

**UMUC Center for Intellectual Property**  
**8th Annual Symposium**  
**“Copyright Monopoly: Playing the innovation game!”**  
**May 28-30, 2008**

**2008 Symposium Roundtable Sessions: Collected Best Practices**

Introduction:

The Center for Intellectual Property’s 8th annual symposium—“Copyright Monopoly: Playing the innovation game!”—was held May 28-30, 2008, and explored the relationship between the U.S. copyright monopoly, technological innovation and higher education institutions. The program focused on the tension and high-stakes conflict between copyright law and culture occasioned by two facts: 1) the default rules in U.S. copyright law encourage exclusive ownership and create a limited monopoly; and 2) today’s technological and cultural landscape encourages sharing and collaboration. Speakers and participants probed such questions as: Where do higher education interests reside? Participants discussed these issues in the context of: The Development of User Generated Content; Mass Digitization Projects; The Transformation of "Authorship"; and the Use of Wikis, Blogs and other Technologies in the Development of Scholarship.

On May 30, 2008, the attendees assembled to identify benchmarks that would assist in managing copyright in their daily work activities. In addition, they worked to articulate standards of practice that may better help their colleagues and students’ reach their goals of effective teaching and the creation of academic scholarship. This unique gathering of librarians, academic administrators, curriculum and IT professionals broke into four best practice topic discussions including:

- A. Avoiding Income & Luxury Taxes: Best Practices for Handling Copyright Issues When Creating Content for Your University or Library
- B. University Innovation & Copyright: How to Become an Effective Advocate and Move Your Community from Baltic Avenue to Park Place
- C. Creating a Community Chest: Best Practices for Expanding Public Access to Creative Content at Your Institution
- D. Best Practices that Guide Mass Digitization Projects

Participants in each of these four topical groups discussed challenges and concerns and shared some of their perspectives and experiences in each of these respective areas as well as suggesting their ideas for standards of practice. The full outcomes of their discussions are available in a separate document on the 2008 Symposium archive page. Excerpted below from the full document are the resulting Collected Standards of Practice.

## **COLLECTED STANDARDS OF PRACTICE**

### **In Copyright Advocacy and Copyright Education**

Suggested educational principles for the use of third party copyrighted works, and the deployment of new technologies and media on campus:

1. Education over policing proper or improper use
  - a. This allows users a chance to explain and understand decisions
2. Get message to students over many access points
  - a. Prior to activating accounts
  - b. In libraries
  - c. In Courses (f2f and online)
3. Provide guidelines and teaching modules for faculty
  - a. Confusion by faculty over differing rules for different media
  - b. Develop relationship with faculty
  - c. Invite faculty to copyright presentations
4. Cultural shift -- the community needs to recognize importance of copyright and become part of the core mission
5. Promote e-reserves as a service
6. Ethics based -- core purpose of copyright law dialog
7. Copyright tutorial online course
8. Student Affairs Council (SAC) interaction with student groups
  - a. Legal/ethical discussion with student groups
9. Overcome notion of the "fear" of copyright
10. Work to resolve issues and questions by faculty and students
11. Know what the law says
12. Consider the ethical and social context
13. Be an advocate for application of fair use
14. Have the support of the institutional General Counsel
15. Promote dialogue re: "Copyright is part of the business of the university"
16. Develop and share the principles about one's own content use
17. Videos for educators
18. Lesson to teach
  - a. "If you were to publish, would it bother you if someone took your work?"
  - b. Ask faculty to consider: "If you want your work to get out there, consider what the publisher is requiring of you. Can you keep permission to teach with it?"
  - c. Urge them to negotiate
19. Be aware that the legal jargon of publishers can be intimidating for some faculty
20. Create new paths to tenure
  - a. Institutional support to open access initiatives (e.g. Harvard University)