Pennsylvania Libraries: *Research & Practice*

Navigating the Copyright Landscape

Practical Considerations for Librarians

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Copyright is central to teaching activities in higher education. Using copyrighted materials in education requires careful analysis and understanding of copyright basics. A review of the literature demonstrates that librarians are the primary resource on campus for information about copyright. A sampling of small to moderate-size, private university and college websites, and a survey of the librarians at those institutions suggest that libraries and librarians are the sole providers of copyright information for their campus. This paper examines how and what kinds of copyright information librarians at private, small to moderate-size institutions provide to their patrons and offers commentary from librarians who are currently the copyright contact on campus. The authors discuss how to use copyright expertise to build a professional niche and serve the profession as well as how to identify new opportunities for professional growth and career advancement.

Introduction

Many colleges and universities do not have the resources to create a copyright office or hire a copyright officer to advise patrons. Historically, faculty and students have turned to librarians to help them approach complex copyright issues. The American Library Association (ALA) charges librarians to be "sources of copyright information for their user communities" and "to be ready to inform or properly refer users with questions pertaining to copyright" (American Library Association, 2014). The authors work at small institutions that do not have a copyright office, and both serve as a primary contact on their campus for copyright issues. This study seeks to determine how small to moderate-size colleges and universities provide copyright information to their patrons, the kind of information provided, and how librarians are involved.

New librarians benefit from seeing how seasoned colleagues have helped their institution and patrons

navigate copyright issues and how these issues are addressed on campus. They must learn how others have developed a solid, general understanding of copyright law and kept abreast of major issues that affect academic institutions. Librarians serving as copyright consultants are becoming increasingly important with the advent of virtual classrooms and alternative ways to publish and access research, which offer new opportunities to develop an expertise that is not only vital to the institution but also expands their professional role.

Literature Review

In preparation for this study, relevant research was gathered from *Library, Information Science & Technology Abstract*s *(LISTA)* and EBSCO's *Academic Search Premier*. Other references included *Copyright Law for Librarians and Educators: Creative Strategies & Practical Solutions* by Kenneth Crews (2012), who is the former director of Columbia University's Copyright Advisory Office, and the websites of ALA and the Association of Research Libraries (ARL). Several themes emerged from the literature related to copyright and libraries.

In Bishop (2011); Papp, Matulich, Walters, & McMurrian (2010); and Gould, Lipinskii, & Buchanan (2005), the authors discussed the legislation, infringement lawsuits, and legal interpretations surrounding copyright and provided guidance for librarians. Rife (2007) offered a useful, in-depth analysis of the Fair Use Doctrine, outlined in Section 107 of the Copyright Act of 1978, including its history, legal cases, and recommendations for educational use. While high-profile cases usually involve large universities and corporations, the ramifications of court rulings may affect everyone. In the pre-digital world, educators could easily escape notice and use printed copyrighted works without permission for classroom use and even public display. Now, new technologies enable faculty or students to easily pull content from a website and drop it into a presentation without considering restrictions on its use; at the same time, rights holders can just as easily discover infringement of their works.

Gilliland and Bradigan (2014), Albitz (2013), Ferullo (2011), and Vesely (2007) discussed librarians serving as campus copyright contacts or experts and emphasized ways to approach copyright. Libraries, as centers of information, are the logical place on campus to seek copyright information, especially when there is no copyright office. At many institutions, librarians may be the sole providers of copyright assistance. Quartey (2008); Myers (2014); and Rodriguez, Greer, & Shipman (2014) offered case studies and practical advice that demonstrate best practices and encourage librarians to become copyright advocates and educators. Crews (2012) said librarians and educators cannot avoid copyright (pp. 7-8). Librarians have an opportunity to form partnerships to improve and expand understanding and awareness of copyright. Crews recommended a "careful, informed, and strategic approach to copyright" with focus on situations that "demand attention" (p. 8).

Other research has compared approaches across institutions. Within a national scope, Bishop (2011) provided a qualitative study of how copyright information is disseminated across ARL websites. Charbonneau and Priehs (2014) surveyed academic librarians and library staff about their copyright awareness; their study was the first to "document awareness of specific copyright policies, range of copyright partnerships on campus, and training issues within academic libraries in the United States" (p. 232). Eye (2013) studied the administrative leadership in libraries and looked at a national random sample of library deans' and directors' knowledge of copyright law. He concluded that "more evidence is needed to discover the level and range of copyright expertise that exists on campuses of higher education" (p. 10).

This paper compares approaches within a homogeneous cohort of smaller institutions with similar staffing levels, resources, and support. Large institutions are expected to offer formal copyright support, and in some cases, become resources for smaller institutions looking for advice on the web. Librarians at smaller institutions face the same challenges as those at large institutions. How much assistance should they provide to their patrons? How can they advise patrons effectively and remain within legal boundaries? How do they educate themselves? This study looks at

how institutions disseminate copyright information and librarians' education and advocacy efforts. Copyright resources for librarians are provided.

Study

This study examined 29 aspirant and peer-group institutions, the list of which was provided by Marywood University's Office of Planning & Institutional Research and is maintained by the Association of Independent College and Universities of Pennsylvania (AICUP). The full-time enrollment (FTE) range for institutions in the sample was 0-15,189. Nine have an FTE of 0-3,999, 14 have 4,000-6,999, and six have 7,000-15,189. All were private institutions; most are in New York, New Jersey, and Pennsylvania, and all are on the East Coast of the United States. The institutions were selected due to their similarity to the authors' institutions. Marywood University, in Scranton, Pennsylvania, is a Catholic, comprehensive university with approximately 3,000 undergraduate and graduate students. The Commonwealth Medical College, in Scranton, Pennsylvania, enrolls approximately 450 students. Unlike larger universities, libraries at similar institutions were expected to have a smaller staff, be less likely to have a copyright office, and be more likely to have a librarian providing copyright assistance to patrons.

In August 2014 and March 2015, each institution's website was examined to determine whether it had a copyright office, a copyright officer or librarian as copyright contact, library-hosted copyright information, an institutional copyright policy, copyright educational programming, and other resources. After the website review, in January 2016, a short questionnaire was emailed to librarians at the institutions. If the website did not clarify who to contact, the library director was emailed. There may be bias due to the small sample size and examination of only private institutions. The responses to the questionnaire were anonymous (even to the authors), and data may overlap between it and the website review.

Results

Website Review

Table 1 outlines the information sought on both the institution's and its library's website. Examined were the library's involvement with copyright as well as information about the Fair Use Doctrine; the Technology, Education, and Copyright Harmonization (TEACH) Act of 2002; and Digital Millennium Copyright Act (DMCA) of 1998[1]. The findings indicate that librarians at small to moderate-size institutions involve themselves in copyright education to varying degrees. At 16 institutions, libraries provide some type of copyright information; eight libraries use LibGuides for this purpose. One institution has a copyright office, staffed by a lawyer and three other people, another lists an administrator as the copyright contact, and four libraries list a librarian as copyright contact. Two institutions offer copyright programming and education for faculty. Twelve have an institutional copyright policy; 16 cover fair use; 19 have information about the TEACH Act; four have information about DMCA.

The fair use doctrine allows copyrighted works to be used for criticism, comment, and teaching while limiting access and distribution. It outlines the four factors test that courts use to determine whether it applies. The TEACH Act addresses using technology in teaching, especially for distance education, and delivering content via course management systems, such as Blackboard and Moodle. Understanding the TEACH Act is important for librarians, since faculty increasingly integrate online components into their courses. One of the main issues DMCA addresses is circumventing technological measures copyright holders employ to protect their works. Librarians should be aware of its exception for nonprofit libraries, archives, and educational institutions, which allows them to circumvent technology when reviewing a work before licensing.

Table 1

Information sought on both the institution's and its library's website

Information reviewed	Institutions with information (n=29)
Copyright Office	1
Copyright Officer	2
Copyright Programming/Education for Faculty	2
Institution Copyright Policy	12
Fair Use	16
TEACH Act	19
DMCA	4
Librarian as copyright contact person	4
Library-hosted copyright information	16

Email Questionnaire

The email questionnaire received 10 responses, the summary of which is outlined in the appendix. All respondents had no official copyright office on campus. When asked who spearheaded copyright initiatives at their institution, six respondents said librarians were either responsible for answering or would at least answer copyright questions. One replied: "We have no formal procedure. The library answers questions when asked for input." Two received assistance from their institution's legal counsel. Two replied that Academic Affairs led copyright initiatives, but librarians were involved. At one institution, the Dean of Academic Affairs was responsible for copyright initiatives. One respondent commented: "We do not have a person or department on our campus who spearheads copyright initiatives." Another wrote: "[f]rankly, it is a neglected function at my institution with no one assigned. We in the library hope to remedy this by advocating for the importance of information issues like this one." Another librarian, who did not participate in the questionnaire, explained in an email: "[W]e don't have a copyright office on campus and no member of the Library services staff has taken that role. Frankly, though we recognize that it is a very serious undertaking, until the University makes copyright compliance an initiative and designates funds and time to that effort, we are going to wait."

Five respondents were the copyright contact on campus: two had served for six months, one for 10 years, one for three years, and one for "several" years. One noted: "The position was recently created and included a focus on copyright outreach." Four indicated that, beyond the website, more copyright information was provided through outreach programs and workshops. Two said copyright information was supplied upon request. One replied: "We make nothing available, believe it or not." Another said: "Not really." Responses overall indicate copyright information is supplied as needed via orientation, workshops, presentations, and consultations.

When asked to explain how they decide what copyright information to put on the website; one respondent outlined a thorough vetting process that includes reviewing other academic libraries' websites, attending copyright workshops, and consulting the institution's legal counsel. One replied: "Copyright is too complex to provide too much detailed information, though I do have some case studies that are addressed to more common questions." Another concurred but would consider expanding copyright information on the library's website by answering the most frequently asked questions. One stated: "staff discussions of major issues and concerns" determined what information was supplied on the website.

Respondents mostly educate themselves about copyright through reading the literature and attending workshops and webinars. One commented: "Academic Affairs itself is in the process of developing a copyright guideline in consultation with myself and legal affairs." How they market their services and information varied greatly, from "We don't" and "Word of mouth" to LibGuides and research guides on copyright. Respondents collaborate with other departments to educate their community about copyright, including the Center for Excellence in Teaching, Academic Affairs, the University Press, and the Information Technology Department.

Three respondents do not participate in professional organizations related to copyright advocacy, one does but did not elaborate, and another noted: "As a library, we follow ALA's standards and best practices for copyright advocacy, and we have participated in ALA-sponsored events related to copyright. Also, whenever SLA-sponsored[2] events are offered in our area, we attend these too."

Discussion

The website review and email questionnaire indicate that libraries at most of the institutions studied are informally engaged in copyright education. Lack of institutional support may impede their involvement, as noted by two questionnaire respondents, and librarians offer the best service they can within the staffing and budgeting parameters. Few of the institutions (four in the website review, five in the questionnaire) have librarians who have formal copyright responsibilities and actively provide education and advice. The questionnaire responses indicate that, regardless of how involved librarians are with copyright on campus, most self-educate through reading and attending workshops.

Over half of the institutions refer to fair use and the TEACH Act. Although 16 libraries provide some copyright information, in general, it was difficult to find, scattered across website documents and pages and/or located in faculty and student handbooks, student activities pages, and IT documents. Evidence of a formal institutional copyright policy is weak: a policy was available on less than half of the websites. However, more information may be accessible only through institutional portals, which the questionnaire attempted to address.

Developing a Professional Niche

Librarians new to the profession or to the responsibilities of copyright contact have the benefit of a history of practice, which can guide their professional growth. Copyright knowledge is an essential aspect of many vital librarian positions. Access services or user services librarians may be responsible for course reserves. Interlibrary loan librarians set the electronic lending policies while working with electronic resources librarians to negotiate with vendors. Scholarly communications is an expanding area that requires a deeper knowledge of copyright and can provide a rich professional opportunity. According to the ARL, scholarly communication is:

> [T]he system through which research and other scholarly writings are created, evaluated for quality, disseminated to the scholarly community, and preserved for future use. The system includes both

formal means of communication, such as publication in peer-reviewed journals, and informal channels, such as electronic listservs (Association of Research Libraries, n.d.).

Increasingly, campuses need someone who can navigate this system. Librarians who have a history of practice and basic understanding of copyright can fill this role. A scholarly communications librarian monitors national copyright and open access trends as well as policy issues, serves as a copyright resource on campus, and develops and manages a digital repository or library publishing platforms. A solid understanding of copyright underlies these activities.

Digital humanities librarianship is another growing field, in which librarians curate digital collections that employ fair use for education and research. Many digital humanities collections are open access and located in the library. "In fact, three out of four highly active digital humanities centers are physically located with their respective University libraries; Maryland Institute for Technology in the Humanities (MITH) at the University of Maryland – College Park, ScholarsLab at the University of Virginia, and Digital Scholarship Commons (DiSC) at Emory University are all housed in the library" (Vandegrift, 2012). As with other collections, libraries can provide direction and resources when using copyrighted work, help scholars fully employ fair use, and help shape collection development policy. In a 2015 study by American Libraries and Gale Cengage, 43% of librarians said they "advocate coordinated digital humanities support across the institution" (Varner & Hswe, 2016).

If librarians are newly charged with copyright responsibilities, they should confirm if their institution has policies that govern the use of copyrighted materials, in particular, a copyright policy. They should also become familiar with fair use, which is often employed to provide students with copyrighted works, and understand the TEACH Act, especially at institutions that support distance learning and use learning management systems, such as Moodle or Blackboard. Librarians involved in education technology and online course design should be familiar with DMCA. Papp, Matulich, Walters, & McMurrian (2010) note the Higher Education Opportunity Act "requires universities and colleges to have a plan to prevent copyright infringement and to inform students of the copyright laws and 'Fair Use' by July 2010" (p. 3). Thus, the institution is responsible for creating, upholding, and educating its employees about the policies. If there is no copyright policy, librarians can work with administration to develop one. Only two librarians noted in the questionnaire that administrators lead copyright initiatives at their institution.

Without much support from administration or an institutional mandate, promoting copyright education and compliance can be challenging. Copyright is complex, and many shy away from it. Faculty tend to pay attention to copyright when the administration makes it a priority. With ever shrinking budgets and competing priorities, smaller institutions are perhaps expected to fly under the radar. Private institutions do not have sovereign immunity, which exempts public institutions from monetary liability under the federal intellectual property law. Ultimately, the final decisions in making copyright policy and the amount of risk the institution is willing to assume may rest with an institution's legal counsel. One institution's website posted the caveat that *individuals* (authors' emphasis) who do not adhere to the institution's copyright policy place themselves at risk of legal action. Such warnings underscore the need for faculty to consider copyright, take steps to inform their students, and learn how to make informed decisions about properly using materials in their teaching, which is where librarians can help.

Copyright advocacy can also help raise library and librarian visibility on campus and offer opportunities for interdepartmental engagement. Six questionnaire respondents collaborated with other departments on copyright issues. Interdepartmental cooperation and communication can foster a greater understanding of how copyright impacts departments' areas of responsibility. Librarians can also create an online copyright guide or webpage to provide direction to their colleagues and raise copyright awareness on campus. LibGuides can include links to free educational materials and highlight library resources to use in teaching. Increasingly, publishers use licenses to control access and restrict distribution of their content. Librarians are well-acquainted with the licenses governing library

resources, which enables them to help patrons make correct use of copyrighted materials for teaching, research, and presentations.

Faculty and students should view librarians as copyright consultants, which allows them to educate patrons about copyright and help them make informed decisions. How did faculty access this article, video, or audio recording? How will they provide access to their students? How much material is needed to be effective? Who owns the copyright to the material? How do fair use and the TEACH Act come into consideration? With these questions and examples in mind, patrons and librarians can consider the most responsible way to use copyrighted works. For example, Conlogue frequently receives requests from students who want to show a movie on campus. She meets with students in person if possible and discusses the four factors of fair use, the intended use, and the individual licensing restrictions for a given film. She directs the students to contact the rights holder to seek permission and helps them locate the contact information.

Faculty may receive requests for a copy of or to use their published work. If they have signed over their copyright to a journal publisher, they cannot give permission for its use. Librarians can help them navigate the rights and responsibilities of their published work. Global access to online citation indexes allows their research to have a larger reach, but foreign researchers may not understand or strictly adhere to US Copyright Law. Faculty can be confused about what they can provide colleagues without jeopardizing their relationship with journals. They should review their author agreement and contact the journal to determine if they may distribute a copy of their work for research or educational purposes.

Opportunities for Professional Development

Through education and professional development, new librarians can develop a basic copyright knowledge and take their career to the next level. One librarian said in the questionnaire: "I'm presently pursuing a certificate in copyright management from SLA." ALA offers books, ebooks, workshops, and courses on copyright. Most professional conferences sponsor programs or presentations related to copyright. There are also free and fee-based courses online. The Special Libraries' Association (SLA) offers a certificate in copyright management; participants select eight fee-based courses from a comprehensive curriculum that can be tailored to professional needs. In the summer of 2014, the Office of Copyright and Scholarly Communications at Duke University offered a free MOOC, called "Copyright for Educators and Librarians." Smith (2016) noted that, due to such positive response, it was introduced again in 2015 in an on-demand format, which allows participants to start and complete the course at their own pace. A new additional course in 2016 is called "Copyright for Multimedia," which deals with data, images, music, and film.

Monitoring trends and considering the larger picture are also important for librarians. Educators and students are not just consumers of information but also creators who are interested in sharing their scholarly work. The struggle between information as a commodity and information for the common good plays out in the political arena nationally and internationally. ALA publishes legislative updates through the Washington Office District Dispatch Blog (districtdispatch.org). It focuses on policy issues and legislation but also provides resources to advocate for better information access. The World Intellectual Property Organization (WIPO) publishes a magazine quarterly that deals with broader issues but occasionally includes articles specifically about copyright. For example, it recently published an article that discusses libraries' and archives' increasing support of scholars and researchers and their engagement in copyright that has a global reach (Hackett 2015). The Stanford Center for Internet and Society at Stanford Law School operates the Fair Use Project, which is the "only organization in the country dedicated specifically to providing free and comprehensive legal representation to authors, filmmakers, artists, musicians and other content creators who face unmerited copyright claims, or other improper restrictions on their expressive interests" (American Library Association, 2014). Its website hosts a blog, resources, press releases, multimedia, and a list of experts. Because

copyright issues can be polarizing, librarians should be aware of the different points of view and monitor current activities.

Service to the Profession

Librarians can address copyright issues on the local level, either within their institution or regional library associations, or on a national or international level. ALA's Office for Information Technology has a Policy Advisory Committee Education Subcommittee that "advocates for public policies that support and encourage efforts by libraries to ensure free and open access to electronic information resources" (American Library Association, n.d.). One of the International Federation of Library Associations (IFLA) Strategic Program groups is the Committee on Copyright and Other Legal Matters. Subject librarians may find opportunities to serve through subject discipline organizations. Service to the profession can also be done with social media: Facebook, Twitter, and blogs are great outlets to share information among peers and connect on a national and international level.

Conclusion

Smaller institutions may not have the resources to maintain a copyright office, but ignorance of the law or whether a work is protected is not an accepted legal defense. Lacking formal and cohesive policies, educational opportunities, and copyright information at an institution creates a challenge, but everyone who wants to use copyrighted material for teaching, presentations, and research must understand and apply copyright basics. Librarians must actively educate themselves about copyright to avoid being stymied in over-analysis, misinformation, and fear of doing the wrong thing. Ultimately, copyright education increases confidence, saves time in planning, reduces anxiety, and protects both the institution and individual. Librarians should proactively advocate for copyright policies and education. Advocating takes time, effort, and relationship building, but it can be done. Librarians can educate patrons and help them work through more complex issues while bringing copyright to the forefront of institutional awareness. Copyright education and guidance provides librarians with an excellent opportunity to raise their visibility on campus and develop a valuable niche within their institution and beyond. This website review and email questionnaire serves as a pilot study to answer how librarians at small to moderate-size institutions engage in copyright education. An expanded and more structured assessment of a larger number of institutions will be conducted.

Notes

[1] The fair use doctrine permits use of protected works under certain circumstances. See http://www.copyright.gov/fair-use/more-info.html. The TEACH Act enables accredited nonprofit educational institutions to use copyrighted works for distance education. See https://www.copyright.com/Services/copyrightoncampus/basics/teach.html. The DMCA was an effort to address the impact of technology and digital works on copyright-related issues. See http://www.copyright.gov/legislation/dmca.pdf.

[2] Special Libraries' Association.

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Appendix

Questionnaire

1. Do you have an official Copyright Office that addresses copyright issues at your institution?

    10 responses: 0 yes; 10 no

2. Who staffs the office?

    1 response: No office

3. Who spearheads copyright initiatives at your institution?

    10 responses: Administrators in Academic Affairs (2); librarians (6); legal counsel (2); no one (2); information technology (1)

4. If you are the copyright contact on campus, how long have you been in this role?

    5 responses: 6 months (2); 10 years (1); several years (1); 3 years (1)

5. Is there more information about copyright provided to the community that is not on your institution's website? (Ex. intranet, handouts)

    9 responses: Nothing available (3); workshops/presentations (4); handouts to faculty at orientation (1); faculty handbook (1)

6. How do you decide what copyright information to put on the website?

    8 responses: Persistent issues/common questions (1); we post only about reserves (1); we only post the policy and some websites (1); focus on general principles only (1); I don't know (1); collaborate with library colleagues to determine scope and consulting with legal counsel (1); we don't have much on copyright on the website (1); staff input (1)

7. How do you stay informed and educate yourself about copyright issues?

    14 responses (some respondents provided several examples): Webinars/workshops (6); reading articles (6); professional involvement with ALA (1); pursuing copyright management certificate (1)

8. How do you market your services/information?

    11 responses (some respondents provided several examples: We don't (2); LibGuides (2); social media (1); library website (1); word of mouth (4); liaison responsibilities (1)

9. Do you collaborate with other departments to educate the community about copyright?

    8 responses: Center for Excellence in Teaching and Learning (1); Academic Affairs (1); Instructional Technology (1); faculty groups (1); Information Technology (1); University Press (1); we don't (2)

10. Do you participate in professional organizations related to copyright advocacy?

    4 responses: No (3); yes (1)

Resources

The ALA Washington Office District Dispatch

http://www.districtdispatch.org/

The Berkman Center for Internet and Society at Harvard University

https://cyber.law.harvard.edu/

The Berkman Center's mission is to explore and understand cyberspace; to study its development, dynamics, norms, and standards; and to assess the need or lack thereof for laws and sanctions.

Coalition for Networked Information

https://www.cni.org/

The Coalition for Networked Information (CNI) is dedicated to supporting the transformative promise of digital information technology for the advancement of scholarly communication and the enrichment of intellectual productivity.

Copyright for Educators and Librarians

https://www.coursera.org/learn/copyright-for-education

Copyright Alliance

https://copyrightalliance.org/

The Copyright Alliance is a non-profit, non-partisan public interest and educational organization representing artists, creators, and innovators across the spectrum of copyright disciplines, including membership organizations, associations, unions, companies and guilds, representing artists, creators and innovators, and thousands of individuals.

Copyright Librarian

http://simsjd.com/copyrightlibn/

Nancy Sims, lawyerbrarian at large

Copyright for Multimedia

https://www.coursera.org/learn/copyright-for-multimedia

The Electronic Frontier Foundation

https://www.eff.org/

The Electronic Frontier Foundation is the leading nonprofit organization defending civil liberties in the digital world. Founded in 1990, EFF champions user privacy, free expression, and innovation through impact litigation, policy analysis, grassroots activism, and technology development. We work to ensure that rights and freedoms are enhanced and protected as our use of technology grows.

The Fair Use Project

http://cyberlaw.stanford.edu/focus-areas/copyright-and-fair-use

Public Knowledge

https://www.publicknowledge.org/

Public Knowledge promotes freedom of expression, an open Internet, and access to affordable communications tools and creative works. We work to shape policy on behalf of the public interest.

Reproduction of Copyrighted Works by Educators and Librarians (Circular 21)

http://www.copyright.gov/circs/circ21.pdf

Scholarly Kitchen

http://scholarlykitchen.sspnet.org/

The mission of the Society for Scholarly Publishing is "[t]o advance scholarly publishing and communication, and the professional development of its members through education, collaboration, and networking." The Scholarly Kitchen is a moderated and independent blog aimed to help fulfill this mission by bringing together differing opinions, commentary, and ideas, and presenting them openly.

SPARC

http://sparcopen.org/who-we-are/

The Scholarly Publishing and Academic Resources Coalition (SPARC) works to enable the open sharing of research outputs and educational materials in order to democratize access to knowledge, accelerate discovery, and increase the return on our investment in research and education.

Special Library Association Certificate in Copyright Management

https://www.sla.org/learn/certificate-programs/cert-copyright-mgmt/

World Intellectual Property Organization

http://www.wipo.int/about-wipo/en/