Breakout Session: Fight for Your Right to Copy: How One Library Acquired the Copyright Permissions Service and Reduced Students' Costs. Presented by Emily Riha, Copyright Permissions Coordinator, University of Minnesota.

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Fight for Your Right to Copy: How One Library Acquired the Copyright Permissions Service and Reduced Students' Costs

With a nod to the *Beastie Boys* in the program title, how could this program not peak one's interest? The program did not disappoint. Emily Riha, Copyright Permissions Coordinator at the University of Minnesota, described her experience when the process of securing copyright permissions moved from Printing Services to the University Libraries. Not only did the title change from Copyright Permissions Center to Copyright Permission Services (CPS), which reflected a philosophical change in mindset for how permissions and access to course materials were provided, students ultimately saved money. In a time when course material costs are exponentially increasing, identifying models to help lower costs is a new and vital role for many libraries.

Historically, at the University of Minnesota, copyright permissions were handled through Printing Services, which primarily offered print course packs. Digital course packs were introduced in 2013 as a pilot project with the College of Education and Human Development and the Carlson School of Management, but uptake was slow. Printing Services is a revenue-generating department, so course packs had service and mark-up fees to help cover overhead costs. Many times, those processing requests would overlook library-licensed and open-access materials before submitting per-

mission requests to publishers, which meant students were paying unnecessarily for content.

In August 2015, the University Libraries folded copyright permissions into their suite of services. Faculty and departments have three options for materials:

- Print course packs

- Digital course packs

- Departmental sponsored course packs (permissions are paid by the department)

To minimize costs, digital course packs were emphasized. With the move to digital course packs, content was linked to external resources rather than printed ones, markup and services fees were eliminated, and more attention was given to library-licensed and open-access materials. Faculty members submit their requests for course materials to Course Reserves staff, who determine if the materials are available from licensed or open-access resources. If an item is not available and a faculty member determines that the item does not fall within the fair use parameters, Course Reserve staff send the request to CPS, which submits a permission request to the rights holder. Once assembled, the digital course pack is sold to students through the bookstore. After purchasing the course pack, students access the content through the libraries' course reserves module.

CPS is able to guarantee that materials will be ready for the start of a semester when requests are received at least eight weeks in advance of the semester start date. To manage permission requests, CPS uses FileMaker Pro. This software populates permission request forms that are submitted to rights holders, produces itemized status reports that can be emailed to faculty, and provides a billing summary of the permission costs incurred. The software also tracks the number of permissions requested, the number of enrolled students in a course, the number of packs sold, and publisher information.

CPS pays the upfront cost of royalty fees for course packs, which are later recouped when students purchase the course packs. CPS is revenue neutral and does not generate a profit or a deficit. It must carefully calculate the number of students to include in each permission request. To calculate royalty costs, CPS reviews the enrollment for the course. Data from the University Bookstore suggests that 65% of undergraduate students and 85% of graduate students purchase required materials for their classes. As a result, permissions are typically requested for 75% of the class enrollment.

While still a relatively new service, CPS statistics demonstrate the cost savings yielded from the removal of service and markup fees. In spring

2016, there were 83 digital course packs, 51 print course packs, and 44 department sponsored packs, which resulted in 1,472 requested permissions totaling $119,224. While the royalty fees were passed on to the users, Riha calculated that $15,470 was saved through the removal of service fees. The most significant cost reduction was the elimination of markup fees. In the past, business school materials had markup fees between 14% and 21%. CPS eliminated the mark-up fees, which resulted in an additional $23,163 of cost savings. CPS also found that faculty who switched from print to digital course packs reduced costs by $1,604. Purchasing electronic books (e-books) yielded $1,072 in savings because the digital course packs could link to the e-book and CPS did not need to seek permissions for multiple book chapters. Overall, the potential amount saved in spring 2016 was $41,311.

Since spring 2016, the adoption of digital course packs by faculty have increased significantly (fall 2016 ~ 120 digital to ~ 45 print; spring 2017 ~ 95 digital to ~ 40 print). As this trend continues, students at the University of Minnesota will see a continual decrease in service and mark-up fees, which will result in lower costs for course packs. To conclude, Riha provided a thorough overview of how seemingly minor changes such as the elimination of service and mark-up fees and more diligent attention to the use of library licenses, open access, and fair use of materials leads to increased savings for college students.