensive and rare, and thus mostly within the purview of well-resourced institutions. Further, most librarians today do not have access to adequate copyright training. Scholars such as Cross and Edwards have documented the rare, patchwork, inconsistent, and elective nature of copyright education in LIS programs. Work such as that under the IMLS-funded OER+ScholCom project (LG-72-17-0132-17) as well as the 2018 planning grant (RE-87-18-0081-18) that preceded this proposal have documented the significant gaps in professional training for librarians who need a holistic understanding of copyright.

This proposal aims to meet these needs on a large scale. The project leverages the expertise of five lawyer-librarians co-PIs in the Triangle Research Library community: David Hansen (Duke, lead PI), Arnetta Girardeau (Duke), Anne Gilliland (UNC Chapel Hill), Will Cross (NCSU), and Patrick Roughen (NCCU). It builds on their work under IMLS Planning Grant RE-87-18-0081-18, through which they hosted the first *Library Copyright Institute*, a three-day, in-person copyright training in the Research Triangle. The program included 8 national copyright expert instructors as well as 31 librarian participants, mostly from HBCUs, community colleges, and other small regional universities. That pilot program demonstrated a highly successful model of delivering instruction, measured both by participant surveys and learning assessments. It also aligned with the findings of a growing body of research showing that there is tremendous need for such training; calls for participation for just the pilot program resulted in nearly three times as many qualified applicants as there were seats available. Such a response was especially remarkable given the tailored advertisement of that program and the highly selective criteria used to shape the target cohort.

### **Project Design**

The basic premise of the pilot program was that, to provide adequate training, certification of learner expertise, and to seed extensible change at the national level, it must be led by a network of experts, develop a cohesive cohort, and offer in-depth training. This current proposal extends that pilot model to meet two additional goals: 1) firmly establish regularized copyright training for librarians across the United States and, 2) do so through a model that has a sustainable long-term future.

To firmly establish regularized copyright training, the project will host a minimum of five additional Library Copyright Institutes--comprehensive, introductory copyright training for librarians--over a two year period, as well as a minimum of three specialized, advanced level trainings focused on special issues such as music, government works, video, or images. As part of a sustainability strategy, the project aims to develop partnerships with a variety of co-sponsors to help support the program. Some partners that have already indicated a willingness to work with the project are the HBCU Library

Alliance, California State University Libraries, DPLA, Rightsstatements.org, and Harvard's Copyright First Responders program. A core part of the project will be to develop those and other alliances, such as with professional organizations, to identify a sustainable, shared method of supporting library copyright instruction. We envision this sustainability model will both work to reduce costs (for example, through limiting travel by organizing trainings in conjunction with those partners' events), as well as sharing costs (for example, identifying ways to subsidize under-resourced participants through partner scholarships and other programs, while moving to cost-recovery model for other participants). While this proposal identifies a minimum number of Institutes and other training, our expectation is that with the coordination and support of partners, grant funds can be stretched to support even more instruction, with the goal of ultimately limiting the need for grant support at all going forward.

### Diversity Plan

Diversity and inclusion are the main motivators for this project. Our goal is to ensure that librarians serving a broad and diverse set of researchers, teachers, students, and community-based patrons have the tools they need to most effectively handle the copyright issues they encounter. Librarians at all institutions should be able to confidently apply fair use, understand their licenses, and assess public domain status. Inequality of resources should not mean that the beneficial rights granted by copyright law are unavailable to librarians, researchers, and students at those institutions. Thus, two key elements of this proposal are first to develop a model of instruction that is low cost and well supported enough to minimize barriers to participation from under-resourced institutions, and second, to develop alliances, such as with the HBCU Library Alliance, to facilitate a sustainable, deep impact on a broad and diverse community of users.

### Broad Impact

This work will enable the successful *Library Copyright Institute* model to be scaled to a national audience and connected with partner organizations so it can be more deeply embedded into librarianship. It will also connect to allied programs such as Harvard's [Copyright First Responders](#) and work from Columbia University Library as documented in its [Feasibility Study on the Creation of a Virtual Center for Copyright Education for Professionals in Libraries, Archives, and Museums](#) funded by Lyris and follow up work on that project funded by the Alfred P. Sloan Foundation. The long term effect of this project will be to provide a sustainable model for copyright training embedded in LIS communities so that staff at all libraries, and especially under resourced libraries, can rely on a cohort to ask questions, act as a channel for learning about changes in the law, changes in practice, new resources, and identification of and access to experts.

### Budget Summary

The overall budget for this project is **\$248,484 over two years**. The budget includes **salary and fringe benefit support of \$41,483** to support a Copyright Programing Lead at 10% time (Arnetta Girardeau, co-PI on the grant) as well as a Duke staff member to handle meeting logistics, planning, and local coordination. For hosting the Institutes themselves, the advanced training sessions, and coordination with partner co-sponsors, **\$90,500 would be used for travel and lodging, \$25,350 for meals and current service, \$24,750 for instructor speakers fees, and \$4,750 for materials and supplies**. At Duke's negotiated federal indirect cost rate of 33%, **indirect costs are \$61,651**. Though we are not presenting formal cost-sharing for this project, it also will include substantial contributions in PI staff time, space usage, and equipment from NCSU, NCCU, UNC Chapel Hill, and Duke.