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Research and Reflections on Copyright Information Services in American Academic Libraries: Postprint

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Abstract

[Purpose/Significance] This study investigates the copyright information service documents of 100 American universities to provide references for the formulation of such documents in Chinese university libraries.

[Method/Process] Through searching university official websites and email correspondence with librarians, comprehensive online research was conducted on the copyright information service documents of libraries in American universities ranked within the top 100 of the 2018 QS World University Rankings. The analysis examined four major dimensions: category names and placement of copyright information service documents, content frameworks, crisis management procedures, and the necessity of librarian assistance. Combined with the current state of copyright information services in Chinese university libraries, this study explored appropriate copyright information service documents for Chinese university libraries.

[Results/Conclusion] Based on the summary and analysis of American university library copyright information service documents, this study proposes the following recommendations for Chinese universities in developing library copyright information services: vigorously advocate for the publication of copyright information service documents by university libraries; enhance the comprehensiveness and completeness of copyright content; emphasize fair use; prioritize copyright publicity and education; establish relevant positions and functional departments; attach importance to disclaimers and handle infringement cases seriously; actively respond to the construction of university intellectual property information service centers.

Full Text

Preamble

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Research and Reflection on Copyright Information Services in U.S. University Libraries

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Abstract

[Purpose/Significance] This study examines copyright information service documents from 100 U.S. universities to provide reference for developing such documents in Chinese university libraries. **[Method/Process]** Through website searches and email correspondence with librarians, we conducted a comprehensive online investigation of copyright information service documents from the top 100 U.S. universities in the 2018 QS World University Rankings. The analysis focused on four major aspects: category names and locations of copyright information services, content frameworks, crisis handling procedures, and the necessity of librarian assistance. Combined with the current state of copyright information services in Chinese university libraries, we explored suitable copyright information service documents for Chinese university libraries. **[Result/Conclusion]** Based on our analysis of U.S. university library copyright information service documents, we propose the following recommendations for Chinese universities: vigorously promote the publication of copyright information service documents in university libraries; enhance the comprehensiveness and completeness of copyright content; emphasize fair use; prioritize copyright publicity and education; establish relevant positions and functional departments; attach importance to disclaimers and handle infringements seriously; and actively respond to the construction of university intellectual property information service centers.

Classification Number: G250

Keywords: copyright information service, university library, United States, network survey method

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The rapid development of the internet has brought enormous challenges to library copyright protection. How to avoid potential infringement issues is a key consideration for libraries when providing copyright information services. Copyright, also known as author's rights, is a form of intellectual property that grants creators legal rights over their writings and creative works to prevent unauthorized exploitation. The scope of works includes theoretical writings, literary

and artistic works, music, and other artistic creations. Understanding the legal concept of copyright is crucial for both creators and users of copyrighted materials. Copyright represents a bundle of rights: the right to reproduce, distribute copies, create derivative works (such as translations or adaptations), and publicly perform and/or display the work. Copyright protection does not require registration or a copyright notice, meaning nearly all modern works are automatically copyrighted. This also means that without explicit permission from the copyright holder, one cannot copy, distribute, display, or create derivative works [1]. However, in certain domains, these rights are limited by statutory exemptions designed to encourage the use of copyrighted works in education, arts, and scholarship.

This paper analyzes U.S. university library copyright information service documents from four perspectives: category names and locations, content frameworks, crisis handling procedures, and the necessity of librarian assistance. The findings aim to provide reference for Chinese university libraries in developing their own copyright information service documents [2-3].

2. Research Review

2.1 Conceptual Interpretation

Since the 1990s, domestic library research on intellectual property issues (represented by Chen Chuanfu) and information policy research (represented by Ma Haiqun) have systematically investigated, analyzed, and reflected on “copyright notices” published on the websites of Chinese “985 Project” and “211 Project” universities [4-12]. Several concepts frequently appear in Chinese scholars’ research on university libraries: “copyright policy,” “copyright notice,” “copyright information service,” “copyright information,” and the more recent concept of “copyright guide.”

Although domestic scholars use different concepts, their research objects are essentially the same. This paper adopts the concept of “copyright information service” proposed by E Lijun in 2014 [17]. After Zhai Jianxing proposed the concept of “library copyright policy” in 2007, scholars such as Qin Ke continued to use this concept [13-14]. In 2010, Wu Shuhong introduced the concept of “library copyright notice,” which was subsequently adopted by scholars including Li Jinlan [15-16]. E Lijun proposed “library copyright information service” in 2014, a concept that has remained at the forefront in recent years [17].

To clearly understand the evolution of these concepts, the authors conducted a search on CNKI’s Academic Journal Network Publishing Database on June 23, 2018, using the professional search condition: “TI=‘library’‘copyright guide’ OR TI=‘library’‘copyright statement’ OR TI=‘library’‘copyright information’ OR TI=‘library’‘copyright service’ OR TI=‘library’‘copyright policy’ OR TI=‘library’‘copyright notice’,” with the subject area limited to “library and information science.” The search yielded 47 articles, as detailed in Table 1 .

2.2 Current Status of University Library Copyright Information Service Research

Research on copyright information service documents in Chinese university libraries began in 2009 with Fu Yushuang's study on the status of intellectual property management in Chinese libraries. Her survey found that among 104 "211 Project" universities, only 53 (approximately 51%) had documents related to intellectual property [18]. Li Jinlan's 2015 survey of "211 Project" university libraries found that only 61% of the sampled institutions had relevant copyright information service documents [16]. Fu Lihong et al.'s 2014 study on "985 Project" universities revealed that among 38 "985 Project" university libraries, only 14 had clearly identifiable copyright information service documents on their websites [19]. These data indicate that the number of Chinese university libraries publishing copyright information service documents is relatively small, suggesting a lack of awareness about the importance of such documents.

Pan Juying's 2013 study on copyright information services for electronic resources in domestic and foreign university libraries advocated for libraries to provide users with balanced copyright information services that facilitate reasonable use of knowledge, thereby enhancing librarians' awareness of the importance of copyright issues [3]. Li Jinlan et al.'s 2016 research emphasized the need to fully leverage the role of library associations and alliances while strengthening copyright protection efforts in libraries. They recommended establishing content standards for copyright information services to standardize library copyright protection work and continuously strengthening copyright protection management in university libraries [16].

Xu Ting et al.'s 2017 study proposed that Chinese university libraries should cultivate professionals for copyright information services and develop institution-specific copyright information service documents, emphasizing the need for rigor in copyright information services [20].

3. Empirical Analysis of Copyright Information Service Documents from 100 U.S. University Libraries

To investigate copyright information services in U.S. university libraries, we conducted a web-based survey of the top 100 U.S. universities in the 2017-2018 QS World University Rankings. Through website searches, email exchanges with librarians, and web-based inquiries, we located relevant documents. Since some universities did not provide relevant links on their official websites, we sent approximately 15 emails requesting documents from libraries that had not yet provided copyright information service documents. Ultimately, we obtained valid documents from 5 universities through email requests and contacted 10 additional universities through web messages, including Michigan State University and Arizona State University. After establishing contact with librarians, we successfully obtained these institutions' copyright information service documents. By May 28, 2018, we had collected 80 copyright information service documents.

Except for Case Western Reserve University, whose librarian explicitly stated that the institution had no copyright-related documents, the copyright information for the remaining dozen or so universities was unclear. This indicates that the publication rate of copyright information service documents among the top 100 U.S. university libraries is greater than or equal to 80%, significantly higher than the 61% found in a 2015 survey of Chinese “211 Project” university libraries [16]. The comparison reveals that although the number of copyright information service documents published by Chinese university libraries has increased over the six-year period, the adoption rate remains relatively low and the content is insufficiently comprehensive.

3.1 Analysis of Copyright Category Names and Locations

Table 3 presents the copyright category names from the 80 universities. The names vary considerably but can be broadly categorized into five types: “Copyright,” “Copyright Policy,” “Copyright Guidelines,” “Copyright Information,” and “Copyright Basics.” The “Other” category includes names such as “Copyright Reminder” and “Overview of Copyright,” each with a count of two or fewer. Listing all such variations would occupy excessive space and offer limited analytical value, so they are grouped together for discussion.

The location of copyright information service documents on university library websites reflects the ease of access for users. Wide variation in location can create difficulties; if users cannot locate the documents, they may miss opportunities to obtain copyright information. Locations fall into three main categories: first, 11 universities (14%) list documents in the website footer; second, 10 universities (13%) place them under a “Services” section; and third, 10 universities (13%) place them under “Research.” The remaining universities position copyright information under sections such as “Copyright,” “Scholar,” “Policy,” “Resource,” or “Academic.” One university placed its documents under the “Legal Office” section, making them particularly difficult to locate. Some universities, such as the University of Colorado Boulder and the University of Rochester, place copyright information service documents in the website footer, allowing users to find them quickly by simply scrolling to the bottom of the page, thus reducing unnecessary inconvenience [21]. Details are provided in Table 4 .

3.2 Analysis of Copyright Information Service Document Frameworks

Copyright information service documents typically consist of four sections: (1) the legal basis for document formulation; (2) the scope and objectives of each section; (3) crisis handling procedures; and (4) contact information for relevant librarians. Framework analysis can reflect the completeness of documents and the quality of a library’s copyright information services.

3.2.1 Legal Basis for Copyright Information Service Documents

The legal basis for documents reflects their legitimacy, which is crucial because any provisions contradicting legal statutes will face implementation difficulties or

become unenforceable [22]. In 1997, guidelines specifically developed for educators explained how to incorporate legally obtained copyrighted works into multimedia teaching courses. Although these guidelines lack legal force, they serve as reference for determining whether media use in courses is reasonable. The guidelines specify: (1) no more than 10% or 3 minutes (whichever is less) of motion media; (2) no more than 10% or 30 seconds (whichever is less) of music or video; (3) no more than 10% of text; and (4) entire photographs or illustrations may be used, but no more than 10% or 15 images (whichever is less) from a single source.

The primary legal foundations for U.S. university library copyright documents include: the U.S. Copyright Act of 1976, as amended and supplemented by the Digital Millennium Copyright Act (DMCA) (1998) and the Technology, Education, and Copyright Harmonization Act (2002), which contain provisions permitting and restricting the use of digital media for teaching [23]. In September 1995, the U.S. government published “Intellectual Property and the National Information Infrastructure: Report of the Working Group on Intellectual Property,” which forms the legal foundation for U.S. network intellectual property issues. Subsequent discussions and judicial recommendations have been based on this report. Regarding copyright, the report addresses temporary copying of works, online file transmission, digital publication and distribution, redefinition of fair use scope, and database protection. In December 1996, the World Intellectual Property Organization adopted the WIPO Copyright Treaty and the WIPO Performances and Phonograms Treaty to internationally address copyright issues arising from internet development. The U.S. DMCA, passed by Congress in October 1998, became part of federal law. Due to copyright regulations, digital media inserted into teaching can typically only be reproduced in part.

Some universities base their copyright information service documents on those of other institutions, such as using Columbia University as a model. Li Jinlan’s 2015 survey of Chinese “211 Project” universities found that only nine institutions specified their legal basis, while the rest did not. This reveals a significant gap between Chinese and U.S. university libraries regarding legal foundations for copyright information services.

3.2.2 Scope of Copyright Information Services The scope of copyright information services largely determines the extent to which libraries can help users avoid potential infringement issues. In certain scenarios, infringement results from unintentional user actions, such as downloading more pages of a specific book than permitted by copyright law. If users understood these restrictions, they would likely seek alternative legitimate solutions, avoiding both personal infringement and library problems (such as IP blocks of institutional electronic resources).

Effective copyright information services provide clear usage guidelines that emphasize legal use. Effectiveness requires “boundaries”—in other words, quantifi-

able limits. Exceeding these quantities or scope of use is prohibited. Copyright information services establish boundaries for all library resources, ensuring all usage is reasonable and legal, thereby guaranteeing efficient library operations.

To study the scope of copyright information services in the 100 U.S. university libraries, we selected eight keywords: copyright, fair use, images, charts/graphs, text, film, video, and music/sound. Using ACCESS and EXCEL software, we conducted frequency analysis of these terms in the obtained documents. The analysis revealed that some universities' copyright provisions for different file types were incomplete, with some institutions covering only one or several types. This indicates that no standardized guiding documents regulate the content sections of U.S. university copyright information services, resulting in considerable variation among institutions. Among the 80 universities, Columbia University had the most comprehensive copyright information service documents, providing detailed regulations for all eight keywords mentioned above. Some universities offered specialized and detailed PDF documents for user download, such as Columbia University and the University of North Carolina at Chapel Hill. In contrast, the University of Hawaii at Manoa provided only a two-line statement: "Users copying or downloading materials must comply with applicable intellectual property laws, including U.S. copyright law," without any additional information or links, rendering such copyright information service documents essentially useless. Rice University was the only institution to explain copyright restrictions in table format [24], and its description differed from other universities, making frequency analysis unable to capture its characteristics. Therefore, we provide additional explanation here. Table 5 presents the analysis results.

3.2.3 Objectives of Copyright Information Services Using ACCESS's statistical functions, we conducted frequency analysis of the 80 documents to determine the emphasis placed on different file types. If a copyright information service document makes no mention of a particular section, the university can be considered to not prioritize that aspect of copyright. Conversely, if a term ranks high in frequency tables, the university clearly emphasizes that area. This analysis also reveals which universities have more comprehensive content sections and which have significant gaps. Some universities provided specialized and detailed PDF documents, while others offered minimal information.

Although U.S. universities have varying regulations for each section, commonalities include: (1) Images (including charts): Third-party images cannot be used unless the image or chart is essential to the course and no public domain or licensable alternatives exist. If an image is essential for explaining a point and no substitute is available, use images from multiple sources rather than a single source. (2) Text: Quoting from articles or books is generally considered fair use. However, if using more than one excerpt, permission from the publisher is required. (3) Film/Video: Fair use evaluation is required for any film or video use. Whenever possible, linking to videos is preferable to direct display. For example, students can click a link to watch a video and then return to the lec-

ture. If film clips are necessary to make a teaching point, clips should be as brief as possible without adding extra material to improve course appearance. (4) Music/Sound: Similar to film and video, fair use evaluation is required for any music or sound recording. “Popular music” cannot be used without permission. Using older or classical music is preferable to modern music. Public domain recordings are ideal. If copyrighted music is used for instructional purposes, the segment should be as brief as possible. Additionally, as with film, linking to music is better than playing it directly in class [25].

3.2.4 Analysis of Copyright Information Service Crisis Handling Procedures Crisis handling procedures in copyright information services play a remedial role. Well-designed crisis handling procedures can establish clear boundaries for library users and enable prompt, proper handling of violations when they occur. This approach enhances library efficiency and improves information service quality.

Li Jinlan’s 2015 survey of Chinese “211 Project” universities identified 16 types of violation handling regulations, the most common being suspension of campus network accounts (for six months or two months), along with vague statements such as “legal consequences are self-assumed.” U.S. university copyright information service documents employ two approaches: (1) Hyperlinks to U.S. copyright law, with handling based on legal provisions. The most important part of Section 1 of the DMCA explicitly prohibits circumvention of copyright protection systems, aiming to protect the integrity of copyright management information. Violators face criminal and civil liability. Except for non-profit libraries, archives, and educational institutions, first-time offenders face up to five years imprisonment and fines up to \$500,000 (both penalties may apply); repeat offenders face up to ten years imprisonment and fines up to \$1,000,000 (both penalties may apply). (2) Institution-specific handling procedures, which vary considerably. Similar to Chinese universities, suspension of campus network access is the most common penalty, with more serious cases resulting in fines. Table 7 summarizes universities with penalty regulations [26-27].

Two related but distinct concepts must be clarified: copyright infringement and plagiarism. Copyright infringement involves reproducing, modifying, distributing, or publicly displaying copyrighted works without permission for legal use or exceptions under copyright law. Plagiarism is a form of academic misconduct that occurs when someone uses others’ words, expressions, ideas, viewpoints, or findings without acknowledging the original source. Plagiarism violates academic procedures and is considered unethical. Offenders may face disciplinary or legal action. Even if use does not violate copyright law, failure to properly acknowledge and cite sources may constitute plagiarism.

3.4 Necessity of Librarian Assistance

Since user information needs vary, copyright information service documents can only address typical users. In specific circumstances, providing personalized

services for particular users is essential, offering assistance for unexpected or low-probability events beyond the scope of standard documents.

Analysis reveals that less than 70% of U.S. university libraries publish contact information for librarians responsible for copyright issues. Contact methods include Facebook, Twitter accounts, and work email. Librarian information is typically listed on the right side of the webpage or at the end of copyright information service documents, clearly visible. Publishing contact information and providing timely feedback ensures users receive assistance promptly. Professional librarians are well-trained [28], and users contacting them when encountering copyright questions can significantly reduce copyright issues. Based on our experience, librarians responsible for copyright issues typically respond within one to two days. This interaction not only helps users resolve existing problems but also provides guidance for libraries to further improve their copyright information services.

4. Implications and Reflections for Developing Library Copyright Information Service Documents in Chinese Universities

4.1 Vigorously Promote the Publication of Copyright Information Service Documents in University Libraries

4.1.1 Enhance Awareness of Copyright Information Service Document Publication Chinese university and public libraries should improve their awareness of publishing copyright documents to address the current situation of insufficient copyright information services. Libraries should continuously refine the structure of copyright information service documents, carefully considering each provision to ensure clear interpretation and avoid ambiguous language that could lead to copyright disputes. Relevant government departments should be encouraged to establish specialized library copyright document consulting groups, unifying frameworks, content sections, and formats across university libraries.

4.1.2 Promote Improvement of Relevant Library Laws in China China's first Copyright Law was published in June 1991. Article 22 of this law addresses copyright management for non-profit institutions such as libraries [29]. In 2001, China revised its Copyright Law, adding provisions for information network transmission rights—a major breakthrough that positively supports copyright holders in protecting their works in the digital environment [1]. In May 2006, the State Council promulgated the “Regulations on the Protection of Information Network Transmission Rights,” further refining copyright document dissemination in network environments. China has only one specialized library law, which remains inadequate regarding copyright information services in university libraries. Overall, current laws and regulations have many shortcomings in the area of library copyright protection [30].

In contrast, the U.S. has multiple copyright laws, including the U.S. Copyright Act, DMCA, and the Technology, Education, and Copyright Harmonization Act. Standardizing the framework of copyright documents is also crucial, as a well-developed copyright document standard can provide excellent guidance for libraries when formulating their own documents.

4.2 Enhance the Comprehensiveness and Completeness of Copyright Content

More than half of Chinese university libraries focus their copyright information service documents only on electronic resources and cataloged collections. When developing copyright information services, libraries should consider which services they provide, which of these services may involve infringement issues, and whether they can offer effective copyright information services. Activities such as self-service copying, interlibrary loan and document delivery, course pack creation, digitization of collection resources, and use of orphan works may all involve infringement. For example, in the case of MOOCs—a new educational model receiving widespread attention in Chinese universities—university libraries still lack adequate copyright service practice.

4.3 Emphasize Fair Use

4.3.1 Quantify the Scope of Fair Use Article 22, Section 1, Item 6 of China's Copyright Law specifies fair use circumstances: “For classroom teaching or scientific research, translation or small-scale reproduction of published works for use by teaching or research personnel, provided that publication and distribution are not involved” [1]. However, the law does not clearly define “small-scale,” which could be further clarified in copyright documents. Using Stanford University's copyright information service document as an example, it quantifies fair use scope precisely: animated works may not exceed 10% or 3 minutes (whichever is less). This quantitative approach is worth emulating, as China's Copyright Law provides only general provisions without clear quantitative limits.

4.3.2 Provide Fair Use Guidance for New Educational Models New educational models such as MOOCs, micro-lectures, and flipped classrooms differ from traditional teaching methods and often involve multimedia courseware, raising fair use questions. As MOOCs continue to expand their influence, participants increasingly recognize the importance of open access resources, making fair use particularly crucial. When referencing U.S. university library copyright information service documents, Chinese university libraries should emphasize this section. As important support departments for teaching and research, many U.S. university libraries have actively participated in MOOC copyright information services with excellent results, demonstrating both commonalities and distinctive features. Chinese institutions can learn from these advanced experiences and fully consider MOOC characteristics and potential copyright

conflicts when developing their own copyright information service documents.

4.4 Emphasize Publicity and Learning of Copyright Information Services

4.4.1 Actively Promote Copyright Information Service Documents

Publication location affects readership rates. Copyright information service documents should be placed in prominent website locations, such as the footer. Using self-media for promotion has become a trend; publishing documents on library WeChat official accounts or leveraging external promotional resources can significantly increase readership. Posting promotional posters in libraries and placing copyright information service document provisions in conspicuous locations can also help. Combining online and offline promotion methods greatly enhances efficiency.

4.4.2 Organize Librarian Training on Relevant Copyright Documents

Libraries should actively organize training for librarians on providing copyright information services and continuously emphasize the importance of copyright to improve their ability to resolve copyright issues in their work. Starting with university libraries that have strong legal programs, librarians should receive legal knowledge training related to their work. In addition to thoroughly understanding the Copyright Law of the People's Republic of China and its latest implementation regulations, the Regulations on the Protection of Information Network Transmission Rights, and the Regulations on Copyright Collective Administration, librarians should also understand and follow international intellectual property legislation such as the Berne Convention, WIPO Copyright Treaty, Marrakesh Treaty, and Digital Millennium Copyright Act. This training model can be promoted nationwide once mature.

4.4.3 Organize User Education on Relevant Copyright Documents

Libraries should strengthen cooperation with law faculty, inviting professional instructors to deliver copyright lectures and regularly organizing user education on copyright information service documents to enhance legal awareness. Columbia University's copyright librarian regularly holds copyright education activities on campus to familiarize users with copyright information services and raise copyright consciousness. Improved individual awareness enables mutual reminders and supervision among users, preventing unintentional infringement.

4.5 Establish Relevant Positions and Functional Departments

4.5.1 Establish Copyright Librarian Positions

Chinese university libraries should learn from U.S. practices by actively establishing "copyright librarian" positions (which can be part-time) to answer user questions, handle copyright violation crises promptly, provide legal guidance, and protect users' legitimate rights. Copyright librarians with legal backgrounds can provide more

effective library copyright information services from a professional perspective, enhancing the library's credibility and professional image among users.

4.5.2 Establish Copyright Offices Although not common in U.S. universities, those with established Copyright Offices demonstrate significantly superior copyright information services, highlighting the value of specialized management departments. If Chinese university libraries establish relatively independent departments like Copyright Offices in their future organizational structures, copyright management and services will undoubtedly become more effective.

4.6 Emphasize Disclaimers and Handle Infringements Seriously

As service institutions, university libraries have limited capacity to assume responsibility. User violations can cause numerous problems and inconveniences for library reputation and normal operations. Libraries lack enforcement power and cannot ensure policy implementation, only striving to provide warnings to limit liability. Libraries generally engage in passive copyright protection, but developing copyright information service documents can encourage proactive fulfillment of obligations [31-33]. Therefore, disclaimers should be emphasized, including website security and hyperlink policies. Copyright law must be firmly implemented, and enforcement of copyright information services strengthened to prevent laws from becoming meaningless. Relevant authorities must handle violations seriously to fundamentally constrain user behavior and highlight the significance of copyright information service documents.

4.7 Actively Respond to University Intellectual Property Information Service Center Construction

The “Implementation Measures for the Construction of University Intellectual Property Information Service Centers” states in Chapter 1, Article 5 that university intellectual property centers are generally established in university libraries, built by the universities themselves, responsible for establishing sound management institutions, equipped with full-time personnel, and developing daily management methods [34]. Under this national initiative, libraries should seize the opportunity to actively participate in constructing university intellectual property information service centers, promote their development with a sense of ownership, and integrate copyright information services closely with the construction of these centers. Libraries should carefully examine and summarize their institution's current intellectual property protection status and provide distinctive copyright information services based on this foundation.

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Research and Enlightenment on the Copyright Information Service of 100 University Libraries in the United States Sun Hanhan¹, Hao Qun¹, Zhang Libin² ¹Fudan University Literature Information Center, Shanghai 200433 ²Nankai University Library, Tianjin 300071

Abstract: [Purpose/significance] Studying the documents of copyright information service in the 100 colleges and universities in the United States could provide reference for the formulation of copyright information service documents for Chinese university libraries. [Method/process] Through searching the official website of colleges and universities and contacting librarians by email, a thorough network survey was conducted on the copyright information service documents of the top 100 American university libraries in the QS ranking in 2018. The analysis was conducted from four aspects: the category name and location of the copyright information service documents, the content framework, the crisis handling procedures, and the necessity of librarian assistance. Combined with the current situation of copyright information service documents in Chinese university libraries, the copyright information service documents suitable for Chinese university libraries were explored. [Result/conclusion] Through the analysis and summary of the copyright information service documents of American university libraries, the following inspirations are proposed for the development of library copyright information service in Chinese universities: vigorously promote the publication of copyright information service documents in university libraries; enhance the comprehensiveness and integrity of copyright content; attach importance to fair use; attach importance to the publicity and learning of copyright; set up relevant posts and functional departments; attach importance to disclaimer statements and deal with infringements seriously; actively respond to the construction of university intellectual property information service centers.

Keywords: copyright information service; university library; America; network survey method

Note: Figure translations are in progress. See original paper for figures.

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