REQUEST FOR CONTRIBUTIONS FOR THE INFORMATION SESSION ON THE IMPACT OF THE COVID-19 PANDEMIC ON THE COPYRIGHT ECOSYSTEM

INTRODUCTION

During the upcoming 42nd Session of the Standing Committee on Copyright and Related Rights (SCCR), an Information Session on the Impact of the Covid-19 Pandemic on the Copyright Ecosystem will take place. In order to provide a clear overview of the "impact on the cultural, creative and educational ecosystem, including copyright, related rights, and limitations and exceptions", the Secretariat kindly invites Member States and Observers to share existing examples of situations that arose and actions that were taken and/or interventions that were made during the Covid-19 pandemic with respect to the industries or institutions that are being considered in the Information Session. We ask you to describe these situations or actions by providing the information requested below. If you are able to give us some elements of your response before March 15, it could help our researchers who are preparing the overview. In addition, all contributions received by the eve of the Information Session will be uploaded (with your permission) onto the WIPO web site.

Please send this form by email to the following address: copyright.mail@wipo.int with the subject: "Information Session".

INFORMATION REQUEST

1. Full name of the entity or individual submitting the response.
Library Copyright Alliance

2. Contact person with email address and telephone number for questions or clarifications about the submission.
Jonathan Band; jband@policybandwidth.com; 1-301-770-0822

3. Would you accept having your response made public (e.g. posted on the WIPO website)?
☒ Yes
☐ No

4. Do you accept having the information contained in your responses mentioned in studies and presentations for the Information Session?
☒ Yes
☐ No

5. **Brief** description of example, measures or interventions that took place (up to 200 words).
(Explanation: Please briefly explain the situation and why it is of interest for the Information Session. Examples could include policies put in place or other measures aimed at increasing the resilience of an industry or institution, or to assist the people they serve.)
With the onset of the pandemic, most public, school, and academic libraries throughout the United States closed their doors. Most public libraries and some academic libraries were still

able to provide access to electronic resources, although license terms restricted their availability. Some publishers waived these license restrictions. Many library expanded their licensing of electronic materials, shifting funds away from the acquisition of physical materials. HathiTrust Digital Library initiated its Emergency Temporary Access Service, which provided its institutional partners with full-text access to millions of volumes. Hundreds of thousands of volumes were accessed by faculty and students under ETAS. ETAS, which operated under a fair use theory, is particularly worthy of discussion. Additionally, the Internet Archive launched its National Emergency Library, which it terminated after it was sued by publishers for copyright infringement.

6.   Territory where it took place (continent, country, and city or region).
United States

7.   Relevant sector or sectors.
Libraries, Educational and Research, Publishing

7.1   Additional observation or sector not listed above:
 Click or tap here to enter text.

8.   Please provide the key lessons from this example.
Fair use was essential to the ability of U.S. research libraries to switch to an all online model under HathiTrust's ETAS. However, fair use was less useful in the public library and school library context, or in the ability of libraries to support online classroom uses.

9.   Please provide links to relevant documents or other sources that could provide further information about this example.
Description of ETAS: https://www.hathitrust.org/ETAS-Description

The University of California did an assessment of user experience with Hathi's ETAS: https://escholarship.org/content/qt8vh1k54f/qt8vh1k54f.pdf

COVID-19 Protocols in Academic Libraries in Canada and the United States (August 2021)
In the Fall of 2020, as the COVID-19 pandemic raged throughout the world, educational institutions pivoted to online learning and supporting services, especially those found in academic libraries, adjusted. To better understand measures taken by academic libraries in Canada and the United States, ACRL's Value of Academic Libraries (VAL) Committee formed a subcommittee to examine how academic libraries adjusted and provided services to their respective institutions during COVID-19 pandemic. This report is the culmination of this examination.
- Report (PDF)
- Raw Data Redacted (XLS)
- Presentation recording

A Rapid Implementation of a Reserve Reading List Solution in Response to the COVID-19 Pandemic
by Matthew Black, Susan Powelson
Information Technology and Libraries, Vol 40 No 3 (2021)
DOI: https://doi.org/10.6017/ital.v40i3.13209

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Abstract: In the spring of 2020, as post-secondary institutions and libraries were adapting to the COVID-19 pandemic, Libraries and Cultural Resources at the University of Calgary rapidly implemented Ex Libris' reading list solution Leganto to support the necessary move to online teaching and learning. This article describes the rapid implementation process and changes to our reserve reading list service and policies, reviews the status of the implementation to date and presents key takeaways which will be helpful for other libraries considering implementing an online reading list management system or other systems on a rapid timeline. Overall, rapid implementation allowed us to meet our immediate need to support online teaching and learning; however, long term successful adoption of this tool will require additional configuration, engagement, and support.

The Impact of COVID-19 on the Use of Academic Library Resources
by Ruth Sara Connell, Lisa C. Wallis, David Comeaux
Information Technology and Libraries, Vol 40 No 2 (2021)
DOI: https://doi.org/10.6017/ital.v40i2.12629
Abstract: The COVID-19 pandemic has greatly impacted higher education, including academic libraries. This paper compares the use of library resources (including interlibrary loan, website and discovery tool pageviews, database use, patron interactions, etc.) at three university libraries before and after the pandemic. The latter part of the 2019 and 2020 spring semesters are the time frames of focus, although two control time frames from earlier in those semesters are used to determine how the semesters differed when the coronavirus was not a factor. The institutions experienced similar patterns of use across many metrics.

Emergency Remote Library Instruction and Tech Tools A Matter of Equity During a Pandemic
by Kathia Ibacache, Amanda Rybin, Eric Vance
Information Technology and Libraries, Vol 40 No 2 (2021)
DOI: https://doi.org/10.6017/ital.v40i2.12751
Abstract: During spring 2020, emergency remote teaching became the norm for hundreds of higher education institutions in the United States due to the COVID-19 pandemic. Librarians were suddenly tasked with moving in-person services and resources online. For librarians with instruction responsibilities, this online mandate meant deciding between synchronous and asynchronous sessions, learning new technologies and tools for active learning, and vetting these same tools for security issues and ADA compliance. In an effort to understand our shared and unique experiences with emergency remote teaching, the authors surveyed 202 academic instruction librarians in order to answer the following questions: (1) What technology tools are academic librarians using to deliver content and engage student participation in emergency remote library sessions during COVID-19? (2) What do instruction librarians perceive as the strengths and weaknesses of these tools? (3) What digital literacy gaps are instruction librarians identifying right now that may prevent access to equitable information literacy instruction online? This study will deliver and discuss findings from the survey as well as make recommendations toward best practices for utilizing technology tools and assessing them for equity and student engagement.

Utilizing Technology to Support and Extend Access to Students and Job Seekers during the Pandemic
by Daniel Berra Pflugerville Public Library
Information Technology and Libraries, Vol 40 No 1 (2021)
DOI: https://doi.org/10.6017/ital.v40i1.13261
Abstract: The ongoing pandemic has necessitated a re-imagining of library services. The needs of our community changed and we set out to find ways to provide assistance to those who could benefit the most including students and the unemployed. The Pflugerville Public Library offered

virtual learning support and job search assistance by providing electronic resources, virtual services and expanding access to technology. New resources include a platform offering virtual tutoring for students, virtual services like job search coaching, and scholarships for an online high school program for adults. Expanding access includes a partnership with the local school district to better connect students with our resources and providing expanded Wi-Fi availability and other tools like laptops. The combination of utilizing technology to address the current needs and expanding access to this technology has allowed us to better serve the community. Many of these changes will last beyond the pandemic.

There are a few good papers on the impact of students with disabilities, including:
https://link.springer.com/article/10.1007/s10209-021-00792-5 (Lazar, 2020)

It's been cited a few times, including here:
https://icce2021.apsce.net/wp-content/uploads/2021/12/ICCE2021-Vol.I-PP.-656-662.pdf

10.   Please provide any additional comment you might have.
Click or tap here to enter text.

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