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Sarah A. Norris, Sara Duff, & Rich Gause

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Sarah A. Norris, University of Central Florida
Sara Duff, University of Central Florida
Rich Gause, University of Central Florida

Author Note: Correspondence regarding this article should be directed to Sarah A. Norris, sarah.norris@ucf.edu, 407-823-2402; Sara Duff, sara.duff@ucf.edu; Rich Gause, richg@ucf.edu.

Abstract

Like many academic libraries, the University of Central Florida (UCF) Libraries has faced the difficult challenge of ensuring access to information and supporting the research, scholarship, and teaching needs of faculty, staff, and students during the COVID-19 pandemic crisis. Copyright and licensing matters have played a key role as the UCF Libraries has helped faculty and students navigate the rapid transition from face-to-face courses to online and conducting academic work in a wholly online environment. This article provides a case study of how the UCF Libraries developed an expanded suite of copyright support services and resources in response to the COVID-19 pandemic. It will explore how each of these services or resources provided specific support to faculty and students in teaching and learning. Services and resources developed in consultation with the Office of General Counsel include a detailed research guide with information about remote access to resources, including temporary access to licensed content from publishers; a series of professional development online workshops on topics such as copyright, fair use, and emergency circumstances and library support for course materials; and additional opportunities for individual consultation support through virtual office hours and other modes of communication, such as chat, email, and phone. The aim of this article is to provide academic libraries with examples of copyright services from a large metropolitan library during COVID-19 so that they can be used as a model when implementing copyright support at their respective institutions during these exigent circumstances and beyond.

Rapid Response: Developing a Suite of Copyright Support Services and Resources at the University of Central Florida during the COVID-19 Pandemic

Copyright education has always been important to academic libraries and higher education. Understanding how to navigate the complexities of copyright and its various aspects is important not only for those who help facilitate questions from faculty, students, and staff but also for anyone who conducts teaching and/or research. Like many academic libraries, UCF Libraries assists faculty, students, and staff in copyright-related matters. The Office of Scholarly Communication, led by the scholarly communication librarian, has developed a suite of copyright services and resources. This includes webpages with centralized resources such as policies, regulations, and general information; a series of intellectual property research guides; copyright and intellectual property workshops and instruction; and individual consultations, among others. In addition, the scholarly communication librarian facilitates robust internal professional development opportunities that allow librarians and staff to engage in copyright topics that range from copyright basics to in-depth analyses. As explored in Norris, Tierney, and Dubach (2019), the Office of Scholarly Communication partners closely with other UCF Libraries units, especially the Research and Information Services Department (RIS) to provide "support and infrastructure to help librarians navigate the ever-changing landscape of intellectual property."

Though copyright training and engagement is facilitated primarily by the scholarly communication librarian, many librarians and staff members engage in copyright in some way in their roles—from licensing electronic resources (e-resources) to facilitating interlibrary loan. Therefore, there are other librarians and staff who collaborate to provide training and information when copyright questions arise. Campus partners such as the Office of Technology Transfer may also provide general information and training to faculty, students, and staff. The Office of General Counsel provides legal guidance to faculty and staff if questions arise through the course of their employment.

While UCF Libraries has continually provided copyright information and support services, during the COVID-19 public health crisis of 2020, the need for clear and easy-to-understand copyright information became even more critical. As many institutions suspended in-person instruction in response to the pandemic, a large number of faculty had to rapidly transition their face-to-face courses to 100% online, and many were unaware of how copyright and fair use might be affected by teaching in this modality. Additionally, students and researchers were negatively

affected by resource-access challenges, such as finding electronic versions of textbooks, streaming video, and accessing both print and electronic journal articles. With this in mind, UCF Libraries took a proactive approach to providing copyright support for teaching, learning, and research. This article will explore this approach and aim to provide examples that other academic libraries can consider when implementing similar services and proactive copyright support regardless of the circumstances.

COVID-19 Emergency Response to Copyright, Fair Use, and Online Teaching

As mentioned, UCF Libraries already had an existing suite of copyright services and resources in place prior to the COVID-19 public health crisis. This provided a strong foundation for the Libraries as it developed emergency copyright support when all university classes transitioned to 100% online in late March 2020 and all faculty and staff went to fully remote work. During the first few weeks of this transition, the scholarly communication librarian fielded an influx of copyright questions specifically related to online teaching, fair use, and scanning of required course materials. Questions often came directly from faculty and students; however, subject librarians, acquisitions librarians, and campus partners such as instructional designers often fielded copyright questions and connected with the scholarly communication librarian for additional assistance.

While initial copyright support focused on aiding faculty and students in the rapid transition online and the need to access materials, there were two areas of support that needed to be addressed in a more formal way. The first was to address copyright and fair use during emergency circumstances swiftly and responsively. Nationwide, copyright specialists in academic libraries worked together to provide resources, including the "[Public Statement of Library Copyright Specialists: Fair Use & Emergency Remote Teaching & Research](#)" to "provide clarity for U.S. colleges and universities about how copyright law applies to the many facets of remote teaching and research in the wake of the COVID-19 outbreak" (2020). UCF Libraries found these resources helpful because they addressed queries coming from faculty and students, and the information from these resources was made available on the Libraries' website, in COVID-19 library research guides, and in blog posts. This aided in providing resources in a timely way, offered clear communication, and helped demonstrate that UCF Libraries was proactively addressing copyright concerns throughout the early months of the public health crisis.

The second area of support identified was to provide information, training, and support for basic copyright needs. While many faculty were familiar with the

general concepts of copyright, most only had a basic understanding or made broad assumptions (e.g., faculty can use copyrighted content in any way they need to for educational purposes) that often resulted in a lack of critical analysis of the materials being used. For instance, many faculty did not conduct a fair use assessment on a regular basis when using copyrighted works in the classroom. Even in prepandemic teaching and learning circumstances, faculty experienced gaps in understanding the nuances of copyright, often preferring a one-size-fits-all solution, such as using a percentage of the material to aid in determining fair use in the classroom rather than assessing copyright on a case-by-case basis.

In addition, many faculty at the University of Central Florida (UCF) were also unfamiliar or less experienced with teaching online. Prior to the COVID-19 shift to 100% online teaching, any faculty member who planned to teach online was required to take a noncredit online course that included a module on copyright with group discussion prompts facilitated by the scholarly communication librarian. Because of the rapid shift to online teaching in 2020, faculty attended an abbreviated version of this online course and subsequent course offerings in the summer and fall semesters were restructured; the scholarly communication librarian no longer participates in these online course offerings. Through the increase in online teaching–related copyright questions being asked by faculty, UCF Libraries realized that finding other opportunities to engage in copyright education with faculty was more critical than ever.

Complicating the two areas noted above was the increase in free and temporary access to e-resources through vendors, publishers, and projects like the HathiTrust Emergency Temporary Access Services (ETAS), which "permits special access to HathiTrust member libraries that suffer an unexpected or involuntary, temporary disruption to normal circumstances, such as closure for a public health emergency, requiring the library to be closed to its patrons, or otherwise restrict print collection access services" (HathiTrust, n.d.). Electronic books (e-books) and streaming video were already challenging areas for librarians and teaching faculty to navigate, and the increased reliance on these resources throughout the pandemic only exacerbated how challenging these types of materials can be for everyone. In particular, temporary access materials provided by publishers and vendors during COVID-19 were often added to the UCF Libraries' online catalog so that users could easily find them; however, identifying which items were available temporarily and which were purchased or licensed by UCF Libraries was often impossible from the public view of the catalog and not always easy to identify from the administrative side. In some cases, even the acquisitions and electronic resources librarians were

unable to ascertain temporary access status, especially the duration of free access. Equally challenging was that the expiration date for temporary access materials varied across publishers and vendors and did not always align with semester dates; some temporary access materials, for example, lapsed halfway through the summer semester and students lost access to those texts without notice.

With these challenges and so many faculty having to transition their courses online, subject librarians and acquisitions librarians saw increased requests for e-resources and questions surrounding them. The most common questions were if the UCF Libraries could acquire course materials electronically and how they could be accessed by students. As with the temporary access materials, purchasing e-resources directly through the UCF Libraries presented its own challenges, notwithstanding budget issues that were exacerbated by the pandemic. Lack of optimal (e.g., digital rights management [DRM]-free, unlimited users, etc.) e-resource access was the most common challenge. For instance, if a course had a large enrollment size, using an e-book that only allowed for one user at a time or capped access after a certain number of uses would present frustrating user and accessibility experiences for the students and incur additional or unfeasible costs for more license purchases. Streaming video presented its own unique challenges as licensing periods changed, lapsed, or were inaccessible for purchase.

In response to the two areas of support outlined and the challenging nature of e-resources, several librarians with copyright, licensing, and e-resource expertise formed a collaboration. This included the acquisitions librarian, government information librarian (who is also a subject librarian), and scholarly communication librarian. The group outlined several action items that could be undertaken to provide clear and consistent information internally to the UCF Libraries and externally to faculty, staff, and students. These action items included the following:

- Enhancing the existing suite of services and resources outlined on the UCF Libraries website, research guides, and blog—keeping all pages up-to-date whenever temporary access to materials changed.
- Creating virtual office hours to discuss copyright.
- Developing a three-part series of workshops to highlight various aspects of copyright, licensing, and resource support needs.

The following sections will outline these activities and efforts as well as include specific information about the workshops that were offered in the spring and summer of 2020 that led to an updated workshop series in the fall of 2020. These sections will also discuss future plans for additional professional

development opportunities. Sections will highlight other projects and endeavors related to copyright and fair use, such as controlled digital lending (CDL), that evolved in summer 2020.

Enhancing Existing Services and Resources

The acquisitions librarian, government information librarian, and the scholarly communication librarian worked to ensure that the existing suite of services and resources available to faculty, staff, and students was kept up-to-date with pertinent information to support teaching, learning, and research. The updates included outlining information about publisher and vendor programs that offered temporary access to materials and programs during the COVID-19 pandemic, such as the HathiTrust ETAS previously mentioned. Other programs included the education continuity license through the Copyright Clearance Center (CCC), which worked with its "community of rightsholders to authorize the use of their materials at no cost by educators as required by the pandemic during this time of emergency" (Copyright Clearance Center, 2020). In an effort to centralize some of this information and create a single resource that could be shared with faculty, staff, and students, UCF Libraries created the document "[Academic Resources during COVID-19 Situation](#)" (UCF Libraries, 2021). The guide was constantly updated throughout 2020 as temporary access programs made accessible during the public health crisis ceased and other services and resources were adjusted.

Virtual Office Hours

In addition to these resources, the scholarly communication librarian continued to provide ad hoc support via email, chat, and phone to address copyright questions in a swift, timely manner. They also began offering twice weekly virtual office hours using Zoom to provide another space for faculty, staff, and students to communicate when questions arose. These 30-minute office-hour sessions, which were offered from the end of March 2020 through May 2021, were shared with faculty by subject librarians, listed on various website locations, and posted frequently on social media through UCF Libraries' accounts. Despite being well publicized, the virtual office hours were not heavily used by faculty and students, who preferred to communicate using email or phone calls; however, librarians and library staff utilized the virtual office hours, with an average of one to two drop-ins each week from March 2020 through August 2020. As the initial emergency circumstances waned, the virtual office hours were utilized less frequently but

proved to be an easy-to-implement service because of the university's existing Zoom license. Virtual office hours could be reimplemented should the need arise.

Developing a Three-Part Workshop Series

The three-part workshop series developed and offered in the spring and summer of 2020 was intended to help faculty navigate the emergency circumstances related to the COVID-19 pandemic and the need to rapidly transition from face-to-face courses to online. The topics of the workshops were determined by the most prevalent questions and challenges experienced by librarians, teaching faculty, students, and staff during the rapid shift to 100% online teaching and learning. The two topics that UCF Libraries identified as being of the most critical need and interest were navigating copyright and fair use for emergency circumstances and understanding e-resources availability.

Copyright, Fair Use, and Online Teaching Workshop

The first session was on copyright, fair use, and online teaching during emergency circumstances. UCF Libraries determined that there was a need for this specific workshop as faculty and students struggled to access course materials and to pivot face-to-face courses online. Librarians, library staff, and campus partners were all equally struggling with how to best support online teaching while respecting copyright law. While all queries from faculty and campus partners were addressed on a case-by-case basis, UCF Libraries felt that more communication and forums for discussion would be helpful during the emergency circumstances. Utilizing resources such as the "Public Statement of Library Copyright Specialists: Fair Use & Emergency Remote Teaching & Research," UCF Libraries developed a workshop that addressed copyright issues. Two versions of the workshop should be offered: one aimed at librarians, library staff, and instructional designers and one aimed at faculty.

The first session offered for librarians, library staff, and instructional designers provided the group with an opportunity not only to pilot the workshop (and adjust content as needed) but also to address specific questions related to librarians, library staff, and instructional designers (e.g., facilitating questions, exploring scenarios, etc.). The session was well attended (44 participants), and feedback given by attendees helped shape the second session offered for teaching faculty that was equally well-attended (30 participants). Many in this second session were new to online teaching and/or had specific questions that they wanted to ask UCF Libraries about. Feedback received after the first session—such as

recommending a more thorough explanation of fair use, the four fair use factors, the Technology, Education and Copyright Harmonization (TEACH) Act (2002), and the Digital Millennium Copyright Act (DMCA) (1998)—allowed librarians to identify which information they needed to further elaborate on in the teaching faculty session. In the second session, lessons learned from the first session provided valuable context and information to help faculty better understand recommendations for specific questions related to their course as well best practices for using copyrighted works in their research and scholarly endeavors. Overall, each of these sessions proved to be useful, so much so that workshops on the same topics were offered in the fall of 2020. In addition, questions during the workshops and qualitative feedback from attendees led the group to realize that there were other related topics that should have their own workshops, especially e-resources and temporary access materials.

Library Support for Course Materials Workshop

The second workshop addressed library resources and library support for course materials available through UCF Libraries. Utilizing library resources for courses is already complex during the best of times; however, as the UCF Libraries began communicating with faculty about materials temporarily made available by publishers and vendors during COVID-19, questions arose from faculty illustrated that many of the potential issues arising from these temporary access materials overlapped with long-standing faculty misconceptions related to resources such as e-books and streaming video. In addition to the materials made temporarily accessible by publishers and vendors during COVID-19, the UCF Libraries also participate in many acquisitions programs, such as evidence-based selection, that involves temporary access—though many faculty, students, and library staff are not aware of these programs. Regardless of the type of temporary access, faculty, staff, and students face confusion and frustration when a specific title is no longer accessible. Likewise, faculty frequently are not aware of e-book user limits or streaming video licensing terms. Though UCF Libraries purchases many DRM-free or unlimited-user e-books, there are many other e-books in the library catalog that do have user limits. Because many faculty are not even aware of the concept of DRM, they do not look for the user information when evaluating a book for use by their students. Similarly, though UCF Libraries has some streaming video packages with perpetual rights, many films the UCF Libraries has access to are limited-term licenses that expire annually. As with the temporary access materials previously mentioned, if a faculty member wishes to use a film in their course but does not

know what its use terms are, the film may become inaccessible at some point during the semester and result in a confusing and frustrating experience for faculty and students alike.

With the dual rise of COVID-19 and temporary expanded access, and with so many instructors who had previously eschewed e-resources now dependent upon them, UCF Libraries saw an opportunity to reach faculty who were not previously receptive. Librarians identified an opening to use this COVID-19 temporary access as a tool to discuss many types of temporary access and demonstrate fundamental copyright considerations, the basics of licensing, and the importance of looping in the subject librarian when assigning library resources such as a film or e-book.

Like the copyright, fair use, and online teaching sessions, two workshops on licensing were offered. First, UCF Libraries held a workshop specifically for librarians and library staff to explain the complexity of COVID-19 temporary access as well as demonstrate how librarians could use the catalog record to potentially determine if an item was a permanent acquisition or was only temporarily available. As mentioned, UCF Libraries participates in some evidence-based selection plans for which temporary records have been added to the catalog; similarly, some publisher and vendor materials made accessible during COVID-19 also had temporary catalog records. The acquisitions librarian provided general information about how and why temporary catalog records might be added as well as highlighted key information that would aid in identifying if an item was temporarily available or a permanent part of the collection (though it is important to note that not all temporary access materials were listed in the catalog and those that were did not provide any information about the duration of temporary access). In addition to the temporary access materials, the workshop also discussed different acquisition methods, user models, types of DRM, and copyright and licensing concerns. Ultimately, the workshops were intended to help librarians feel equipped to field questions from their area teaching faculty, though of course the acquisitions and the scholarly communication librarians would continue to respond to questions asked of them.

The faculty workshop offered was similar in nature to the librarian and library staff workshop but was adapted to remove some of the technical library details involving catalog records and specific acquisitions methods that were not relevant. The goal of the faculty workshop was to dispel common myths around library -books, streaming videos, and copyright. The format of the workshop was framed around talking points based on frequently asked questions. The following

are some examples of talking points and common questions/myths used in the workshop:

- Why can't you buy this as an e-book? Amazon has it for $15.
- How do I know if my book is only temporarily accessible?
- It says "Unlimited," but my students can only check it out for 21 days. What happens then?
- Can I assign this for required reading?
- We own the DVD, so can I just screen it over Zoom?
- Can I upload a video file to Canvas?
- I heard about a great new film, can the library buy a streaming copy?
- Can I link to YouTube, Vimeo, and Tubi?

The goal was to provide teaching faculty with information to help them better understand why UCF Libraries acquires materials in different ways, how different methods can impact access, and the importance of connecting with their subject librarian when assigning library resources to students. In addition, the workshop also addressed copyright and licensing concerns primarily so that faculty understood why specific practices (such as linking to a resource versus downloading it and uploading it to an online course) were recommended. This was particularly important since many faculty were assigning online resources for the first time, and it was important to stress what UCF Libraries licenses allowed. Though not as well attended as the initial copyright, fair use, and online teaching workshop, this workshop had a modest attendance at both the librarian/library staff and faculty sessions, indicating to UCF Libraries that the information was of interest to both groups.

Copyright and Student Works Workshop

The third and final workshop of the summer had a slightly different focus. While the first two workshops were primarily aimed at helping faculty rapidly shift their courses online, the third workshop focused on copyright challenges for students. In 2019–2020, the scholarly communication librarian noticed an increase in questions about copyright related to student works, specifically about students retaining copyright of works that they create for a course. Both faculty and students were unsure of rights retention and therefore had questions about whether or not a work could be shared broadly on a course-specific website or UCF's institutional repository STARS for worldwide dissemination without student permission. Other common questions related to student works were similar to teaching faculty

questions about using copyrighted works created by others for academic purposes. With so many more online courses, the librarians organizing the three workshops felt that this topic was worthwhile to explore, particularly as faculty seemed keenly interested in attending UCF Libraries workshops in the spring and summer semesters. Only one session of this workshop was offered. The workshop covered the following topics:

- brief overview of copyright (i.e., definitions);
- copyright-guiding principles at UCF (e.g., copyright law, FERPA, UCF copyright policies);
- copyright considerations for students as users and creators of copyrighted works (e.g., general information and best practices);
- copyright considerations for theses and dissertations;
- copyright resources for students.

Though the UCF Libraries had a low turnout (only four students attended), many of the attendees expressed interest in understanding more fundamental aspects of copyright instead of the content discussed in the workshop. This was ascertained by the presenters by the types of questions asked during the Q&A and comments received in the chat feature of the Zoom session. With this in mind, UCF Libraries did shift and adjust the workshop in the fall semester, partnering with the College of Graduate Studies to provide a copyright basics workshop that was open to both students and faculty in an effort to reach both audiences more broadly. More specific information about how the fall workshop was developed will be outlined later in this case study.

Overall, all three workshops were well received based on the attendance numbers and qualitative feedback from follow-up emails and, as will be explored in the following sections, prompted continued conversations and opportunities to provide copyright and library resource support for faculty, staff, and students.

Copyright Outreach: Expanded Projects and Opportunities during Summer 2020

As the immediacy of copyright and fair use concerns for online teaching waned and the three-part workshop series ended in June 2020, UCF Libraries took the remainder of the summer to reflect on the emergency circumstances so to help in providing continued resources, services, and support related to copyright and online teaching for future semesters. In particular, it was critical to communicate to faculty, students, and campus partners (such as the Center for Distributed Learning)

about the status of temporary access materials and programs made accessible by vendors and publishers during the COVID-19 pandemic. During summer 2020, most of these temporary access programs ended midway through the semester. This made accessing course materials even more challenging for faculty and students. UCF Libraries' "Academic Resources During COVID-19 Situation Research Guide" continued to be updated throughout the summer as programs ended or were extended, and it was the primary resource for up-to-date information and communication about temporary access materials both internally for UCF Libraries and externally on campus.

Communication and Outreach about Library Resources and Copyright

As noted previously, the loss of temporary access materials in the summer was particularly challenging, primarily because of how the items were made available in UCF Libraries' catalog for users to access and view. Though the information was covered in both the librarian and library staff and faculty workshops, the reach was minimal; therefore, it was critical to provide the information to faculty in other ways. UCF Libraries worked to communicate this to faculty and campus partners as well as internally with detailed emails that included basic information on "Academic Resources during COVID-19 Situation" research guide. Yet, the problematic nature of temporary access materials would continue be a barrier for faculty when preparing for the fall 2020 semester regardless.

Another important point of communication throughout the summer was to ensure that faculty understood the emergency response, its relationship to copyright, fair use, and online teaching, how it was assessed and applied during the initial stages of UCF's move to fully online teaching during COVID-19, and how it would be assessed in future semesters. UCF Libraries' goal was to communicate to faculty that the exigent circumstances in the spring semester were unique; faculty now had the opportunity to prepare for the fall 2020 and spring 2021 semesters and to locate copyright-compliant materials, utilize open resources, obtain copyright permissions, or assess fair use as needed for their course materials, as they normally would in prepandemic circumstances. All of these communication needs provided continued opportunities for UCF Libraries to speak directly with faculty and departments on copyright education in a timely way and to encourage attendance at future workshops on the topic. To aid in this, the scholarly communication librarian provided a statement for subject librarians to share with their respective departments and faculty on copyright and fair use for their course materials in the fall.

Course Reserves and Controlled Digital Lending

Beyond general communication about copyright, fair use, and temporary access programs, UCF Libraries was also having conversations about course reserves. Many of the library buildings began to reopen doors to patrons in summer 2020, and librarians discussed access to physical course materials. Of primary concern was how much items placed on course reserve would be physically handled, and the potential effect on public health and safety. A small working group was formed to further discuss these issues and explore opportunities to provide access to course materials while ensuring risk mitigation for COVID-19. This group included the department heads of Circulation, Interlibrary Loan, and the Curriculum Materials Center as well as the government information librarian and scholarly communication librarian—all of whom had expertise and insight that were important to these discussions. One particular option discussed was scanning course materials as an alternative to physical items.

Copyright and fair use were at the fore of these conversations surrounding scanning. UCF Libraries had eliminated electronic course reserves years ago in response to the Georgia State University (GSU) Library copyright lawsuit that began in 2008 when three academic publishers filed a lawsuit against four officers at the institution for ongoing unauthorized distribution of copyrighted materials owned by these publishers in GSU's e-reserves system (*Cambridge University Press et al. v. Becker et al.*, 2012). This case has affected how academic libraries utilize course reserves for electronic materials; therefore, reintroducing this type of model would need discussion and oversight, including conversations with the University's Office of General Counsel. During these discussions, the concept of controlled digital lending was identified and brought forward as a potential option to help mitigate challenges surrounding electronic course reserves. Controlled digital lending (CDL) is "an emerging method that allows libraries to loan print books to digital patrons in a 'lend like print' fashion" (Hansen & Courtney, 2018). Essentially, if a library owns a print version of a work, they could potentially digitize the entire book and loan it digitally to a patron. Digital versions cannot be loaned in unlimited ways but rather are loaned based on how many copies of a material the library already owns. This type of model was of interest to the working group, as it would aid in mitigating some of the challenges faced by the GSU case with electronic course reserves and help address the need for access to UCF Libraries' owned materials used as course materials when physical access to these materials is not feasible.

The group spent a lot of time researching controlled digital lending and speaking with colleagues at other Florida colleges and universities for additional information. The scholarly communication librarian also discussed legal issues surrounding the topic with the Office of General Counsel. After information gathering and further discussion, the group ultimately decided not to pursue controlled digital lending in the summer, primarily due to a low amount of interest by faculty to have materials scanned after the initial shift to 100% online teaching and concerns related to infrastructure and implementation that would require a substantial amount of research and planning. However, the topic continues to come up and will likely be one that UCF Libraries explores in the coming year as it considers alternatives to traditional course reserves and mechanisms for easier digital access to course materials owned by UCF.

Evolving Copyright Support in Fall 2020

With the fall semester fast approaching, UCF Libraries recognized that many of the same types of queries and support needs experienced in the spring and summer semesters related to copyright, fair use, course materials, and online teaching were bound to arise. In fact, there was a marked increase in questions leading up to the beginning of the semester and during the semester by faculty teaching online who looked to UCF Libraries for support and guidance. Subject librarians, acquisitions librarians, and the scholarly communication librarian all worked diligently and collaboratively to aid faculty in a timely and consistent manner. As with the emergency response to COVID-19 and rapidly shifting face-to-face courses online, two distinct areas emerged from these faculty queries.

The first area, which had been previously identified, was the need to delineate the differences between the unique circumstances faced by faculty and students the previous spring related to COVID-19 and the fall semester in the context of copyright, fair use, course materials, and online teaching. While some faculty understood that circumstances had evolved and that time had afforded the opportunity to adjust course materials as needed, others perceived the emergency circumstances in the spring as the guiding principle for using copyrighted materials in the online teaching environment. Some of this was inadvertent, as many faculty had begun teaching online in the spring for the first time ever and were less familiar with copyright, fair use, the TEACH Act, and the DMCA in the online teaching environment. Others interpreted the continued public health crisis and increase in online classes as a mechanism to allow perpetual flexibility with regard to copyright, fair use, and temporary access materials. Regardless of perspectives or

understanding, UCF Libraries recognized that articulating copyright considerations for both face-to-face and online teaching aspects proactively would aid in mitigating challenges and frustrations from faculty and students in the fall and future semesters.

The second area was the same one identified in spring 2020 related to providing information training and support for basic copyright needs. UCF Libraries works to provide substantive information related to copyright basics on their website, research guides, blog, and workshops, but there is an inherent understanding that this information may not reach all faculty, students, and staff. Therefore, continued proactive outreach was necessary to engage UCF community in these topics.

Looming budget cuts and dwindling access to temporary materials affected these two areas. By the fall, only two temporary access resources were left: HathiTrust ETAS and JSTOR's temporary access journals, which made some of its content freely available to "participating academic institutions where students have been displaced due to COVID-19" (JSTOR, 2021). Though many of the free resources from the summer had robust usage, UCF Libraries was faced with severe budget cuts and was thus unable to pick up new products. Some of the individual temporary access e-books that had high usage were purchased at the end of the 2020 fiscal year (June), but funds were not available to purchase all the temporary access resources that had been used. Another department on campus, the Center for Distributed Learning, was able to fund a new subscription to facilitate online lab work as it directly aligned with the mission of the unit to support online education, but the subscription was acquired with the understanding that the library would not be able to take over payment later. If the Center for Distributed Learning is unable to fund it next year, the subscription will be dropped.

With all of the copyright support and education needs compacted with potential loss of materials from UCF Libraries' collections and the temporary access materials, the need for continued communication was critical. With this in mind, UCF Libraries coordinated a second set of workshops for fall 2020. The workshops were adapted from the previous sessions offered in the spring and focused primarily on the areas mentioned above.

As noted previously, UCF Libraries partnered with the College of Graduate Studies to offer a copyright basics workshop that provided general information for both students and faculty. Communication was facilitated by UCF Libraries' graduate outreach librarian, who coordinates any workshops in the College of Graduate Studies' workshop series led by UCF Libraries. UCF Libraries already had a

strong partnership with the College of Graduate Studies, and in the spring and prior to the COVID-19 transition to fully online, had already worked with this campus unit to offer copyright training specifically geared to graduate faculty who advise students during the thesis and dissertation process. During the fall 2020 workshop planning phase, the College of Graduate Studies suggested that the workshop previously offered pre-COVID to graduate faculty be reoffered but open for students and faculty to attend, as CGS felt the information would be useful for everyone. The College of Graduate Studies helped market the workshops on their website, social media platforms, and through institutional emails to faculty and students, which all helped increase awareness of the workshop on campus.

Three sessions were offered: Library Support for Course Materials; Copyright, Fair Use, and Online Teaching; and Copyright Basics for Teaching and Research. The sessions were offered virtually using Zoom the first two months of the semester with the hope that many faculty and students who needed immediate support or who would use the information in the workshops to proactively assess course materials for the spring 2021 semester would attend. While the marketing and outreach to promote these sessions was more robust than it was in the spring, attendance was not particularly high. Some faculty and students contacted UCF Libraries inquiring about access to recordings of sessions or alternative dates for attendance when they were unable to attend the sessions. Others contacted UCF Libraries directly with specific questions. Many faculty noted that they were simply too busy to attend the session, which was not surprising given the circumstances surrounding the public health crisis.

While these sessions were well-received by those who attended, it was clear that providing the workshops might not be the most effective mechanism to engage faculty, students, and staff on copyright related topics at this time. With this in mind, UCF Libraries reflected on how it could best support and scale copyright services and resources in the future.

Looking Ahead: Future Plans

As UCF Libraries look ahead to future copyright support, there are several areas that will continue to grow and evolve. Most critically, UCF Libraries aims to continue to provide clear, consistent, and timely information broadly to the campus community about copyright through the use of the libraries' website and research guides as well as expanding outreach efforts to more actively utilize UCF Libraries' blog and social media, which were minimally used throughout the past year for these specific purposes. However, UCF Libraries is also looking to expand these

communication outlets. In particular, the existing research guides on intellectual property topics will be revised and expanded by the government information librarian, patent and trademark librarian, and scholarly communication in the future. The need for professional development opportunities will also continue to expand through future workshops on copyright-related topics and will leverage existing as well as new partnerships with other campus units. The partnership with the College of Graduate Studies, for example, has led to the copyright basics session offered this fall being added to the permanent slate of graduate workshops beginning in spring 2021. While the workshop programming in fall 2020 was not particularly well attended, UCF Libraries is utilizing feedback, attendance, and the pandemic to inform programming offered in spring 2021 and beyond. Finally, programs like controlled digital lending have come to the fore during COVID-19 and will be a topic that UCF Libraries continues to explore to provide course material support for faculty and students in the future.

Like copyright itself, coordinating copyright support and resources is complex. The challenges experienced with COVID-19 and online teaching has only exemplified the need for consistent, timely, and coordinated support in higher education. Academic libraries play a critical role in providing that support and access to resources. Whether or not libraries have dedicated copyright, intellectual property, or scholarly communication librarians, they can provide general support and nonlegal guidance to faculty, students, and staff as they navigate the complexities of copyright stewardship. Assessing current needs and exploring opportunities to engage in these topics helps provide strong understanding of copyright and its concepts and aids faculty, students, and staff in positive stewardship of copyrighted materials; it also helps them understand the impact copyright has on all aspects of teaching, learning, and research. As explored in this article, UCF Libraries has aimed to proactively approach copyright support and resources throughout the global pandemic and continues to assess and adjust support as needed. This approach can help academic libraries identify the most appropriate needs at their institutions for exploring opportunities to develop and refine copyright support and resources.

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