



# Journal of Copyright in Education and Librarianship

ISSN 2473-8336 | jcel-pub.org

Volume 7, Issue 2 (2024)

## **Book Review: *Coaching Copyright***

Emilie Algenio

Algenio, E. (2024). Book Review: *Coaching Copyright*. *Journal of Copyright in Education & Librarianship*, 7(2), 1-5.

<https://doi.org/10.17161/jcel.v7i2.15211>



© 2024 Emilie Algenio. This open access article is distributed under a [Creative Commons Attribution- 4.0 International license](https://creativecommons.org/licenses/by/4.0/).

## Book Review: *Coaching Copyright*

By Kevin L. Smith, Erin L. Ellis (Eds.). ALA Editions, 2019. 240 pp. ISBN: 9780838918487. \$59.99

Review by Emilie Algenio, George Mason University Libraries

Kevin L. Smith has expanded his repertoire of book publishing. Readers may be familiar with his 2014 Open Access title, *Owning and Using Scholarship: IP Handbook for Teachers and Researchers*. He collaborated with Indiana University Bloomington's Erin Ellis, the Associate Dean for Research and Learning Services, to release *Coaching Copyright*, published in September 2019 by the American Library Association. This edited work is a very welcome addition to the literature that focuses on copyright educators in higher education.

The title is available in multiple formats, on various platforms, and for different price points, ranging from US\$28 to US\$60. Appendix A provides the citations for the six chapters, out of ten, for which the full-text is freely available.

The purpose of *Coaching Copyright* is "to provide a practical guide for . . . a 'copyright librarian' . . . or anyone who is confronted with copyright dilemmas." The editors appropriately call these copyright educators "coaches," as they instruct, direct, and prompt the people they are helping. Furthermore, a good coach is pragmatic, addresses the circumstances at hand, and finds a suitable solution. This book meets its stated goals, and articulately so.

The copyright topics covered throughout the publication are those found within the context of academic libraries in the United States. The editors and authors themselves are educators and experts working in libraries, employed by American universities and colleges. The target audience of *Coaching Copyright* is educators specifically within academic libraries. Within a library itself, this work has a broad appeal, as copyright itself impacts many functional areas. A person who is the Scholarly Communications Librarian, or oversees a copyright office—both, and more, will find helpful chapters.

The book is useful, too, for people who are learning copyright and have progressed beyond the start of their copyright education. Learners who have mastered the copyright basics and moved onto applying their knowledge in practice will find this book beneficial, as will mid-career and seasoned practitioners.

*Coaching Copyright* is organized logically, focusing on "coaching as a framework . . . and techniques for teaching." Chapter One dives deep into what coaching copyright means and provides a framework a coach can use to address a rights-related issue. The framework consists of five questions, along with legal and practical concerns. Related topics are raised, like the basics of copyright in music, infringement, and licensing.



Chapter Two gives shape to Chapter One, situating the framework within library instruction and information literacy. Chapters Three to Five show how a coach can constructively apply the framework. The chapters address three approaches to engage an audience: getting buy-in, telling a story, and role-playing.

Chapters Six through Nine also practically apply the framework, scoped around certain audiences and settings. One example of a specific context details the intersection of copyright issues and establishing an undergraduate research journal. Another example is a case study about instructional designers, showing the framework's application to a distinct role.

The book closes with a research study of a library science course on legal issues, including a review of course evaluations covering five years. Along with this review, the author also surveyed students who had completed the course and were working in the field for several years, to determine whether and how the coursework came into play in their careers. The results are profound; current and aspiring librarians committed to the future of the profession would do well to read this final chapter.

*Coaching Copyright* is an essential contribution to the subject at hand. Its value lies in its applicability to day-to-day tasks like teaching a workshop, and to matters within an organization's culture, like working with library administrators. Another, and very practical, reason is that copyright skills are necessary for various positions. A quick search of the job market, during January 2023, revealed the following high to low level positions that include copyright in the ad: University Librarian,<sup>1</sup> Coordinator for Access Services,<sup>2</sup> and OER/OA Librarian.<sup>3</sup>

Thus, there is a strong user community to support this book. To push this point further, this title is indispensable for a copyright educator's own library. It is best suited for professional development purposes, after copyright basics are mastered.

This book is beneficial not only for its primary topic but also for useful next steps, mentioning excellent resources and suggested readings. It also raises constructive questions, like the idea to create a discipline-specific textbook for teaching copyright. A significant criticism, or a suggestion for improvement, is hard to articulate.

---

<sup>1</sup> American Library Association. (2023, January 17). University Librarian. ALA JobLIST. <https://joblist.ala.org/job/university-librarian/67671734/>

<sup>2</sup> American Library Association. (2023, January 17). Coordinator for Access Services. ALA JobLIST. <https://joblist.ala.org/job/coordinator-for-access-servicesasst-or-assoc-prof/67254662/>

<sup>3</sup> American Library Association. (2023, January 17). OER/OA Librarian. ALA JobLIST. <https://joblist.ala.org/job/oeroa-librarian/66720370/>

*Coaching Copyright* is well-written and well-organized. It is a thoughtful approach on a complicated topic, focusing on the practicalities and the people who aspire to be good coaches. Copyright educators would benefit from a second and third reading, as the book has that much to offer.



### References

Smith, K. L. (2014). *Owning and using scholarship: IP handbook for teachers and researchers*. Association of College and Research Libraries.

<http://hdl.handle.net/1808/24738>

Smith, K. L., & Ellis, E.L. (Eds.). (2019). *Coaching copyright*. ALA Editions.

## Appendix A

Citation are provided below where the reader can find open access copies of the full-text of each chapter. The order here follows the order of the book.

As of December 2022, the following chapters are not available:

- Chapter 4: Storytelling and Copyright Education
- Chapter 6: Undergraduate Research Journals as Pedagogy
- Chapter 8: Copyright Services at a Liberal Arts College
- Chapter 10: A Five-Year Review of a “Legal Issues for Librarians” Course

### Chapter 1

Smith, K. L. (2020). Coaching copyright: Rules and strategies for the game. University of Kansas KU ScholarWorks. <https://hdl.handle.net/1808/29680>

### Chapter 2

Becker, J. & Ellis, E. L. (2020). Integrating copyright coaching into your instruction program. University of Kansas KU ScholarWorks. <https://hdl.handle.net/1808/29681>

### Chapter 3

Quilter, L. (2020). Hooking your audience on copyright. University of Massachusetts Amherst. [http://works.bepress.com/laura\\_quilter/56/](http://works.bepress.com/laura_quilter/56/)

### Chapter 5

Enriquez, A. (2020). Teaching copyright and negotiation via role-playing. University of Michigan Library Deep Blue Documents. <http://hdl.handle.net/2027.42/143861>

### Chapter 7

Perry, A. M. (2020). Building copyright confidence in instructional designers. Arizona State University Library. <https://hdl.handle.net/2286/R.I.55112>

### Chapter 9

Myers, C. (2020). Coaching up the chain of command. Miami University Libraries Scholarly Commons. <https://sc.lib.miamioh.edu/handle/2374.MIA/6189>

