Academics' experience of copyright: A case study of teaching at the University of Greenwich

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ABSTRACT

Purpose To obtain a snapshot of attitudes and comprehension of University of Greenwich (UoG) academics towards copyright and the impact of same on their teaching, complementing this with a survey of the experience of academic librarians (ALs) throughout the United Kingdom (UK) when dealing with faculty and copyright.

Design/methodology/approach Two questionnaires were created and circulated to capture information from two sampled groups: UoG academic staff and UK-wide ALs. 55 responses were received to the questionnaire distributed to the former, and 83 responses were received to the questionnaire distributed to the latter.

Findings The majority of UoG academics believed they possessed a fair, or better than fair, understanding of copyright, with numerous respondents self-taught on the subject. Nevertheless, a significant number thought they might have broken copyright when teaching, whilst also revealing the belief that copyright was a limitation on their teaching. The AL survey suggested an average comprehension of copyright amongst academics, whilst noting that some of the latter felt a degree of antipathy towards copyright.

Originality/value Although focused on a single institution, the study implies that copyright instruction for academic staff needs to be substantially improved, and suggests the need for greater visibility of training programmes.

Keywords Academic libraries, Copyright, University of Greenwich, University staff, University teaching

Article classification Research paper.

INTRODUCTION

Copyright is a legal right that ensures an individual's or an organisation's intellectual property (IP) is protected from unlawful duplication or adaptation of their work. In the United Kingdom (UK), this right is enshrined in the 1998 Copyright, Designs and Patents Act. With the proliferation of various online sources and resources potentially available for teaching and study, and with the UK's recent significant reforms of copyright legislation (Intellectual Property Office, 2014), awareness and understanding of copyright has never been more relevant and important. This is especially true for higher education institutions (hereafter HEIs), all of which adhere to UK copyright law through the purchase of licences that allow material they have paid

for to be used legally in teaching and learning. Examples of such licences are those of the Copyright Licencing Agency (no date), of the Educational Recording Agency (2017), and of the publishers of the many electronic journals and bibliographic databases to which universities subscribe (JISC, 2014).

Given the importance of copyright, it is of little surprise that there is an extensive literature relating to its use in HEIs. Some of this relates to the copyrighting of research (e.g., Gadd, 2017), but the focus here is on its relationship to teaching, where the majority of this literature examines copyright attitudes and instruction from two viewpoints, *viz* students and academic librarians (hereafter ALs). Students comprise the group that, in theory at least, are most likely to need copyright instruction (Czerniewicz, 2016; Intellectual Property Office and National Union of Students, 2013; Muriel-Torrado and Fernández-Molina, 2015; Ovalle and Doty, 2011); ALs, conversely, are the group most likely to provide such instruction (Charbonneau and Priehs, 2014; Morrison and Secker, 2015; Rodriguez *et al*., 2014). Less attention has been paid thus far to the understanding and instruction of academic staff. This paper reports a study conducted at the University of Greenwich (hereafter UoG) in the summer of 2017 of the institution's academics, surveying their awareness of copyright, its implementation in their teaching, and assessing the effectiveness of training provided to help them with copyright issues. This survey was complemented by a second survey of academic library staff in the UK, distributed using mail-lists available *via* JiscMail, the UK's national academic mailing list service (at https://www.jiscmail.ac.uk).

LITERATURE REVIEW

As noted above, most of the literature on copyright in HEIs has focussed on students or ALs. Nonetheless, there does exist some work, mostly conducted outside of the UK, that is relevant to the copyright knowledge of academic staff.

Smith *et al*. (2006) looked at the knowledge of health science faculty at two American universities when using copyrighted materials for teaching purposes, and found that 56%[1] of the responding academics had only a limited understanding of copyright law when related to teaching. Çelik and Akcayir (2012) similarly studied copyright perception amongst academics in a Turkish university, finding that whilst awareness of copyright legislation was prevalent, appreciation of its applicability when teaching was less obvious. Only 41% of their surveyed academics responded affirmatively when asked if they fully knew the meaning or relevance of copyright. 77% of respondents were also unaware or uncertain of their knowledge regarding Creative Commons licences, which provide content generators with a simple, standardised way to grant copyright permissions to their creative work (at https://creativecommons.org/licenses).

Doubleday and Goben's (2016) investigation of knowledge and attitudes towards copyright of faculty staff at North American dental schools showed that the survey participants lacked confidence in the knowledge of their colleagues when compared to their own knowledge. When

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[1] Percentages in the text have all been rounded to integer values

asked about comfort levels in their own knowledge, 51% of respondents regarded themselves as '*somewhat comfortable*', this despite an overwhelming 88% agreeing or strongly agreeing with the statement '*sometimes I am confused about whether I am violating copyright and fair use laws or not*'. In like vein, Sims's (2011) detailed report into copyright knowledge of, amongst others, library staff, researchers and, of relevance here, instructors, at one American university revealed that the majority of respondents considered themselves as having as much knowledge as most of their colleagues. However, as with Doubleday and Goben (2016), when focusing on self-assessment, Sims's study found substantial gaps in copyright knowledge, with little understanding of the basic principles of copyright law as well as confusion over classroom practice.

Following reforms to Spanish copyright law, Fernández-Molina *et al*. (2011) uncovered significant shortcomings in the knowledge of copyright and e-learning amongst faculty at a Spanish university. Whilst the authors acknowledged the complexity of these legislative reforms relating to copyright exemptions (which, in brief, are beneficial for face-to-face learning, yet highly restrictive for online teaching), they point out that 82% of the surveyed professors erroneously believed that both forms of teaching were covered by copyright law. The study by Gilliland and Bradigan (2014) of the types of copyright query received at one American university library highlighted not only the breadth of questions about copyright (e.g., permissions, and 'fair dealing', i.e., the limited use of material in the classroom without the need to obtain permission from the copyright owner), but also the fact that they came overwhelmingly from academic staff.

Other research has made oblique reference to academics and copyright. Ramsey and McCaughey (2012) encouraged professors at US universities to exercise greater copyright control of work constructed for their institutions (lectures, syllabi, teaching materials, etc.), this again indicating a lack of academic understanding regarding IP. Shelly and Jackson's (2012) analysis of contracts of usage for online databases, and the content within said databases, by Australian academics suggests that the latter may be breaching contractual agreements when these databases are used in teaching. Although not specifically investigating academics, it is nonetheless worth mentioning a UK survey that focused on copyright and university researchers (JISC and British Library, 2012), a group containing very many faculty academics. The findings of this study uncovered evidence of a general lack of clarity and understanding about copyright amongst these researchers at UK HEIs.

There have also been several reports of instructional programmes focused solely on academic staff, as against those that consider staff and students as a homogeneous group with analogous needs (e.g. Nilsson, 2016; Reeves, 2015). Thus, a study by Di Valentino (2015) of faculty-level appreciation of copyright and its effect on teaching provision at Canadian universities found that faculty awareness of their universities' copyright policies and guidelines was high (just over 90%). However, in institutions that offered copyright training, 40% of faculty staff admitted they were unaware of it; and of the 60% who did know of its existence, only a third had attended. Despite this, 95% of those that did attend stated their copyright knowledge had been somewhat or greatly improved. Conversely, the survey by Smith *et al*. (2006) of two American universities,

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one of which ran an educational copyright programme for its faculty, showed negligible differences in copyright understanding between staff of the two institutions. Smith *et al*. further noted the simultaneous tension between faculty appetite for further/better copyright instruction (51%), and opposition to this being made obligatory given the limited time available for staff to accommodate the training. Duncan *et al*. (2013) also found that consideration of copyright issues can be marginalised, given the amount of time academics require for research and teaching. However, that is not to say academics want to continue in ignorance, with Duncan *et al*. noting academics as having high levels of interest in their institution informing them of how copyright affects their teaching.

The cited materials therefore suggest that the copyright knowledge of academics is often limited, and that institutional training programmes to rectify these limitations are not consistently successful.

METHODOLGY

The initial impetus for the study reported here was the establishment at the UoG in autumn 2015 of the new post of Copyright Librarian (hereafter CL). This role is dedicated to the provision of copyright instruction at the UoG. Part of the CL's initial remit was to create a new training course and accompanying webpages aimed at academic staff about what is permissible under copyright when teaching. This study hence had the following objectives: to investigate current understandings of copyright principles at the UoG; to investigate where or how these perceptions and understandings had been gained; to investigate the extent of copyright compliance of academics when teaching; to discover the impact of the new copyright training programme at the UoG; and to examine the experience of UK ALs dealing with copyright transactions with academics.

The project was designed around two surveys. The first was of academic staff at the UoG, with the aim of obtaining a detailed understanding of the situation within a single institution; this survey was complemented by a semi-structured interview with the new UoG CL. The second survey was of ALs in HEIs throughout the UK, with the aim of obtaining their views on their institution's faculty involvement with copyright issues, as their workings with teaching staff placed them in a good position to offer informative insights into how academics perceived copyright (therefore providing a check on the more detailed findings from the UoG survey). The expectation was that a sketch of copyright perceptions and understanding at the UoG, and possibly other UK HE institutions, would emerge from these surveys. Both full surveys are included in the dissertation by Chauhan (2017) (at https://dagda.shef.ac.uk/dispub/dissertations/2016-17/External/Vikee_Chauhan.pdf).

Questions for each survey were devised following the completion of much of the literature review, thereby providing a grounding in key issues covered by previous work, as well as an idea of areas not yet touched upon. As such, the wording for the questions posed whilst largely self-devised, did draw influence from these previous studies (e.g. Di Valentino, 2015;

Doubleday and Goben, 2016; Smith *et al*, 2006).   Following drafting and refinement, the surveys were tested and critiqued before distribution to their target groups. Broadly speaking, the questions developed for the survey of UoG academics were structured and clustered in such a way as to have respondents progress through loosely 'themed' sections. These sections would allow participants to offer self-evaluative responses about their engagement with copyright (in relation to their teaching); their competency with copyright (again, in relation to their teaching); the value they place upon the concept of copyright; and their awareness of key aspects of copyright. In turn, a sizeable part of the questions posed to the ALs focussed on their copyright encounters with academics at their institutions, aiming to draw out these ALs own feelings and thoughts about their academic colleagues and this group's relationship with copyright.

The surveys were constructed using the Bristol Online Survey (now the Jisc Online Surveys) tool. As stated, the questionnaires were developed on the basis of topics noted during the literature review stage of the dissertation project, and then piloted by academic and AL colleagues at the UoG. The survey for UoG academics was distributed by AL colleagues who were able to access internal departmental mailing lists for the university departments that they represented. The survey for ALs was distributed *via* JiscMail, which is the UK's biggest educational and research email discussion list community. The following four JiscMail lists were used: LIS-Link@jiscmail.ac.uk (a platform for general discussion on library and information science); LIS-Copyseek@jiscmail.ac.uk (a platform for copyright discussion); LIS-ARLG@jiscmail.ac.uk (a platform to communicate with other Academic and Research Libraries Group members on issues affecting the sector); and LIS-Infoliteracy@jismail.ac.uk (a platform to discuss the teaching of information literacy, of which copyright is a crucial part). Finally, the study was approved by the University of Sheffield Information School ethics committee.
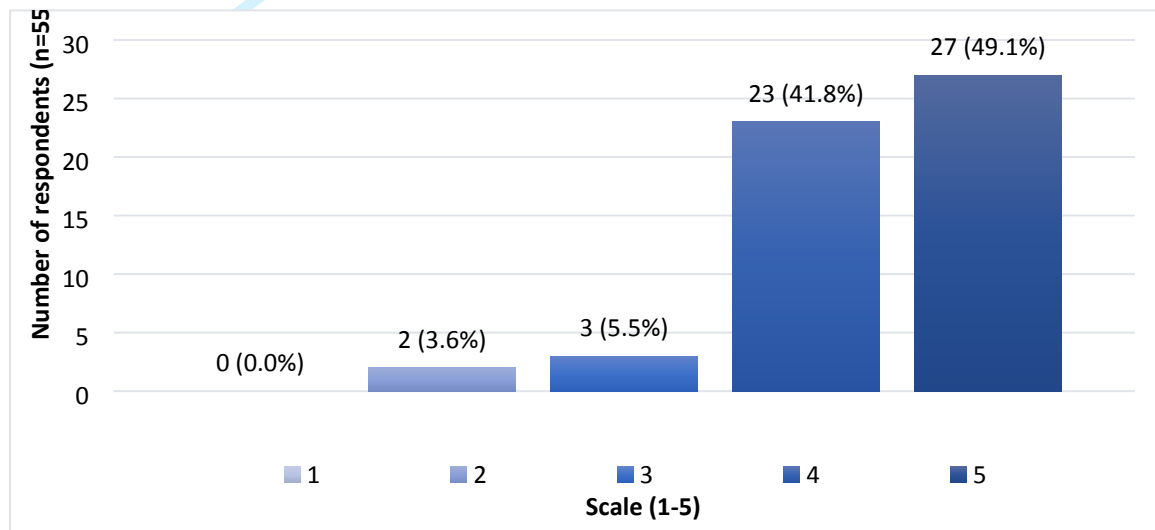
RESULTS

The survey for academics at the UoG comprised 22 questions, 19 being mandatory and three optional. Ten questions utilised the Likert-scale approach to determine participant views and actions relating to copyright at the UoG. Five questions were dichotomous, and four were multiple choice. Two questions requested demographic information, whilst one other required respondents to provide time-specific information. Following distribution *via* the ALs responsible for each of the UoG's departments, a total of 55 responses to the questionnaire were received from academics in 16 different departments. This total corresponds to less than 7% of the 817 teaching staff across all of the UoG's faculties when the survey was conducted, a figure that could, in itself, be viewed as noteworthy as to the extent of academic involvement with copyright issues.

Questions 1 and 2 in the survey gathered demographic information of UoG academics, specifically position and department. A broad range of staff with teaching responsibilities responded, ranging from a 'Head of Department' to a 'Research/PhD student', with the greatest number, 23 out of 55, coming from academics holding the position of 'Lecturer', suggesting a solid set of responses were from staff members with regular teaching responsibilities. Regarding subject specialties, the greatest number of replies (eight) came from the Adult Nursing and

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Paramedic Science department, with Engineering Science and Law both providing seven responses. Unfortunately, no responses were received from some of the institution's departments.

Several of the questions addressed directly the copyright capabilities of UoG staff, and the responses to three of these questions are summarised in Figures 1-3 below. While no fewer than 91% of the respondents (comprising the two right-hand columns in the bar-chart shown in Figure 1) recognised the importance of copyright compliance (Figure 1), only one-third felt that they had above-average knowledge of copyright (Figure 2), and still fewer felt competent enough to answer questions about the topic (Figure 3).

Figure 1. On a scale of 1-5 (1=not at all, and 5=very), how important would you consider copyright compliance to be?
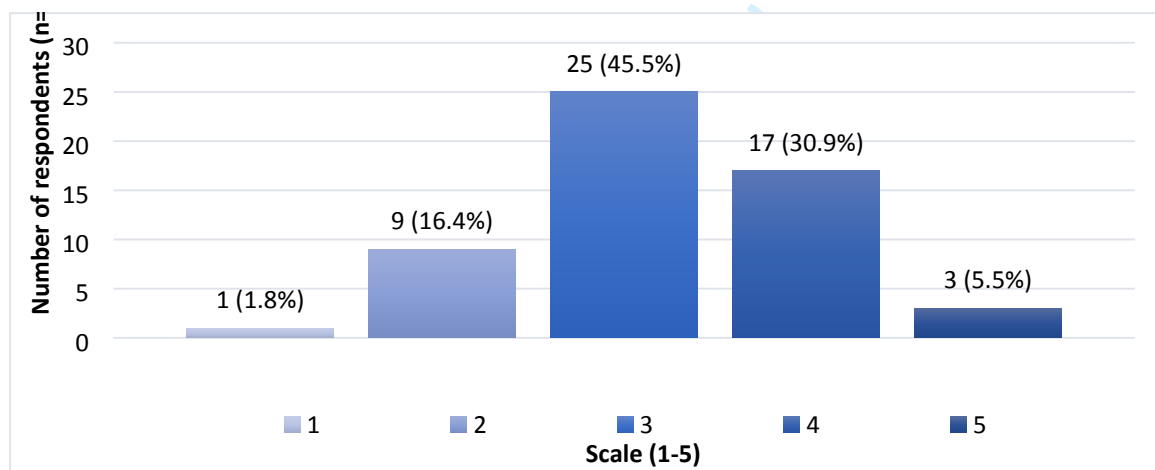
Figure 2. On a scale of 1-5 (1=not at all, and 5=very), how knowledgeable would you consider yourself to be on the topic of copyright?
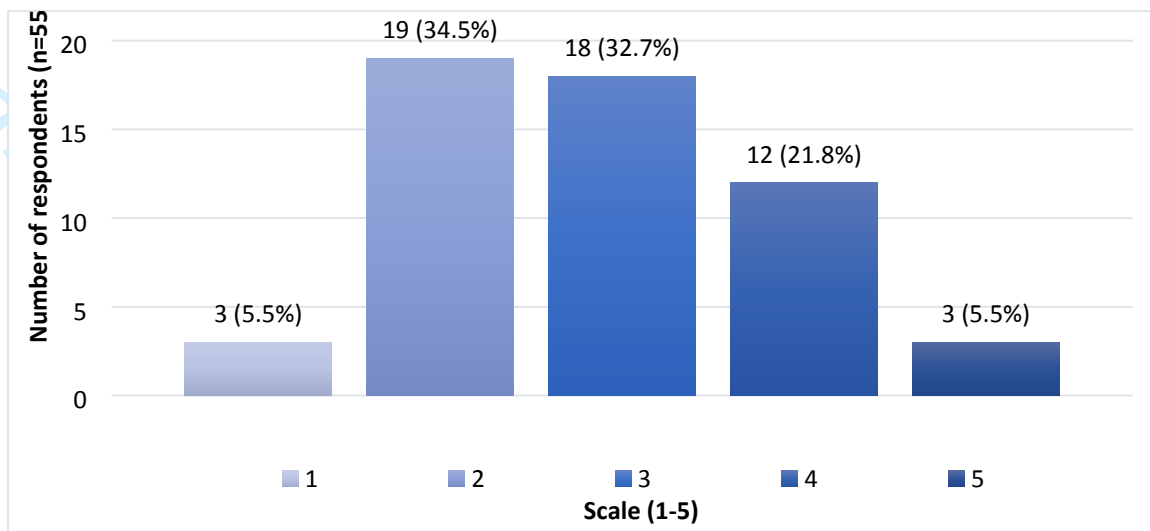
Figure 3. On a scale of 1-5 (1=not at all, and 5=very), how confident would you consider yourself to be in answering questions about copyright?

Other questions in this section asked where academics had gained their knowledge of copyright, and where/when they had attended copyright training sessions. The three most popular sources of information were 'Self-Taught', and then 'Librarian(s)' followed by 'Colleagues', with the second of these being encouraging, from the library service's perspective at least, and in agreement with much of the literature discussed previously. It was disappointing (though perhaps not surprising given the 'Self-Taught' response) to find that 56% of the respondents had never attended any formal training, with the next largest response (16%) coming from those who had done so over three years ago, and with only 13% having received any training in the last year. One reason for this was the finding from a subsequent question that 71% of respondents were unaware that the UoG offered any formal copyright training. This despite the fact that the institution had been running copyright workshops for two years at the time of the survey, and notwithstanding that 62% of responses to another question felt that copyright instruction at the UoG was adequate or better.

The next set of questions asked respondents about copyright in relation to their teaching activities. Figure 4 summarises the academics' responses about their level of concern regarding copyright in producing teaching material, with 65% scoring themselves 4 or above. Thus, almost two-thirds expressed unease about copyright when teaching, a finding that is in line with the responses to another question in this section where 64% felt that copyright legislation limited, rather than enabled, their teaching. Varied results were obtained (as shown in Figure 5) when academics were asked about the extent to which they check whether they follow correct copyright practices when making content available. Positively, 42% scored themselves as 4 or above, in regularly checking for copyright; conversely, 31% seldom or never made such checks. Participants were also asked about the frequency of copyright instruction in their teaching, and Figure 6 shows that no fewer than 64% ranked themselves as 2 or below. This suggests that copyright instruction is an infrequent aspect of UoG academics' teaching, though this is not entirely unexpected given the small numbers of staff that had attended any form of copyright training.
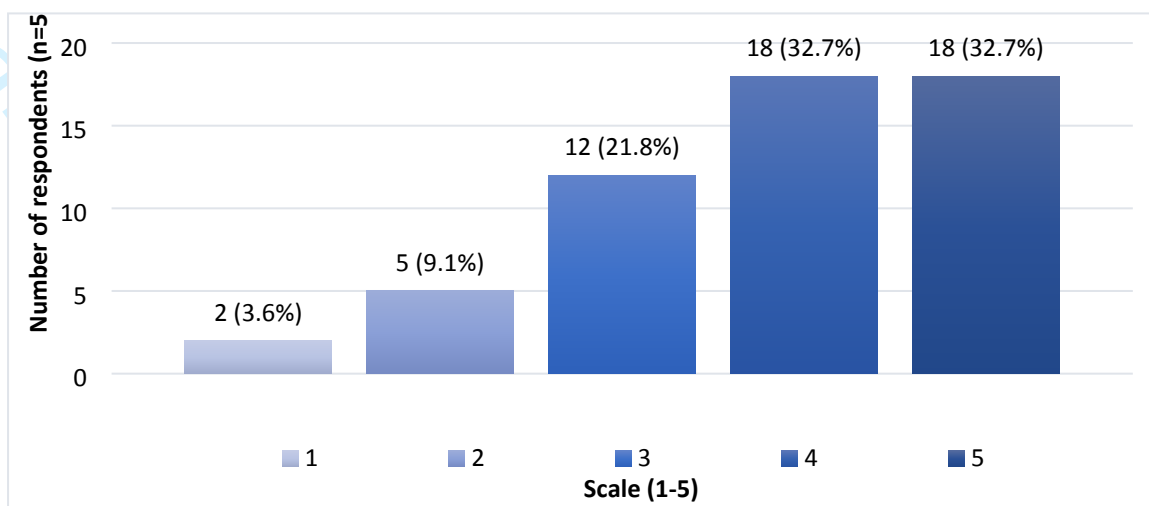
Figure 4. On a scale of 1-5 (1=not at all, and 5=very), how concerned are you about the impact copyright can/does have when producing or making available your teaching material?
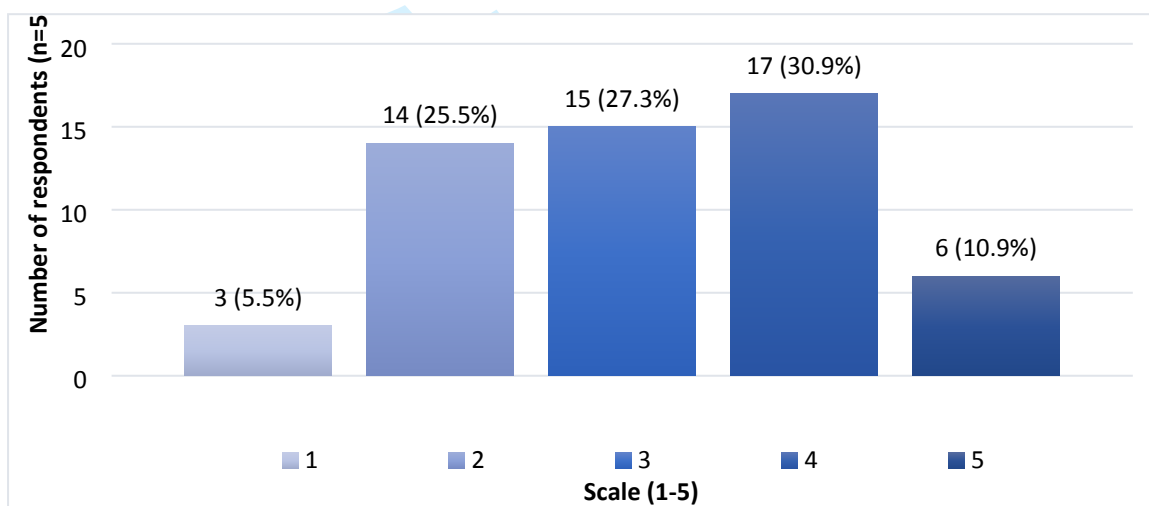

Figure 5. On a scale of 1-5 (1=not at all, and 5=always), how often do you check you are following correct copyright practice before sharing or disseminating content in your teaching?
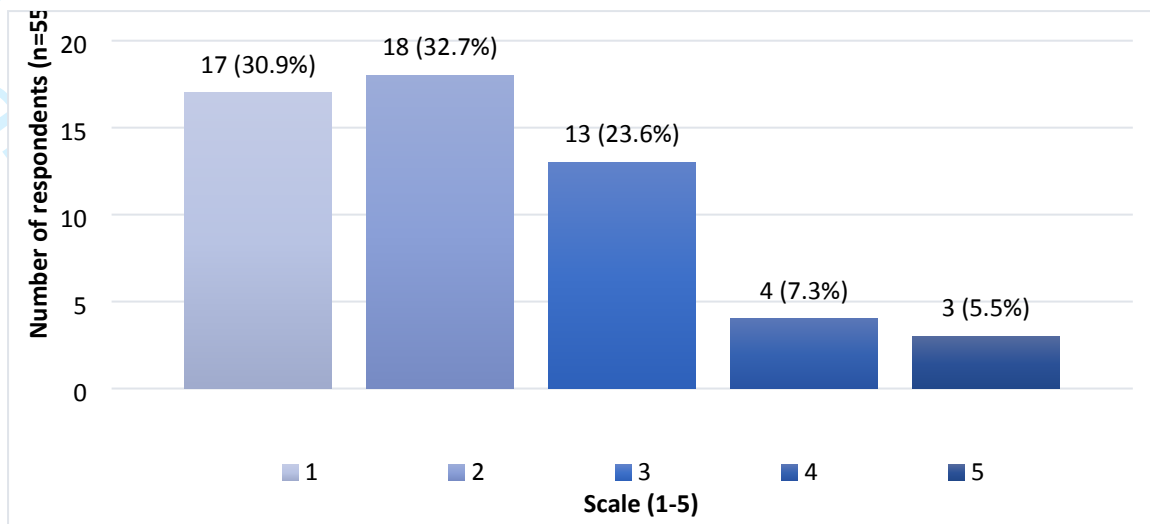
Figure 6. On a scale of 1-5 (1=not at all, and 5=very frequently), how often do you provide copyright instruction?

Three questions addressed academics' familiarity with licensing matters, and revealed only a limited level of knowledge. More academics lacked understanding of the provisions of the CLA license held by the UoG, as compared to those who did understand them. 42% were unaware of the use of Creative Commons licenses in relation to copyright, and 56% were unaware of the concept of fair dealing. Given this level of knowledge, it is somewhat predictable that many academics felt that they might have failed to comply with copyright when teaching. One question directly asked "Do you believe, however inadvertently or mistakenly, you may have broken copyright at some point during your teaching?", with all but one of the 55 participants responding, despite the question being marked as optional given its sensitive nature. No less than 80% answered affirmatively to the question. Two follow-up optional, multiple-choice questions examined how and why participants might have broken copyright. Two very clear reasons were selected from those provided concerning *how* academics believed they may have done so: when 'putting together course material/packs' or when 'uploading copyrighted content onto virtual learning environments [hereafter VLEs]' as shown in Figure 7. As to *why* academics felt they might have been in breach of copyright, Figure 8 shows that the principal reasons were 'unaware, or insufficient understanding of appropriate copyright procedures' and 'lacking in time to check copyright'.

Finally, two questions were posed relating to copyright and students at the UoG. Encouragingly, 78% felt it important or very important that students were made knowledgeable about copyright as shown in Figure 9. Furthermore, librarians were identified as being by far the most appropriate source for providing copyright instruction if this was to be made part of a taught programme (see Figure 10). Interestingly, only 22% suggested teaching staff, though this is not entirely surprising given the level of knowledge and confidence that most of the respondents felt that they possessed.

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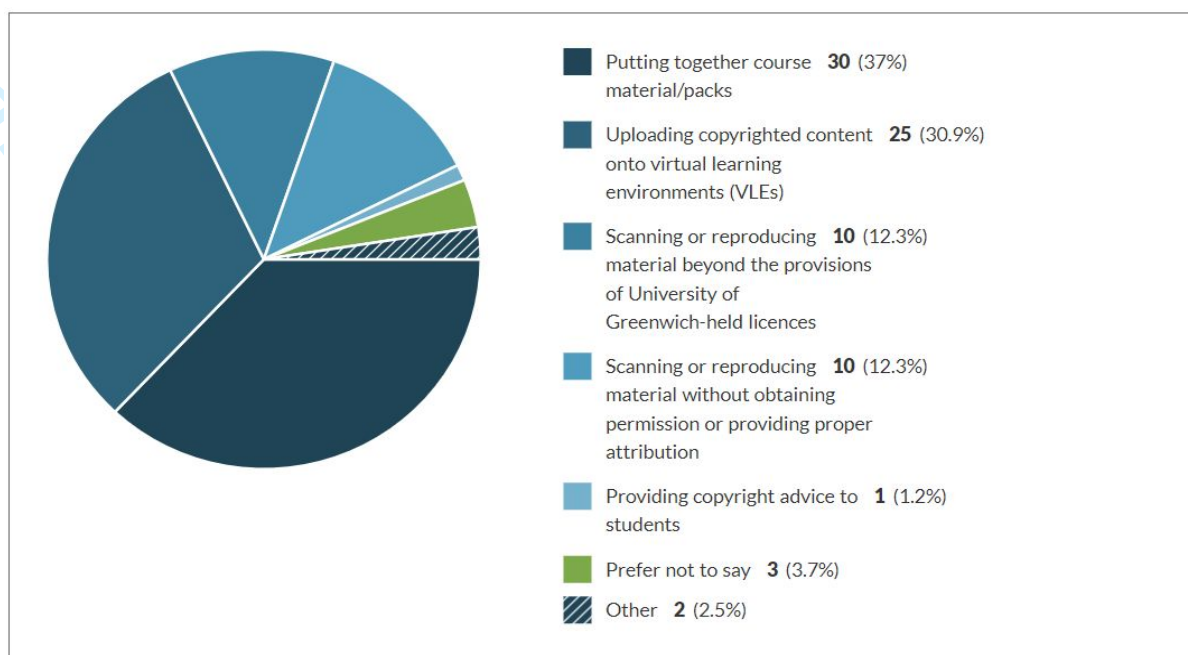44
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Figure 7. How do you believe you may have broken copyright?
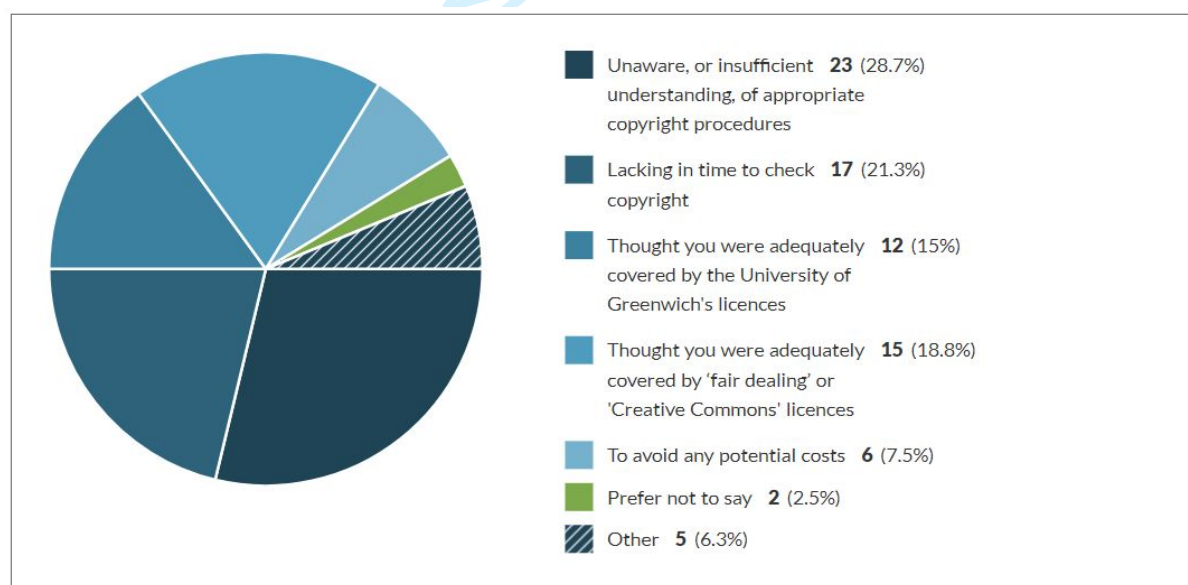

Figure 8. If you believe, however inadvertent or mistakenly, that you may have broken copyright during teaching, why do you believe you might have done so?
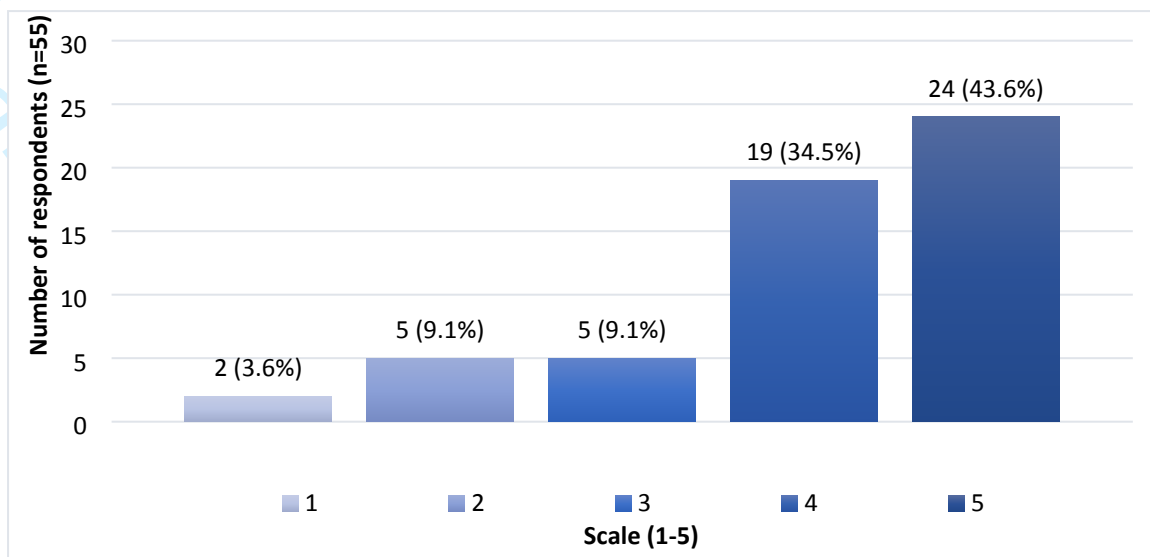
Figure 9. On a scale of 1-5 (1=not at all, and 5=very), how important would you consider that students are made knowledgeable about copyright at UoG?
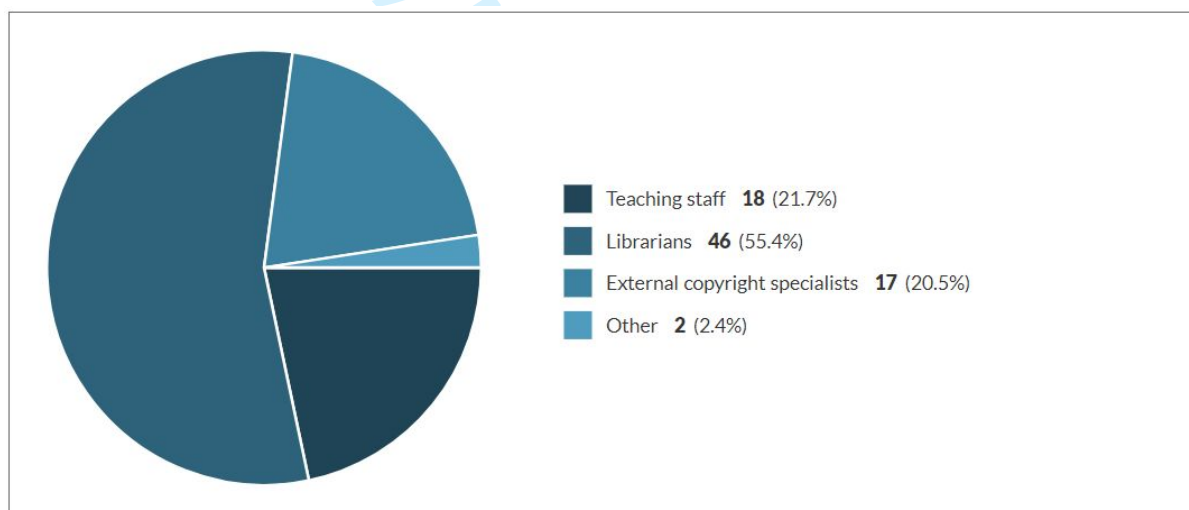

Figure 10. If copyright education for students were to be made a mandatory part of a degree programme at the University of Greenwich, who should deliver it?

The JiscMail survey of ALs comprised nine questions, all being mandatory. Three questions made use of Likert-scale answers, two questions were dichotomous, two were multiple-choice, one requested demographic information, and one required an open-ended response. A total of 83 responses were obtained to the questionnaire, which covered demographic information, the provision of copyright instruction, the AL's perspective of academics and copyright, and copyright education at their institution. The focus here is on the responses to the questions about the ALs' views of the relationship between academics and copyright and their experiences of dealing with copyright queries from academics at their institution (the other responses are analysed by Chauhan (2017)). Before discussing these it is worth noting that while the survey was explicitly aimed at ALs (and indeed the majority of responses were received from this group), many other individuals in non-AL roles also participated (e.g., Digital Library Manager and Copyright Officer, Information Resources Specialist and CLA Licence Co-ordinator,

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Licence and Copyright Compliance Officer, Cataloguing and Metadata Coordinator, and Inter-Library Loans Supervisor *inter alia*). This illustrates the wide range of university staff who may have copyright responsibilities.
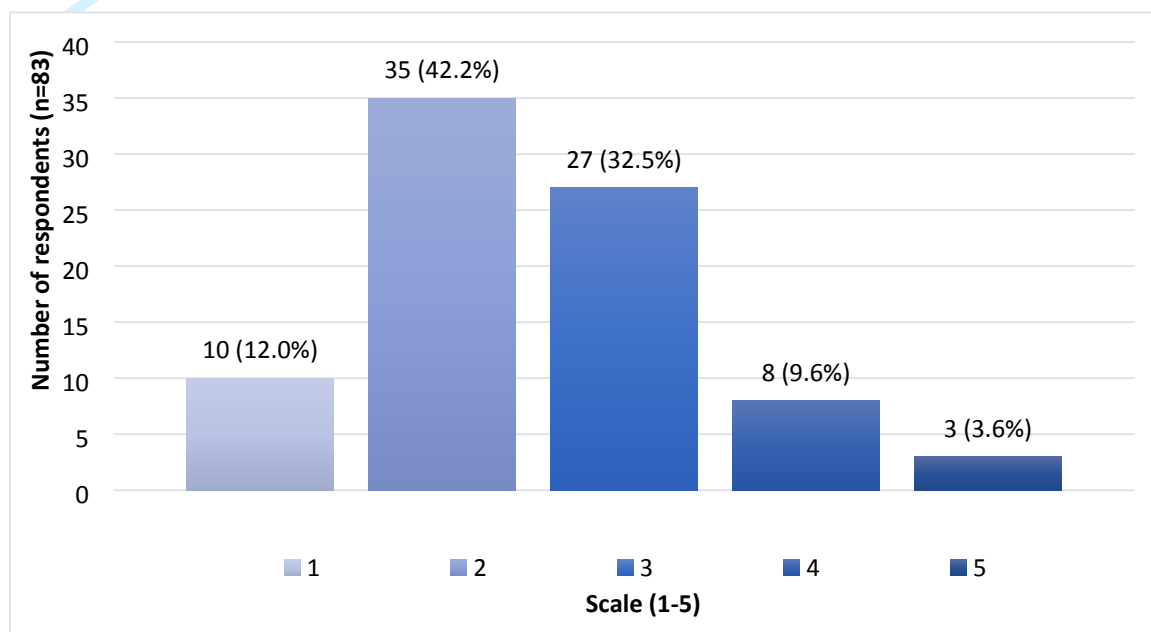

Figure 11. On a scale of 1-5 (1=not at all, and 5=very), how often do academics approach you about matters relating to copyright?
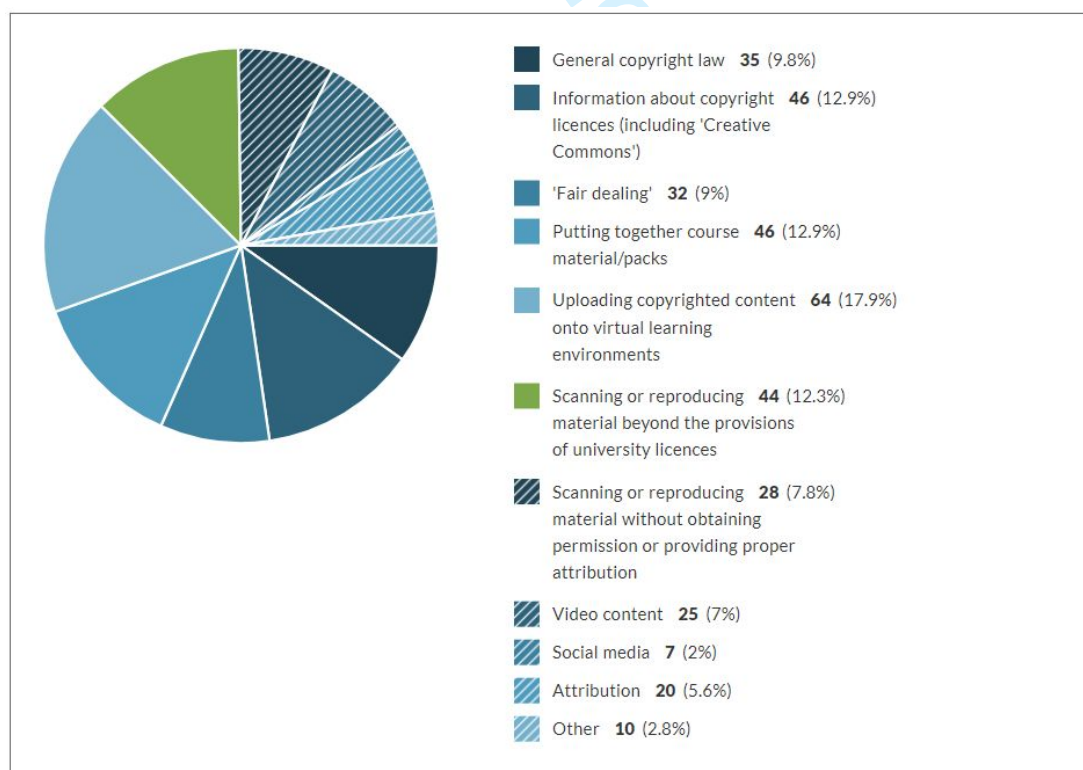

Figure 12. On what area of copyright have you received, or do still receive, queries or questions from academics?
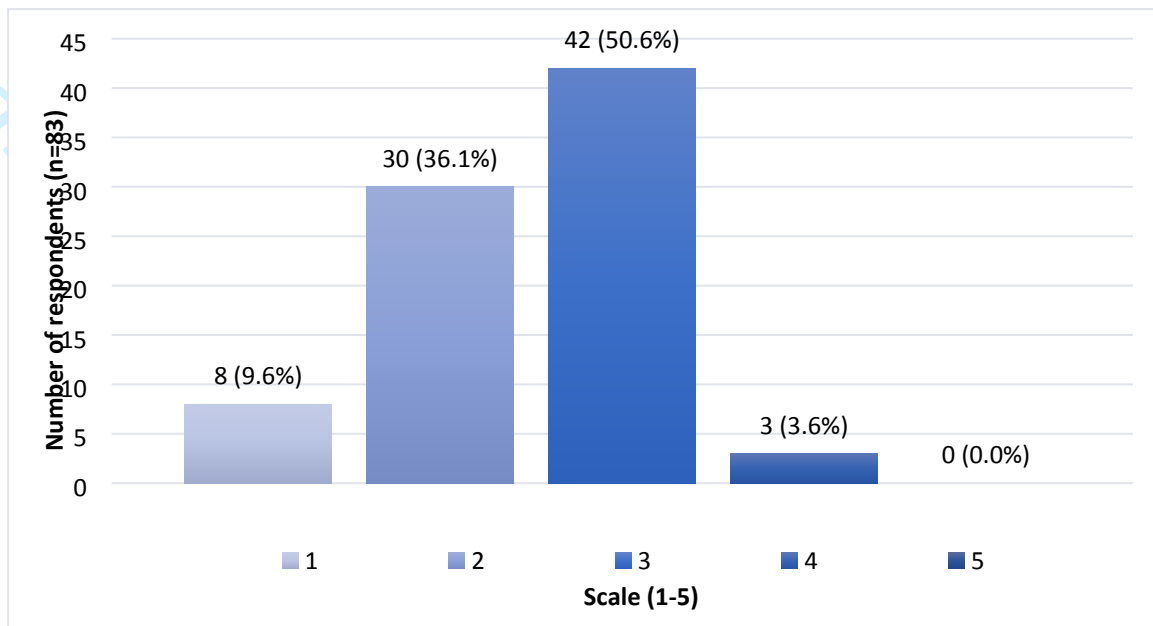
Figure 13. On a scale of 1-5 (1=poor, and 5=excellent), what would you consider the general understanding of copyright to be amongst the academics in the faculty/department you represent?

Participants were asked about the extent to which they receive questions about copyright from academics. As shown in Figure 11, over half ranked the frequency as 2 or below, suggesting that academics rarely contact library staff about matters relating to copyright. Participants were then asked to select from a list of options on which aspects of copyright they receive requests for help from academics. Figure 12 shows that the most common query related to 'uploading copyrighted content onto virtual learning environments', with substantial numbers of enquiries also noted for 'information about copyright licence (including Creative Commons)', 'putting together course material/packs' and 'scanning or reproducing material beyond the provisions of university licences'. The respondents also rated the level of copyright understanding they felt academics had (or exhibited), based on their interactions with them. The majority rank was 3, as given by 51% of participants, followed by the 36% who selected 2 as shown in Figure 13, suggesting a widely held view that academic understanding was fair at best.

An open-ended question asked the participants to comment upon the perceptions and feelings towards copyright of academics in relation to their teaching. Each of the 82 usable responses was initially placed under a general category of whether it was 'positive' in its assessment of academic perceptions (10 responses), 'negative' (42 responses), or 'mixed' (i.e. containing elements of both 'positive' and 'negative' appraisal, 30 responses). From this initial grouping, the prevailing view is clearly one of marked pessimism.

Examination of these 82 responses identified a range of broad themes, the most prevalent of which were comments on the understanding and awareness of copyright within the academic community at their institution. Of the 48 responses that were assigned this theme, the seven 'positive' comments included '...*generally a high level of awareness that copyright is important and that material that is being made openly available needs to be checked carefully*'

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and '*Academics are becoming increasingly aware of the requirements of copyright law and the licences governing our use of electronic materials*'. Many of the 26 'mixed' responses highlighted the variation in understanding of copyright at their institution, e.g., '*...many are aware that there are copyright laws and know the basics but a few seem oblivious...*' and '*Some are scrupulous in their application of the law... Most, however, appear to be genuinely ignorant of its existence and/or application*'. The responses that were wholly 'negative' in their assessment, included comments such as '*There is little understanding of the difference between downloading something for personal use and uploading into a VLE for students to see*' and (the bluntly succinct) '*They just don't get it*'.

The second most common theme, with 41 responses, related to the feelings and attitudes of academics regarding copyright. There were just four wholly 'positive' responses, including being '*pretty confident*', '*not overly concerned... we are all working within copyright law*' and '*pretty clued up*'. There were 13 'mixed' responses, with many of these being quite equivocal in tone, e.g., '*my department certainly respects copyright as a concept*', '*some take it seriously*', and '*all well and good unless it affects provision of resources*'. However, the majority of the respondents believed that academics feel or react negatively to aspects of copyright, e.g., '*frustrating*', '*inconvenient*', and '*an encumbrance*'.

Several causes were noted as underlying these negative attitudes. Foremost was the belief that copyright acted as an inhibitor, i.e., something that was a barrier to academic teaching and that limits what academics can do in the utilisation of material. There were 15 responses for this theme, none of them in the 'positive' category, e.g., '*...something which gets in the way of teaching...*', and '*Many academics feel that copyright prevents them from educational use of material and hinders their work*'. A further ten responses, again none of them 'positive', formed a theme suggesting that academics think that teaching should, or indeed does, take precedence over copyright, when using material, e.g., '*...copyright law shouldn't apply to teaching... Not as important as actually teaching*' and '*The prevailing attitude seems to be that they should be allowed to put whatever they want onto the VLE*'. Some of the responses indicated a belief amongst at least some academics that they will not fall foul of copyright if they use material for academic purposes, e.g., '*...they think that copyright restrictions don't apply in educational contexts*' and '*...if you are using material for "educational purposes" you can reuse anything*'.

Worryingly, the third most common theme with 17 responses, and again, none of them 'positive', related to the possibility that some academic staff may knowingly infringe copyright whilst teaching, e.g., '*I suspect... some academics turn a blind eye to things they know or suspect are "dodgy"*', '*Sometimes there's a feeling that "everyone does this" and that everything balances out as their intellectual property is freely reused by others too*', and that academics '*understand their* [sic] *may be repercussions for infringement but do not consider them enough to be a deterrent during the normal course of business*'.

Ten responses touched on the relationship between academics and librarians when discussing copyright. Some of these comments were positive, e.g., '*...grateful for someone else to know*

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the detail and advise' and '*…glad of any library advice',* but this was by no means always the case, e.g., '*…the library is deliberately being difficult, though when you explain our restrictions and that it is the law they understand largely'*, '*When we ask academcs* [sic] *to remove material that is in contravention of copyright, the response is usually one of disbelief - we are seen as the enforcers of a very unpopular system'*, and '*They are frustrated when I tell them the scanning/copying limits and that they can only make small amounts of texts available to students: "but I wrote it", "my friend gave me a copy", "but we've already paid for the book" etc.'*.

Other, less common themes in the responses included academics' levels of interest in copyright (e.g., '*Copyright is very low on the radar of most academics…*' and '*Most academics either don't give it a thought or don't deem it important…*') and the academic experience of copyright in relation to their teaching as against their personal research activities (e.g., '*They don't understand about crediting sources, which is crazy for a bunch of people who have to do that for academic papers*' and '*I think that a healthy proportion of academics consider copyright to be vital when thinking or their own research output, and a frustrating barrier when thinking of the copyright of other academics and publishers*').

DISCUSSION AND CONCLUSIONS

The great majority (82%) of UoG academics believed that they possessed a fair knowledge (46%) or better (36%) of copyright. However, it must be remembered that not only was the sample small but also that it was self-selected, and it hence seems reasonable to assume that the respondents are more likely to have an interest in the subject than UoG academics in general. Moreover, this self-perception was not translated into confidence in their abilities to answer copyright-related queries. Also, the heartening finding that copyright compliance for the overwhelming majority was something to be adhered to is at variance with the 80% of academics who believed they might have infringed copyright whilst teaching. Finally, from the experience of running copyright workshops for UoG academics, the CL at the institution stated that *'because of the questions they bring to the workshop… I think there is a lack of basic basic* [sic] *understanding'*.

In the survey of AL staff, 51% deemed comprehension as being adequate when asked about their perception of academics' understanding of copyright at their institution. This figure corresponds to that reported by Doubleday and Goben (2016) for academics reporting themselves as being 'somewhat comfortable' with their knowledge of copyright. It should also be noted that the results of both the UoG and AL surveys compare favourably with the results reported in several other studies of academic staff (Çelik and Akcayir, 2012; Fernández-Molina *et al*., 2011; Sims, 2011; Smith *et al*. 2006).

Copyright non-compliance at the UoG was revealed as arising most frequently when constructing course materials for student consumption or when making content available through the institution's VLE. These two areas also formed the basis for the most frequent queries received by surveyed ALs. Virtual teaching spaces, in particular, can perhaps appear to be obscure, only

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semi-regulated environments when it comes to copyright, where material can be uploaded or removed quickly without the requisite legal compliance or appropriate checks. With the vast majority of course materials for UoG students located in its VLE (a situation that may well be replicated at many other UK HEIs), tackling issues surrounding the proper and correct usage of VLEs within a copyright context seems necessary and not just at the UoG.

A lack of awareness or understanding of the appropriate procedures was the foremost reason provided as to why UoG academics felt that they might have broken copyright, whilst time-deficiencies in checking copyright compliance also figured highly. Anecdotal comments by some ALs suggested that potential copyright infringement by academic staff was not an issue confined to the UoG, with some instances of it possibly being academics operating in ignorance of the law (and, therefore, needing education), or, more alarmingly, working with awareness of copyright but choosing to ignore it. Taken at face value, such comments from a group with a potentially significant involvement in copyright instruction would imply that there is much work to be done for librarians and academics sector-wide in enhancing the latter's comprehension and application of copyright. However, further research into academics' attitudes towards, and application of, copyright, *directly* with academics themselves would undoubtedly lead to a better understanding of their current levels of knowledge, especially in the UK. Such research may even incorporate the views of academics themselves on how to rectify any copyright deficiencies or improve copyright instruction, as often prescribed by a library service. This would be a shift from some of the literature previously outlined which, unsurprisingly, can emphasise the library's viewpoint of copyright training, instead, learning more about academics' regard for what they receive as copyright support.

The survey of UoG academics did not ask whether they had intentionally disregarded copyright, and, as a result, it is not possible to determine the extent of any deliberate contravention, though it is perhaps worth noting that 64% of academics stated that copyright acted as a limitation upon their teaching. Similar views were expressed in the open-ended AL responses, with ten of these suggesting that academics at their institution felt teaching should override copyright considerations, a view that is in line with the study by Çelik and Akcayir (2012) of Turkish academics. Given that checking copyright adherence when carrying out their teaching was not a consistent exercise for UoG academics, and allied with limited understanding of the punitive measures that may ensue if breaking copyright, perhaps breaching copyright seems the 'easier', as opposed to the 'safer' (though possibly more time-consuming), option of checking one is operating in accordance with copyright.

Staff training is the obvious way to enhance staff awareness of copyright issues, and this was correspondingly one of the main functions of the training course established by the new CL at UoG in 2016. Written feedback obtained from academics after the course was, according to the CL, '*very positive*', with attendees having '*left the room with more knowledge than they have brought in*', and academics with a prior knowledge of copyright who attended these sessions were '*reassured that they knew what they were doing*'. The CL also noted the large number of attendees at the sessions when compared to other centrally organised staff development sessions at UoG. However, in response to a question about copyright training 56% of UoG academics

said that they had never had any such training, and another 16% that they had attended training more than three years previously (i.e., before the creation of the new UoG training course). It is hence clear that this course is currently failing to penetrate the academic community as might have been anticipated, especially when only 29% claimed awareness of the course's existence despite its extensive advertising within the university. As a comparison, this was less than the 40% of faculty staff aware of copyright training at their institution in Di Valentino's (2015) survey. Promotional activity was also identified as an issue in a study by Zerkee (2016) of copyright administrators at Canadian universities, finding that many felt that publicity for training opportunities offered by their respective institutions was insufficient in attracting academics.

Evidently, work needs to be done in getting the existence and benefits of these workshops out to its target audience. Given an apparent lack of official copyright training prior to that devised by the CL at the UoG, as well as a lack of awareness of this available instruction, it is perhaps no surprise that the largest response (51%) to a question rating the provision of copyright training at the UoG was only 'fair'. This figure is almost identical to the 49% 'fair' response to the same question in the AL survey, with still more negative responses evident in the surveys by Çelik and Akcayir (2012) and Doubleday and Goben (2016).

Clearly, there are challenges for key stakeholders in the sector looking at ensuring compliance with copyright law. As the findings from this study have shown, copyright can be bound up in confusion and negativity in the minds of academics. For those involved in copyright education at UK HEIs, helping demystify copyright and make it understandable is one thing, but there is also the task of making it an engaging topic, of extolling its positives. Ramsey and McCaughey (2012) have written of copyright as an empowering force for academics and this should be elaborated upon rather than talking of copyright as a merely restrictive concept, helping to justify copyright compliance as the right thing to do.

The results of the UoG survey are clearly limited since they are based on a small, self-selected sample of the academic community. This somewhat precludes substantial representativeness and depth to the research, with the time of year set aside for data capture not conducive for eliciting a suitable response rate, especially from academics. Additionally, scenario-based questions for academics (e.g., Di Valentino (2015); Doubleday and Goben (2016)) were missing from the survey design which could have further tested their knowledge of copyright and supported (or downplayed) their own perceived views of their understanding. However, the academics' responses from this single institution are very much in line with those obtained in the national AL survey, suggesting that the UK academic community as a whole needs to prioritise copyright much more highly than is currently the case. Indeed, whilst the research may only be at one HE institution, making the study appear localised, any derived conclusions may nonetheless have some transferable application to other universities looking at reflecting upon their own experience of copyright, or implementing or improving their copyright training programmes.

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