

# **STUDENT USE OF APPROPRIATED IMAGERY**

## **An IHEAA Position Statement 4/13/07**

The IHEAA recognizes that appropriated imagery is a contemporary art process that flirts with copyright and intellectual property issues that the legal system has yet to fully sort out. Because of the unresolved legal issues, the IHEAA has adopted the following guidelines.

Instruction in the visual arts at the higher education level should focus on the creativity and originality of the student's design and finished artwork. While this personal imagery may allude to contemporary culture, the art rendered by the student should reflect their interpretation of the society in which they live and not be a copy of, nor directly use, imagery created by others.

Students must be made aware of, and understand the differences in, using appropriated images as part of a classroom exercise for educational purposes and the subsequent use as an image they refer to as their own. Faculty need to take the lead in teaching students the research skills necessary to understand the legal issues involved with plagiarism, copyright violation, and intellectual property theft. Violations of existing statutes need to be treated the same as any other violation of the student conduct code or academic integrity policy similar to the way plagiarism is addressed in written works on campuses nationwide.

Students who seek and obtain permission to use appropriated imagery must maintain records of that permission and include that documentation in the presentation of the work either through inclusion in the framing/presentation process or written files supplied to the exhibition venue.

Ultimately, it is the student's responsibility to know and accept what is legal and what is not. The student must be able to demonstrate that they have done the research to determine if a work is protected, thought through the issues involved, and have responded in an ethical manner respecting the intellectual property of other creative individuals.