

REPORT

from the Intellectual Property in Composition Studies (CCCC-IP) Annual Caucus Meeting

Meeting held on Wednesday, April 7, 2016 from 2:00-5:30pm
Houston Hilton of the Americas, Salon C, Level 2

Jim Purdy, Duquesne University, Senior Chair
Dànielle Nicole DeVoss, Michigan State University, Junior Chair
14 attendees, including 2 new attendees

This report is a brief overview of the discussions and activities during the 2016 meeting of the Caucus on Intellectual Property and Composition Studies. The meeting agenda was:

1. Welcome and introductions; announcements
2. Business items
3. Guest speaker: John Willinsky, “The Thing about Intellectual Property Worth Teaching”; followed by discussion
4. Roundtable discussions
 - a. Brief review of 2015 roundtable discussions and updates
 - b. Roundtable work and roundtable reports
5. Action items, next steps, and wrap up

Below, we first summarize our business meeting action items before providing a detailed report on the meeting itself.

ACTION ITEMS

Action Items: Immediate

- Charlie Lowe, chair of the CCCC intellectual property committee, and DeVoss will connect with Independent Writing Programs leaders and move forward on a CCCC 2017 workshop proposal.
- DeVoss will work with Jessica Reyman, the newly elected junior chair, to establish action items and priorities for the coming year.
- DeVoss will communicate with Stephen Parks (incoming editor, Studies in Writing and Rhetoric).
- The committee will continue to work on the “people, initiatives, etc.” doc and identify a hosting space to share the resource.
- DeVoss will draft two Communications Coordinator / Archivist / Resource Coordinator position descriptions, which the committee will review and discuss online, and, ideally, eventually put out a call for potential coordinators.

Action Items: Longer-term

- Continue to work with CCCC-IP Committee and NCTE to migrate journals (or at least archives) to open-access spaces
- Identify ways to be more agile as an advocacy organization.
- Develop expanded recruitment strategies for meetings and hosted events.
- Develop a plan to best liaise with NCTE/CCCC administration about IP issues.

MEETING REPORT**1. Welcome and Introductions; Announcements**

Attendees introduced themselves and signed in. Purdy and DeVoss provided an agenda for the meeting.

Announcements included using the #4cIP hashtag on social media to share IP-related discussions and developments at the conference. A list of IP-related panels was reviewed. The group reviewed a pre-publication copy of the *CCCC-IP Annual 2015* (prior to its migration to the NCTE/CCCC web site).

2. Business Items

Charlie Lowe, chair of the CCCC IP Committee, provided an update. A “CCCC contacts and resources” handout was reviewed; the group decided to continue updating it and possibly share it on the NCTE/CCCC web site. The group discussed potential position needs for the caucus, including a Communications Coordinator (who would also serve as Editor of INBOX submissions from the Caucus), and also a Resource Coordinator. The group decided to write position descriptions and call for candidates.

Calls for junior chair candidates were circulated prior to the conference; at the conference, Jessica Reyman (who was not present, but had provided a bio statement to be circulated) was introduced and unanimously elected as the 2016-2017 junior chair.

The group discussed whether or not to host a panel or a workshop for CCCC 2017; the group decided on three avenues of action:

1. to propose a workshop in coordination with the Independent Writing Programs committee, focused on issues of information literacy and intellectual property in the context of writing majors;
2. to invite Maureen Cohen Harrington, the Assistant General Counsel for the Library of Congress, to share a video-recorded statement for us to view and discuss at the CCCC-IP 2017 caucus meeting; and

3. to encourage caucus members and others to propose panels and presentations for CCCC 2017.

3. Guest Speaker

John Willinsky, Khosla Family Professor of Education and Director of the Program in Science, Technology, and Society at Stanford University and the Director of the Public Knowledge Project, presented on “The Thing About Intellectual Property Worth Teaching.”

Willinsky spoke compellingly about the need for writing teachers to address IP issues in the classroom, stating that “our economy is driven by IP; we can’t let students go into the larger knowledge economy without a stronger sense of IP.” He continued to speak of the role of legal reasoning in our classrooms, arguing that “students need to be able to rationalize their use of copyright-protected information; they need to understand others’ works and rights.”

In the following Q&A, caucus members discussed with Willinsky the implications, challenges, and benefits to this work.

4. Roundtable Discussions

Roundtable work was launched by reviewing 2015 discussions; groups reported on the status of action items developed in 2015. Attendees contributed to four roundtables organized topically around four areas of timely concern: (1) emergent legislative and legal developments; (2) IP advocacy and outreach within CCCC/NCTE; (3) best practices regarding pedagogical approaches; and (4) stories about how IP issues have impacted the work participants do as teachers, researchers, and citizens. Brief reports and action items are included below.

Roundtable 1: Legal and Legislative Developments

Discussion leaders: Kim Gainer, Radford University; Laurie Cubbison, Radford University; Jeffrey Galin, Florida Atlantic University

- Discussed the status of the Georgia State Case (on e-reserves); discussed recently released research reports regarding the chilling effects of the DMCA.
- Action item: Educate colleagues and others about potential implications of these legal and legislative developments; help prepare colleagues (including librarians) about potential implications.

Roundtable 2: IP Activism Within and Beyond CCCC/NCTE

Discussion leader: Timothy R. Amidon, Colorado State University

- Discussed the Trans-Pacific Partnership (TPP) and the Copyright Term Extension Act (CTEA); discussed how the committee could respond--as a group and its

members as individual faculty members--in more agile ways to proposed legislation.

- Action items: Develop a brief statement on three reasons why CCCC members should care about TPP and CTEA; work with the CCCC-IP Committee to share the document. Brainstorm and ideally build infrastructure for how the caucus can mobilize, network, share information, etc.

Roundtable 3: IP in the Classroom—Pedagogical Approaches

Discussion leaders: Kyle Stedman, Rockford University; Dànielle Nicole DeVoss, Michigan State University

- Discussed the responsibilities of people working in writing programs (minors, majors, degree-granting, etc.) of training students for intellectual property, especially in professional contexts.
- Action item: Work with the Independent Writing Programs group to potentially co-sponsor and co-host a half-day workshop at CCCC 2017 to address information literacy and intellectual property issues in the context of teaching within writing programs.

Roundtable 4: IP Stories from the Field

Discussion leader: James P. Purdy, Duquesne University

- Discussed concerns graduate students have related to depositing their work, particularly dissertations and these, to repositories.
- Action item: Communicate how we as a committee and the field more broadly needs studies of graduate students' and early faculty members' experiences related to thesis and dissertation repositories and publication implications. This (and related) research should also identify sponsors of IP decisions (e.g., publishers, institutions, disciplinary conventions) and how IP decisions are implemented.