Introducing intellectual property and fair use to Columbia College Chicago’s artists and scholars

Proposal for
a collaboration among the Columbia College Chicago Library, the Department of English, and the Provost’s Office to create faculty development resources and online teaching materials about intellectual property and fair use

Submitted to
Library Fellows Committee
Ames Hawkins, Associate Provost for Faculty Research and Development
Ken Daley, Chair, Department of English

Submitted by
Pegeen Reichert Powell, Director of the Program in Writing and Rhetoric

Purpose and Goals

While intellectual property and fair use have been concerns for centuries, digital technologies make these issues widely relevant as more artists and authors create and circulate content online: from YouTube videos to feature films, and from Instagram posts to photography. As an art and media school, Columbia College Chicago has a special responsibility to educate faculty and students so they can both understand their rights as creators and use other people’s work ethically and legally.

To that end, we request $500 for each of four faculty from the CCC Library and the Department of English who will create faculty development resources and online teaching materials about intellectual property and fair use. (See “Funding” below for details about the financial request.)

The team’s work would have two overlapping audiences. The primary audience is faculty across the college and the secondary audience is faculty in the Program in Writing and Rhetoric (PWR). The secondary audience, as a microcosm of the first, can provide useful feedback before circulating the materials more broadly.

Because issues surrounding intellectual property and fair use are relevant in all creative fields, and indeed in all personal, social, and civic communication, the work this team proposes to do is relevant to faculty across the college in their multiple roles as artists, scholars, and teachers. The team would provide a written overview that frames the issues
for CCC faculty, and they would identify resources that faculty might access on their own to familiarize themselves with these issues. The team will also create online course content that instructors could use if they choose to introduce these issues in their own courses.

The work the team does can be circulated across the college in a couple of ways—through the Provost’s office and the library. We propose to work with Ames Hawkins to circulate the resources and content to the college community via the Provost’s website. The library could also make use of the work the team does both in their outreach to faculty across the college, as well as in their instructional sessions with students.

Specifically, the team will provide Ames and the library with the following:

- A brief written overview of the issues, identifying what’s at stake for faculty and students in the 21st century
- Five resources (previously published articles, videos, etc.) that introduce faculty to these issues
- Original online course content that faculty members might use in their own courses

Furthermore, the team would be available to run a faculty development session if Ames chooses to offer one on this topic in May 2018.

The secondary audience for the work this team does is the faculty in the PWR. PWR faculty will be expected to raise issues surrounding intellectual property and fair use with their students as part of the revised WRII curriculum; specifically, one of the proposed learning outcomes for the revised course is for students to “understand fair use and intellectual property rights and use others’ work ethically and legally.” These issues are also relevant to the work that instructors do in WRI, especially when introducing the concept of remix. Because WRI and WRII are required of all students at Columbia, these courses are a useful site for introducing these issues to students. In addition to the materials that the team provides Ames and the library, in order to prepare PWR faculty to teach these issues, the team will provide the PWR the following:

- An outline of a faculty development session focused specifically on intellectual property and fair use (possibly including some of the resources provided to Ames)
- A suggestion for one or two texts to include in Key Concepts in Writing and Rhetoric for students to read in WRI and/or WRII (these may be from among the resources intended for faculty development)
- The online course content that faculty members might use in their own courses (this can be the same course content provided to Ames)
As a subset of the CCC faculty at large and as a group of instructors who deal with students from across the college, the PWR faculty can provide useful feedback to the team about what works and what doesn’t. If anything needs further revision before being distributed to the wider college audience, the proposed timeline (see below) takes that into account.

**Learning outcomes, sustainability, and replication**

The learning outcome for the project is to introduce CCC artists and scholars, both faculty and students, to issues surrounding fair use and intellectual property, so that they are in a position to understand their own rights as creators and use others’ work ethically and legally.

By curating a collection of resources and developing online course content, the team can create ongoing opportunities for faculty to teach themselves, and subsequently teach their students, about these issues. The faculty development can happen on an individual basis (faculty can have access to the materials on the Provost’s website) or in group settings (through the library or in faculty development sessions in specific programs like the PWR). The online course content can support faculty as they attempt to bring these issues to their own courses.

**Team**

From the CCC library:  Maryam Fakouri

From the Department of English:  Kathie Bergquist  
Jennie Fauls  
Ryan Trauman

The team will consult with Ames Hawkins to make their work available to the college community.

**Funding**

We request $500 for each of the four team members, from the following:

- $500 from the Department of English
- $500 from the Provost’s Office
- $1,000 from the CCC Library, as part of their Library Fellows program
### Implementation plan/Timeline

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Dates</th>
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<tbody>
<tr>
<td>• Identify faculty development resources</td>
<td>Spring and summer 2017</td>
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<tr>
<td>• Develop online course content</td>
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<tr>
<td>• Write overview of issues</td>
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<tr>
<td>• Create outline for faculty development session for PWR</td>
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<tr>
<td>Deliver materials to Ames</td>
<td>August 1, 2017</td>
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<tr>
<td>Lead faculty development sessions in PWR</td>
<td>Fall 2017</td>
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<td>Conduct assessment in WRII sections</td>
<td>November 2017</td>
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<tr>
<td>Deliver materials and final report to the library</td>
<td>December 2017</td>
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<tr>
<td>Lead faculty development sessions in PWR</td>
<td>Spring 2017</td>
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<tr>
<td>Identify text(s) for Key Concepts</td>
<td>May 2018</td>
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<tr>
<td>Lead faculty development session for faculty across the college (tentative)</td>
<td>May 2018</td>
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### Assessment

The team will develop a plan by which students in 2-4 sections of WRII will be interviewed (as a class) about the students’ familiarity with the topics before the class and their understanding afterward. The interview will also try to determine what questions the students still have about these issues that they would have liked to be addressed. The team will decide whether or not a brief survey instrument will also be used to supplement the interview data.