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***Libraries' involvement in copyright clearance of
reading list provision in the top 20 UK Business
Schools***

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1 Abstract

Despite the amount of literature on copyright issues in the library and information domain being plentiful in recent years, the copyright process on reading list provision in executive education of the UK top 20 business school is a neglected area of research. This dissertation focuses on the libraries' involvement in copyright clearance when processing reading lists and finds out how the libraries provide reading materials to executive education participants. The current trends of the copyright process by executive education related libraries are investigated to determine whether the libraries are involved in copyright clearance, the degree to which they are involved, and what the challenges are that they experience in relation to copyright clearance.

This dissertation used a mixed method approach to achieve the research objectives. The methods used were a case study set in two libraries which used semi-structured interviews, initial web research of their websites of the top 20 business school libraries in the UK, and a questionnaire survey of the libraries.

This research indicated that the library's involvement in the copyright process has not been felt universally across the business school libraries in the UK. Instead of libraries undertaking the process, the copyright clearance service is also being offered by administration team/staff within the business school institutes. Even the libraries which are responsible for processing copyright clearance tend to deliver a limited clearance service such as CLA licenced materials only. The main conclusions from this research are: to support executive education, copyright cleared materials are supplied to the participants; however, the libraries' involvement in this copyright process tends to be rather limited, in spite of high awareness of copyright compliance within the institutes and general agreement that libraries are expected to deal with copyright issues. This research argues that there is a need for more study into copyright clearance practice within the organisations, including administration departments, in order to find out how the libraries can support them and work together to comply with copyright law and reduce the risk of copyright breach. Libraries need to demonstrate their value in providing this service in the ever changing digital age of the future

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4 Introduction

New digital technologies and tools are everywhere in today's society. We effortlessly communicate, share and transmit information instantly through mobile phones, tablets, laptops, personal computers and e-readers online freely or with very little costs. 'In this competitive environment of [digital] content providers and users' growing expectations, academic libraries face a difficult task in providing the most satisfying ways of delivering information and services to their patrons.' (Jankowska, 2009, p. 19)

Furthermore, academic libraries in business schools in particular face even greater challenges to provide immaculate services to their executive education participants. The executive education participants are very different from academic students. Executives, leaders and managers are attending the programme to meet their organisational training needs rather than pursuing academic merit. The programmes therefore are designed and customised to fulfil this purpose often with distance learning style modules and onsite residential contact sessions. The participants come with high expectations and demands to maximise their learning effectively and efficiently in a short space of time. This often demands copyright cleared reading contents prepared and made available to access well in advance before their arrival on site.

Therefore this study is to find out what and how the libraries of business schools are involved in the provision of copyright cleared readings to the participants as a part of the excellent service for highly profitable programmes.

As executive education is considered a leading paradigm shift (Culpin, V. and Scott, H., 2011, p. 565), this research is aim to see how the libraries deal with the new challenges of high demands and expectations for customer focused services – copyright cleared reading list provision.

5 Background and Context

Before continuing any further, it would be helpful to define some of the terms that are used in this research with the purpose of providing context and understanding.

First, copyright. 'Copyright is a subset of a broader set of intellectual property rights which give exclusive rights to the owners of a work' (Secker, 2010, p. xviii). Also Colye (2010, p. 5) defined copyright as 'an intellectual property right that protects the expression of creative ideas; it is the right of an author to claim ownership of their work.'

From the above definitions of copyright, there are three very important components which can be extracted for a better understanding of copyright: work, author (owner of work) and right. Secker (2010, p. xviii) stated that 'copyright coverage is extensive' and

explained 'work' element of copyright. It includes 'written materials (known as literary works), artistic, dramatic and musical works, works of architecture, sound recordings, film and video, photographs, and websites'. Also the word 'author' is used in its most comprehensive meaning too as owners of a work. For example, it can be referred to a dramatist, composer, artist, illustrator, engraver, film director and so on. Lastly, according to Coyle (2010, p. 5), 'the rights conferred on an author by copyright include the right to copy, perform, adapt, hire out, publish and communicate their work to the public, and to prevent others from doing any of these things without the author's permission (CDPA 1988).' Copyright therefore gives 'an author economic control of their work' (Coyle, 2010, p. 5).

In academia, copyright is something you cannot ignore or overlook as generally students are given or asked to consult, by their teaching staff, copyright-protected set readings to undertake in order to critique a work. The academic research materials are often copyrighted.

In this research a reading list contains one or more readings devised by teaching staff, guest speakers, faculties or academics who are involved in the teaching and delivery of the executive programme to aid the enhancement of understanding and contribution of participants in the programme. The participants are expected to read articles, reports, case studies, book chapters, newspapers, blogs for the programme. All the reading items are cleared of copyright first, then distributed to the participants.

The distribution methods are broadly speaking divided into two forms: hard copy and soft copy. In hard copy format the readings can be provided in a printed bound course pack or as handouts in the classroom. The soft copy are in a digital format, often in Pdf files or links, through the use of the internet, intranets and secure networks such as virtual learning environment, course management systems and other online teaching environment. This will enable the participants to download the uploaded digital contents and access through links.

Unlike e-reserve (electronic reserves, course reserves), as it is typically offered digitally by academic libraries as a service designed to provide students with access to supplemental course materials for a specified period of time, a reading list is not limited to digital provision only.

Therefore in this study copyright clearance is in relation to providing reading lists to executive education participants at business schools rather than participants exercising their entitlement of fair dealing of copyright under educational exceptions in the law

6 Aims and Objectives

The aim of this study is to investigate current copyright clearance practices and trends in the provision of reading lists in Executive Education of the top 20 Business schools in the UK. Therefore this dissertation focuses on the libraries' involvement in copyright clearance when processing reading lists and finds out how the libraries provide copyright cleared reading materials to executive education participants. The current trends of the copyright process by executive education related libraries are investigated to determine whether the libraries are involved in copyright clearance, the degree to which they are involved, and what the challenges are that they experience in relation to copyright clearance.

The following objectives are devised to examine the aims of this research.

Objective 1

How are reading list provisions drawn up? Who organises this and who is responsible for it?
How are reading lists presented and distributed?

Objective 2

Is there a copyright compliance procedure for reading lists? Is it documented and agreed at an organisational level?

Objective 3

How is copyright clearance processed?

Objective 4

Is there any dedicated person whose main role within the library is dealing with copyright clearance for reading list?

Objective 5

How much awareness is there of the importance of copyright compliance within the organisation?

Objective 6

What is the budget for copyright clearance/reading material cost per participant per programme?

Objective 7

What is the library's role regarding copyright issues?

Objective 8

What is the level of satisfaction with current procedures? Are there any challenges?

Objective 9

Are there any future plans regarding copyright issues?

7 Methodology and Data Collection

7.1 Research Strategy

As stated above, the overall purpose of this study is to gain an in-depth insight into the copyright clearance practices of academic business school libraries in UK higher education institutes which undertake executive education and to identify any related issues in terms of delivery of reading lists. The emphasis of this research was finding out the libraries' current copyright clearance on reading list provision in the top 20 business school libraries.

To explore this, a literature review was carried out first to discover any relevant practices and trends of copyright practice in the academic literature. The websites of the purposive sampling population, 20 business schools, were analysed in order to identify whether executive education programmes were running and whether libraries, to support EE, were in operation.

A mixed methods approach was adopted to collect both qualitative and quantitative data. The reason for choosing this was that a high quality of findings would be produced by accommodating both methods. Using more than one method compensates for the drawbacks of each one and strengthens the results. For this research the quantitative method would provide a wider picture of copyright involvement trends in the top 20 business school libraries also allowing data analysis and comparison, whereas the qualitative method would offer in-depth knowledge of their practice. Therefore a survey and case study were employed to conduct the mixed methodology.

First, a survey was carried out. For this study a descriptive survey was chosen to be conducted for the top 20 business school libraries. As Pickard states that a descriptive survey is used 'to describe a situation and/or look for trends and patterns within the sample group' (2007, p. 96), it is regarded to be suitable as this research is aimed at finding out the current trends and patterns of copyright practices within business school libraries. For the data collection instrument, a questionnaire was devised to gather both quantitative and qualitative data from the libraries.

Secondly, a case study was conducted. According to Pickard (2007, p. 86), 'a case study can be both the process engaged in to investigate a phenomenon and the written output of the investigation' and 'can be either qualitative or quantitative depending on what it is you are investigating and how you can acquire knowledge of the case'. Therefore 'case study research is a method designed to study the particular within context and has a very specific

purpose' (2007, p. 85). As this research had emphasis on the copyright practice in the specific libraries with particular focus of the reading list process, the case study was considered to be appropriate for this empirical study. Also, as 'the purpose of [the] case study is to provide a holistic account of the case an in-depth knowledge of the specific through rich descriptions situated in context' (Pickard, 2007, p. 86), a semi-structured interview method which was based on the questionnaire was also carried out to assemble more exhaustive information for qualitative data collection.

7.2 Literature Review Method

To explore the literature review, this study searched for articles from peer-reviewed journals for a period of roughly the last 20 years.

The reason for focusing on articles in peer-reviewed journals was that those journals provided a certain degree of quality. The attention was also paid mainly on the UK and USA journals. The motive for setting limitations to these journals was because this research was aimed at investigating libraries' role in copyright practice of UK business schools and so most of the articles was most likely be written in English and published in the UK, possibly in USA.

The decision on the date restriction was that there has been a tremendous amount of innovation in digital technology over the last two decades so it was felt that the impact on academia should be reflected on. Also, most recent articles could help to review the current practice and trends of copyright in digital contents.

Moreover there have been updates and changes in copyright law in the past two decades so it might be difficult to relate the current situation to articles published over 20 years ago. Therefore the literature review was specific to the time period and its related context.

Research and study into copyright and intellectual property proved that many articles concentrated on remits of discipline and law. However this review focused on two concepts within the domain of information and library science.

One was the copyright issue. This search, in the literature review chapter, demonstrated that there was wide extensive literature on this subject in the academic field. The other was about executive education. This query with the keyword search identified far fewer academic articles.

Searches were made using the following key terms at first, 'copyright clearance executive education' resulting in only three articles. Expanding searches using more related terms in various formats with further filtering options included the following: **librar* AND copyright; information AND intellectual property; reading OR course OR reserve* AND copyright; executive AND education; reading list* AND executive; course pack AND executive; reserve* AND executive, executive AND copyright.**

The online search system used was Search Oxford Libraries Online (SOLO)¹ by Primo which include notable databases: Web of Science, EmeraldInsight, Library and Information Science and Technology Abstracts (LISTA), Library and Information Science Abstracts (LISA), Ebscohost, ABI/Inform, Jstor, Sage, Wiley and so on. Also SOLO offers articles deposited as electronic Legal Deposit.

7.3 Sampling

For the purpose of this study executive education at the top 20 rated business schools of higher institutions in the UK are selected on the basis of meeting two criteria: (a) executive education from the top 20 business schools which appeared in the list of European Business School Ranking 2014 published by the Financial Times; and (b) executive education institutions which run both open and custom programmes. The list is included in the Appendix.

The purposeful sample used in this study consists of the librarians and library staff employed by the business school of higher educations in the UK.

First, to identify the research population, to fulfil the criteria above, the top 20 names of business schools in the UK were drawn from the FT ranking list.³ Each of the top 20 business school websites were subsequently visited to find out information about their executive education and library's support for EE, and to identify the librarian or library team responsible for copyright practice. Out of 20 business schools only 16 were discovered to run executive education.

Conducting the web search for information about business school libraries of the remaining 16 institutes led either immediately or after further searching to a contact in the libraries. For example, where there was no information specific to the Executive Education library/library staff (n=3), the business subject librarian's email address and phone number (n=7) were collected from their institutional webpages. If that was not possible, the head of learning resources (n=1), e-learning team leader (n=1), academic support/engagement librarian (n=2), liaison team manager (n=1), or as a last resort, the library generic help desk email address (n=1) were collected.

The questionnaire was then emailed to potential respondents identified from the websites with an accompanying confidentiality form explaining their rights in taking part in the survey. If the person contacted was not the appropriate one to participate in the questionnaire, it

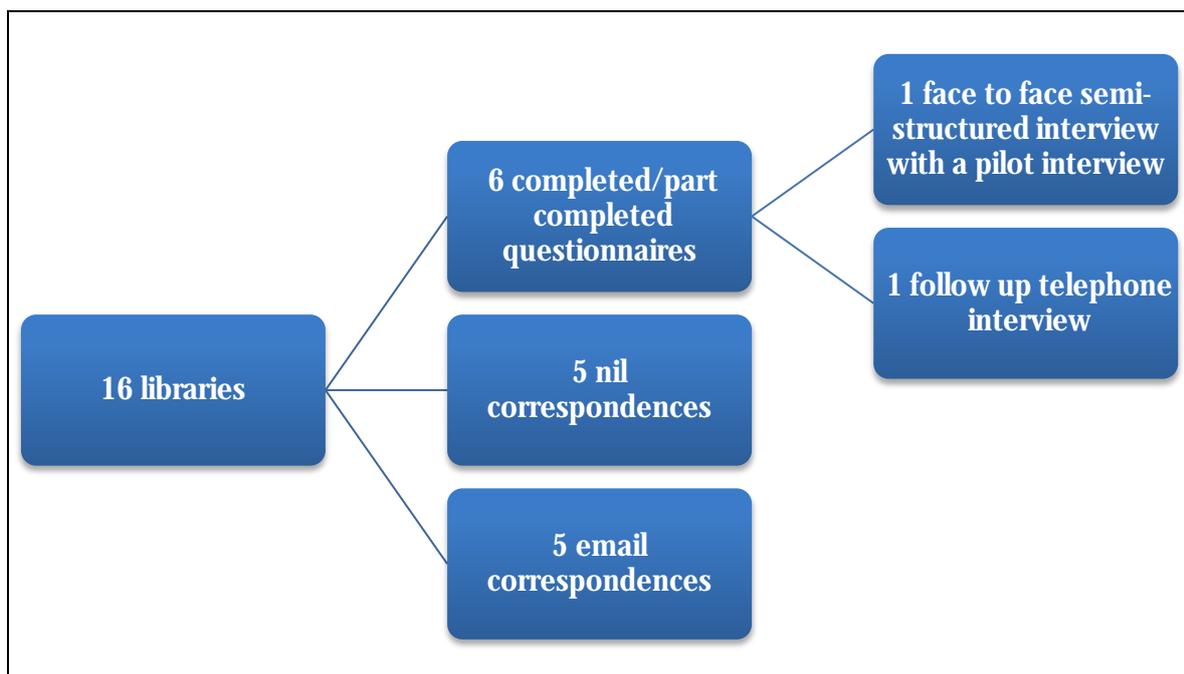
¹ <http://ox.libguides.com/content.php?pid=228044&sid=2357096> SOLO is 'the catalogue of the major collections of the libraries of the University of Oxford' and 'covers the physical holdings of the majority of libraries within the University of Oxford, the University's collections of e-books, e-journals and databases, electronic legal deposit (eLD) materials and research papers and theses in the Oxford Research Archive (ORA). Solo includes data bases such as Web of Science, Ebscohost, ABI/Inform, Jstor, Sage, etc.

³ <http://rankings.ft.com/businessschoolrankings/european-business-school-rankings-2014>

was referred to someone who was (n=3) then the email went out to the nominated person. A follow-up reminder about the survey was also sent to respondents who had not replied (n=7) three weeks after the initial questionnaire was distributed. From the reminder two libraries replied. Also the libraries (n=5) declared not supporting EE received the further email to identify their copyright clearance agent. All five came back with an answer.

The data was collected from nil responses (n=5), email correspondences (n=5), completed/part completed questionnaires (n=6), face to face semi-structured interview (n=1) and follow up further telephone interviews (n=1).

Figure 1. Libraries response results



From a business school library which accepted the interview invitation, a pilot interview and a semi-structured interview were carried out to collect a rich quality of information. Another library had a follow up telephone interview after questionnaire responses.

The anonymity of the university and the individuals was promised in a confidentiality form, in order to promote honest responses and to eliminate the risk of participants being unwilling to reveal sensitive information. The consent form was based on an Informed consent form by Pickard (2007, pp. 75-76). Participants were asked to voluntarily participate in the study and permitted to end the interview/response to the questionnaire at any point, and also given the option to not respond to any question posed.

7.4 Research Questionnaire

The survey was conducted using a questionnaire developed to assess libraries' involvement in copyright clearance practices when processing reading list in relation to executive education. The questionnaire design was chosen to maximise the amount of data that

could be gathered with relative ease and little expense. It was self-designed and loosely based on the 'Survey of digitisation of Core Readings in UK Higher Education' by Hedges and Secker (2010).

The idea of using SurveyMonkey, freely available online software, was considered but it was decided not to adapt it. For this study it was believed that the questionnaire was the most appropriate data collection agent rather than SurveyMonkey for two reasons.

First, the length of the questionnaire was likely to be a putting off factor to the potential participants with SurveyMonkey as there were 34 questions and it would be hard to navigate between the questions.

The other reason was that as SurveyMonkey allowed complete confidentiality, further data could not be obtained through follow up surveys. In other words, a SurveyMonkey survey would not reveal the identification of respondents and it was impossible to identify those who had responded to the open ended questions with some interesting answers. Further, additional research, in order to gain deeper and more interesting information from the subjects, was deemed the more preferable approach.

The study was piloted by pre-testing the initial questions with a participant working in executive education as a library manager using a one hour long face to face interview. Honest feedback was encouraged. The pilot interview revealed some ambiguity in the questions. By examining the participant's responses and making changes to the wording of the questions the questionnaire was finalised for distribution.

The questions used in the questionnaires were a mixture of open ended, closed, and multiple choices questions to gather quantitative and qualitative data. The open ended questions were included to encourage participants to express more detailed opinions. The closed and multiple choices questions were selected to allow the respondents to simply choose itemised options conveniently and these types of questions also enable easier comparative analysis.

A total of 34 questions were asked and grouped into six thematic categories. The categories were: background; reading list process; copyright clearance involvement in reading lists; CLA licence; the scale of the reading list process; and the reason for providing reading lists.

The questionnaire was sent out via e mail with the consent form. The email thanked participants in advance for their time and provided a brief outline and the aim of the study. A sort description of the structure of the questionnaire (including the number of questions) followed. The fact that participation could be anonymous and voluntary was also reiterated in the consent form.

7.5 Case Study

According to Pickard, 'qualitative case study research always uses purposive sampling to identify information-rich sources within the case. It should be noted that the case or cases will also be selected using purposive sampling' (2007, p. 88). For the case study, two libraries which support EE were selected for feasibility and the ease of arranging logistics. Moreover, importantly these two libraries were proven most relevant to this research as they were more or less the only libraries who offered executive education support with copyright process from the questionnaire respondents.

Data was obtained for analysis in the case study using two different approaches.

For library 1, a one hour semi-structured interview was carried out face to face with the library manager using the initial questionnaire. As the interview was based on the questionnaire both parties each had the questionnaire. The interviewer scribed the response's answers as the interviewee expressed uneasiness at being recorded and stressed the wish to be kept anonymous. In order to obtain maximum feedback regarding the questionnaire design and content, as well as collecting qualitative data, the interviewee was greatly encouraged to give his opinions freely. With his permission two answers were recorded as they were rather long and complicated. The first one lasted 1 minute and the second one was 7 minutes and 20 seconds.

The second interview was also conducted in person for an hour the next day with the same respondent to gain an insight into copyright practice in his library. The interviewer took notes of the answers on the questionnaire as above.

For Library 2 the questionnaire was sent by email and a follow up telephone interview was conducted based on the respondent's answers. However as there was a change in staff structure of the library where the respondent initially participated the questionnaire, he could not take part so it was a substitute staff member from the library was interviewed instead.

7.6 Discussion

After the findings were considered, a further discussion with another business school librarian (L3) about the results was carried out to discover his objective thoughts and reactions. This unstructured interview was conducted face to face in a much more relaxed atmosphere for 20 minutes as it was not intended to extract further data to analyse. He was encouraged to give frank opinions about these outcomes.

7.7 Limitations and Validity Issues

Limitations of this study design and validity issues with the results needed to be discussed first. The issues surrounding quantitative and qualitative research methods were referenced to help gauge the soundness of this study.

There was a potential for bias that might misinterpret the data because qualitative research validity was prone to be a problem. As the researcher's employment in a library dealing with copyright clearance, the experience of extensive exposure to the issues might hinder fair data interpretation as well as it also benefits of providing more in-depth understanding and knowledge of the problems. Additionally in conducting the interviews and interpreting results, personal experiences might be an influence too.

Being aware of these validity issues on qualitative research, the two interviews, including the pilot study, were carried out in a semi-structured format, based on the questionnaire, in order to give more objective structure to them.

One regrettable point was that the interviews were not recorded. This was at the request of the interviewee who did not favour the idea. This made the results less transparent and possibly more subjective. A more effective way would have been carrying out several pilot interviews to speak to different participants with the purpose of gaining extensive feedback on the questions and insight into various people's thoughts.

It was felt that to be as fair as possible and to prevent subjectivity the case findings alone should not be used to create generalisations. The questionnaire was also designed to collect quantitative data to eliminate these concerns caused by the qualitative research method. However, the questionnaire design still had disadvantages that needed to be addressed. There was a possibility that participants might interpret questions in different ways than the research I anticipated. This could also impact on the validity of the results so that was the reason the pilot interview was conducted to minimise this problem.

The case study, from collected quantitative data of interviews and the survey, compensated for the weakness of the validity issues so that the conclusions developed could be as robust as possible. Also, further discussion with a librarian who had not been part of the questionnaire/interview process of this study was carried out to provide more objectiveness in the findings.

Another limitation needs to be considered is that as the size of the subjects was relatively small and they were selected in an identical population pool, the small sample size and their homogeneity prevented generalisations of the results being applied to other sorts of libraries in colleges or universities.

Also a possibility of that some potential respondents in the sample might see the invitation to questionnaire request to be spam and just delete it was considered. To reduce the likelihood of appearing as spam or junk mail the questionnaire was sent out via the researcher's work email address ending ac.uk. However there were still some nil responses (n=5) to the questionnaire. The downside of using work email address was that even stating the personal research purpose of this survey, some might feel an uneasiness to disclose information to a possible competitor institution.

Through the consent form, participants were aware that any opinions they expressed would be shared in the presentation of this research. There was a risk that they might be unwilling to share sensitive information even though it was for educational purposes.

7.8 Ethics and Confidentiality

To ensure that this research did not reveal any confidential information of each of the participated libraries, generalised terms were used to hide job titles and library names to protect identification. The participants were referred to as library manager or staff depending on their positions and identified as male rather than gender-accurate pronouns. The libraries were assigned a number.

Also, the identities of those interviewed for the case study were kept confidential. However, as there was only a small sample number of respondents in this study, their identities could not be kept entirely anonymous. Therefore the manager from L1, who participated in two one hour interviews, was given the right to review the case study analysis and his opinions were taken into account.

The questionnaire was sent out with the consent form which guaranteed their anonymity, voluntary participation and confidentiality.

8 Literature Review

Libraries and information services (LIS) face a time of change. Millions of people all over the world today conveniently search the Web at their fingertips in an attempt to find useful information to solve their problems. The widespread use of the internet and popular use of various computer devices/gadgets has become an indispensable means to gain knowledge and skills instantly. In the past 20 years, inevitably, there have been fundamental changes in the scholarly community too, driven by this digital innovation, resulting in evolving libraries from 'providing information to enabling literacy, and creating learning communities' according to Gross (2012, p. 2). Jankowska also recognises the problems that academic libraries encounter: 'In this competitive environment of [digital] content providers and user's expectations academic libraries face a difficult task in providing the most satisfying ways of delivering information and services to their patrons' (2009, p. 19).

Papy (2008, pp. 8-10) points out that the digital revolution has brought up challenges in four areas of LIS: the functioning of libraries; the concept of information; distribution; and intellectual property. The innovation of information technologies and advancement in network infrastructure has changed the nature of information and the information-seeking behaviour of users. 'By shifting to more electronic resources, libraries can also meet the demands of many of their patrons for instant access, anytime and from anyplace' (Bowers, 2009, p. 5). Moreover digital distribution, instant accessibility and constant availability of

online information have been demanded as a new function of the libraries in academia as nowadays 'access to electronic information is a critical component of providing and making available resources to a library's patrons' (Bowers, 2009, p. 2). Also, to respond to the pressures of ever increasing academic journal subscription fees, the needs relating to advances in scholarly communication and changes of users' information behaviour, academic libraries have embraced digital publishing. These changes have inevitably necessitated academic libraries to move into the new era of services being up-to-date and constantly connected.

However, out of these four areas of change, intellectual property is bringing much more complex challenges to LIS. Within intellectual property⁴, copyright has most direct bearing on libraries as they provide patrons with access to works that are either copyrighted or in the public domain. Paxhia (2011, p. 322) reports that according to the ongoing research project *Student Attitudes Toward Content in Higher Education* from the Book Industry Study Group, what is growing rapidly in academia is illegal behaviour such as photocopying more than 'fair use' or illegitimate downloading of digital content. He believes 'this trend is likely to continue' as 'technology is making it difficult, if not impossible, to control the use of their content and to enforce copyrights' therefore a 'better approach is needed.' Also Dong and Wang (2002, p. 27) agreed copyright is a complicated concept and 'the easiest one to be broken unconsciously and intentionally,' especially in the digital environment. Frankosky and Blair (2013, p. 100) expect that 'confusion associated with copyright is not going away, and if anything, it's spreading and becoming a larger issue every day.'

Therefore this paper will review the literature and research within two areas of study: first, copyright; and secondly, one of the areas in academia where copyright is practised for academic use, executive education.

As there is a widely accepted common acknowledgement of the importance of copyright issues throughout academia in this digital age, extensive literature has been written about copyright matters related to libraries in the higher education (Albitz, 2013, p. 430; Charbonneau, DH. and Priehs, M., 2014, p. 229).

Much of the literature acknowledges that libraries are seen to deal with copyright information. Myer (2014, p. 49) is not surprised to see that 'academic librarians are being approached more frequently by scholars with copyright questions.' He is not alone in thinking this. 'For good or ill, library patrons see libraries and librarians as the sole protectors of intellectual property and the key gatekeepers of copyright compliance' (McKinzie, 2009, p. 100). Charbonneau and Priehs (2014, p. 228) claim that 'academic libraries are becoming increasingly involved in copyright issues, such as through work with

⁴ From extract of 'Intellectual property refers to creations of the mind: inventions; literary and artistic works; and symbols, names and images used in commerce. Intellectual property is divided into two categories: Industrial property and copyright' (World Intellectual Property Organisation). accessed <http://www.wipo.int/about-ip/en/>

course reserves, licensed library resources, and assisting faculty authors with negotiating copyright agreements with publisher[s]’.

Pedley (2010, p. 1) insists that this opportunity should not be missed by the libraries: ‘library and information professionals take a particular interest in copyright matters...on the one hand being asked by their users to provide access to content while on the other hand needing to be mindful of the legal rights of the creators and the distributors of intellectual property.’ Therefore the best way for the library to deal with these roles is, as Frankosky and Blair (2013, p. 100) suggest, ‘having the library, through the creation of the copyright librarian position, handle copyright issues and education.’ This opens a whole new role to the academic librarians to be relevant and current in today’s digital world.

There are recent studies focusing on the academic library workforce taking on board this new role. Albitz’s study (2013, p. 435) reveals that the most important component in deliverance of successful copyright education to the academic community by the library is the ‘credentials of the individuals’ such as ‘hiring an intellectual property attorney’.

However, Mayers (2014, p. 49) believes in taking a light touch approach to the role as ‘librarian do not need to be copyright expert or an attorney to help with copyright questions’ so ‘they only need to know what resources are available to refer patrons to that provide quality information and allow them to make their own determinations’.

Regardless of whether library and information service providers need to engage in heavy or light copyright duties with/without a law qualification, there is still a requirement to equip the library staff with sufficient copyright information first. A national survey of academic librarians and staff in the United States by Charbonneau and Priehs reveals that only 49 % of the respondents perceived they were prepared to provide copyright information to library users. In addition, the librarian and staff (39.8%) expressed the desire for more copyright-related training (2014, p. 230).

According to Albitz (2013, p. 430), extensive literature is written about ‘copyright and its interpretation and application to higher education and to libraries’, especially in library’s copyright education to the scholarly community. Educause (2013) states that there is a heightened need for copyright education on campus with regards to copyright challenges and Massive Open Online Courses’ [MOOCs] (Charbonneau, DH. and Priehs, M., 2014, p. 228).

Copyright issues can be even more complicated in executive education however, as the ~~programmes offered in executive education~~ have very different structures from traditional university degree-awarding programmes. According to Haskins (2012, p. 19), ‘university providers of custom executive education (EE) programmes strive to be responsive to their corporate clients’ so they are mostly unaccredited and fees are often astronomical. This subsequently creates the distinctive characteristics of participants.

Haskin (2012, p. 19) notes that the importance of acknowledging key differences between EE custom programmes versus those associated with degree granting programmes. ‘The elapsed time spent in a custom EE programme is much shorter.’ Relatively short period teaching/contact sessions are offered with an intensively structured and organised time table often in residential accommodation. Therefore the programmes tend to be run in a distance learning format.

The programmes are intended for very different sorts of people: ‘participants in executive education are by definition, very different to [the] typical undergraduate/postgraduate population.’ (Culpin, V. and Scott, H., 2011, p. 573). The reason is expressed well in the executive education programmes statement from Judge Business School, University of Cambridge⁵. The programmes are ‘designed for organisations, business professionals, managers, leaders, and executives from many different functions who strive for professional and personal growth’ Saïd Business School, University of Oxford states they are developed to create learning solutions to help executives and organisations in order to ‘grow, improve performance, manage organisational change or deal with a shifting competitive landscape’⁶.

These statements demonstrate how ‘custom EE programmes are designed with a corporate sponsor’s objectives at the fore.’ (Haskins, 2012, p. 19) Executive education programmes are primarily designed for training executives in accordance with meeting demands from organisations or for personal career development reasons.

Therefore, as Culpin and Scott recognise, ‘participants on an executive education programme are middle and senior managers who may have been in industry for 20 years or more’ (2011, p. 573). ‘The EE participants have more work and life experiences’ (Haskins, 2012, p. 19) so they do not have strong recent academic backgrounds with further research and in-depth studying on their mind. Behn and Brough explain this well: ‘Most executive participants are a little nervous about “going back to college.” Some are scared - scared of the university, scared of the computers and the numbers, scared of the cases, and scared of us [Faculty]. They are afraid that we will humiliate them in the classroom, make them look stupid in front of their peers. At the same time, they are also worried that our programme will be boring and a waste of their time’ (1990, p. 143). In many instances, they are called ‘participants’ or ‘clients’ rather than ‘students’, ‘researchers’ or ‘patrons’.

An interesting point Theakston (1997, p. 140) makes is that ‘people on short business courses need instant access to highly specific items of information.’ There are very high standards of user needs and expectations in executive education. According to Haskins

⁵ From the statement of University of Cambridge Judge Business School Executive Education webpage, accessed on 10th May 2015, www.jbs.cam.ac.uk/programmes/execed/

⁶ From the statement of London Business School Executive Education webpage, accessed on 10th May 2015, http://www.london.edu/education-and-development/executive-education?gclid=CjwKEAjwg7yqBRCu5NmlgMm6i08SJADDEudZTbcmcrZ-QqtlIW0a3IggdGI3QaW7HAKS6VKEujkf_RoCwdPw_wcB#.VU-sjEYtGmQ

(2012, p. 19) 'executives are more "bottom-line" oriented, seeking immediate takeaways and explicit connections to their jobs.' They are also 'quicker to judge the merits of what an instructor has to offer, often during their very first encounter.' Not only the participants but also the corporate sponsors 'frequently make on-going, specific requests of EE programme instructors that must be satisfactorily responded to' (Haskins, 2012, p. 19).

Fulfilling their needs and expectations is crucial for the success of the programme. Behn and Brough (1990, p. 141) explain this at length emphasising the need of taking 'a cradle-to-grave approach to the logistics of our executive programmes.'

'A successful executive-education programme requires four things: curriculum, logistics, marketing, and faculty. Obviously, you cannot have a serious executive programme without a good curriculum and good faculty. But if the logistics aren't right, no one will pay any attention to the curriculum' (Behn, RD. and Brough, RK., 1990, p. 138). 'Even if you have the best curriculum in the world, your executive programme can be a flop. To ensure that it is a success, you have to get the logistics right. If the food is boring, or if the buses fail to pick participants up on time, or if the hotel service is surly, the executives will spend their time complaining rather than concentrating on the substance of the curriculum' (Behn, RD. and Brough, RK., 1990, p. 141). 'We have only one week, given this time frame, it is simply not possible to compensate for one boring or disorganised session with a brilliant class in another week or so' (Behn, RD. and Brough, RK., 1990, p. 143).

Therefore, considering participants' anxieties toward programmes, their high expectations toward logistic arrangements and the willingness of business schools to spoon feed services to the participants, when it comes to reading lists, it is essential to provide the participants with full copyright cleared materials, whether this is in print or online.

However, these are not the only reasons to provide copyright cleared reading lists to executive education clients. Wang and Baker (2013, p. 210) declare that 'the reserved course materials in digital formation' provides 'a convenient way to make course materials available through remote online access on a 24/7 basis, which eliminates the restraints of time, space, and physical location for students and faculty.

These crucial elements of the electronic reserves services are especially vital in the distance education environment' (Wang, Y. and Baker, M., 2013, p. 210). For example, at the University of Maryland University College's (UMUC) Information and library services (ILS), 'the electronic reserves team, consisting of one librarian and one library technician, takes on the responsibility to manage the complex copyright permission process' in order to 'ensure the UMUC is in compliance with all laws that control the use of copyrighted materials' (Wang, Y. and Baker, M., 2013, p. 211).

Executive Education has a very similar characteristic to distance learning due to the short length of contact sessions being offered to participants who have been given time out to

undertake training programmes by their employer. Moreover because of administrative reasons, the participants tend to be not granted the full membership but to end up with rather limited access to on site resources and databases.

As they are inclined to stay in designated accommodation or at nearby hotels whilst they are attending the programme and their programme runs intensely all day, in reality they simply do not have spare time to access, browse, read and study their readings in the library as academic students would do. Therefore it makes more sense for the business school to provide the copyright cleared reading materials directly to the participants before their arrival to maximise preparation for the programme.

This means that for executive education the reading resources and materials tend to be presented to the participants directly, after copyright clearance by the business school, in the form of reading lists, in many cases via the virtual learning environment. For the under/postgraduate student's reading lists the copyright –protected resources and materials are made available to them but in hard copy format at the library or via electronic course reserves containing permalinks to the articles. Students themselves are expected to abide by copyright law and practise independently within their own responsibility when copying, scanning and downloading these copyrighted materials. Therefore copyright education (by library staff) is more likely to happen to the students who are expected to do active research and observe copyright compliance whereas EE participants are not.

All these reasons contribute towards a research curiosity of whether business school library staff are involved in the processing of copyright clearance for reading lists and if so, how much. Therefore the overall purpose of the present study is to ascertain the involvement of librarians and library staff of academic libraries in the provision of copyright clearance services, to identify any issues related to this, and who is the main agent dealing with copyright clearance for executive education.

Despite the wide range of electronic reserves issues present in the literature, studies focused into the copyright clearance process being practiced by libraries are very limited. Dalton (2007, p. 98) notes this stating 'there has been little focus in the professional literature on digital copyright concerns specific to the development of an electronic reserves service in academic libraries.' Two studies are presented as a case study format to explain how their libraries have implemented a new system to process copyright clearance in their electronic reserves and the results of the changes (Cheung, O. and Patrick, S., 2007; Wang, Y. and Baker, M., 2013).

For literature review, no published research has been found to address how copyright clearance is actually carried out by the libraries for executive education when processing reading lists. Hence the value of this study is that it helps to address this gap in the existing literature.

Therefore the overall purpose of the present study is to ascertain the involvement of librarians and library staff of academic libraries in the provision of copyright clearance services, to identify any issues related to this, and ascertain who is the main agent dealing with copyright clearance for executive education.

9 Findings

The data presented was obtained from a survey and interviews conducted from October to December 2015. To evaluate data, quantitative and qualitative methods were used from the survey and interview.

In this chapter the quantitative data which was collected from six questionnaires is discussed first. To examine multiple choice responses, percentage and figures between the data sets were compared. For qualitative analysis, information was gathered from interviews and open ended questions. Also, two cases of the executive education libraries were elaborated in depth based on that information. Lastly about the findings of this survey an interview with a business school librarian who did not participate in the research was discussed for general validity of the results.

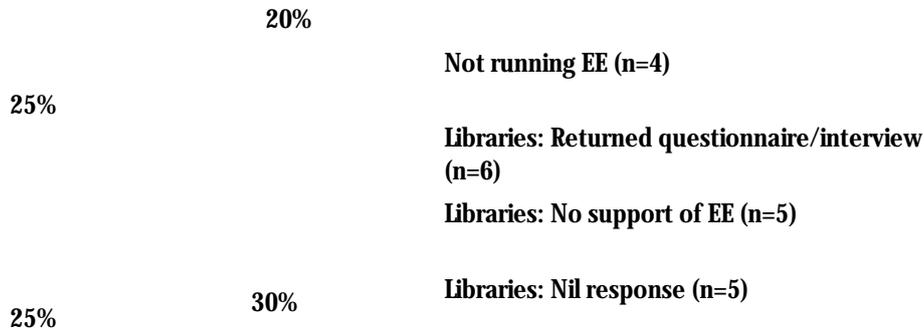
9.1 Quantitative Data Analysis

From the initial web research, it was identified that out of the top 20 business schools only 16 were running executive education. Subsequently the mail invitation to the survey was sent out to only those libraries.

In responses to the email, there were six questionnaires completed and returned: some with partly completed answers (n=3) and some fully completed (n=3). This includes the questionnaire which was filled during one semi-structured interview. Based on returned questionnaires, follow up a telephone interview was also carried out with the participant identified as executive education supporting library staff in order to assemble more significant information to analyse. Five libraries emailed back declaring they did not support executive education. The remaining five libraries neither responded to the initial email nor the chaser e-mail. See figure 1.

Figure 2. Top 20 business schools' participation results to the survey

Response of Top 20 Business Schools



The semi-structured interview with one library provided a fully answered questionnaire as did the other two EE libraries. However the rest of the returned questionnaires were presented partially completed. The respondents reported that they only answered questions which were applicable to their libraries. As this survey was aimed at identifying the current trends of copyright process in libraries with regard to reading lists, the questionnaire offered great ranges of probable choices in order to cover as many activities and services as possible. Each library engaged in different sorts of copyright practice so it was reasonable to expect that some of the questions might not be so relevant to what they did. Therefore these partially completed questionnaires were still considered to be qualified and sufficient to justify analysing their data for this study even with incomplete responses.

To the five libraries which did not support EE, a further question was asked about who might be a responsible agent to process copyright clearance for EE reading lists instead. None of the libraries denied that copyright clearance for reading lists was processed in their institutions but all replied pointing it was the administration department/staff.

For the quantitative data analysis there were six questionnaires used.

For the convenience of data analysis, abbreviation is adopted in this study for library and question. For example L1 is for Library 1, Q1 is for Question 1 and so on.

9.1.1 Background (Q1-Q5)

Background information is gathered from Q1 to Q5: to clarify the position of the respondent (Q1); whether there is a designated library and are staff members to support the executive

education (Q2); the size of the library (Q4); how it provides support (Q3); and what sort of provision the library offers (Q5).

Two library staff from one library responded together as both worked to support EE. They specified that they looked at the questions together and provided collective answers. Therefore there were seven library members who participated in this survey. The positions were in no particular order: Business information librarian; copyright librarian; management and law librarian; library & information service manager; information and library assistant; executive education library manager and information librarian⁷. Except for the one library assistant, the rest of the respondents were in a professional and managerial position.

Of the returned six questionnaires, only three libraries (L1, L2, L3) reported that they had designated library space and staff member/s to support EE. See figure 2.

Figure 3. Designated library and staff member FTE's?

Designated library and staff members (FTE)



From these EE designated libraries (EE libraries), library staff FTE was 1.5 for L1 whereas 1 FTE for L2 and 2 FTE for L3. For L4 there were no nominated library staff working for executive education but occasionally business school library staff supported executive education. For L6 support was given on an ad hoc basis by the librarian. There was no answer from L5.

Table 1 shows all six libraries' FTE, opening hours, staffed hours and whether they provide support to EE.

Table 1. Designated library and staff (Q1, Q2, Q3 and Q5)

Library	Staff FTE (Q2)	Library Opening Hours (am to pm) (Q2)	Staffed hours during weekday (am to pm) (Q2)	EE support by library (Q3)
Library 1	1.5 (library manager 1 FTE; library staff 0.5 FTE)	24 hours (self-service outside staffed hours) weekdays and weekend	9:00 – 5:00	Mainly

⁷ Some titles have been changed into more general terms as they were considered very distinctive.

Library 2	1 (library manager)	8:00 – 8:00 during weekdays	8:00 – 6:00					Partly	
Library 3	2 (library managers)	7:00-10:00	8:00 – 6:00	Mon – Thu				Solely	
			8:30 – 3:00	Fri					
Library 4	0	N/A	N/A					Occasionally by	
								business school library staff	
Library 5	0	N/A	N/A						
Library 6	0							Ad hoc	

Regardless of the different degree of commitment to EE support, the staff position level was mostly managerial (77%). Especially for the three libraries who were committed to support EE, they employed 4.5 FTE in total: only 0.5 FTE (11%) was for an assistant staff member and 4 FTE (89%) was for library managers. L1 had 1 FTE manger and 0.5 FTE staff, L2 1 FTE manager and L3 2 FTE managers.

The opening hours of these libraries are shown in Table 1. EE libraries tended to have longer opening hours, but one library in particular, L1, offered 24 hour access for the participants whilst they are on site. The interesting thing about the operation of L3 was that when the EE centre opened this coincided with the opening of their pop up library. Further discussion on library opening hours will be dealt with later on in the individual case studies.

As I4, I5 and I6 rarely engaged in supporting EE programmes, they could not answer this section of the questionnaire.

Question 5 was ‘what areas of support do you/your library provide for EE?’ and 13 itemised options were given for this. Table 2 shows the library support areas and percentages of how many libraries participated in the services.

Table 2. Areas of services to support EE (Q5)

Support	I1	I2	I3	I4	I5	I6	%
Providing circulation of library resources/collections to academics and participants	a	a	a	a		a ⁸	83
Providing study/research space with computers, internet, online resources and data base access	a	a	a	a		a ⁹	83
Copyright consultancy	a	a	a	a		a ⁹	83
Library related information service	a	a	a	a		a	83
Creating digital and/or print copies of extracts recommended on course reading lists	a	a	a			a ⁷	67
Copyright licence administration	a	a	a			a ⁹	67
Creating and implementing copyright policy and procedures	a	a	a			a ⁹	67

⁸ ‘Where applicable’

⁹ ‘Where there are full members of the university’

Copyright compliance monitoring	a ¹¹	a	a	a ⁹	67
Copyright clearance	a	a	a	a ⁹	67
Managing and creating online versions of reading lists on VLE	a	a		a ¹²	50
Designing and delivering staff development and user education on copyright and IPR in a teaching, learning and research environment	a	a		a ⁹	50
Creating print 'study/course packs'-bound printed packs containing copies of core readings for a particular course/programme	a				17
Other					0

From Table 2, the most popular service (83%) selected was general library services such as providing circulation of library resources, offering study/research space with facilities and library related information service, except copyright consultancy. However, strictly speaking, L6 only allowed patrons with full membership of the university to have access to study/research space with computers, internet, online resources and data base. This was very unlikely to be applicable to their EE participants as they were not granted full membership.

Next (67%) were equal between: creating digital and /or print copies of extracts of readings; copyright licence administration; creating and implementing copyright policy and procedures; copyright compliance monitoring and copyright clearance.

Overall, the services typically seen as library activities were selected more by the respondents.

The least chosen library service was creating print 'study/course pack' (17%). It was only L1 that engaged in such an activity. This service very much depended on the library's distribution method of reading list, which will be discussed further on page 27.

All three EE libraries (L1, L2 and L3) showed they were dealing with a wide range of copyright related issues in support of the EE programmes: copyright licence administration (67%); creating and implementing copyright policy and produces (67%); copyright compliance monitoring (67%) and copyright consultancy (83%); and copyright clearance (67%).

For L4 the only copyright related activity they were engaged with is copyright consultancy. L5 did not participate in any of the areas as this answer was provided by the copyright librarian. He stated that he would miss out the questions which were not relevant to his role as his role was not fixed to cater for the EE service. For L6, their copyright related services were undertaken by interloans department staff as they did not have a specified library to support EE. The subject librarian and different departments responded to requests which were considered to be applicable to their department.

¹¹ 'Yes in practice but not in job description'

¹² 'Via Interloans staff'

As this study focuses on copyright practice in relation to reading list management, copyright clearance was one of the important areas of service to focus on from the results which were discussed in more detail in 9.1.3 on page 29.

9.1.2 Reading List Process (Q6-Q16)

The Copyright librarian from I5 did not answer the questions in this section for the same reason as above. As observed Table 2, I4 also did not engage in the reading list process. The library staff from I4 responded ‘no’ to Q6 about reading list provision so the rest of the section was not applicable to I4 and no more responses were subsequently submitted.

Table 3 covers Q6 to Q16 except Q14, which is shown in Table 4. Reading list provision services The percentages reflect the all libraries.

Table 3. Reading list process by six libraries (Q6-Q16 except Q14)

Question	I1	I2	I3	I4	I6	%
Reading list provision procedure (Q6)	Yes	Yes	No	No	Yes	50
Documented and agreed at an organisational level (Q7)	Yes	No	N/A		No	17
Responsible agents of reading list drawing up (Q8)	Programme director, internal/ external speakers and programme coordinator	Programme tutors, often with library input	Faculty and programme leaders		Module/ course leader	
Receiving reading list (Q9)	Yes	Yes	No		Yes	50
Submission reading list from (Q9)	Programme coordinator but occasionally from director or account manager	Programme coordinator	N/A		Module/ course leader	
Submission via (Q10)	Email	Permissions request form	N/A		“However suits but normally email”	
Timeline of reading list submission (Q11)	2 weeks prior to circulation/release of the reading list	1 weeks’ notice	N/A		Requested 8 weeks before start of course	
Timeline being honoured (Q12)	Not well	Hardly ever	N/A		Variable	
Reading list process agent (Q13)	Library staff	Library officer-teaching	N/A		Library staff (subject support librarian)	
Staff FTE (Q15)	1.5	1	N/A		1	

Reading list distribution method (Q16)	Via VLEs, by email, in hard copy handouts, in a course pack	Via VLEs	N/A		Online (rebus:list)	
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The libraries (L3 and L4) who answered ‘no’ to reading list provision procedure (Q17) were neither in the process nor had they any plans to do so (34%).

Table 3 shows that three libraries (L1, L2 and L6) had a procedure (50%) and from these libraries only one (L1) had the procedures documented and agreed at an organisational level (17%). From the responses to Q8, all the three libraries who had answered this question declared that programme leaders/directors were the main agent for drawing up the reading list but L2 reported they often had input on the reading list creation whilst for L1 the programme coordinators were also involved in this. All three libraries received the list by different means (Q10) from different agents (Q9) on different timescales (Q11) but experiencing an issue with timelines being honoured was unanimously agreed by all respondents (Q12). This is particularly so for L2, with only a week’s notice allowed for processing, being the most relaxed timeline but this had hardly ever been honoured. The stricter timeline (8 weeks before the course starts) was responded to with ‘various’ answers.

For Q14, reading list provision services from each library are displayed in table 4. L1 offered the most extensive services. L2, L3 and L6 each provided three services but different from each other. Table 4 indicates how each library presented the reading articles and circulated them to the participants.

L1 distributed the readings in both hard and soft copy. In other words, it provided readings in all possible ways: to print course pack format as handouts, post retrieval links, insert direct access permalink to readings and upload reading files on VLE.

However L2 mainly engaged with soft copy activities rather than providing readings in hard copy format. However it rarely added permalink research results from the library database and hyperlinks reading items for direct viewing but offers adding links of the search retrieval results on the reading list.

L3 interestingly does not offer any digital and electronic services in reading list provision but only provide hard copies. Whereas L6 made the reading items available by using the online Rebus:list reading list management programme they neither post the readings on VLE, preserve the reading list nor produce hard copies.

Table 4. Reading list provision services (Q14)

Reading list process	L1	L2	L3	L6	%
Checking availability of the readings against the library collections	a	a	a	a	67
Making purchases of resources in order to add to the library collections	a	a	a	a	67
Producing printed course packs or making hard copies of reading items	a	a But	a	no	50

for handouts.					very rarely				
Creating extracts of readings for distribution to participants				a	a		a ¹³	50	
Permalink search results from the library database				a	a But very rarely		a ¹⁴	50	
Hyper link reading items in order to enable participant viewing directly online				a	a But very rarely		a ¹⁵	50	
Taking down the reading list				a	a		a	50	
Posting reading extracts on VLE				a	a		no ¹⁶	34	
Buying reading items to distribute to participants				a	a		No	34	
Preserve the reading list				a			no	17	
Other								0	
<p>Only four libraries (L1, L2, L3 and L6) engaged in the reading list process (67%) but the percentage on Table 4 reflects all six libraries. The most common services were checking availability of the reading items against library collections and making purchases of resources in order to add to the library collections. The second most popular activity (50%) was creating extracts of readings for distribution to participants and taking down the reading list. The least offered service is preserving the reading list (only by L1).</p>									

9.1.3 Copyright Clearance Involvement in Processing the Reading List (Q17-Q30)

For this section, libraries' involvement on copyright clearance issues was asked from Q17 to Q29. L4 did not respond to any parts of the questions in this section as they felt this section was not relevant to them. L5 and L6 declared earlier that they did not really have much involvement in the copyright clearance practice, nevertheless they all reported that there were copyright compliance procedures for processing reading lists. Table 5 shows all the results to the questions except Q22.

Table 5. Copyright clearance involvement (Q17-Q26 except Q22)

Question	I1	I2	I3	I5	I6	%
Copyright compliance procedures (Q17)	Yes	Yes	Yes	Yes	Yes	100
Documented and agreed at an organisational level (Q18)	Yes	No	Yes	Yes	Yes	67

¹³ 'If through staff file procedure with copyright clearance'

¹⁴ 'Where required'

¹⁵ 'Where required depending on reading list'

¹⁶ 'No not unless copyright cleared as staff file'

Who processes copyright clearance? (Q19)	Library staff	Library's remit	By the main library document supply team	By means of an automated system (Talis Aspire)	Interloans department who also advise on the CIA license	
Dedicated staff to process copyright clearance (Q20)	Yes	Yes	No	No	Not exactly but the Interloans dept handle this	34
Staff FTE (Q21)	1.5	1	N/A	3	0.8	
Budget for reading material cost (Q23)	In general £50 but depends on client's specification and negotiation	Various depending on programmes, usually based on previous year's expenditure	No budget. At the programme director's discretion		Not specified	
Control of budget (Q24)	By associate director of the programme	Programmes	Programme director		Librarian	
Paid by (Q25)	Department	Library	Department		Library	
Library satisfaction with current procedures (Q26)	Ok	Ok	Ok		Ok	

All the five libraries (83%) who participated in this section responded that they had copyright compliance procedure (Q17) unlike reading list provision procedures (50%). Also except L2 these procedures were documented and agreed at an organisational level with 67% (Q18) which was much higher than reading list provision's case (17%). This fact implied the importance of copyright issue to the libraries was recognised, and how this was considered at an institutional level, in contrast to reading list procedures.

The interesting point was that regardless of the degrees of involvement and, all the libraries (83%) actually practise copyright clearance in some way directly or indirectly (Q19 & Q20). Even if they were not EE libraries themselves, different departments within the main library such as the main document supply team for L3, or Interloans department for L6, the libraries engaged in this activity. For L5 even an automated software system was used. However, strictly speaking, only L1 and L2 provide the direct copyright service (34%). They have dedicated copyright clearance staff within their EE library carried out copyright clearance for their community.

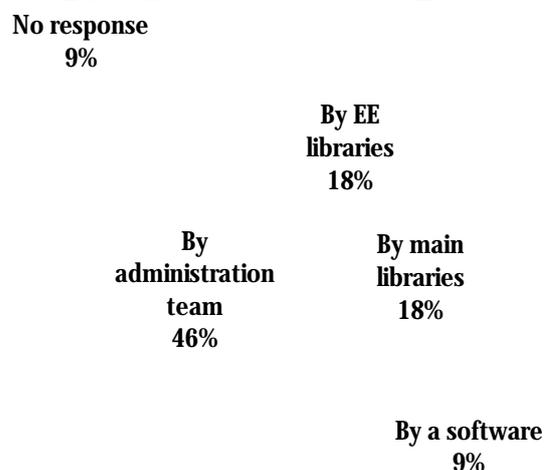
It is worth remembering at this point that from the initial survey the five libraries, which had declared they did not support their EE department and as a result they had not participated in the questionnaire, pointed out that their administration staff/team were the main agent to carry out copyright clearance for the EE reading list (n=5).

From the total of remaining 11 libraries out of 16, including those five libraries mentioned above, copyright clearance was conducted by administration teams (45%), five libraries

(45%) which consist of two EE libraries (18%), main library teams (18%) and a software (9%), and one abstained (9%).

Figure 4. Copyright clearance process methods

Copyright clearance process



Staff FTE (Q21) for copyright clearance process was in total 2.5 for EE library (L1 & L2) as library 3 claimed that their designated staff for EE did not support this activity but it was undertaken by the document supply team. However L6 declared that they had dedicated staff to undertake copyright clearance, not within the EE library but in the main library as mentioned above, reporting staff FTE of 0.8. L5 also had 3 FTE staff to process copyright clearance but they did not belong to the EE library.

Q22: How much awareness is there of the importance of copyright compliance within the organisation in your view?

All libraries answered this question except L4. They revealed that there was certain level of awareness in general. L1 reported 'there is awareness of that in the organisational level but for individual level [of academic and administrative staff alike] it really depends'. For L2, there was a 'good awareness amongst programme coordinators'. L3 replies 'There is some, and information specialists are very good at complying and advising with copyright. However documentation is in need of updating and more training for staff is needed.' L5 said 'There is a good knowledge of copyright compliance with regard to processing reading lists and making digitised extracts of books available.' L6 commented that awareness was 'High [as] we had a CLA audit in 2014'. However from the statements of L3 and L5, this good awareness was more likely to be limited to the library staff, especially for L5 as the reading list process was completed by the Interloans department. Only L6 was confident that there was high level of copyright awareness. However it was due to very recent CLA audit.

Only three EE libraries responded to Q23: *What is the budget for copyright clearance/reading material cost per participant per programme?*

L1 was the only library which disclosed the budget limit of £50. The others abstained.

In regard to the library budget question (Q24), the libraries provided a variety of responses.

L5 had withdrawn from this question. Although L1 had awareness of the library budget limit, the actual fact was that the budget has been controlled by the programme department and the library did not have authority over it at all and so does others (50%) but L6. L6 was the only library with copyright clearance budget under their governance (17%). They confirmed that even though they did not have a specific budget limit, it was controlled by the librarian and came out of the library budget pool. Consequently it was right that the librarian made the transactions (Q25) to pay the fee.

For other libraries, it was therefore paid by the department. Contradictory to this general practice, Library L2 pays for the copyright clearance cost charges on behalf of the programme and then transfers to the relevant programme. This adds more layers to the payment process and complicates the matter.

All four libraries (L1, L2, L3, L6), (67%) answered 'ok' to Q26 regarding five satisfaction levels of the current procedures from 'Completely satisfied' to 'completely dissatisfied'. L6 however, added some dissatisfaction; 'Ok, sure. Could be improved but works- also could improve communication with the faculty'.

To Q27, about challenges the libraries face to copyright clearance, only two libraries responded (L1, L2). Their responses will be discussed in the case studies in detail. However L6 did not give any comments even though in Q26 he briefly discussed his wish for improvement in the copyright clearance procedure and communication.

L1, L3 and L5 answered Q28: 'Are there any future plans regarding copyright issues? If so please specify.'

L1 was planning to engage and educate faculties relating copyright issues and to enhance functions of record management software. L3 hoped to produce better documentation to help their EE programme staff to understand the [copyright] issues better. The future plan for L5 was not their own but affects by CLA development was discussed: 'CLA are developing a shared repository for digitised readings, to allow HEIs to share readings. This should save time spent on digitising material, and removes the need for an annual return of digitisations created to be made to the CLA by HEIs, as the CLA can monitor usage.'

Q29. For material that falls outside the scope of the CLA Licence how are transactional permissions arranged?

L4 did not answer this question but the percentage is still based on the six libraries who participated in this survey.

Table 6. Permission arrangement (Q29)

Permission arrangement for the materials outside of CLA licence	Libraries	%
Directly with the publisher	L1, L3, L5, L6	67
Via Copyright Clearance Center	L1, L5	34
Via a course pack management system software		0
Other	L1, L2, L3	50

Instead of clearing copyright by a third party agency, many libraries relied on contacting the publisher directly to seek permission to use reading materials (67%) when readings had fallen outside of the CLA licence. Copyright Clearance Center was the second choice by the libraries (34%). None of the libraries indicated that this was done by automated management software.

Three libraries (50%) specified the other ways to deal with these materials. L1 answered that other arrangements for copyright clearance were ‘purchasing alternative licensing agreements and other manual process knowledge and decision making’. L2 reports that ‘there was recent policy change that library now only provides items that fall within scope of CLA licence. Previously the library negotiated directly with publisher or used RightLink.’ L3 told that they used the Case Centre.

9.1.4 CLA Licence (Q30)

The question asked for this section was *Q30. How do you manage the data reporting requirement of the CLA licence?*

‘CLA needs to collect certain copying data from Higher Education Institutions, for both Paper and Digital Copies, to inform the fair distribution of Licence fees to rights holders and to monitor usage trends under the Licence.’¹⁷

Five libraries answered this question. L1 and L2 maintained the records in a database and this database generated the report (34%). L3 reported that they keep central record sheets in the library for CLA licence data reporting (17%). As this library only process hard copies under CLA, they themselves do not really need to report the reading clearance to CLA as ‘data relating to paper copies is collected on a sample basis.’ Unless you are one of the 12 institutes selected by CLA, there is no need to keep the record but decided to still keep the record.

¹⁷ <http://he.cla.co.uk/complying-with-your-licence/reporting-documents/>

As L5 was using an automated system called Talis Aspire, this software also generated data reports for the CIA licence. This was the case for L6 but the librarian was not sure. This method therefore might reach 34%.		
<i>Table 7. CIA Licence data reporting (Q30)</i>		
CIA licence data reporting	Libraries	%
By maintaining central record sheets within the library	L3	17
By maintaining records in a database and generate the data report	L1, L2	34
By using an automated software	L5	17
Other: 'unsure this is done by the interloans staff but think its automatic course pack management software'	L6	17

9.1.5 Scale of Reading List Process (Q31-Q32)

Q31. How many reading lists approximately have been made available to participants for EE in the year?

Only two libraries answered this question. For L1, from September 2014 to August 2015, 123 reading lists have been processed. L6 responds 'probably less than 20'.

Q32. Anticipate how this figure might increase/decrease in the academic session in the coming year?

L1 believe that this figure would increase and L6 expected it 'stays around [the] same'. The other library made no comment.

9.1.6 Reason for Providing a Reading List (Q33)

Q33. What are the reasons for your library to provide a service in relation to reading list?

Four libraries responded to this question - L1, L2, L3 and L6. They all agreed that this was done primarily to support participant's learning. Improving access to course readings and meeting participants/clients expectations and requirements came second with 50%. Surprisingly compliance with copyright policy/practices, so reducing the risk of copyright infringement, came third with 34% agreement. Considering the importance of copyright policy, one would expect this might be the most important reason behind the reading list provision. However this was not supported by the findings of this study.

Table 8. Reasons for providing reading list service (Q33)

Reasons for providing reading list service	Libraries	%
Support participant's learning	L1, L2, L3, L6	67

Improve access to course readings	L1,L2, L6	50
Meeting participants/clients expectations and requirements	L1, L2, L6	50
Compliance of copyright policy/practices so reduce the risk of copyright infringement	L1, L2	34
Raising the profile of your library's role/presence	L1	17
Other		0

L1 admitted that reading list provision contributed to raising the profile of the library's role/presence but this was not the main reason'. The librarian believed that this factor was rather an end product of library's service provision. This was the least regarded reason with 17%.

9.2 Qualitative Data Analysis

9.2.1 Library 1

The case study is based in an executive education library whose main function is supporting executive education open and custom programmes. The case study collected data through semi-structured interviews based on the questionnaire with the library manager who had been working in this post for the last four years with the examination of the libraries unpublished statistics. The case study aim is to gain an understanding of current copyright practices of the library's involvement and role in provision of reading list for Executive Education.

9.2.1.1 Background

9.2.1.1.1 Physicality of the Library

The library is situated within the executive education building. The library has a designated space which is equipped with built in book shelves, computers and study desks. As it is located in the heart of the building it would be impossible for participants who attend programmes not to notice it.

Also the library is introduced in a welcome pack which is placed in the residential room. The welcome pack contains the library leaflet with photos of library staff as well as other essential information.

9.2.1.1.2 Library Opening Hours and Staffed Service

The participants who tend to stay on site could access the library 24 hours a day to browse shelves and go on online databases as it is in an open space without a gate or security restrictions. Book circulation is also offered via a self-service base using a loan record sheet on a designated table. The library help desk is staffed between 9:00 am and 5:00 pm in

rotation by a team of EE designated staff of a library manager and assistant (1.5 FTE) during weekdays.

9.2.1.1.3 Size of the EE Department

To understand the workload of the library staff, a rough estimate of the number of programmes which had run from September 2014 to August 2015 was asked and it was a total of 90 open and custom programmes, where library support was provided. As no other libraries have given an answer to this question unfortunately it is not possible to compare the size of this EE department against the others. However, considering exclusion of the summer holiday month and Christmas holiday closures, the average number of programmes run is likely to be between two and three per week. Considering the complexity and variety of reading list provision this library provides to the EE community, reading list clearance numbers can be seen as high. Therefore the processing workload has been considered to be heavy for the manager alone and with the expectation of size increase of their EE programmes, about a year ago an assistant (0.5 FTE) was employed.

9.2.1.1.4 The Library Role in Support of the EE Department

Although the EE library technically belongs to the institutional library and participated in its business, the manager believed the EE library's service and activities had a strong emphasis on EE support and "that takes precedent". Therefore, library support is accountable mainly to the EE department in practice.

For the detailed itemised services the library provides can be found from 9.1.1 Background on page 23. This library's activities cover the most extensive copyright issues amongst the other libraries who responded to the survey.

One interesting topic the library manager pointed out during the interview was that copyright compliance monitoring was neither in his job description nor the library assistant's but it was perceived to be so. He claimed, "We are perceived to do so by others and there is a real need [for this] to be done within the organisation."

The reason was explained that on some occasions copyright breach and infringement became problematic and no one else could deal with this and the library had to step in to police copyright adherence reluctantly. In some instances, the library was even referred to as an intellectual property department outside the organisation.

Therefore copyright related jobs are considered the most important part of the library role by other staff in the EE department. When there is any doubt of copyright ownership of documents and articles which were provided by clients or guest speakers to the administrative staff, the library staff tends to be the first contact point to give copyright advice and to check the materials.

The other area of support the library manager hoped to develop further was that of designing and delivering staff development and user education on copyright and intellectual property rights in a teaching, learning and research environment.

“Within the EE community there is probably more interest in information rather than receiving information assistance.” He explained, “People do not necessarily want to know what [the] intellectual property issue might need to be managed to ... They just want staff. We would like to develop... We would like to do more outreach or staff education, I guess. Whether there is appetite for it or not, I don’t know. Finding a good way of encouraging people to be interested will be challenging.”

9.2.1.2 Reading List Process

Not only does this library have a reading list provision procedure but also it is the only library that has the procedure documented and agreed at an organisational level, giving weight to its adherence. It is then used in induction of new programme staff.

The reading list is drawn up by a combination of the programme directors, internal faculty, external or guest speakers and the programme coordinators. The manager explained how the roles were divided, “The programme director has the main responsibility over it but the coordinators bring everything together. But the library also is potentially involved in this process as we give advice on availability of resources and accessibility of reading materials. And we suggest alternative resources or items which results in revising the reading list in some cases.”

Once the finalised reading list is authorised by the programme director, it is submitted to the library via a dedicated reading list email address from the programme coordinator two weeks prior to the circulation of the list to the participants. The library staff then processes the reading list to obtain copyright clearance of each reading. The copyright cleared materials are distributed via the programme VLE, email or by hard copy, whichever is requested. The library is willing to accommodate to provide the reading list in any formats requested.

However the interview revealed that the timeline has not been honoured as agreed. This was the one of the area the library manager spent the longest time to discuss. He acknowledged that there were some issues around the timeline and showed a sympathetic understanding of the inevitability why the timeline was not kept. He rationalised that one of the reason was the nature of EE.

“What it means is that to some extent, a shortly scheduled lead timeline is inevitable. There will be delays in client’s contracts being signed coming through and programmes being putting together. Sometimes speakers and external faculty are spread globally so they can be sometimes hard to get hold of by the administrative team. So it can be quite hard to

put together the academic content offering of the programme, of which reading materials form a part, along time in advance. It is just impossible.”

His insight into the awareness of operational difficulties of EE is profound but this did not deter him to uphold the importance of keeping the time line in the library perspective. According to him, “the library has a role to play in ensuring the programme can go ahead, making sure readings are sent out to the participants in a reasonable time. Otherwise we will get a very negative evaluation. Yes, it is difficult for people to honour the timeline put in place.”

Unfortunately, it appeared to the manager that the administration or academic staff did not return the same thoughtful approach to the library’s copyright clearance process of the reading list. “One journal article might be very straight forward to provide, perhaps under CLA licence or copyright.com if it is an excluded material. Another item of reading, perhaps a white paper published by a company, might take much longer to clear. Those [copyright clearance process] variations make sense to the library staff as we are used to dealing with those. But to other people it just appears, how we follow two very different processes for two very similar things! So it can be very hard to take on board the reason why we put that timeline in place.” The lack of understanding from requesters is the other reason of the timeline problem in his perspective.

This concern might contribute to his desire to deliver user education on copyright issues to the other staff. This seems to be an underlying problem perceived by the library manager as his answer to Q5 was also about the EE community’s perception of library services and the copyright process.

“It is ultimately to avoid disappointment. We say if you give us enough notice we should be able to deliver the materials you request to participants in good time. If that process is not observed and followed, then ultimately it is left to library to try to make up the lost time by exceeding timeline expectations.”

9.2.1.3 Copyright Clearance Involvement in the Reading List

The library has copyright compliance procedures for processing the reading list (Q17) and this is documented and agreed at the organisational level (Q18). The library manager revealed, “The importance of copyright compliance was identified by the school in the past- so we have a policy and library staff who process copyright clearance.” In fact, two EE library staff members are designated to process the reading lists (Q20) and their total FTE is 1.5 (Q21).

They process the reading lists once received and if necessary they make transactions to acquire the requested materials by purchasing permissions, a licence or copyright clearance. In general £50 per participant for the reading budget is allocated (Q23) and the

authorisation from account manager precedes transactions as the fund comes from the department (Q24 & Q25).

According to the manager the process follows three steps (Q19).

First, the reading list is received with full references from the coordinator two weeks prior to its circulation to participants. However the manager reported that often, instead of the reading lists, actual reading PDF attachments were sent. In some cases even just the name of the author with a vague title and wrong information were given. It is then the library who had to find the resources of the article and correct references.

The second stage is the library had to make a decision of processing reading list considering the following priorities: licence agreements; cost effectiveness of alternative sources; and quality of materials.

Lastly, keeping records is also important for a fully auditable trail as the library process a great number of readings and provide in various formats. This is not only for CIA but also for future reference and statistics.

To Q22, regarding copyright awareness of the EE community, the librarian replied, “In a sense of having a policy and employing staff to deal with it, there is awareness of that in the organisational level.. but on an individual level it really depends. In practice there is a huge variation of individual level of IP literacy. For example, some directors advise to check copyright with the library. But in some cases the library staff are left to spot the copyright infringement instead of a top down practice.”

He also recognised, “there is a tension between interference and assistance. If the library is seen as policing the copyright issue, it is not great. However it is good for the library involved in copyright issue because it is seen as a library issue, and we are here to assist. The university should have a legal expert to advise on copyright related issues though.”

The tension between interference and assistance has been underlying concern throughout the interview as the manager brought it up repeatedly when answering different questions such as timelines and user education topics in various expressions.

This also ties in with what he said when he was asked about challenges the library faced (Q28).

“First, adherence to procedures is a challenge. So often, insufficient time is given to process the reading list. When a tight lead time is met, the expectation of working to a short lead time is expected. This results in the library working to a tight schedule once again. Instead of this being for an emergency scenario, it becomes routine. A vicious circle!”

The next challenge for him was explaining the rationale behind the copyright process to stakeholders to an extent that there were some internal procedures to follow. This is also mentioned earlier regarding timeline and user education issues.

Lastly, he expressed his frustration at having little time for the strategic plan of the library to be better embedded into the EE community.

Therefore his plans (Q29) were to engage or educate faculty directly relating to copyright issues and to enhance functions of the record management software.

For material that fell outside the scope of the CLA licence this library arranged various ways to obtain transactional permissions: directly with the publisher; via the copyright clearance centre; purchasing alternative licencing agreements; and manually processing, depending on knowledge and decision making.

9.2.1.4 CLA Licence

The library manages the data reporting requirement of the CLA licence by maintaining records in a database and this generated the data report in principle. They are using MS Access programme to keep the records but some of the functionality have been disabled. Therefore a new system will be acquired in the near future.

9.2.1.5 Scale of the Reading List Process

The library manager reported that the library had made roughly 123 reading lists available to participants for executive education from September 2014 to August 2015. This means that, excluding Easter and Christmas holidays, the library has cleared just less than three lists per week during that period.

To understand the workload to process three reading lists per week, the average number of readings in the list was asked. However, he was unable to give a figure of readings. As the size of reading lists vary widely from list to list, one list may contain one or two readings but another might require 20 readings. Also, complication of processing copyright clearance which this library offers is extremely diverse and the length of a reading list does not indicate the complexity of the process. Moreover, the provision method also contributes to the density of workload as to how the reading is presented, whether it would via soft copy or hard copy, may require different ways to seek permission. This can duplicate the processing workload.

Considering the growth of the programme department and the success of the institute's deliverance of programmes, he anticipated that this figure might increase next year.

9.2.1.6 Reason for Providing Reading Lists

The manager viewed that the reasons for providing reading lists were: to improve access to course readings, to support participant's learning, meeting participants/clients expectations and requirements, compliance of copyright policy and practice so to reduce the risk of copyright infringement. He admitted that providing reading lists contributed to raising the profile of the library but he does not believe it is the main reason for the library's presence in the EE community.

9.2.2 Library 2

This case study is grounded in an executive education library which partly supports the executive education community. The data was collected through the questionnaire with a library manager and then a follow up telephone interview, based on the questionnaire's response, was conducted with a different library staff member. The reason for having to contact a different staff member was that the manager who had responded to this research initially had left his post as the library went through a recent staff structure change. This was a part of the continual strategic redevelopment plan of the institute rather than his personal circumstances. The changes, which were imposed on the library by the senior management team, have affected the library in many ways and these will be discussed in more detail below.

The case study's aim is to learn about how current copyright practices in this library are carried out in the provision of reading lists for executive education and discover any challenges and their future plans, especially whilst undergoing a big shift of changes.

9.2.2.1 Background

This business school does not offer executive education in a separate campus or site. The EE participants use the same lecture rooms, facilities and the library together with business school students. The library staff stated 'we are all mixed in together'.

This motto carries on to the library. The main library is located inside of the business school building and there is no separate or designated space for executive education within the library. The library's webpage notes their open arm policy to EE community stating on their webpage, 'All current programme participants are welcome to make use of the library during their stay' in order to encourage the EE participant's library usage.

The library opening hours are from 8 am to 8 pm during weekdays and the staff hours are from 8am to 6pm.

As part of the institutional restructure exercise by the senior management team, the library moved location over the summer months this year and it is now housed in a much smaller site. In fact the physical capacity of the library shrank so much that it is now only one third of the original size and retains much less library collections as they had to dispose of a large

percentage of their book stock. The intention behind the decision, which was imposed on the library, was that 'many things are now available on line'.

Unfortunately downsizing was not limited to the library inventory and space. Further drastic changes have resulted in library staff numbers being slashed from eight to three recently. Consequently no staff are now designated to support executive education. This is a change in circumstances from the time of their initial response to the question at which time there was one assigned library manager. The remaining library staff are there to offer their expert guidance and help to the EE participants now. Also, more changes are expected to materialise in the life of the library.

The library staff considered the library more as 'a small kind of traditional lending library'. The library offers general services such as circulation, information support, and copyright related activities such as copyright clearance and complaint monitoring for EE. More detailed service activities were discussed earlier in qualitative data analysis. However, before moving on to the reading list section, it is good to be reminded that this library said 'no' to 'creating print study/course packs-bound printed packs containing copies of core readings for a particular course/programme' as this will affect the reading list process.

9.2.2.2 Reading List Process

The library has a reading list provision procedure but it is more internal and informal so it is not documented and agreed at an organisational level. The reading list is submitted by the programme coordinator using a reading list request form to the library as library staff process the lists and make them available via their VLE. The programme tutors are the main agent responsible for drawing up the reading list and often the library has input into which readings go on the list for the programmes.

Before the restructure there used to be one FTE staff member who was in charge of the reading list process but after the staff cuts the remaining library team works together to do copyright clearance service. Despite the shortage of staff numbers, this is still able to process reading lists. The reason for this being doable was that senior management team encouraged the library to offer easily providable resources only in order to reduce its workload. This will be discussed fully in detail in the copyright clearance part below.

As the library staff pointed out during the interview, the library staff members strive with a work ethic of 'happy to help attitude' as 'we are librarians'. Their attitude and work ethos also show in the reading list provision services. Their timeline is the shortest amongst libraries from this survey, to the benefit of the requesters. Only one week's notice is required to process reading lists by the library shows that their willingness to work to a tight schedule under pressure, whereas another library requires, in some cases, eight weeks advance notice.

Also, they offer the second most extensive reading list process provision. Their services, though very rarely involved in, were to add permalink search results from the database and preserve the reading list. The library manager explained the reasons behind this decision, 'our exec education programmes want PDFs on VLE, not persistent links. Also some databases are not licensed for executive education.'

In spite of their customer orientated service, the timeline of the reading list process was hardly ever met and this caused the library staff to work under even greater pressure and urgency, increasing their workload.

9.2.2.3 Copyright Clearance Involvement in Reading Lists

This library has copyright compliance procedures but was neither documented nor officially agreed at an organisational level. There used to be a designated library manager (FTE 1.0) who processed copyright clearance as for EE but now, whilst still under the library remit, there is not a nominated staff member currently.

The budget for the reading material cost varies depending on the programme and is usually based on the prior year's expenditure, being controlled by the programme department. However, the library, on behalf of the programme, pays for the copyright clearance costs and then transfers the charge to the relevant programme. This adds more stages and complexity to the payment process causing an additional burden to the library. This is another example showing how the library is eager to have a customer service focus and 'happy to help' attitude.

The library reported that the library's satisfaction was ok and there is a 'good awareness amongst programme coordinators'. However, this may not be the case with academic staff. The library manager noted that there was a 'constant battle to get the message to academics and support staff that any programme's use of third party copyright items need to be sent to the library in the first instance to be checked and cleared if necessary'.

From the initial questionnaire response, it was very interesting to learn that the reading materials were only sourced under the CIA licence remit. '[Due to] recent policy changes, the library now only provides items that fall within scope of CIA licence. Previously we negotiated directly with publishers or used RightsLink.' Further research reveals that this was part of the restructure changes imposed from the senior management team in order to reduce the library workload. However, this was not only limited to cutting the work capacity but also concluded in decrease of staff size soon after.

The library staff remarked that 'we did not agree with the decision.' This top down decision has not penetrated to the faculty yet in practice, unfortunately to the library. The interviewee revealed that faculty still require various copyrighted materials to the library to process, regardless of the CIA licence. The library with a much reduced workforce and

under the instruction to use of the CLA licence materials only, is left to say 'no' to the faculty and appear to be unhelpful and unsupportive to their teaching activity. This may cause resentments amongst academic towards the library. The library staff claimed a need for educating the faculty about this new policy and 'Everybody has to change their working methods a bit and sometimes we have to draw a line.'

Contradictory to these new changes, it is strange to learn that at the wish of the senior management executive education is actually one of the areas they want for the library to grow. However it is only via easy wins for the copyrighted materials and resources which aren't covered by CLA licence, such as Harvard Business Review articles and cases. Therefore, there are many courses that end up relying on Harvard materials.

The library manager could not supply the approximate number of programmes for a year in the questionnaire.

9.2.2.4 CLA Licence

The library provides the CLA licence annual report by maintaining records in a database and this generates a report.

9.2.2.5 Scale of Reading List Process

The library did not answer this particular question.

9.2.2.6 Reason for Providing Reading Lists

The library manager believed that the reasons for providing reading lists were: to improve access to course readings; to support participant's learning; meeting participants/clients expectations and requirements; and compliance of copyright policy and practice so to reduce the risk of copyright infringement. He did not think that providing reading lists contributed to raising the profile of the library. It is rightly so, as the senior management team has simplified the complexity of the reading list process by limiting the variety of materials sources in order to lighten the staff workload and reduce the staff numbers despite the library's willingness to offer all types of copyright clearance.

9.2.3 Library 3: Discussion

For the validation of these findings, a 20 minutes long discussion with a librarian about the research results was carried out. A business school librarian was chosen as he did not participate in this survey. Also, as the findings suggest many administrators are involved in copyright clearance and the reading list process, it would be interesting to find out from a librarian, who cooperates to process reading lists with the programme administrator team. The findings chapter was sent to him in two weeks in advance by email before the meeting in order to give him enough time to read.

The librarian found the results interesting and explained how his working relationship with the programme team regarding the reading list process is undertaken. 'This library works closely with the programme administrators who form part of the programme teams. They are based in an office very close to the library. So we have quite good relations with them. We process reading lists together. We divide a lot of work between ourselves.'

According to him, the roles have been divided clearly as he was the one who laid out the boundary. 'The programme teams are the ones who collect reading lists. They are deposited to a shared spreadsheet and we keep track of who is working on it and when. Generally with the reading list itself, the programme teams deal with copyright enquires, actual formatting, and purchasing text books and case studies.' Also the programme teams deal with the CIA licence audit record.

'The library's team will go through to ensure all the references are completed correctly, to have the appropriate amount of stock in of text books according to our purchasing policy... Also the library team will put links to the journals through the databases and any articles like that too.'

For copyright clearance, he note that 'when it comes down to copyright, generally what will happen is the programme team and the library team will look for any items that could be in breach of copyright that are obvious.'

High staff turnover in the programme team has been challenging for the library. He believed that they were going to be restructured at some point but he did not know the detail.

He thinks there is scope for the library team to take over the copyright clearance but their arrangement with the programme teams works well at the moment.

This working relationship between library and administration department could be a possible model to be considered for libraries to have input in the copyright processes.

10 Analysis

The aim of this study is to investigate the current copyright practices and trends in the provision of reading lists in Executive Education of the top 20 Business schools in the UK in relation to libraries involvement and roles. To achieve this, at the beginning a number of objectives were set to guide the research process. The objectives were met by the survey and through interviews.

Objective 1: How are reading list provisions drawn up? Who organises this and who is responsible for it? How are reading lists presented and distributed?

The first objective is about reading list provision and this is achieved mainly through the survey's second section of questions.

50% of the participating libraries informed that they had reading list provision procedures and one library (17%) had it documented and agreed at an organisational level. All the libraries declared that programme leaders/directors were the main agent of drawing up the reading list and responsible for the lists. L2 reported they often had input into the reading list creation. Moreover, for L1 the programme coordinator was also involved in drawing this up so the programme director was responsible for this and in some instances the library also influenced the selection of reading items.

Three libraries (50%) stated that their reading lists were presented in soft copy on their digital platforms, whether it was on their VLE or a reading list management programme, whereas two libraries (34%) did not supply the reading list at all. One library (17%) also provided reading lists in whichever formats requested where copyright clearance permitted.

Objective 2: Is there a copyright compliance procedure for reading lists? Is it documented and agreed at an organisational level?

The second objective is explored in the copyright clearance process section as to whether there is a copyright compliance procedure or not.

From five out of the six libraries who answered these questions they said they had copyright clearance procedures (83%) and four reported that this was agreed and documented at an organisational level (67%). These indicated much higher importance of organisational awareness in copyright clearance compliance process compared to reading list procedures (50%) and documentation (17%). It may be that copyright compliance is a law abiding exercise which greatly encourages academia to keep the rules so the importance within the organisation tends to formalised.

Objective 3 & 4: How is copyright clearance processed? Is there any dedicated person whose main role within the library is dealing with copyright clearance for reading lists?

The next two objectives about the copyright clearance process and staff were examined through the copyright clearance process section. Only two executive education supporting libraries (34%) replied that this was done within their department by their designated staff. The other two libraries (34%) pointed out that other library department teams such as the main library document supply team and interloans department team processed copyright clearance requests. One library (17%) alleged that it was done by the automated system called Talis Aspire. The last library did not respond to this section of questions.

From a broad perspective, considering the total number of libraries (n=11) who responded to the survey including non EE support libraries (n=5), only two EE libraries actually process copyright clearance (18%) out of three EE libraries. For the majority, it is done by administrators (45%) in the EE department who process copyright clearance for their programmes rather than libraries. For the rest, three libraries including one remaining EE

library, use two different ways to process copyright: one by an automated computerised system (9%); and the others by the main library copyright clearance department (18%). However, these departments' support was not only limited to the EE programmes but also all other programmes and courses in their institutes. One library refrained to answer.

Figure 5. Copyright clearance process type chart

Total libraries who participated	Types of libraries	Copyright clearance process
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Objective 5: How much awareness is there of the importance of copyright compliance within the organisation?

The fifth objective is about awareness of copyright compliance. Although this question brought out mixed responses from the five libraries, the common answers revealed that there is a certain level of awareness in general. This echoes the result from objective 2. Most of the libraries had copyright clearance procedures (83%) and this was agreed and documented at an organisational level (67%).

They illustrate the importance of organisational awareness in copyright clearance compliance. However, awareness seems to depend on individuals and to be localised to certain groups of staff such as programme coordinators or library staff. Surprisingly, no libraries mentioned a good level of copyright awareness amongst academic staff. Also, the other interesting point made by one library was that after a CLA audit, there has been a high level of copyright awareness.

As the interview with L2 reveals, the high level of copyright awareness level from the institute can work against the library's role in this matter. Their senior management team's decision to downsize the library was that copyright process was too burdensome to the library staff with unnecessary additional workload so only easily source-able materials are recommended for reading lists.

Objective 6: What is the budget for copyright clearance/reading material cost per participant per programme?

The budget for copyright clearance or reading material cost per participant per programme is the next objective to examine. The five libraries came back with answers but not with a specific figure, except for one library. The answers reveal that mostly the cost comes from the department fund and is controlled by the programme/its director, not the library, regardless of who processes the transaction (83%), except for one library (17%). This library reports that the librarian has control of the budget to clear copyright and the cost is covered by the library budget.

Objective 7: What is the library's role regarding copyright issues?

The next objective is the library's role regarding copyright issues. This research found that many libraries engaged with: copyright consultancy to provide guidance on copyright and intellectual property issues with a focus on digital copyright (83%); copyright licence administration (67%), creating and implementing copyright policy and procedures (67%); copyright compliance monitoring (67%); copyright clearance (67%); designing and delivering staff development and user education on copyright and IPR in a teaching, learning and research environment (67%). This demonstrates that libraries are dealing with various copyright issues within their institutions. Copyright consultancy is the most popular service they provide. In some sense this is inevitable as they offer reading list provision, copyright clearance is a necessary preceding factor to process readings.

Objective 8: What is the level of satisfaction with current procedures? Are there any challenges?

The objective of finding out their satisfaction level of the copyright clearance procedures is addressed in a question offering five levels of satisfaction on a grid. Four libraries graded themselves as OK (63%) and one with no response. It is concerning, although unsurprising, that none of the libraries are satisfied with their copyright procedures although they did not choose 'dissatisfied' and so did not present any challenges or issues in the later questions.

To examine any challenges, the question was asked in an open-ended format to encourage respondents to answer freely, not restricting them to itemised options but the initial response rate was very low (17%). Through interviews (34%), more information was collected and clarified thus enabling more insight into this matter.

The problems identified are: adherence to the procedure and time scales; and stakeholder's unawareness of the process rationale. Therefore, to combat these issues, planning to engage with faculty and educating them directly is suggested. Also, a record management software system is planned to be adopted.

Objective 9: Are there any future plans regarding copyright issues?

For future plans, meaningful replies were also gathered from interviews only. As per earlier questions about timeline issues, honouring timelines was a common problem amongst EE libraries. It is strange that this issue was not raised as a challenge when asked. This might be explained as reluctance from respondents to express their problems externally, labelling them as an issue. Instead, it was more willingly discussed when it came up as one of the subject topics rather than when presented as a challenge.

11 Conclusion

Discussion and debate about copyright issues is in abundance in the academic literature in the library and information domain and other related disciplines. Copyright becomes a hot topic coinciding with digital technology development.

This study attempts to measure the trends and experience of copyright clearance practices in relation to reading lists for Executive Education in the top 20 UK Business Schools. The research concentrates on examining how copyright clearance is undertaken for educational purposes when processing a reading list by the libraries. This includes: who is the main agent to process copyright clearance; how this is done; and what the challenges are. The quantitative and qualitative methods were adapted to collect data to be examined.

The results of this research reveal that the libraries' involvement in copyright clearance for the reading list process has not been felt universally across the business school libraries in the UK. Even the libraries which are responsible for processing copyright clearance tend to deliver a limited service. There was only one library offering an extensive copyright clearance service. For the remaining libraries that provide copyright clearance, they tend to offer a more basic service by reducing the methods of distribution, for example hard copy only or by focusing on easily sourced materials such as ones under the CLA licence or Harvard Business Publishing articles and cases. In one instance the limited copyright process was imposed by the institute's senior management team against the library's wishes to offer various possible resources.

This research argues that there is a need for more study on this topic. Firstly, it will be an interesting prospective piece of research to find out the reasons for the low level of library involvement in the copyright clearance activity and whether the driver for this is the library's internal intention or external pressure (i.e. external to the library e.g. senior management team).

Secondly, as copyright clearance service is also offered by administration teams/staff within the business schools, it will be fascinating to find out more about their involvement. Unfortunately as this research was only focused on the libraries' involvement in the

copyright process and collected data from libraries alone, how administrators work towards this service has not been examined in this study and there is no information on the level of their input. Therefore, further research into administrator's involvement in this issue will be welcomed to see how libraries can cooperate and work together to support their work. From discussion with one library that partners with the materials administration team, it illustrates a possible alternative model for copyright clearance. It demonstrates how two departments can be involved in copyright clearance and for the end users to benefit from this model of working.

Finally, this survey's findings illustrate that the senior management team's perspective is also a very important factor as they can ultimately dictate how their institute should undertake copyright clearance, and who should be the main agent to do this in order to comply with copyright law and reduce the risk of copyright infringement. Further research into their views on this subject would be significant.

To summarise, the main conclusion from this research is that to support executive education, copyright cleared materials are supplied to the participants but libraries' involvement in the copyright process tends to be rather limited. This is the case in spite of the high awareness of copyright compliance within the institutes and general agreement that libraries are expected to deal with copyright issues.

Libraries need to demonstrate the value of their services in a climate of ever changing new technology and delivery mechanisms to secure their future in the new era of the digital world. Massis (2014, p. 496) empathizes that 'technology and copyright are two necessary skills for today's librarian to be successful in a library environment.' 'By taking on the role of copyright knowledge centre, the library is actively combating one of the biggest issues that they currently face: remaining relevant' (Frankosky, J. and Blair, J., 2013, p. 100). Libraries must work towards reinventing themselves in and into the digital age to prove how important they are.

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13 Appendix

13.1 Appendix A: Reflection

This research developed from a curiosity of how other business school libraries process copyright clearance as I had just started working in a business school library to support such a service. Providing not only access to the reading materials but also arranging copyright clearance was rather revolutionary to me.

There is much talk of copyright issues and its importance within the library and the information domain and there is plenty of literature regarding copyright matters, but I was not sure about the libraries' actual and practical involvement in the copyright clearance process. Despite my 10 years of working in various libraries, when it comes to copyright clearance my experience was rather limited. It has been the case that academics and patrons are left to themselves to observe copyright laws and the libraries provide the information on how to exercise their rights in very simplified terms, often on flyers/posters by the photocopier.

In today's climate when public library staff are being replaced by volunteers, funding to the libraries has been cut dramatically and digital technology enables users to access information directly, the library's position in the future seems to be extremely bleak. Furthermore, far less institutes offer librarianship qualification courses compared to 10 years ago.

The more I have learnt during my masters course, the more I have thought about Massis' claim that 'technology and copyright are two necessary skills for today's librarian to be successful in a library environment' (2014, p. 496).

Therefore I wanted to find out which academic libraries are involved in copyright issues, and to what extent. My focus has been on: the copyright clearance process, from all the copyright related services libraries offer; and executive education. I thought copyright clearance might be the easiest to quantify measure and compare for research purposes. Also, I believed that executive education most likely offered such a specific service, since their participants tend not to have full library membership from the institutes and so are more likely to receive copyright cleared reading materials.

My research methods changed slightly from my research proposal due to the smaller sample of respondents to the survey. After the interviews, two case studies were required due to the small sample of quantitative data collected. Also, discussion about the results with a library manager, who supported an administration team to clear copyright, was carried out to learn his viewpoint.

Whilst I am happy with my choice of a mixed method approach, I feel that it would have been better if from the start I planned to interview the whole of the sample. I collected

much richer and more interesting evidence from the questionnaire based semi-structured interviews than from the questionnaire survey. I feel that I had overestimated the time and cost implication required to conduct interviews and never considered it as the primary means of data collection from the planning stage.

Additionally, there were quite a lot of questions crammed into the questionnaire in order to cover the myriad of possible aspects to copyright clearance services. This might have been an off putting factor to respondents as so many questions appeared irrelevant to them. An interview would have prevented this problem as the questions could have been tailored accordingly to individual practices.

Only one pilot survey was carried out and insufficient time apportioned to finalising the questionnaire. Showing the questionnaire and asking for constructive feedback face to face was the best way to go about this research for the given time frame but a few more pilot studies might have produced a wider variety of comments to shape the questionnaire and thus gain better buy in to this part of the investigation.

Personal interviewing was less onerous than expected. Rather, arranging interviews and the logistics of conducting them was more problematic than anticipated as I tried to balance work, study and family time. Also, it was hard to stay objective during the interview as I had a deep understanding of and sympathy towards their problems and challenges. Trying not to influence interviewees with my own thoughts and ideas whilst still extracting honest responses was not straight forward. I can see that this is a necessary skill to master as library staff support and help in academia.

During the completion of my dissertation, I have learned the importance of time management and acquired self-disciplinary skills. I believe these have equipped me with some invaluable skills that I hope to apply, not only in my work situation but day to day life.

Moreover the results of this study made me look at my work more objectively and allowed a profound insight into the operational process of library management and how to correlate this with the objectives and goals of the parent organisation and other departments.

Finally, from a broader perspective, I feel that I have developed a more robust critical thinking process which I can build upon in the future to expand this thread of research further.

13.2 Appendix B: The Research Proposal

Working title

Copyright practices in libraries of Executive Education of the top 20 Business Schools in the UK: Libraries' role in relation to copyright clearance when processing course packs.

Introduction

New digital technologies and tools are everywhere in today's society. We communicate, share and transmit information instantly through mobile phones, tablets, and e-readers on line freely or with very little costs. 'In this competitive environment of [digital] content providers and users' growing expectations, academic libraries face a difficult task in providing the most satisfying ways of delivering information and services to their patrons.' (Jankowska, 2009, p. 19)

However, academic libraries in business schools in particular face even greater challenges to provide immaculate services to their executive education participants. The executive education participants are very different from academic students. Executives, leaders and managers with high expectations and demands are attending the programme to meet their organisational training needs rather than pursuing academic merit. The programmes therefore are designed and customised to fulfil this purpose with distance learning style modules and onsite residential contact sessions.

I would like to find out what and how the libraries of business schools are involved in the provision of copyright cleared course packs to the participants as a part of the excellent service for highly profitable programmes.

As executive education is considered a leading paradigm shift, I would like to see how the libraries deal with the new challenges of high demands and expectations for customer focused services – copyright cleared course pack provision.

After reviewing the literature relating to Executive Education and copyright, surveys and interviews will be conducted.

Aims and objectives

Aim

- **To investigate current copyright practices and trends in the provision of course packs in Executive Education of the top 20 Business schools in the UK and learn about libraries involvement and roles.**

Objectives

- **To investigate the following questions in relation to copyright issues in executive education:**
- **How are course pack provisions drawn up? Who organises this and who is responsible for it? How are reading lists presented and distributed?**
- **Is there copyright compliance procedure for reading lists? Is it documented and agreed at an organisational level?**

- How is copyright clearance processed?
- Is there any dedicated person whose main role is dealing with copyright clearance for course packs?
- How much awareness is there of the importance of copyright compliance within the organisation?
- What is the budget for copyright clearance/reading material cost per participant per programme?
- What is the library's role regarding copyright issues?
- What is the level of satisfaction with current procedures? Are there any challenges?
- Are there any future plans regarding copyright issues?

Scope and definition

- **Copyright**

'Copyright is an intellectual property right that protects the expression of creative ideas; it is the right of an author to claim ownership of their work. (The word author is used here in its broadest possible sense: it could refer to a dramatist, composer, artist, illustrator, engraver, film director and so on.) The rights conferred on an author by copyright include the right to copy, perform, adapt, hire out, publish and communicate their work to the public, and to prevent others from doing any of these things without the author's permission (CDPA 1988). Copyright therefore gives an author economic control of their work.' (Coyle, 2010, p. 5)

- **Copyright practise**

In this study copyright practise is in relation to providing course packs to executive education participants at business schools rather than participants exercising their entitlement of fair use.

- **Executive education**

For the purpose of this study executive education at the top 20 rated business schools in the UK are selected on the basis of meeting two criteria:(a) executive education from the top 20 business schools which appeared in the list of European Business School Ranking 2014 published by the Financial Times; and (b) executive education institutions which run both open and custom programmes. The list will be included in the Appendix.

- **Course pack**

A course pack contains a reading list devised by teaching staff, guest speakers, faculties or academics who are involved in the teaching and delivery of the programme to aid the enhancement of understanding and contribution of participants in the programme. The participants are expected to read articles, reports, case studies, book chapters, newspapers, blogs and so on for the programme. All the reading items can be distributed in hard copies in a course pack or as handouts and/or soft copies through e mail or a virtual learning environment to the participants to download the uploaded digital contents and access through links.

Research context/literature review

Libraries and information services (LIS) face a time of change. Millions of people all over the world today conveniently search the Web at their fingertips in an attempt to find useful information to solve their problems. The widespread use of the internet and popular use of various computer devices/gadgets has become an indispensable means to gain knowledge and skills instantly. In the past 20 years, there have been fundamental changes in the scholarly community too, driven by this digital innovation, resulting in evolving libraries from 'providing information to enabling literacy, and creating learning communities' according to Gross (2012, p. 2). Jankowska also recognises the difficulty the academic libraries face: 'In this competitive environment of [digital] content providers and user's expectations academic libraries face a difficult task in providing the most satisfying ways of delivering information and services to their patrons.' (2009, p. 19)

Papy (2008, pp. 8-10) points out that the digital revolution has brought up challenges in four areas of LIS: the functioning of libraries; the concept of information; distribution; and intellectual property. The innovation of information technologies and advancement in network infrastructure has changed the nature of information and information-seeking behaviour of users. 'By shifting to more electronic resources, libraries can also meet the demands of many of their patrons for instant access, anytime and from anyplace.' (Bowers, 2009, p. 5) Moreover digital distribution, instant accessibility and constant availability of online information have been demanded as a new function of the libraries in academia as nowadays 'access to electronic information is a critical component of providing and making available resources to a library's patrons.' (Bowers, 2009, p. 2) Also, to respond to the pressures of ever increasing academic research journal subscription fees and the needs relating to advancing scholarly communication as well as changes of users' information, behaviour academic libraries have embraced digital publishing. These changes have inevitably necessitated the academic libraries to move into the new era of services in order to remain current and relevant.

However, out of these four areas of change, intellectual property is bringing much more complex challenges to LIS. Paxhia (2011, p. 322) reports that according to the ongoing research project *Student Attitudes Toward Content in higher Education* from the Book Industry Study Group, what is growing rapidly in academia is illegal behaviour such as photocopying more than 'fair use' or illegitimate downloading of digital content. He believes 'this trend is likely to continue' as 'technology is making it difficult, if not impossible, to control the use of their content and to enforce copyrights' therefore a 'better approach is needed.' Also Dong and Wang (2002, p. 27) agreed copyright is a complicated concept and 'the easiest one to be broken unconsciously and intentionally,' especially in the digital environment. Frankosky and Blair (2013, p. 100) expect that 'confusion associated with copyright is not going away, and if anything, it's spreading and becoming a larger issue every day.'

Myer (2014, p. 49) is not surprised to see that 'academic librarians are being approached more frequently by scholars with copyright questions.' Pedley (2010, p. 1) insists that this opportunity should not be missed by the libraries: 'library and information professionals take a particular interest in copyright matters...on the one hand being asked by their users to provide access to content while on the other hand needing to be mindful of the legal rights of the creators and the distributors of intellectual property.' Charbonneau and Priehs (2014, p. 228) claim that 'academic libraries are becoming increasingly involved in copyright issues, such as through work with course reserves, licensed library resources, and assisting faculty authors with negotiating copyright agreements with publisher[s]'. Therefore the best way for the library to deal with these roles is, as Frankosky and Blair (2013, p. 100) suggest, 'having the library, through the

creation of the copyright librarian position, handle copyright issues and education.' This opens a whole new role to the academic libraries to be relevant and current in today's digital world. Academic libraries can deal with copyright issues such as educating the academic community, providing copyright licence administration, creating and implementing copyright policy and procedures, monitoring copyright compliance, processing copyright clearance, and offering copyright consultancy services, as copyright issues become important as more and more content is available in the digital environment of scholarly community. This new role will secure the academic libraries position in digital era.

Copyright issues can be even more complicated in executive education, as the programmes offered in executive education have very different structures from traditional academic programmes from universities and subsequently erect the distinctive characteristics of participants. The programmes tend to be run in a distance learning format. Relatively short period teaching/contact sessions are offered with an intensively structured and organised time table in a residential accommodation. They are mostly unaccredited and fees are often astronomical.

The programmes are intended for very different sorts of people: 'participants in executive education are by definition, very different to [the] typical undergraduate/postgraduate population.' (Culpin, V. and Scott, H., 2011, p. 573). The reason is expressed well in the executive education programmes statement from Judge Business School.¹⁸ The programmes are 'designed for organisations, business professionals, managers, leaders, and executives from many different functions who strive for professional and personal growth' Saïd Business School states they are developed to create learning solutions to help executives and organisations in order to 'grow, improve performance, manage organisational change or deal with a shifting competitive landscape'.¹⁹ It is obvious from these statements that executive education programmes are primarily designed for training executives in accordance with meeting demands from organisations or for personal career development reasons. Therefore, as Culpin and Scott recognise, 'participants on an executive education programme are middle and senior managers who may have been in industry for 20 years or more' (2011, p. 573). They do not have strong recent academic backgrounds with further research and in-depth studying on their mind. Behn and Brough explain this well: 'Most executive participants are a little nervous about "going back to college." Some are scared - scared of the university, scared of the computers and the numbers, scared of the cases, and scared of us [Faculty]. They are afraid that we will humiliate them in the classroom, make them look stupid in front of their peers. At the same time, they are also worried that our programme will be boring and a waste of their time.' (1990, p. 143) In many instances, they are called 'participants' or 'clients' rather than 'students', 'researchers' or 'patrons'.

The other interesting point Theakston (1997, p. 140) makes is that 'people on short business courses need instant access to highly specific items of information.' There are very high standards of user needs and expectations in executive education. Fulfilling their needs and expectations is crucial for the success of the programme. Behn and Brough (1990, p. 141) explain this at length emphasising the need of taking 'a cradle-to-grave approach to the logistics of our executive programmes.' 'A successful executive-education programme requires four things: curriculum, logistics, marketing, and faculty. Obviously, you cannot have a serious

¹⁸ From the statement of University of Cambridge Judge Business School Executive Education webpage, accessed on 10th May 2015, www.jbs.cam.ac.uk/programmes/execed/

¹⁹ From the statement of London Business School Executive Education webpage, accessed on 10th May 2015, http://www.london.edu/education-and-development/executive-education?gclid=CjwKEAjwg7yqBRCu5NmlgMm6i08SJADDEudZTbcmcrZ-QqtllW0a3IlgGdGI3QaW7HAKs6VKEujkf_RoCwdPw_wcB#.VU-sjEYtGmQ

executive programme without a good curriculum and good faculty. But if the logistics aren't right, no one will pay any attention to the curriculum.' (1990, p. 138) 'Even if you have the best curriculum in the world, your executive programme can be a flop. To ensure that it is a success, you have to get the logistics right. If the food is boring, or if the buses fail to pick participants up on time, or if the hotel service is surly, the executives will spend their time complaining rather than concentrating on the substance of the curriculum.' (Behn, RD. and Brough, RK., 1990, p. 141) 'We have only one week, given this time frame, it is simply not possible to compensate for one boring or disorganised session with a brilliant class in another week or so.' (Behn, RD. and Brough, RK., 1990, p. 143)

Therefore, considering participants' anxiety toward programmes, their high expectations toward logistic arrangements and the willingness of business schools to spoon feed services to the participants, when it comes to course packs it is essential to provide the participants with full copyright cleared materials, regardless of the format, whether they are in hard or soft copies. However these are not the only reasons to provide copyright cleared course packs. Moreover, the participants tend not to hold full membership of business schools due to the short length of study and administrative reasons so they end up with rather limited access to on-line and on site resources and databases. As they tend to stay on site or at nearby hotels whilst they are attending the programme and their programme runs intensely all day, in reality they simply do not have spare time to browse, read and study their readings in the library. Therefore it makes more sense for the business school to provide the copyright cleared reading materials directly to the participants to maximise preparation of the programme beforehand.

All these reasons contribute towards my curiosity of how much business school libraries are involved in the processing of copyright clearance for course packs. For executive education, copyright education (by library staff) is less likely to happen for the participants as they are not actively involved in acquiring reading materials, unlike under/postgraduate students. For example, the resources and materials are made accessible for under/postgraduate students by the business school library and students themselves are expected to abide to copyright compliance and practise independently within their own responsibility when they use the reading lists. However for executive education the reading resources and materials are presented to the participants directly, after copyright clearance by the business school, in the form of course packs.

In this study I would like to investigate how this takes place in practice and who is the main agent dealing with copyright clearance.

According to Culpin and Scott (2011, p. 565), Elam and Spotts (2004) believes that 'over the past 10-15 years the field of management or executive education has lead the way in a paradigm shift within approaches to learning.' This sort of practice for the executive education may be the way forward for the rest of the institution to provide fully created course pack materials for their students in line with the tuition fee increase, greater demands and expectations from students, as they want value for money, and more distance and e learning educational modules being introduced.

Methodology

After literature has been reviewed, the questionnaire will be designed to gather quantitative data from the 20 business school libraries.

Semi structured interviews will also be carried out to collect a rich quality of information from the business school libraries which accept the interview invitation.

Work plan

Mock questionnaire design: by May
Mock questionnaire to be sent to a couple of business school libraries outside of sample as a test: Early June
Update questionnaire and send out: by June
Analyse collected data: by middle of June
Devise interview questions: by end of June
Carry out mock interview outside of sample to test: by the middle of July
Update interview questions and interview: by end of July
Analyse collected data from interviews: by end of August
Writing up first draft: by early October
Writing up: by early November
Break for 2 weeks
Writing up: by end of December
Submission: January 2016

Resources

Computer
Survey Monkey
Dictaphone/voice recorder
MS Excel

Ethics

There should not be any problem with ethical issues as the questionnaire will be carried out by willing participants and library staff of business schools.

Confidentiality

Participants will be told that participation would be treated anonymously in the research report and I will process the questionnaire data.

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13.3 Appendix C: Ethics

It is not expected that any ethical issues will arise that are not dealt with by answering to the any of the following questions from 'Research Ethics Checklist' by School of Informatics BSc MSc/MA Projects.

If the answer to any of the following questions (Q1 – Q3) is NO, your project needs to be modified.

1. Does your project pose only minimal and predictable risk to you (the student)? **Yes**
2. Does your project pose only minimal and predictable risk to other people affected by or participating in the project? **Yes**
3. Is your project supervised by a member of academic staff of the School of Informatics or another individual approved by the module leaders? **Yes**

If the answer to either of the following questions (4 – 5) is YES, you MUST apply to the University Research Ethics Committee for approval. (You should seek advice about this from your project supervisor at an early stage.)

4. Does your project involve animals? **No**
5. Does your project involve pregnant women or women in labour? **No**

If the answer to the following question (6) is YES, you MUST complete the remainder of this form (7 – 19). If the answer is NO, you are finished.

6. Does your project involve human participants? For example, as interviewees, respondents to a questionnaire or participants in evaluation or testing? **Yes**

If the answer to any of the following questions (7 – 13) is YES, you MUST apply to the Informatics Research Ethics Panel for approval and your application may be referred to the University Research Ethics Committee. (You should seek advice about this from your project supervisor at an early stage.)

7. Could your project uncover illegal activities? **No**
8. Could your project cause stress or anxiety in the participants? **No**
9. Will you be asking questions of a sensitive nature? **No**
10. Does your project rely on covert observation of the participants? **No**
11. Does your project involve participants who are under the age of 18? **No**
12. Does your project involve adults who are vulnerable because of their social, psychological or medical circumstances (vulnerable adults)? **No, not to my knowledge**
13. Does your project involve participants who have learning difficulties? **No**

The following questions (14 – 16) must be answered YES, i.e. you MUST COMMIT to satisfy these conditions and have an appropriate plan to ensure they are satisfied.

14. Will you ensure that participants taking part in your project are fully informed about the purpose of the research? **Yes**
15. Will you ensure that participants taking part in your project are fully informed about the procedures affecting them or affecting any information collected about them, including information about how the data will be used, to whom it will be disclosed, and how long it will be kept? **Yes**

16. When people agree to participate in your project, will it be made clear to them that they may withdraw (i.e. not participate) at any time without any penalty? **Yes**

The following questions (17 – 19) must be answered and the requested information provided.

17. Will consent be obtained from the participants in your project? Consent from participants will be necessary if you plan to gather personal, medical or other sensitive data about them. “Personal data” means data relating to an identifiable living person; e.g. data you collect using questionnaires, observations, interviews, computer logs. The person might be identifiable if you record their name, username, student id, DNA, fingerprint, etc. **No, as the data is not personal, medical or sensitive. Also, they are not identifiable.**

18. Have you made arrangements to ensure that material and/or private information obtained from or about the participating individuals will remain confidential? **No**

Provide details: No names of participants and their business schools will be collected so that identifies can remain confidential.

19. Will the research be conducted in the participant’s home or other non-University location? **No, all the interviews will be conducted in university settings and questionnaire will be sent by email.**

13.4 Appendix D: List of the Top 20 Business Schools

- 1. The London School of Economics and Political Science**
- 2. Said business school, University of Oxford**
- 3. Canfield University School of Management**
- 4. Henley Business School**
- 5. Ashridge Business School**
- 6. Judge Business School, University of Cambridge**
- 7. Manchester Business School**
- 8. Imperial College Business School**
- 9. Cass Business School, City University**
- 10. University of Bath**
- 11. London School of Business and Finance, University of Lincoln**
- 12. Warwick business school**
- 13. University of Strathclyde Business School**
- 14. Durham University Business School**
- 15. Leeds University Business School**
- 16. Bradford University School of Management**
- 17. Aston Business School**
- 18. Birmingham Business School**
- 19. University of Edinburgh Business School**
- 20. University of Liverpool Management School**

Reading list Process:

6. Do you have reading list provision procedure?
Yes () No () In process () In planning ()
Other (please specify)
7. Is it documented and agreed at an organisational level?
Yes () No ()
Other (please specify)
8. Who are involved in drawing up reading lists for each programme? Who is responsible?
9. Do library receive the reading list? If so, from whom?
10. If so, what is the method of submission?
11. What is the agreed timeline of submission the reading list?
12. How well this timeline been honoured?
13. Who is responsible to process the reading list?
14. Is the library involved in...? (please tick all relevant)
- Checking availability of the readings against the library collections
 - Making purchases of resources in order to add to the library collections
 - Buying reading items to distribute to participants
 - Creating extracts of readings for distribution to participants
 - Permalink search results from the library database
 - Hyper link reading items in order to enable participant view directly online
 - Posting reading extracts on VLE
 - Taking down the reading list
 - Preserve the reading list
 - Producing printed course pack or make hard copies of reading items for handouts.
 - Other (Please specify)
15. How many FTE are available to support reading lists from the library?
16. How are reading lists presented and distributed to participants?

Copyright Clearance Involvement in Reading List:

17. Are there copyright compliance procedures for processing reading lists?
Yes () No () In process () In planning ()

Other (please specify)

18. Is it documented and agreed at an organisational level?

Yes () No () In process () In planning ()
Other (please specify)

19. How is copyright clearance processed in relation to your library?

20. Is there a dedicated person whose main role is dealing with copyright clearance for reading lists?

21. How many FTE are available to support this activity?

22. How much awareness is there of the importance of copyright compliance within the organisation in your view?

23. What is the budget for copyright clearance/reading material cost per participant per programme?

24. Who control the budget?

25. When transactions are made who pays the fee?

Library () Department () Other

26. What is your level of satisfaction with current procedures?

- Completely satisfied**
- Satisfied**
- OK**
- Dissatisfied**
- Completely dissatisfied**
- Other (please specify)**

27. Are there any challenges?

28. Are there any future plans regarding copyright issues? If so please specify.

29. For material that falls outside the scope of the CIA Licence how are transactional permissions arranged.

- Directly with the publisher**
- Via the copyright clearance centre**
- Via a course pack management system software**
- Other (please specify)**

CIA Licence

30. How do you manage the data reporting requirement of the CIA licence?

- By maintaining central record sheets (within the library)
- By maintaining records in a database and generate the data report
- By using an automated software
- Other (please specify)

Scale of Reading List Process:

31. How many reading lists approximately have been made available to participants for Executive Education in a year?

32. Anticipate how this figure might increase/decrease in the coming year?

Reason for providing reading lists

33. What are the reasons for your library to provide a service in relation to reading list?

- Improve access to course readings
- Support participants' learning
- Meeting participants/clients expectations and requirements
- Compliance of copyright policy/practice so reduce the risk of copyright infringement
- Raising the profile of your library's role/presence
- Other (please specify)

34. Any other you would like to comment,

Thank you for your time. Greatly appreciated!

13.6 Appendix F: The Consent Form

Title of the research project

Copyright practices in the libraries of Executive Education in the UK Higher Education Business Schools: Libraries' role in relation to copyright clearance when processing reading lists.

Purpose of the research

I am completing a research study in support of my Masters in Librarianship at City University. My study aims to explore the libraries role in copyright practice when processing reading lists for Executive Education in UK Higher Education Business Schools.

Academic libraries in business schools in particular face greater challenges to provide immaculate service to their executive education participants who come with high expectations and demands. The aim of this research is to investigate libraries involvement of current copyright practices and trends in the provision of reading lists in the UK Higher Education Business Schools. This will create a better understanding of how the libraries deal with the challenges of high demands and expectations for customer focused services in relation to copyright cleared reading list provision.

Data collection and handling

As this study is designed to investigate insight into how copyright clearance process is practised in each institute's library, a questionnaire/interview will be conducted. The questionnaire will be sent out by email and an interview will be arranged at a time that suits the interviewees after consulting them.

Confidentiality and anonymity

You are guaranteed total confidentiality with regard to anything you say, do or write in relation to this research. You will not be expected to disclose anything that may cause you discomfort or and distress. All data will be identified by a fictional name that is only known to the researcher. However the researcher's supervisors and examiners may access the original data on request for educational examination purpose.

Voluntary involvement

You are free to stop the questionnaire or interview and have the right to refuse to answer any questions you do not wish to engage in.

Thank you in advance for your time.

13.7 Appendix G: The Emails

13.7.1 Survey Invitation Email

Dear,

I would like to let you know that I am completing research study in support of my Masters in Librarianship at City University. My study aims to explore the library's role in copyright practice when processing reading lists for Executive Education in UK Higher Education Business Schools.

I believe that academic libraries, particularly in business schools, face greater challenges to provide immaculate service to their Executive Education participants who come with high expectations and demands. Therefore the aim of this research is to investigate libraries involvement of current copyright practices and trends in the provision of reading list in the UK Higher Education Business schools. This will create a better understanding of how the libraries deal with the challenges of high demands and expectations for customer focused services in relation to copyright cleared reading list provision.

I would be most grateful if you could kindly respond to the questionnaire (34 questions) and email back to me on AAA.BBB@CC.DD.ac.uk by 2nd November 2015 if possible. I would like to point out that you are guaranteed total confidentiality and you are not expected to disclose anything you feel you do not want to. If you are not the right person to respond to this questionnaire designed for the library for Executive Education in your institute, please pass this email to the relevant librarian/ library.

Please feel free to contact me if you have any enquires relating to my research. If you prefer answering over the phone or speaking to me in person, please email me. I am happy to arrange it. Thank you in advance for your time and effort.

Many thanks,

Hannie

13.7.2 Chase up Email

Dear,

Sorry to bother you but this is a gentle reminder to ask you to return your answers to my questionnaire. Your feedback is invaluable to my research. If you and your library do not support Executive Education, please kindly email me advising me of this as it will also be regarded as important data.

Thank you once again for your time and assistance. I look forward to hearing from you in the near future.

Many thanks,

Hannie