Choose Privacy Week Resource Guide
Office for Intellectual Freedom
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Introduction

Welcome to Choose Privacy Week! This new initiative is a project of the American Library Association (ALA) Office for Intellectual Freedom, and it relies on the participation of libraries all across the country. Libraries are the information hubs of their communities. They’re the perfect places for citizens to learn about, think about, and talk about privacy issues today.

Choose Privacy Week is an education and awareness campaign that invites citizens into a national conversation about our privacy rights in a digital age. The goal is for libraries to help educate and engage their users—giving individuals the resources they need to think critically and make more informed choices about their privacy.

This resource guide was designed to provide libraries with ideas and tools for privacy-related programming and outreach. It includes brief background information on why privacy matters, thorny issues around young people and privacy as well as our increasing use of the internet and online social networking tools, and library advocacy for privacy. A section on civic engagement introduces and offers resources for libraries to host a public forum on privacy. The programming guide serves as the heart of this publication, providing out-of-the-box activities and events for libraries to initiate in their communities. Resources for libraries to protect themselves and promote user privacy are offered as well. Finally, a roundup of contacts and resources is followed by a useful annotated bibliography for further information.

This printed resource guide is supplemented by online tools and resources. Visit www.privacyrevolution.org to learn more and take advantage of updated information.
Why Privacy Matters

ALA Office for Intellectual Freedom

Privacy has many meanings and many faces. Libraries recognize that privacy is essential to the exercise of free speech, free thought, and free association—all strongly held American values—and protecting user privacy has long been an integral part of libraries’ work and mission.

In an era of social networks, online databases, and cloud computing, more and more individuals’ personal information is now available online and elsewhere. The ease of communicating information in the digital age has changed the way we live, learn, work, and govern. But such instant access to information also presents new challenges to our personal privacy. We depend more and more on evolving technologies and social norms that encourage the disclosure of personal information.

We also live today with surveillance cameras on our street corners, wiretaps on our phone lines, and monitors on our internet activities. Retailers, hospitals, and schools demand the details of our personal lives as a condition for receiving service, health care, or education. Our government claims the rights to open our mail, x-ray our bodies, and track our reading in the pursuit of national security.

At the same time, current and emerging technologies facilitate constant, penetrating surveillance and the unlimited storage and scrutiny of data. Financial records, health care records, educational records, library records, tax records, even the mundane details of our calls to parents and children and friends now circulate freely among government offices, corporations, and law enforcement agencies. Privacy, as an American value, is rapidly vanishing.

In light of these drastic changes to our way of life, a number of compelling and confounding questions confront us as American citizens. Is privacy a basic human need? What does a loss of privacy mean to our democratic way of life? Do Americans really care about their privacy? Can we take back our right to privacy and, if so, how? Where do we start?

We believe that the answers can begin to emerge in conversation—in a national discussion about the meanings of privacy today. Different individuals will hold different attitudes, opinions, and beliefs about the issues at stake. All views are welcome in this conversation and will contribute to a truly diverse and meaningful dialogue. We invite all citizens to join us in examining the many faces of privacy and the ongoing erosion of privacy—indeed, our very expectation of privacy—as an American value.
INTRODUCTION

Youth and Privacy

BARBARA JONES

Children and young adults in the United States have most of the same First Amendment rights as adults. And this is where parents and librarians should begin—with children’s rights, not with restrictions. Children will thrive as their parents read to them and then as they learn to read. They are gradually exposed to information that helps them understand their world and make informed choices. Children are discovering that reading and self-expression are lifelong pleasures. Libraries and librarians play a key role in children’s reading, discovering, and using information. This is often a partnership with parents, teachers, boards of education, and other community leaders.

The internet is now an exciting part of the information landscape, and children love it. In 2003 the National Center for Educational Statistics found that 90% of school-age children have access to computers at home or at school. There is now a wealth of excellent web content designed for children.

At the same time, librarians, children, and their parents/guardians must be aware of potential privacy violations should young people reveal too much personally identifiable information (PII) in an internet (or a non-internet) setting. Most studies find that while the public expresses great interest in protecting their personal privacy, their online shopping, browsing, and social networking behavior suggests otherwise. The Pew Internet and American Life Project found in 2007 that 82% of those profiled had posted their first name online; 29% their last name; 79% their photo; 61% their city or town; and 29% their email address. Children are especially vulnerable to online predators and commercial website information aggregators. That is why U.S. information laws and some school and library use policies may place restrictions on children’s access. These laws should not be an open invitation to create barriers to children’s access to information. Rather, parents/guardians, teachers, and librarians need to work together with children and young adults to educate them about these risks and help steer them toward the internet sources they will find useful and enjoyable.

All librarians working with minors have an ethical obligation to protect and promote youth privacy.

A. School Libraries: School libraries are an integral part of the programs, curriculum, and services of their institutions. This mandate might appear somewhat constrained compared to public or academic library missions; but creative, dedicated school librarians develop extraordinary collections and services that promote the spirit and principles of the Library Bill of Rights. School media specialists must assume a leadership role in promoting intellectual freedom in their libraries. They are challenged to work closely with teachers, administrators, parents, their district, and their school board—hopefully before problems arise.

Parents are understandably concerned about the internet environment their children might be exposed to at school. School librarians should work with parents—with the entire school community, for that matter—on library privacy and other intellectual freedom issues, to create community confidence in the library’s commitment to uphold minors’ privacy rights. At the same time the librarian can demonstrate how excellent internet resources can help children learn and discover.

1. COPPA: The Children’s Online Privacy Protection Act of 1998 applies only to commercial websites targeted to children and sites knowingly collecting information from children 12 years old or younger. Such commercial website owners have a legal obligation to obtain consent from parents of minors before collecting PII. COPPA should not ordinarily affect school libraries or their websites. But the school librarian should be ready to explain COPPA to parents who are developing a home internet use policy for their family.

2. FERPA: The Family Educational Rights and Privacy Act of 1974 grants parents the right to access their children’s records until they turn 18. This includes library records. Librarians should be careful to limit this access to parents/guardians and make sure that teachers don’t use it to monitor student reading habits, even for class assignments. The school librarian should be part of the team working on school privacy policies so that library interests are included. It is important to teach children about keeping their PII private, and the school’s policies should serve as a model.
3. Positive library programming: There are plenty of restrictions on children’s use of the internet. It is important that in spite of the risks, librarians promote internet use in the school library. There are many terrific homework sites, and the school library website should list these as a guide for parents.

4. Online resources that can be of assistance include: the Illinois Library Association brochures, *The Internet and Our Children: A Community Partnership*; and *Privacy and Confidentiality in Libraries* (available free on the www.ila.org website). They not only describe how to partner with your community on privacy issues, but also recommend good websites for children. Other great sources include Frances Harris’s *I Found it on the Internet: Coming of Age Online* (2005) for high school age students and Pat Scales’s *Protecting Intellectual Freedom in Your School Library: Scenarios from the Front Lines* (2009).

B. College and University Libraries: College libraries also must be aware of the FERPA law (see A.2 above). Students have the right to access their school records when they turn 18. This also applies to college records. The college library might want to use FERPA as justification for confidentiality of library records, especially if the state law does not apply to their particular institution. Librarians should be part of the campus team monitoring the legal protection of student information privacy in all units—including the career recruitment center and information technology (IT) departments. It is very common for library e-reserves to be placed on online courseware systems such as Blackboard. Access to student reading habits on such courseware should be prohibited as a potential violation of state law or at the very least an ethical breach of student privacy.

College students are avid social networkers, so they need to be reminded of the various privacy breaches possible with Facebook and other such sites. Futurist writer Cory Doctorow makes the privacy message appeal to young adults; his website on privacy is http://craphound.com. See also Janice Tsai’s “Privacy and Social Networking” (page 5 of this resource guide) and Barbara Jones’s *Protecting Intellectual Freedom in Your Academic Library: Scenarios from the Front Lines* (2009).

C. Public Libraries: In many public libraries the rules of privacy apply to all users, regardless of age. Check your state laws. COPPA (see A.1) may well apply, depending on what content is available on your public library terminals. Librarians need to be prepared to explain COPPA to parents and children. The library’s own website developers might consider providing the same privacy protections as those mandated for commercial websites. Librarians should not breach a minor’s privacy rights on behalf of a parent, if that information is readily available to the parent. It is the parent’s or guardian’s responsibility to determine their child’s use of the library. There may be some differences between adult and minor use of the public library, depending on state law, and often older minors’ use is not problematic. In short—whenever possible, the privacy rights of minors should be taught and modeled in the library itself.
Privacy and Social Networking

JANICE TSAI

Social Networks
You may have heard about social networking or social networks. Some examples of online social networks include Facebook, MySpace, LinkedIn, and Twitter. Other examples include online web forums or even blogging communities such as LiveJournal or Tumblr.

In general, social networking sites allow users to do the following (boyd & Ellison, 2007):

1. Construct a public or semi-public profile within a bounded system,
2. Articulate a list of other users with whom they share a connection, and
3. View and traverse their list of connections and those made by others within the system.

These sites allow you to meet new people or connect with people with whom you already have a connection.

Protecting Your Privacy
When people join social network sites, they typically provide their name, a profile photo, an email address, age or birthday, and a general list of interests. You can participate on social networks and protect your privacy. Privacy today is a matter of having control over one’s information.

Things to consider . . .

1. Public or Private? Based on the site you’ve joined and the reason you are participating, you should consider whether or not you want your site to be public or private. A public profile (say, on LinkedIn) can help other people find you and may make your profile a top hit for a Google search for your name. This may be beneficial if you are looking for a job or trying to promote your brand or company. Otherwise, you may want to consider restricting access to your profile.

2. Watch What You Say. The internet is forever. The things you say, the photos that you post, and the comments you make may be saved or archived by the site even if you delete them. Also, remember that people (including your employer) may discover the things you say or infer things from the photos you post.

3. Privacy Settings. Most social networks provide you with control over the information that you share. Privacy options are often available on these sites under links or tabs called Settings, Profile, or Privacy. Take advantage of these settings and update them as you see fit.

For detailed information and instructions on adjusting and updating privacy settings on social network sites (including Facebook, LinkedIn, MySpace, and Twitter), visit www.privacyrevolution.org
Advocating for a Revolution

MARCI MEROLA

Those most sage in the area of advocating for libraries will tell you that there were days when a librarian could not utter the word “advocacy” aloud, much less speak up about the value of libraries and the profession. Although there were certainly generations of dedicated librarians fighting for resources—new books and new buildings—so that they could make a difference in the lives of their patrons and in their communities, the public perception of the librarian was, overall, not that of a political animal.

Yet I came to the profession in time to see my colleagues on the steps of the U.S. Supreme Court in the fight against the Children’s Internet Protection Act (CIPA). What had transpired in between?

In some ways, librarians were simply doing what they do best: organizing and disseminating information. But they’d begun doing so in a new context of pointedly promoting their own self-worth and the value of their institutions to decision-makers, as well as creating awareness for libraries across the nation. A revolution in the way the profession views its role had begun.

Clearly, by the time CIPA had reached the Supreme Court in 2001, librarians were fighting for the same ideals that we’ve always held dear: intellectual freedom and equity of access. What had changed was the landscape. The onset of the Information Age had exponentially expanded the purview of the profession and, when we look at the privacy implications of emerging technologies, this expansion continues today.

In the early days of CIPA and the local bills or “mini-CIPAs” that continue to emerge, the library community was caught unaware by a new hostility. The media and political fringes created pernicious myths around librarians’ defense of open access to information on the internet. These attacks, not unlike those levied against librarians for their response to the USA PATRIOT Act’s privacy abuses years later, left us no recourse but to be defensive.

Years later still, we find ourselves fighting for dollars in the middle of what some call “The Great Recession.” If there is any silver lining in the current economic crisis, it is that the media—with the prodding of ALA’s PR and media efforts—has helped reposition libraries as information hubs. The public has rediscovered its love of libraries as the go-to place for job searches, educational materials, financial information, and entertainment. The stage has been set for libraries to take the lead in a bold new initiative: Choose Privacy Week.

Choose Privacy Week pushes the library community to the cusp of yet another of its own revolutions. In an era of constantly evolving technology, librarians have positioned themselves as venerable information experts. Finally, we enter this issue not on the defensive, but as leaders in the digital frontier.

Admittedly, my own point of view from the American Library Association is a bit different than yours, on the day-to-day front lines in public, school, academic, and special libraries around the country. What I can offer is perspective, and a few things to keep in mind as we enter a national conversation on privacy:

- **Let’s be leaders.** We will surely have our battles ahead, but let’s not start the conversation from a defensive posture. Let’s be confident and clear that we are, indeed, the information experts.

- **Let’s be teachers.** The world is our classroom! And for guidance, let’s look to our peers who teach information literacy and critical thinking skills on a daily basis and assure us that future generations will participate in Choose Privacy Week: school library media specialists and instruction librarians of all stripes.

- **Let’s get there first.** As privacy in the digital age becomes an increasingly pressing issue, let’s make sure that we are the vanguards of this new facet of the information age.

- **Let’s be fearless.** Even the biggest revolution, the strongest movement, begins with just a few first steps.

- **Let’s get excited.** As Judith Krug, founding director of ALA’s Office for Intellectual Freedom, once said of the internet: “We are at the beginning in the most important revolution, in terms of communication, that we’ve experienced since the invention of the printing press. Being there right at the beginning is so exciting!”
Outreach to Patrons and the Public

This section introduces information and resources for libraries to host public discussions on privacy.

The civic engagement framework offers libraries a unique structure for engaging users in meaningful discussion, deliberation, and dialogue. This process emphasizes respect for all attitudes and opinions that are expressed, and enables libraries to truly begin a conversation on privacy values and concerns in their own communities. A sample handout for the civic engagement process is provided.

In addition to the overview provided here, more comprehensive materials for conducting a deliberative forum are available online at www.privacyrevolution.org. These include a full moderator’s guide, a full set of documents for participants, and a post-forum questionnaire.

The chapter on town hall meetings offers another possibility for libraries to engage citizens in discussion around issues of concern to the entire community.

We wish to acknowledge the work and leadership of ALA’s Fostering Civic Engagement Member Initiative Group (MIG) and the Intellectual Freedom Round Table (IFRT) in developing these tools and the framework for a national conversation on privacy.
Civic Engagement: Hosting a Deliberative Forum on Privacy

Nancy Kranich

- What are our expectations for privacy in the digital realm?
- Is it reasonable to expect that information by and about us will remain private?
- Whom do I trust to protect my privacy?

By sparking a national conversation on privacy, Choose Privacy Week will give people with different perspectives an opportunity to learn more about privacy issues, weigh in on choices with their fellow citizens, and consider options for action. Deliberative forums provide an opportunity for the public to have a voice on critical issues by weighing different approaches and considering costs, consequences, and trade-offs. Trained moderators help participants listen to and understand the experiences and views of others and seek common ground for addressing difficult problems. America’s libraries invite our communities to join this conversation about the tough privacy choices facing our nation.

The purpose of public deliberation is to increase the likelihood of making sound, well-supported decisions about public issues. This is achieved by exploring and testing our ideas as we struggle with hard choices, considering the pros and cons of each option. Deliberation opens possibilities for new solutions and leads us to find common ground—mutual understanding of our differences and ways to act even with those differences.

Deliberative forums encourage dialogue and understanding about difficult issues facing our country and our communities. They offer opportunities for participants to listen to each other for deeper understanding, without advocating a position or debating opponents. With the help of trained moderators and issue guides, individuals are able to discover that their personal values and concerns often overlap with those who hold very different perceptions of problems and their possible solutions.

Privacy is a particularly slippery and amorphous issue, about which people hold a wide variety of opinions and beliefs. This section offers tips to help librarians plan to convene and moderate their own deliberative forums about privacy. For those who wish to learn how to moderate deliberative dialogues, ALA can offer guidance on locating a training institute. Below is a short overview of the process of convening and moderating a deliberative forum on privacy.

Deliberative Forum

PRIVACY: WHAT’S AT STAKE? WHAT ARE THE ISSUES? WHAT DOES IT MEAN TO ME?

Librarians around the United States developed this issue framework by asking people to express their concerns about privacy. The specific concerns were wide-ranging, but for most people a common thread was uncertainty about how to go about protecting their privacy. They are uncertain about whom to turn to and how to know what actions are effective. Thus, we ask, “Whom do I trust to protect my privacy?” Three approaches emerge:

1. The marketplace is the source of innovation in security and privacy protection technology and has a vested interest in privacy that secures the integrity of financial data.
2. The government has a responsibility to provide for public safety, which includes identity protection, and to secure the rights necessary to a free society.
3. I, myself, recognize that privacy values are individual and varied and that no one cares more about my needs than me.

The charge to participants is to deliberate, work as citizens, and find opportunities for authentic talk about the motivations behind what people are saying. The forum begins with an overview, followed by deliberation for 1 ½–2 hours. Participants are encouraged to find common ground and will debrief about the process at its conclusion. A sample schedule for the forum is as follows:

- Welcome/overview of deliberative dialogue and the framing of the privacy forum: 20 minutes
- Personal Stake: 20 minutes
- Approach 1: Marketplace: 20 minutes
- Approach 2: Government: 20 minutes
- Approach 3: Myself: 20 minutes
- Next Steps and Reflections: 30 minutes
The moderator begins by selecting a recorder and introducing the ground rules. The group’s charge is to make choices about public issues by deliberating and weighing choices. Competing approaches to problems will be considered and all positions will be discussed, including the perspective of people who aren’t present. Key ground rules include:

- Everyone is encouraged to participate.
- No one or two individuals dominate.
- The discussion will focus on the choices.
- All the major choices or positions on the issue are considered.
- An atmosphere for discussion and analysis of the alternatives is maintained.
- We listen to each other. (Source: National Issues Forums Institute)

Participants then introduce themselves and their personal stake in the issue. Taking 1–2 minutes each, individuals give their first name and discuss what brought them to the forum, what their personal experiences with this issue are, and what concerns them most about this issue. Concerns of all participants are recorded.

The moderator guides discussion to define the problem and discuss a course of action.

- What are the pros and cons of different approaches?
- What are the costs and consequences?
- What can we define as facts, trade-offs, and values?

The moderator encourages participants to consider what is valuable to us.

- How has this issue affected you personally?
- When you think about this issue, what concerns you?
- What is appealing about the first option or approach?
- What makes this approach a good one—or a bad one?
- How did you come to hold the views you have?

Consequences, costs, and benefits are also at issue.

- What would be the consequences of doing what you are suggesting?
- What would be an argument against the option you like best?
- Is there a downside to this course of action?
- Can anyone think of something constructive that might come from the option which is receiving so much criticism?

The moderator also focuses discussion on inherent conflicts.

- What do you see as the tension among the options?
- What are the gray areas?
- Where is there ambiguity?
- Why is this issue so difficult to decide?

The group seeks a shared direction or common ground by considering:

- What trade-offs are we willing and unwilling to accept?
- What are we willing and unwilling to do as individuals or as a community in order to solve this problem?
- If the policy we seem to favor had the negative consequences some fear, would we still favor it?

Quiet time for personal reflection (2 minutes) encourages individuals to consider:

- How their thinking about the issue has changed;
- How their thinking about other people’s views has changed;
• How their perspective has changed as a result of what they heard in the forum.

Group reflection asks participants to consider:

• Has the way I’m thinking about or understanding this issue been affected by how we’ve worked our way through it? If so, how?

• Did I, as an individual, really grapple with the costs and consequences of each approach, even the one I liked most?

• Did we, as a group, really identify and work though the costs and consequences of each approach?

• If we did not thoroughly work through this issue in this forum, what should we do about that?

• What trade-offs are we willing to make, at this point, to work on this issue? Why?

• What trade-offs are we not willing to make? Why?

• Do we see any ways for taking action on this issue, with the information we now have?

• If not, what kind of information would help us see ways of acting on this issue?

Finally, a focus on next steps also allows participants to discuss a shared sense of direction or purpose, and any common ground for action.

• What do we still need to talk about?

• How can we use what we learned about ourselves in this forum?

• What are you going to do with what you learned today?

Close by thanking everyone for participating and tell them that you will share their concerns with the ALA Office for Intellectual Freedom.

All participants can visit www.privacyrevolution.org to learn more about Choose Privacy Week and participate further in the national conversation on privacy.
The Language of a National Conversation on Privacy: Sample Handout for Civic Engagement Deliberation

CAROLYN CAYWOOD

Civil liberties

Many people believe that privacy is necessary to human dignity and that without privacy no person can fully understand or express him- or herself. Freedom of information access and freedom of expression can be limited by a fear of surveillance. Jeremy Bentham’s concept of the “Panopticon” exemplifies the control government can maintain by suggesting people might be observed. Conversely, anonymity can create a lack of responsibility that invites malicious behavior. Liberty needs a balance that encourages free expression without encouraging cruelty.

Privacy is different from confidentiality. Personal information is private when only the individual is privy to it. Personally identifiable information (PII) needed to serve a customer is protected to the extent of an organization’s confidentiality policy. Another protection is “opt-in” which requires that the individual make a choice about whether to share personal information. Informed choice depends on knowing how the information will be used and protected and how long it will be kept. Confidentiality relies on information security procedures and on records management practices.

While the US Constitution does not explicitly state a right to privacy, courts have found that the First Amendment implies a right to privacy. The Third, Fourth, and Fifth Amendments each address an aspect of privacy. The Fourth in particular requires “probable cause” for a search and limits searches to only what is described in the warrant. Justice Brandeis, in his influential dissent in Olmstead v. U. S. (1928) cited “the right to be left alone—the most comprehensive of rights and the right most valued by civilized men.” See www.law.umkc.edu/faculty/projects/ftrials/conlaw/rightofprivacy.html for cases.

Congress has addressed some aspects of privacy, for example, restricting use of the Social Security Number and regulating individually identifiable health information through HIPAA (www.hhs.gov/ocr/privacy/index.html) and financial information through the FTC’s administration of the Financial Privacy Rule (www.ftc.gov/privacy/privacyinitiatives/financial_rule.html). Other nations have taken different approaches to protecting privacy, for example, the Office of the Privacy Commissioner of Canada (www.priv.gc.ca/).

Democracy requires transparency rather than secrecy in government activity whenever possible without compromising security or individual citizen privacy. Freedom of Information Acts (FOIA) at federal and state levels help citizens maintain a check on government power, while exemptions to FOIA disclosure protect confidential records such as an individual’s use of the library. Both secrecy and invasion of privacy erode trust between the citizens and their government.

Since September 11, 2001, legislation and executive decisions have heavily impacted privacy. The USA PATRIOT Act authorized searches of many sorts of records and documentation, and National Security Letters (NSLs) are used to require that existing records be preserved for searches. The Act expanded the scope of the Foreign Intelligence Surveillance Act (FISA) and the secret court established by that law. Librarians have challenged some searches as threatening First Amendment rights.

In response to heightened concern for public safety, the REAL ID Act of 2005 pushed drivers’ licenses toward becoming national identity cards but concerns about costs and privacy have led many states to pass legislation opposing Real ID. Some government actions in response to terrorism have been taken without a vote, like the no-fly list.

Technology

The capacities of new technology have led some people to declare “privacy is over.” As a general rule, people can have no expectation of privacy in a public place. Thus surveillance cameras cover many public accommodations and outdoor spaces. In libraries, there is an expectation that only behavior (not the content viewed) will be monitored. But cell phone cameras make the potential recording of one’s image and actions ubiquitous. And technology once only available to spies seems poised to enter everyday life: satellite photos of one’s home, GPS tracking and EZ-Pass, injecting chips into one’s pet, caller ID on phones, DNA research, even computer eavesdropping software.
Digital data storage offers the possibility of data mining and automated correlations that create a dossier without any reality checking. The ease of retrieving personal digital records has increased the risk of identity theft. And digital records security is an arms race with frequent reports of hacking and stolen laptops. Passwords and firewalls trade off convenience for security, and the more uncrackable the password, the more likely the user can’t remember it without a security-compromising note.

The internet and especially social networking open more areas where personal information can become public. Google has become a verb for investigating new acquaintances. Site registration requirements have taught some people to create fake identities. Spam and phishing emails can feel invasive even though there is no privacy threat, unless one responds. It is hard to know when online purchases and financial transactions are secure and what is safe over wireless networks.

**Commerce**

Private enterprise can be a source of innovation in privacy technology. And businesses want to prevent theft of their goods and records, so they are also a market for privacy and security enhancements. RFID chips may be used to protect goods before sale, but some may not be “killed” after the goods are bought. Credit information is vital to commerce and often the goal of identity theft. Cash transactions can protect privacy through anonymity.

It is to a retailer’s advantage to know customer buying habits, so a business may provide savings or convenience as a trade-off, like the common grocery “customer loyalty” card. Online retailers may use cookies to recognize repeat visitors to a website or grant extra privileges to registered customers, like posting reviews on Amazon. Privacy policies may change and personal data may be sold, treated as an asset in bankruptcy proceedings, or mined by law enforcement. Telemarketing feels like an invasion of privacy, and of course if one gives out information there is no guarantee how it will be used.

The needs of employers may impact the privacy of job applicants with background checks, drug tests, and investigations of online activity. However, HIPAA restricts uses of medical information to a far greater extent than in the past. Recent mass murders have presented a challenge to the privacy of mental health records of students and employees. Employee email and use of the internet has little if any privacy protection.

**Social expectations**

Mass media’s potential for nationwide gossip has altered expectations of privacy and created assumptions that reporters are invasive, that sources are anonymous, and that celebrities and politicians are fair game. This raises worries about exposure of youthful follies, as well as possible lies and mis-impressions, and may discourage candidates from seeking office. Reality TV affirms that fame is more valued than privacy.

Most people seem to believe that other people are apathetic when it comes to privacy, but snoopy neighbors are suspected of wanting to impose moral judgments on others. Conversely, the challenge, “If you have nothing to hide, what are you afraid of?” is hard for many people to resist. There is also a continuing tendency to correlate what people read with how they are likely to behave.

The relationships between children and parents and the appropriate level of privacy within a family is unique for each family. The main concern that parents express is that government rules will interfere with their family choices. This can cause conflict with library policy that protects the confidentiality of borrowers who are minors.

All public policy decisions involve trade-offs. Most decisions have losers as well as those who gain. Or a trade-off may be between short and long term results. Not only is it impossible to avoid trade-offs, it is crucial to acknowledge them and to try to compensate for them in making public policy decisions.
Town Hall Meetings

CAROLYN CAYWOOD

When a community needs to deal with a local issue, a Town Hall process can be useful in generating new ideas and different perspectives, in getting at underlying values and priorities, in finding common ground and building understanding and respect, and in helping the community become better informed. Many local issues have privacy implications: for example, surveillance cameras, posting student grades, online real estate records, security of online payments, employee name badges, etc. But, be sure it is the right process for the particular issue at the present stage in decision-making. A Town Hall is not an appropriate process for a crisis. It does not produce statistically valid data and should not address highly technical questions. And it does not satisfy legal mandates for a Public Hearing.

A Town Hall functions best as a semi-formal meeting that begins with a presentation to address any gaps in knowledge that are necessary for informed discussion. This briefing should be short, non-technical, and even-handed. If this is followed by small group breakout tables, more voices and quieter voices can be heard. Decision-makers should be spread around the tables to listen and answer questions. If necessary, technical experts should float among tables to answer questions. Each table needs a facilitator and a recorder. Paper should also be available for written questions and comments. The recorder should try to capture specific phrases and points which can be compiled into a report of the meeting.

Each table should have about three questions to discuss. The questions should get at the public policy aspects of the issue—values, priorities, trade-offs. Avoid questions that invite participants to show off how much they know rather than deal with what they consider important. Do not waste the opportunity to learn how the participants really feel about the issue by asking vague, euphemistic, or slanted questions. Examples of good questions: “What should weigh most in a decision about whether to install red light cameras: traffic safety, revenue, or invasion of privacy?” “It is important for parents to bring preschoolers to the library and share books with them. It is important for the library to protect the confidentiality of readers. And it is important for borrowed books to be returned to the library. How do we balance these three needs?”

Logistics are important. Plan a time that is not a conflict for the participants you seek. Find a site that is comfortable and big enough with adequate projection equipment. Ensure that the breakout tables can talk without disturbing each other. Refreshments are always welcome. Do not depend on publicity—invite people who need to be at the table. And look beyond the usual representatives of particular groups.

Planners of Town Hall meetings need to determine the following and then share transparently with the community:

- How far along is the decision process? Town Halls are best used early on.
- How will the participants’ input be used? How will they be informed of the results of the Town Hall and later of the decisions that are eventually made?
- What specifically are participants being asked? Asking the right questions is critical—questions must be within participants’ ability to answer.
- What factors are not negotiable? Legal mandates, available funding, or safety may be a boundary on the discussion.
- What knowledge do participants need? It should not exceed what can be presented in a “briefing.”
- How have you ensured that diverse viewpoints are represented? Have all stakeholders been invited?

Resources

- www.theworldcafe.com/articles/aopq.pdf
- http://ctb.ku.edu/en/promisingapproach/
- www.everyday-democracy.org/exchange/Tag.41.aspx
- www.lwv.org/AM/Template.cfm?Section=Election_2008&template=/CM/HTMLDisplay.cfm&ContentID=9339
- www.thataway.org/?page_id=1442
- www.sfcg.org/resources/resources_tips.html
- http://discuss.ala.org/civicengagement/
- www.opal-online.org/archivecivic.htm
- www.csus.edu/ccp/publicinvolvement/
- http://privacyframing.wetpaint.com/
Programming Guide and Activities

This section serves as the heart of the Choose Privacy Week Resource Guide. Here, you’ll find activities and events to put into practice in your own communities to spark a conversation on privacy issues, concerns, and values. Information and examples are offered for a wide range of activities intended to serve libraries of all types and all sizes.

Many libraries today are facing budget cuts, understaffing, and other consequences of finite resources in a difficult economic environment. But all libraries should have the ability and opportunity to participate in Choose Privacy Week, and this programming section is intended to enable that. Whether your library has one employee or one hundred, you’ll find ideas and activities here that you can put into place to engage library users on privacy issues.

This section begins with a chapter on programming best practices and then is divided by library type, focusing on public, school, and academic libraries. However, virtually all of the programs presented here can be adapted for use in any library setting. We encourage you to explore all sections of the guide and choose the information, tools, and resources that best suit your local needs.

For more activities and ideas, and to share your own experiences and successes, visit www.privacyrevolution.org, updated regularly with new and additional resources.
Public Programming Best Practices

ALA Public Programs Office

Your library may decide to devote a month, ten days, or a week to spotlight privacy issues for your community. This section outlines some programming best practices to keep in mind as you develop plans for your Choose Privacy Week activities:

- Setting Goals
- Fostering Creativity in Programming
- Creating Effective Partnerships
- Assessing Impact/Strategizing Coverage
- Evaluating

Setting Goals

By participating in Choose Privacy Week, your library is helping citizens think critically and make more informed choices about their privacy. In addition to this goal, your library may want to maximize impact by identifying other goals, as well. These goals may be targeting specific patron groups, expanding community knowledge of library resources, recruiting new patrons to the library, etc.

By setting clear goals for Choose Privacy Week, you will be able to articulate your plans, your need for assistance, and the potential impact that this week will have on your community. Communicating your goals to all participating groups will help to most effectively convey your vision for this initiative and deliver the greatest impact to your community.

Here are a few different approaches to zeroing in on programming goals and thinking about what you would like to accomplish with your Choose Privacy Week activities:

AUDIENCE GOALS
- Which demographic groups will your programs target (ages, interests, frequency of library use) and why have you identified this audience/these audiences?
- How many community members will your programs attract?
- How will each audience member personally benefit from your programs?
- What new knowledge or experience will your audience gain through attending your programs?

RESOURCE/THEMATIC GOALS
- What library resources or areas of the library collection can you emphasize or build programs around for Choose Privacy Week?
- How can you use existing library groups and programs to promote the Choose Privacy Week theme?

COMMUNITY GOALS
- How will the community benefit?
- What community issues/agendas tie into the Choose Privacy Week?
- Which local organizations might be interested in partnering to promote the goals of Choose Privacy Week?

PROGRAM GOALS
- What specific outcomes in your community do you want Choose Privacy Week programming to accomplish?
- How will the library benefit?
- What future activities or audience engagement might Choose Privacy Week advance?

Fostering Creativity in Programming

Now that you have identified your goals, a million programming ideas are probably coming to mind. The following sections of this guide contain excellent programming ideas—broken down into those most geared toward public, school, and academic libraries—that may work for your library or be easily adaptable.

Adopting a national initiative for the first time presents a unique opportunity to do something new for your community. Because it is new, many audiences will engage with interest and enthusiasm that will be unparalleled in subsequent years. So, set the bar high for the first Choose Privacy Week and get creative.

Host a brainstorming meeting with staff. Ask each staff member to bring one program idea, reference, or resource to the meeting. Start out by brainstorming how existing programs (book clubs, play groups, film series) might adapt the theme of Choose Privacy Week for their activities. Then ask for suggestions for community organizations that might be willing to help. Ask for impressions of particular audiences that might be especially receptive or resistant to the initiative. Brainstorm ways to engage them. Involving staff in brainstorming...
builds a sense of investment in the activities—but be sure to communicate expectations of involvement in Choose Privacy Week activities to staff at the outset.

Think in terms of a multi-format series for Choose Privacy Week. One of the best ways to achieve visibility for programming initiatives is to create a presence everywhere patrons look—in the library and beyond. As an exercise, think about how you would create a Choose Privacy Week film screening, lecture series, panel discussion, reading and discussion, technology training, book talk presentation, art installation, performance, poetry reading, opt-out workshop, ethics quiz, brown bag lunch forum on social media, youth presenting to adults night, online discussion, etc.

Don’t limit this brainstorming to staff. Schedule parallel brainstorming sessions (formal and informal) with community partners and advisors. You may not have the time or resources to present half the ideas you come up with, but you can save the ideas that aren’t immediately executable for the next year.

Creating Effective Partnerships
Choose Privacy Week is an initiative that has the potential to involve the whole community, but getting the word out means creating strategic partnerships in different sectors of the community. Partnerships can assume many forms: programming, financial sponsorship, co-presenters, organizations that will donate goods or services, marketing efforts, consultation, demographic analysis and feedback.

A partnership will only be successful if both partners gain something from the relationship. Identify groups that you have worked with in the past and ones that you would like to work with in the future. Share your project plans with potential partners to see if your goals resonate with their mission, interests, or intentions for service to the community.

PROGRAMMING PARTNERSHIPS
Seeking out and cultivating programming partners will not only reduce the workload for library staff, but also increase the variety, breadth, depth, and visibility of your Choose Privacy Week programs. This initiative has the potential to reach individuals in all areas of society and this effect—participation by multiple constituencies — can be achieved through creative, thought-provoking, and accessible programming targeted at specific audiences. Partnership with affinity organizations is one very effective way to reach out to a target demographic. For example, if your community is concerned with reaching seniors with the Choose Privacy Week message, perhaps partnerships with the local senior center, veteran’s organization, elder societies, and adult living communities are for you.

When developing program content, solicit program proposals from local and regional civic, arts, and humanities groups, schools and universities, and other organizations in town. By permitting other organizations to contribute to the programming, their investment in the project becomes larger and the number of individuals invested in the project grows. These connections may not result in full programs, but may result in a wealth of speakers, technology demonstrators, presenters, and other experts and volunteers that will enhance the impact of your Choose Privacy Week efforts.

Assessing Impact/Strategizing Coverage
As you begin your program’s planning, create an inventory of your program goals, programming and marketing plans, and partnerships. Then project the potential impact your programs will have on library resources. Make a plan for managing that impact. Develop a manageable timeline with specific personnel assigned to tasks. Identify areas where staff will be stretched thin and identify alternate resources (Friends of the library, volunteers, partner organizations).

After your plans are fleshed out, communicate your goals with colleagues. It is important to get support from library administrators for programming, but it is equally important to promote your programs to library staff and offer opportunities for participation and a feeling of investment in the initiative.

Evaluating
Determining the impact, effectiveness, and scope of your initiative is a great challenge when you are in the midst of Choose Privacy Week. Nevertheless, it is important to document your programs visually (photos, video) and through participant surveys. Save examples of media coverage. Create a brief user survey in advance to post and promote on the library’s website and make the same questions available in a brief handout to program participants. SurveyMonkey.com is a useful resource for creating brief, easy-to-use surveys for patrons.

Hold a debriefing meeting and celebration with your staff and program partners where organizers share
triumphs and challenges. Collect the feedback and write up a brief bulleted list of recommendations for next year.

And remember those goals from the beginning? Pull those out and see how close you came to achieving them. Identify areas for growth and adjustment for next year. Don’t forget to congratulate yourself on all you achieved.

Remember that tracking your successes and identifying solutions to problems will ensure a better Choose Privacy Week next year and provide you with the narrative you need to demonstrate the impact of your library in your community!

For additional reading or resources on library programming, be sure to consult and explore:

- Programminglibrarian.org—a website devoted entirely to public programming in libraries.
Programming for Public Libraries: Introduction

KENT OLIVER

The public library’s role as an information provider is delicately intertwined with key concepts of privacy and confidentiality. Library users historically have benefited from a reasonable expectation of privacy while accessing and receiving information. The right to privacy is not specifically addressed in the Bill of Rights. However, this expectation is borne out through court cases that interpret the Fourth Amendment and extend its purview to include privacy rights in our modern world.

The concept of privacy is essential to everyone seeking information and protection of their First Amendment rights in today’s public libraries. As a limited public forum, the public library is ideally suited to provide a safe haven for discussing the many concepts of privacy rights and their role in the future health of our society.

If not here, then where? Librarians and the public they serve should strive to understand that a loss of privacy in our society does create a chilling impact on not just how we use or administer our libraries, but on the daily lives we all lead.

Public librarians are uniquely qualified to understand this chilling effect as they serve a wide array of individuals—from those experiencing their first days on earth to those experiencing their last days here. With their concept of privacy and confidentiality, public librarians also see the spectrum of experience and values of library users, each with a different concept and understanding of “privacy.” Choose Privacy Week is an opportunity to provide a respectful, comfortable, and safe forum for our community members to share their diverse views. Let them explore the many concepts of privacy and what it means in our society. Create a broader understanding of the role technology plays and contemplate what we would like the future to bring.
The following chapter contains these five sections of programming options and ideas:

- Reading Discussions and Community-Wide Reads
- Film Discussion Series
- Programs and Workshops
- Displays and Events
- Gaming

**Reading Discussions and Community-Wide Reads: Topics and Suggested Books on Privacy**

Whether it’s called a city-wide book club, a state-wide reading campaign, or “One Book, One City,” communities of all shapes and sizes are adopting the concept of people coming together through the reading and discussion of a common book. Communities all over the United States are increasingly embracing the notion of civic unity through the reading of literature. According to the ALA Public Programs Office, there are now state-wide, city-wide, county-wide, and even country-wide reading programs taking place all over the world.

A community-wide reading program or reading discussion group on privacy issues offers an excellent opportunity to engage library users in the kind of dialogue and conversation that is crucial to the impact and success of Choose Privacy Week.

As with all public programs, proper planning is the key to success. The previous section of this guide on “Public Programming Best Practices” includes ideas and resources for planning and executing your programs, from setting goals and fostering creativity to strategizing, partnering, and evaluating.

In addition, the ALA Public Programs Office (PPO) has developed an extensive guide on “Planning Your Community-Wide Read.” The guide is freely available online at www.alaweb.org/ala/aboutala/offices/pfo/programming/onebook/index.cfm or by searching its title at www.ala.org.

The Public Programs Office offers extensive information on additional aspects of planning, executing, and evaluating community-wide reading programs. PPO has developed other “One Book, One Community” resources, including posters, customizable graphics, and a list of more than 150 “One Book” projects across the country, available for sale in a CD format through the ALA Store, www.alastore.ala.org. For more information, visit the PPO website at www.alaweb.org/publicprograms, and the Programming Librarian website at www.programminglibrarian.org.

This section provides information on recommended book titles for library reading discussion groups or community-wide reading programs around Choose Privacy Week. For more resources, or to share your own ideas and successes, visit www.privacyrevolution.org.

**Privacy in the Digital Age**

*Blown to Bits: Your Life, Liberty, and Happiness after the Digital Explosion*

Hal Abelson, Ken Ledeen, and Harry Lewis
Addison-Wesley Professional, 2008

A highly readable book that achieves the authors’ stated intention in the preface: “We wrote this book to share what wisdom we have with as many people as we can reach. We try to paint a big picture, with dozens of illuminating anecdotes as the brushstrokes. We aim to entertain you at the same time as we provoke your thinking.” The book is designed so the chapters can be read in any order. It explores numerous threats to our privacy—some that we have given away to save time or money, as with supermarket loyalty cards, others that we are not supposed to find out about. *Blown to Bits* is a must-read for initiating any discussion on the value of privacy in the digital age. Everyone needs to understand why participation in decisions about our personal information and that of our families will affect not only us, but will affect our future generations and society.

*The Shadow Factory*

James Bamford, Doubleday, 2008

This book details the massive changes the National Security Agency underwent following the intelligence failures of 9/11. While the NSA was designed to provide intelligence only on threats to the nation overseas, after the terrorist attacks in 2001, NSA turned over its massive technological and surveillance abilities to the Bush Administration, who used them to collect intelligence about American citizens. Journalist James Bamford provides inside and shocking information about the agency and its activities in the past decade.

*The Future of Reputation: Gossip, Rumor and Privacy on the Internet*

Daniel J. Solove, Yale University Press, 2008

Solove’s book considers the many ways that Web 2.0...
technologies—from blogs to Facebook—have moved the boundary between public and private life.

No Place to Hide
Robert O’Harrow, Jr. Free Press, 2005
Many aspects of our daily lives are now routinely monitored. Wherever you go, the drive to work, shopping at the mall, flying to visit relatives, or browsing the web, you are being watched. They know where you live, the value of your home, the names of your friends and family, in some cases even what you read. It is not a futuristic place conceived for a sci-fi tale, but post 9/11 America, the confluence of technology and national security leaving no place to hide.

Dystopian Tales: How did they happen? What are the signs? What can we learn through fables?
It Can’t Happen Here
Sinclair Lewis
“It can’t happen here!” is part of the American vernacular—and since 9/11 we heard it phrased most often, “We always thought, It can’t happen here!” That phrase can be traced back to the title of the 1935 novel by America’s first Nobel Prize winner for Literature, Sinclair Lewis. The novel reveals why his keen perceptions of the world, combined with the freedom of intellectual privacy to explore concepts, resulted in a work many call a prophetic warning.

It Can’t Happen Here is a tale of Berzelius “Buzz” Windrip, who runs for U.S. president on promises to restore the country to greatness. He wins and so begins the descent to fascism. Protagonist Doremus Jessup, a journalist, writes editorials against the state’s abuse of power . . . and suffers for it. How does it end, and what has rejuvenated Lewis’s all but forgotten novel? The 2007 nonfiction book by Joe Conason, It Can Happen Here: Authoritarian Peril in the Age of Bush, discusses trends towards authoritarianism using examples from Lewis’s novel, such as manipulation of intelligence and public opinion, warrantless wiretapping, and the surveillance industrial complex.

The Trial
Franz Kafka
Kafka is known for his absurdist vision of dystopian worlds. In his most lasting novel, The Trial, he follows Josef K., accused of a crime but never told what he is accused of, as he tries to navigate the complicated world of the police and justice.

Little Brother
Cory Doctorow
A seventeen year-old computer genius has found a thousand ways of getting past all of the electronic surveillance that surrounds him—from the internet lockdowns on school computers to the chips in cars that let the police know when cars pass through toll booths. As he and his friends try to protest the increased surveillance after a terrorist attack, he is arrested as a terrorist himself. While set slightly in the future, this novel resonates with our own time. Readers Guide available at http://us.macmillan.com/static/little_brother_readers_guide.pdf

1984
George Orwell
Ever since the publication of Orwell’s classic in 1949, the term “Big Brother” has been synonymous with a large, totalitarian government that controls every aspect of its citizens’ lives. The novel follows a low-level bureaucrat who begins to rebel—at least in his own mind—against the oppressive rule of Oceania, one of the three super-states that remains after a massive global war. However, even Smith’s thoughts aren’t private, and he is found out as a disloyal citizen and worker.

Feed
M.T. Anderson
Part of the cyberpunk genre founded by science-fiction novelist William Gibson, Feed creates a world in which the internet is now, literally, a part of our brains, through computer chips called “feeds.” This works perfectly, until a hacker gets into the system and sends the main character and his friends to the hospital. Their feeds are disabled while they recover, and Titus begins a friendship with an anti-feed revolutionary named Violet. After their feeds are repaired, Titus experiences violent nightmares and Violet has strange physical side-effects. A novel about what we will give up for the sake of convenience, Feed asks us to rethink our relationship with technology.

Other Fiction Illuminating Privacy Issues
Contributed by Carolyn Caywood

Other titles to consider for book groups, reading discussion series, or community-wide reads for Choose Privacy Week include:

Big Mouth & Ugly Girl by Joyce Carol Oates
They are victims of post-Columbine paranoia.

Brave New World by Aldous Huxley
Consumerism is another path to thought control.
Everyone’s a watcher to keep the watchers honest.

Fahrenheit 451 by Ray Bradbury
The censorship classic connects freedom and privacy.

Glasshouse by Charles Stross
Trapped in a cyber panopticon.

The Minority Report by Philip K. Dick
On the run for a crime that’s only predicted.

Permanence by Karl Schroeder
Everything is RFID tagged to charge royalties for use.

Rainbows End by Vernor Vinge
Where is privacy when even your shirt is on the internet?

Whole Wide World by Paul McAuley
Police are in a surveillance technology arms race with criminals.

FILM DISCUSSION SERIES (see the “Academic Libraries Programming Guide,” page 29 of this resource guide)

PROGRAMS AND WORKSHOPS

Speakers

The New Face of Marketing Research in the Digital Age
The collection of personal information about consumers is critical to the field of marketing research and, as we move into the digital age, new opportunities arise for obtaining more and more revealing personal details. At the same time, Americans are expressing growing concern about how their personal information is targeted, collected, tracked, and used by internet companies. The Marketing Research Association (MRA) identified online privacy as one of its biggest issues for 2009, due to increasing concerns over online behavioral tracking and targeted advertising among the public and among legislators.

Invite a marketing professional or a professor from a local university to speak about how the web is used in market research. Host an individual or panel presentation on the subject, followed by Q&A and discussion among the audience.

How Private are Your Medical Records?

“But, I thought my medical records were protected by HIPAA?” Your right to control the use and disclosure of your personal health information was eliminated in 2003 by regulatory changes made to the Health Insurance Portability and Accountability Act (HIPAA).

The changes mean that millions of strangers, as well as employers, can use your health records for reasons that have nothing to do with your treatment or improving your health care. In an era of Electronic Health Records (EHRs) and Personal Health Records (PHRs), the problem gets much worse.

Invite your local hospital’s patient rights advocate, state health consumer protection advocate, ACLU, State Psychiatric Association, or faculty member of a local or regional law school to speak about the myths and facts of medical record privacy.

Resources to consider for this workshop:

- Patient Privacy Rights—download the Privacy Rights Toolkit at www.patientprivacyrights.org/
- Privacy Rights Clearinghouse offers extensive information on privacy of medical information and records at www.privacyrights.org/fs/fs8-med.htm
- The official central governmental hub for all HIPAA issues including rules, standards and implementation guides is at www.hhs.gov/ocr/privacy

Local Consumer Privacy Protections

How is your state, county, or city protecting your consumer privacy? Every state has a Consumer Affairs or Consumer Protection division, and a directory of state, county, and city government Consumer Protection Offices can be found at www.consumeraction.gov/state.shtml

Resources to consider for this program:

- Privacy Rights Clearinghouse—Fact Sheet 17: Reducing the Risk of Identity Theft, Fact Sheet 17(a): Identity Theft Victims Guide. See www.privacyrights.org/fs/index.htm

Workshops

Protecting your Privacy by Protecting your Computer

Hackers, viruses, Trojan Horses, and worms are formidable enemies of your computer files and software. They also pose serious risks to your privacy and data security. Learn the basics of computer security. Topics to be considered include:

- Using anti-virus and anti-spyware software and keeping it up to date
• Setting your operating system software to download and install security patches automatically
• Opening attachments or downloading files from emails you receive
• Using a firewall to protect your computer from hacking attacks while it is connected to the internet
• Broadband connections
• Checking your “sent items” file for evidence of infection
• Taking action immediately if your computer is infected
• Using encryption
• Safe wireless networking practices

Resources to consider for this workshop:
• The Electronic Privacy Information Center provides an “Online Guide to Practical Privacy Tools” at http://epic.org/privacy/tools.html
• GetNetwise.org offers an online repository of instructional how-to video tutorials that show users how to keep their and their families’ online experiences safe and secure. See www.getnetwise.org/videotutorials/
• OnGuardOnline.gov provides practical tips and tools you can use to be safe online. Free materials, including brochures, bookmarks, posters, games, and videos, can be downloaded or ordered. See www.onguardonline.gov

Identity Theft Awareness and Preventions
Approximately 9 million Americans may be victims of identity theft each year. Identity theft occurs when someone uses personally identifying information—like your name, Social Security number, or credit card number—without your permission, to commit fraud or other crimes. As a result, individuals may be denied job opportunities, loans for education, housing or cars because of negative information on their credit reports—or, in rare cases, they may even be arrested for crimes they did not commit. Identity theft has been called the “shadow crime.”

Organize a workshop around the Federal Trade Commission’s national education campaign, “AvoidID Theft: Deter, Detect, Defend.” Materials are available in English and Spanish to help organizations and communities inform consumers about how to avoid identity theft and what to do if their identity is stolen. Resources include:
• The FTC’s Identity Theft site provides tools to raise awareness and educate your community. You may choose to order kits and brochures, download them to distribute or post online, co-brand and print the materials with your organization’s logo, or even design your own materials using the FTC’s information. See www.ftc.gov/bcp/edu/microsites/idtheft
• The AvoID Theft Consumer Education Kit is available in English and Spanish; order at www.ftc.gov/bulkorder. The kit includes:
  » Talking About Identity Theft: A How-to Guide: this guide provides step-by-step instructions on educating audiences. Includes a speech, presentation slides, template press release, as well as other tools to publicize an identity theft education session and aid community outreach
  » Tri-Fold Brochure
  » Take Charge: Fighting Back Against Identity Theft
  » Presentation Slides
  » CD-ROM/DVD Set

DISPLAYS AND EVENTS
Partnering to Create Privacy-Themed Events and Displays
Using the example video links below, or others you may find on your own, ask your local arts guild, theater group, teen group, or interested community members
to create a video, play, poetry reading, or art exhibit that will be featured during Choose Privacy Week.

- The American Civil Liberties Union (ACLU) “Pizza and Privacy” video illustrates what the future of pizza delivery might look like without increased privacy protections. www.aclu.org/pizza/

- In “Monster Among Us,” the ACLU and The Underground present spoken word artists Steve Connell and Sekou as they defend their need for privacy and protection against new technology and surveillance. http://current.com/items/88966513_monster-among-us.htm

- “I’ll Be Watching You” highlights closed circuit TV (CCTV) surveillance and raises questions about our surveillance society. www.youtube.com/watch?v=PGcdFLJrdJY&feature=related

- “Surveillance” references increased domestic surveillance policies. www.youtube.com/watch?v=Y4apDMj5R5Y

- “The Future of Surveillance—Look Away” is a dark take on CCTV, privacy, and where surveillance may lead in future. It was the Overall Winner of the “21st Century Privacy” competition from the Data Protection Commission. www.youtube.com/watch?v=p23b_mZcfRo

**GAMING**  
Games and Quizzes on Privacy Issues

Games can be an extremely effective way to engage library users. By using the resources below and/or adapting ideas elsewhere in this guide, libraries can offer a different game each day during Choose Privacy Week. In addition to the games provided below, the “10 Steps to Privacy” game is included at the end of this section.

- ID Theft Power Point Quiz, developed by Consumer Action, is a fun and interactive way to learn more about how to protect yourself against identity theft and account fraud; what steps you should take if you become a victim; how to report fraud; and where to obtain more resources and information. See www.consumer-action.org/outreach/articles/id_theft_quiz. Instructions and rules also provide resources for giving effective presentations in front of a group.

- Interactive “ID Theft Face-Off” game, developed by OnGuardOnline.gov, is available at www.onguardonline.gov/games/id-theft-faceoff.aspx. The game can be grabbed and embedded onto a library website for Choose Privacy Week.

- Identity Theft IQ Test from the Privacy Rights Clearinghouse asks, “Are You at Risk for Identity Theft? Test Your Identity Quotient.” The quiz can be printed and handed out to library users. See www.privacyrights.org/itrc-quiz1.htm

- Privacy Playground is a game designed for ages 8–10, where the CyberPigs play on their favorite website and encounter marketing ploys, spam, and a close encounter with a not-too-friendly wolf. The purpose of the game is to teach kids how to spot online marketing strategies, protect their personal information, and avoid online predators. The accompanying Teacher’s Guide explains how to play the game, gives background information on the issues of online marketing, spam and children’s privacy, and provides activities and handouts for classroom (or library) use. www.media-awareness.ca/english/games/privacy_playground/index.cfm

- “What Do Facebook Quizzes Know About You?” is a quiz developed by the American Civil Liberties Union (ACLU) of Northern California. It encourages Facebook users to consider what information is revealed when they or their friends take a quiz or use other applications on Facebook. See www.aclunc.org/issues/technology/what_do_facebook_quizzes_know_about_you.shtml
10 Steps to Privacy

HOLLY ANDERTON

Directions: Have all the players line up side by side. Instruct them to take a step forward if, after hearing the statements from the Better Business Bureau's Understanding Privacy website or the Social Media Privacy section, they believe the statement applies to them. At the end of the game, those on the starting line or nearest to it are the privacy winners. You can decorate the playing space so that the starting line represents safety, and the end line (10 steps away) represents privacy danger.

GENERAL PRIVACY ACCORDING TO BETTER BUSINESS BUREAU

I don’t know whether the sites where I buy things encrypt my credit card information or not.

Explanation: “When giving your credit card information online, be sure to ask whether they use encryption to scramble your data against third-party viewing and how they safeguard your stored data from online hackers. One of the easiest ways to ensure that you have a secure, encrypted connection while doing business online is to check whether the URL (Web address) begins with “https://” rather than simply “http://” before you transmit credit card information. To be certain, you may wish to install encryption software on your own computer to protect your e-mail and files from others who may disregard your personal privacy.” *

I have clicked on “I have read the privacy terms” on a website, even when I didn’t actually read it.

Explanation: “Read the privacy policies of all the sites with which you do business, including your internet service provider and other individual websites. You can learn the type of identifying information, if any, they collect, how they use it, and with whom it is shared. Look for an e-mail address or phone number to contact in case you have questions about security procedures. Any site that asks for information about you should have a privacy policy statement.” *

When using public computers, such as those in a library or café, I never clear the cache and the search history when I finish.

Explanation: “Ever use public computers, such as in the library or café? Or do you share your computer with others? As you browse, your cache stores websites you have visited so that your browser can store them locally instead of going to the website. This helps to speed up your browsing on a private computer, but can also allow your habits to be tracked on a public one. To prevent this from happening, go to the ‘Preferences’ folder in your browser and click on ‘Empty Cache.’ Also, be sure to close the browser before leaving.” *

I sometimes include sensitive information in my emails, such as birth date, passwords, or social security number.

Explanation: “Increasing numbers of employers are monitoring employees’ e-mail and Web usage in the workplace. To ensure the privacy of any sensitive information, keep it at home. And if you must discuss sensitive issues by e-mail, develop the habit of double-checking the header to make sure your message is going only to the intended recipient and not to a wider ‘reply to all’ distribution.” *

I’ve never heard of the Direct Marketing Association’s e-mail Preference Service, let alone registered with them to cut down on junk e-mail.

Explanation: “If you’d like to cut down on the amount of unsolicited commercial e-mail, you can contact the e-Mail Preference Service (e-MPS) offered by the Direct Marketing Association. You can register with the service by logging on to www.e-mps.org. All DMA members who wish to send unsolicited commercial e-mail must purge their e-mail prospecting lists of the individuals who have registered their e-mail address with e-MPS. The service is also available to non-DMA members.” *

I don’t know what SET and SLL stand for.

Explanation: Many websites use Secure Sockets Layer (SSL) technology to encrypt the credit card information that you send over the internet. These sites usually inform you they are using this technology. Or, check if the web address on the page that asks for your credit card information begins with “https:” instead of “http:”; if so, this technology is in place.

A different security technology, which works on different principles, is Secure Electronic Transaction, or SET, technology. SET or SSL technology are designed to make your connection secure.” **

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* Explanations quoted from the Better Business Bureau’s Privacy Tool Box: www.bbbonline.org/understandingPrivacy/toolbox/tips.asp

** Explanations quoted from the Better Business Bureau’s Online Shopping Tips: www.bbbonline.org/OnlineShopTips/security.asp
My online passwords are my birth-date, phone number, or names of friends and family.

Explanations: “The best passwords are not your address, birth date, phone number, or recognizable words. Choose a string of at least five letters, numbers, and punctuation marks. One easy way to create a memorable password is to take the first letter of each word in an expression or song lyric, and add some numbers and punctuation marks. For example, “tmottobg!5” is derived in part from “Take Me Out To The Old Ball Game.” **

I have revealed personal information about myself online in situations where I wasn’t completely clear who was asking or why.

Explanation: “The age-old adage, ‘don’t talk to strangers,’ has been updated in this age of online communications to ‘don’t talk to strangers who ask for information they don’t need to know.’ Unless it’s with a trusted company or you feel comfortable with why your information is needed, it’s almost never a good idea to release your personal information to someone you have never met. Increase your trust level by reading their online privacy policy statement.” *

I don’t know anything about cookies and have never checked to see how my internet browser accepts them.

Explanation: “Browser users often have the option to be notified before accepting a cookie and to accept only cookies that connect with the originating server hosting the website that placed the cookie—rather than third-party servers for advertisers, for example. Reputable sites should clearly inform you how they plan to use the cookies deposited on your browser. Various types of software and services are available to help you manage cookies, including those that serve as a proxy or shield between you and the sites you visit. You can opt-out from online advertising cookies by visiting the website of the Network Advertising Initiative.” *

I haven’t read the privacy policies or options of my social media site.

You can contact the Cyber Tipline at www.cybertipline.com or by calling 1-800-843-5678. This is a division of the National Center for Missing and Exploited Children, and they can help.


I post on my MySpace, blog, or Facebook without thinking about the schools I want to go to or if it will hurt my chances of getting in.

People have actually been rejected from colleges because of content on their Facebook page. Please remember this when you are posting.


I use my full name as my username on my social media account.

Revealing information, even just your full name, can put you at risk for identity theft and other cybercrimes.


I friend people I don’t know.

People are easily able to lie about who they are online. Stick to your friends and family on social networking sites, and friend people after you’ve met them “in real life.”

My screen name or username isn’t my full name, but it does include my school or hometown.

Do not make openly available information that would allow others to locate you. For example, if your screen name includes your school mascot, everyone will know where you are during the day.

I post all kinds of photos of myself online and don’t worry about what will happen to them.

If your photos are easily accessible, you are at risk for cyber-bullying. Photos can be altered in ways out of your control or used to gain more information about you.

I haven’t read the privacy policies or options of my social media site.

There are many options to protect your information online. You just have to learn about them!
I believe that when I delete something online, it is deleted forever. Even if you delete the information from a site, sites might still maintain your information. It can also be stored away on other people’s computers.

I don’t see the harm in meeting up in person with someone I’ve met online. This has the potential for danger, as people can misrepresent themselves online.

I don’t trust my instincts when interacting with others online. Trust your gut! If something doesn’t feel right, it probably isn’t.
Programming for Academic Libraries: Introduction

MARTIN GARNAR

“Intellectual Freedom Principles for Academic Libraries: An Interpretation of the Library Bill of Rights” states that “[t]he privacy of library users is and must be inviolable. Policies should be in place that maintain confidentiality of library borrowing records and of other information relating to personal use of library information and services.” While this statement is evidence that our profession places a high value on privacy, it’s unclear to what extent this value is shared by the higher education communities in which we serve. Choose Privacy Week is an opportunity to raise awareness about this important issue.

Academic libraries have their own educational mission to produce information literate graduates. As stated in the Guidelines for Instruction Programs in Academic Libraries (ACRL, 2003), “instruction programs prepare learners not only for immediate curricular activities, but also for experiences with information use beyond the classroom—in work settings, careers, continuing education and self-development, and lifelong learning in general.” In order to be truly information literate, our students must know their privacy rights and learn how to control their own personal information.

Programming Guide and Activities for Academic Libraries

PRIVACY DEBATES

Enlist the campus debate/forensics team (or, lacking that, members of the faculty) and a moderator. Consider the following statements:

“Privacy is less important than national security.”

“Using online services is incompatible with retaining privacy rights.”

“Privacy is not a right.”

“Privacy deserves its own constitutional amendment.”

Choose one statement, or have a week-long series and consider one statement at each session. Conduct the debate Oxford-style, with one side proposing and the other side opposing. Members of the debate/forensics team argue on each side of the motion. After the formal arguments, the debate is thrown open to the floor for questions. A moderator keeps the proceedings orderly. Each side attempts to persuade the audience to vote their way. Closing statements bring the discussion to a close. The audience will vote on the motion both before and after hearing the arguments, so there is a clear measure of which side was more influential with their arguments.

TEACH OUT ON PRIVACY

Invite librarians and classroom faculty from a variety of departments to speak about the importance of privacy through their disciplinary lens. Using a prominent location on campus or in the library, showcase the speakers throughout the day in between class sessions (when students and faculty are more likely to be out and about). Have one speaker for each 5 to 10 minute segment. Use a PA system to get the attention of passersby and have privacy-related literature available for distribution. Choose Privacy Week materials are available at www.alastore.ala.org.

CHOOSE PRIVACY IN THE CLASSROOM

Poll the classroom faculty about who covers privacy issues as part of their regular classes. Ask those who do to cover (or recap) those issues during Choose Privacy Week and to open their classes to the public on those days. Publish the list of open classes as part of a promotional calendar for all Choose Privacy Week events.

No professors on your campus who want to speak about privacy? Then consider this:

GREAT COURSES LECTURE SERIES

Civil Liberties and the Bill of Rights / John E. Finn. Chantilly, VA: Teaching Co., 2006

From the Teaching Company, this series of 36 college-level lectures includes the history of privacy in the United States. John Finn is a professor of government at Wesleyan University and has a PhD in political science from Princeton University.

Both audio and video versions are available. The following lectures (each 30 minutes) are of particular interest:

Lecture 1: What are civil liberties?
Lecture 6: Private property and the founding
Lecture 9: Fundamental rights: privacy and personhood
Lecture 10: Privacy: the early cases
Lecture 11: Roe v. Wade and reproductive autonomy
Lecture 12: Privacy and autonomy: from Roe to Casey
Lecture 13: Other privacy interests: family
Lecture 14: Other privacy interests: sexuality
Lecture 36: Citizens and civil liberties

Libraries that wish to exhibit the lectures publicly can send a request for permission for such use to the attention of Brandon Hidalgo detailing the use intended for the course and the estimated number of persons to whom the courses would be exhibited:
Brandon Hidalgo
The Teaching Company
4840 Westfields Blvd., Suite 500
Chantilly, VA 20151

MANY FACES OF PRIVACY: FILM DISCUSSION SERIES
CONTRIBUTED BY GAIL WEYMOUTH

Hosting a film screening at the library can be an excellent way to get patrons in the door and engaged with the library. By selecting a film that deals with privacy issues and following the screening with a discussion of the issues it raised, librarians can spark the dialogue and conversation that is at the heart of Choose Privacy Week.

As with all public programs, proper planning is the key to success. The previous section on “Public Programming Best Practices” includes ideas and resources for planning and executing your programs, from setting goals and fostering creativity to strategizing, partnering, and evaluating.

This section provides information on recommended films, categorized by theme, for a library film discussion event or series around Choose Privacy Week. For more ideas, or to share your own ideas and successes, visit www.privacyrevolution.org.

Personal Privacy, Family Secrets, Reputation, Secret Pasts

Boy A
A man who has spent most of his life in juvenile prisons for a murder he committed while still a child is released at the age of 24. Given a whole new life, Jack struggles with his anonymity and his inability to share his secret with anyone he meets. Boy A asks if we are ever truly able to leave our past behind.

Guilty by Suspicion
Set in the 1950s, this film follows the moral struggle of a Hollywood director accused of “disloyalty” by the House Un-American Activities Committee. While he originally refuses to work with the Committee, he finds his career devastated by the blacklist. However, just as he is about to give in to the pressure of the Committee, he realizes the impact that his cooperation might have on all the people in his life.

The Majestic
Another film focusing on McCarthyism, in this story, a script-writer suspected of Communist Party membership gets into a car accident and has amnesia. He settles in a small town devastated by World War II, where he is confused for a local movie theatre owner’s son, who has not returned from the war. However, the HUAC catches up with him, and he must testify before Congress.

The Trouble with Harry
A man is murdered on the edge of an isolated Vermont town. Many of the residents are connected with the victim and fear they will become suspects if the body is found.

The Truman Show
Truman Burbank, the star of the eponymous Truman Show, has it all: a loving wife, a beautiful home, and a good job. What he discovers is that none of this is real; the world he lives in is constructed as the most all-consuming reality television program ever conceived. As Burbank begins to figure out his place in the world, the film questions our level of comfort with surveillance and lives lived in public.

Intellectual Privacy: a world where your mind is no longer free to explore

Pleasantville
A brother and sister are transported from late 20th century America to the world of a 1950s sitcom. While David is pleased to live in an innocent world, where everything is black and white, his sister continues to act just as she did in her own time.

THX 1138
George Lucas—who would go onto to make much less terrifying visions of the future—made this film in the early 1970s while still in film school. Set in a stark white world where humanity has lost its connection with itself, this film presents a very bleak vision of where our co-dependency on technology can lead us.

Identity: Stolen and Mistaken

The Net
Cyber-security expert Angela Bennett is given a
program that lets her into the government computer systems; when she meets a stranger on vacation, he steals the program and her identity. Now a wanted felon, she runs from the police while trying to stop the stranger’s organization from bringing down the U.S. government and military computer systems.

North By Northwest
Cary Grant, starring as a Madison Avenue ad-executive who is mistaken for a spy, runs for his life while trying to prove his innocence. This film was Hitchcock’s personal favorite and one of the most exciting thrillers made to this day.

Surveillance, Technology & Cyber Threats
The Conversation
Gene Hackman stars as an expert in surveillance who becomes the victim of his own profession. This film explores spying and paranoia in a world where all of our actions can be easily observed and recorded.

Enemy of the State
Will Smith stars in this stolen-identity thriller as Robert Clayton Dean. After running into an old friend, Dean is implicated in the murder of a Congressman. Unaware that he has been carrying a video-tape that reveals the Congressman’s real killer, he must run from the most advanced surveillance tools used by the NSA.

Minority Report
In a future where all crimes are prevented by the combination of advanced technology and psychic triplets, this film asks us what will happen if we can no longer trust the technology that has saved us.

Lessons from the Past: Using fear to limit liberty
Advise and Consent
Otto Preminger, once blacklisted during the McCarthy years, made this film about a Secretary of State nominee accused of Communist sympathies in the mid-1960s. It is concerned with the ways politicians use fear to get the results they want, whether those results are right or wrong.

The Front
An untalented hack poses as a loyal American scriptwriter so that those black-listed by the House Un-American Activities Committee can still get their work made. Woody Allen’s comedic take on the McCarthy years can be more effective than more serious and objective versions.

Good Night, and Good Luck
Earning George Clooney Oscar nominations for Best Director, Best Film, and Best Original Screenplay, this historical drama centers around the courage of Edward R. Murrow and his producer as they try to expose the fear-mongering of George McCarthy in the 1950s.

The Manchurian Candidate
The son of a prominent conservative family is captured by the Russians during the Korean War. Once he returns, he begins behaving oddly, raising questions of what happened while he was in captivity.

Are We There Yet? Dystopian Fantasies
1984
This adaptation of Orwell’s classic stars John Hurt as Winston Smith, a lowly Party official in the Ministry of Propaganda. 1984 shows us what happens when we stop struggling with the tough questions presented by our freedoms and allow a small group of people in power to make every judgment for us.

Brazil
This film is Kafka re-imagined by Monty Python alum Terry Gilliam. A bug, squished in a printer, causes a typo that identifies an innocent man as spy. The meek bureaucrat responsible for the typo becomes a target himself, as he tries to correct his mistake.

The Trial
A star-studded cast—Anthony Hopkins, Alfred Molina, Jason Robards, and Kyle MacLachlan—bring Kafka’s classic tale to life. Joseph K. is arrested for a crime that the police won’t even describe to him; a terrifying vision of what can happen when privacy no longer exists and the police have too much power.

Documentary Films
Frontline: Spying on the Homefront
A documentary from PBS, this hour-long exposé examines government surveillance after 9/11. The FBI requests records from the entire leisure industry in Las Vegas—including airlines, car rentals, casinos, and hotels—for everyone who visited the city in the weeks leading up to Christmas. This documentary examines where we draw the line between privacy and safety. See www.pbs.org/wgbh/pages/frontline/homefront/etc/producer.html for more information.

Murder, Spies & Voting Lies: The Clint Curtis Story
The story of computer programmer and whistle-blower Clint Curtis, who claims that he was asked to create vote-rigging programs for electronic voting machines. When the scandal turns into a murder mystery, the story gets more complicated.
The Privacy Wars: The Patriot Act
The group that has fought against the privacy invasions of the Patriot Act isn’t what you would expect. Conservatives like Bob Barr, Democrats like Dick Durbin, and groups including the ACLU and the Second Amendment Foundation all agree that privacy is a value worth preserving. See www.pbs.org/now/politics/privacy.html for more information.

The Spy Factory
This documentary by the PBS program NOVA examines the shadowy world of the National Security Agency, including the intelligence failures of 9/11 and their installation in the telecom carriers to collect intelligence. Resources are available at www.pbs.org/wgbh/nova/spyfactory.

Note: If your library normally has a food or drink ban, relax it for film nights in the library and provide popcorn, pizza & drinks to encourage attendance. Be sure to secure the proper screening permissions/license for any film.

READING SERIES OR CAMPUSS-WIDE READ
(See the “Public Libraries Programming Guide,” page 20)

Note: Consider books by faculty authors, where possible. Faculty with research interests in privacy issues may come from a wide range of departments, from law to the humanities to computer science.

Google Me! Privacy Workshop
Set up computers and a whiteboard/flipchart in a public area. Using volunteers from the library, student body, faculty, and/or the larger campus community, challenge participants to find as much as possible about each volunteer in ten minutes using all available resources. If you have multiple volunteers, assign groups to research each person. Provide a list of prompts such as:

- Age
- Place of Birth
- Address
- Education
- Religion
- Relationship status
- Political leanings
- Photos
- Relatives

Assemble the information on each volunteer on the whiteboard/flipchart to demonstrate the astounding level of detail that can be achieved in such a short time. Follow with small group discussions using questions like:

- What do you think about the amount of personal information available online?
- Is privacy dead? Why or why not?
- Is privacy important? Why or why not?
- What personal information is comfortable to share? What should never be shared?

Ask the small groups to reconvene and share their thoughts with the larger group.

End up with a “What you can do about it” segment. Offer tips for modifying default privacy settings on popular sites with social networking (Facebook, MySpace, Amazon, etc.). Include the resources from the Identity Theft Awareness & Prevention activity in the “Public Libraries Programming Guide” (page 23) as additional information.
Programming for School Libraries: Introduction

HELEN R. ADAMS

Privacy is one of the core values of librarianship, and the library community has a strong commitment to extending and protecting the privacy of students using school libraries. This commitment is based on state and federal statutes as well as policy statements of library professional associations. The American Association of School Librarians’ “Position Statement on the Confidentiality of Library Records” states: “The library community recognizes that children and youth have the same rights to privacy as adults.” Unfortunately, in some cases current state and federal laws do not support this level of privacy for students who are minors.

Student Expectations of Privacy

When students enter a school library, two expectations of privacy should be guaranteed:

- The right to read and borrow library materials free from scrutiny regardless of age, and
- The right to seek information and have the subject of academic and personal research remain private.

Implicit in these expectations is that library staff will keep confidential the titles of resources used in the library, discussed as reference questions, reviewed online, checked out, placed on reserve, and/or sought through interlibrary loan. Although the school library supports the curriculum and student academic research, it is also a place for seeking information related to personal interests and needs. “Privacy: An Interpretation of the Library Bill of Rights” reminds school librarians of their obligation “to an ethic of facilitating, not monitoring, access to information.”

State Library Records Laws

Nearly every state has laws that protect the confidentiality of library records, although these laws may not apply to every type of library. Since these laws vary greatly, a school library professional must be knowledgeable about his/her state’s library records law and able to interpret how it affects the confidentiality of student library records. The laws state the conditions, or “exceptions,” under which library records may be released such as with a valid court order and, in a number of states, to parents or guardians. Unless disclosure is specifically required by law, minor students’ library records should remain confidential. State library records laws are archived on the American Library Association’s website and located by searching for “State Privacy Laws” at www.ala.org.

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that protects the confidentiality of K–12 and post-secondary students’ “education records.” Although the U.S. Department of Education’s Family Policy Compliance Office has not issued written guidance on whether student library records are considered “education records,” according to Ingrid Brault, an employee in that office,

Under FERPA, “education records” are defined as those records that are directly related to a student and maintained by an educational agency or institution or by a party acting for the agency or institution. 34 CFR § 99.3 “Education records.” As such, we advise schools that library circulation records as you describe them [records of books and other materials checked out by students with the student’s name attached to the record of each item s/he has checked out] meet the definition of education records under FERPA and cannot generally be disclosed absent consent of the parent unless an exception to the consent requirement applies.

FERPA includes exceptions under which student education records may be divulged. Brault delineated those exceptions when education records, including library records can be disclosed without parental consent as being:

- . . . to appropriately designated school officials with legitimate educational interest, [34 CFR § 99.31 (a)(1) School Officials], or
- if all the conditions apply under FERPA’s health and safety provisions [34 CFR § 99.36] . . . , or
- if any of the exceptions listed under section 99.31 of the FERPA regulations applies such as in compliance with a lawfully issued court order or subpoena.

For additional information related to library records as “education records,” contact the American Library Association’s Office for Intellectual Freedom, the Family Policy Compliance Office, U.S. Department of Education, and local district legal counsel.
School Library Privacy Issues

Every day in school library media centers, situations occur in which students’ privacy is either disregarded or protected. The difference between the two outcomes depends on whether the school library media specialist accepts privacy as one of the core values of librarianship and has the moral courage to stand up for that principle. The ALA Code of Ethics states, “We protect each library users’ right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired, or transmitted.”

There are many issues related to maintaining student privacy in school library media centers. Library media specialists struggle over questions and dilemmas such as these:

- To whom may student library records be released legally and under what circumstances?
  - Real life situation: A principal requests the reading history of a middle school student with no reason given for the directive. Can the school librarian legally divulge the list of library resources checked out by that student over a period of time?

- How should information about overdue library materials be relayed to students? Does age make a difference in the manner in which information is communicated?
  - Real life situation: A first grade girl has not returned a book to the library, and it is several weeks overdue. Should the school librarian send a note with the title to her classroom teacher or speak to the student again during the class’s scheduled library period?

- How long should library student circulation records be retained?
  - Real life situation: A high school junior has failed to return multiple books for a class assignment. Is it permissible to send individual printed overdue notices listing the titles to a classroom and ask a teacher to distribute them to the appropriate students? Are faculty members aware that student library records are confidential and reading the titles of overdue items aloud in a classroom compromises the privacy of students?

- Is it ever permissible for a school librarian to violate a student’s privacy?
  - Real life situation: A school librarian discovers defacement to a book after it was checked in and placed on the shelf. Should the link between an item and a student be retained after check-in to allow for later investigation of previously unnoticed damage?

These issues are very complex because they involve state and federal law, public school or private school policy, and professional ethics. The American Library Association’s Office for Intellectual Freedom counsels schools and libraries to undertake the following actions to protect student library records:

- ... craft policies that extend additional privacy protection to students’ library records;
- adopt record retention policies that protect students’ confidentiality in regard to their use of the library media center; and,
- where applicable, incorporate state law protections for library records. 6

ALA’s Office for Intellectual Freedom is available to consult with school library media specialists on specific situations dealing with privacy and confidentiality issues. Additionally, there are two sources which discuss student privacy in school libraries in depth.


Notes
4. Ibid.
Privacy Lesson for Grades K–2

UNIT/LESSON TITLE: WHAT DO I NEED TO KNOW ABOUT USING MY LIBRARY MEDIA CENTER?

GRADE LEVEL/CONTENT: INTRODUCED IN K, REVIEWED 1 & 2

CURRICULAR FOCUS
AASL 4.1.1—Read, view, and listen for pleasure and personal growth

OVERVIEW
Proper Book Care
Library Etiquette
Privacy and Material Checkout

ASSESSMENT
Observe student behavior in the library and students checking out library books and looking over books that are returned.

RESOURCES
NO! NO! NO! bag and the YES! YES! YES! Bag for Book Care

Stop Sign for Etiquette and Privacy

INSTRUCTION/ACTIVITIES
Fill two bags with items that are reminders to students of how to treat library books and call them the NO! NO! NO! bag and the YES! YES! YES! bag.

- The NO! NO! NO! bag holds items such as:
  - Scissors—Keep books away from scissors when working on projects so the book does not get in the way and is accidentally cut.
  - Markers and Crayons—Marks from markers and crayons cannot be removed from books.
  - Water bottle—Books can be ruined by water and mold. Show book examples.
  - Little doll—Remind students to keep books away from little brothers or sisters or little friends visiting who do not know how to take care of library books yet. Show book examples.

- The YES! YES! YES! Bag holds items such as:
  - Backpack—Remind students that backpacks protect books when they take their books home and carry them back.
  - Soap—Remind students to wash their hands and that clean hands are good for library books.
  - Bookmarks—If they need to remember where they left off reading, a bookmark can do the job.
  - Mirror—Show students themselves in the mirror because they are the absolute best thing for library books. You make a book come alive when you read it.

- Stop Sign

Library voices are discussed and practiced. Three inch voice is a normal talking voice. A one inch voice is a whisper and how a library voice sounds. Sometimes they are even asked to have a no inch voice because of what may be going on in the library.

Private information. They are asked to stop at the STOP signs that we have posted next to the check out computers and wait for the person in front of them to leave. The information on the computer screen is just for the librarian and the person checking out to see.

Stuffed animal dog and cat—Keep books up off the floor so pets can not be tempted to chew on the books. Show book examples.

Snacks like Cheetos—No one wants to open up a library book and find crumbs or fingerprints in it.

Scotch Tape—Remind students to let us know when a book has a tear on a page so we can repair it with book tape. Do not use tape at home. We are the best library book fixers. Show examples of poor tape repairs in a book.
Privacy Lesson for Grades 3–5

UNIT/LESSON TITLE: INTERNET SAFETY FOR STUDENTS AND THEIR PARENTS

GRADE LEVEL/CONTENT: GRADES 3–5

CURRICULAR FOCUS: NETS STANDARD 5: DIGITAL CITIZENSHIP
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students advocate and practice safe, legal, and responsible use of information and technology.

OVERVIEW
In an evening presentation, parents and students learn about and discuss internet ethics and safety. They participate in varied activities designed to apply rules students already know about honesty, politeness, and safety to the online environment. The main issues addressed include safety, privacy, personal responsibility and ethical use of the internet.

Note: This may be taught during the school day, but involving parents may help to reinforce meaningful application of good internet safety at home.

INSTRUCTION/ACTIVITIES
1. Conduct pre-test of parents and students.
2. AV presentation, pausing periodically for activities (PowerPoint and internet safety video by Ryan Chatel found at www.youtube.com/watch?v=xZHq4CQekTY).
3. Small and large group discussions.
4. In small groups, create short videos using PhotoStory 3 or similar software to be shared on morning announcements at school and podcast on the school’s website about different internet safety rules.
5. Conduct post-test of parents and students.
6. Encourage each family to create their own cyber rules.
7. Share resource list.

ASSESSMENT
Pre- and post-multiple choice questions using a class voting system, such as CPS/Senteos, or paper forms.

Videos created by parents and students, using PhotoStory 3 or equivalent product.

RESOURCES


Privacy Lesson for Grades 6–8

UNIT/LESSON TITLE: FIRST AMENDMENT RIGHTS

GRADE LEVEL/CONTENT: GRADES 6–8

CURRICULAR FOCUS: SOCIAL STUDIES, INFORMATION LITERACY AND COMMUNICATION ARTS/READING

LIBRARY MEDIA STANDARDS

- **Standard 2**: The student who is information literate evaluates information critically and competently.
  - **Benchmark 2.1**: Determines accuracy, relevance, and comprehensiveness

- **Knowledge Based Indicators**: The student understands:
  - 2.1.1: multiple sources, both primary and secondary, must be examined when determining what information is used in the research process.

- **Benchmark 3.3**: Applies information to critical thinking and problem solving

- **Knowledge Based Indicators**: The student understands:
  - 3.3.1: problem solving requires focus on a question and criteria for judging possible answers.

- **Standard 5**: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

- **Standard 6**: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
  - **Benchmark 6.1**: Respects the principles of intellectual freedom and property rights

- **Knowledge Based Indicators**: The student understands:
  - 6.1.1: that intellectual freedom, the freedom of inquiry and the freedom of expression, was established in the First Amendment to the U.S. Constitution.

- **Standard 7**: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.
  - **Benchmark 7.1.1**: share and discuss ideas with others in the group, listen well and respectfully, and change ideas when appropriate.

CONTENT STANDARDS

Social Studies Grades 6

- **Standard 4 (Concept): Power, Authority, and Governance**: the student uses a working knowledge and understanding of the concepts of power, authority, and governance.
  - **Benchmark 4 (Enduring Understandings)**:
    - Power and influence determine who has the authority to govern and provides structure for and impacts the needs of societies.
    - Student recognizes that every civilization has a form of law or order (Hammurabi’s Code and Twelve Tables).

- **Standard 7 (Concept): Individual Development and Identity**: the student uses a working knowledge and understanding of the concepts of individual development and identity.
  - **Benchmark 7 (Enduring Understandings)**:
    - History represents the story of human diversity and the development of individual and national identity over time.
    - Student understands the impact of primary and secondary sources on the understanding of past civilizations (e.g., artifacts and oral tradition).

- **Standard 8 (Concept): Civic Ideals**: the student uses a working knowledge and understanding of civic ideals.
» Benchmark 8 (Enduring Understandings):
  » Citizenship confers rights, responsibilities, and privileges.
  » The student understands the rights of people living in Ancient Greece (Sparta and Athens), Classical Rome, and modern United States.
  » Compare and contrast the rights of people living in Ancient Greece (Sparta and Athens) and Classical Rome with the modern United States.

Communication Arts/Reading Grade 7
• Standard 1 Reading: student reads and comprehends texts across the curriculum.
  » Benchmark 2: The student reads fluently.
• Standard 2 Reading: student understands the significance of literature and its contributions to various cultures.
  » Benchmark 3: The student expands vocabulary.

Social Studies Grade 8
• Standard 8 (Concept): Civic Ideas: the student uses a working knowledge and understanding of civic ideals.
  » Benchmark 8 (Enduring Understandings):
    » Citizenship confers rights, responsibilities, and privileges.
    » The student understands the United States Constitution is written by and for the people and it defines the authority and power given to the government as well as recognizes the rights retained by the state governments and the people.
    » The student understands how the United States Constitution can be changed through amendments.

OVERVIEW
For 3 years, middle school students are exposed to their First Amendment rights every September as part of our Right to Read activities.

In 6th grade, World History students learn that all civilizations have some form of government and most have a document as the foundation of that government, i.e., Hammurabi’s Code. Then we talk about America’s Constitution and how the First Amendment and Bill of Rights came to be. We learn “Give Me 5” and discuss the rights in the First Amendment that give us the right to read. We watch a 4-minute video on “Give Me 5” and then handle a primary source copy of the original First Amendment document. Students analyze it carefully, count the words, and infer who, when, and where it was written. They then underline the 5 rights guaranteed, circle words that look weird to them (press, Congress), highlight the rights that deal with the right to read, and then answer the question “Why do you think the First Amendment was actually written?” If students finish before the end of the class we have a link on the library web page to the Illinois First Amendment Organization where they can take an on-line quiz about the Constitution or work on an on-line word search about the First Amendment.

In 7th grade, we review the 5 rights guaranteed in the First Amendment. We talk about why books get challenged. We watch the ALA Office for Intellectual Freedom online puppet clip about “Banned Books Week!” I share the Top Ten most challenged/banned books from the previous year. We then move to 6 small groups and each group gets a challenged book and their task is to decide why the book was challenged or banned. We take 10 minutes and then come back together as a group and report out. After each group, I share with them from the ALA Banned Book List why the book was challenged. Students also have a ballot of the six books and vote after each book whether to remove or keep the book on the shelf. After a break, we watch the after-school special The Day They Came to Arrest the Book. This is an adaptation of Nat Henoff’s book of the same title.

In 8th grade, Social Studies teachers are in the midst of teaching the Constitution as part of their American History curriculum. They review the 5 rights again and I show a 15 minute video about what each of the 5 rights means. Then on a Friday morning at the end of our Right to Read Week, we have a culminating special event for the 8th graders.

I invite an attorney to talk about and discuss the First Amendment with the students. This is where the students get a chance to question the “dark side” of the First Amendment on their freedoms of expression and privacy. The attorney makes sure to discuss things like the Nazi Party, anti-war signs, Fred Phelps, and adult books that are also protected under the First Amend-
ment. They wonder why music can be labeled adult/mature and books in the library can’t. We talk about their parent’s right to check what they are reading when they get home but that we can’t tell their parents what they are reading if they call. We spend all 3 years of middle school teaching that disappointment or shock in a book isn’t a reason to ban it but to bring it back and check out another book. We also bring in a public librarian and she espouses the Library Bill of Rights and the public library’s take on privacy and challenging books. Our art teacher has put together a presentation on Banksy, the graffiti artist who has never been seen or arrested but has expressed himself all over the world. Students get to discuss whether graffiti is art and expression or vandalism. Finally, we have a news reporter come from a local news station and talk about the First Amendment and the media. In 8th grade students get to see multiple perspectives on the First Amendment and hopefully begin thinking for themselves about the importance of being aware of your rights and not being afraid to speak up.

ASSESSMENT

In 6th grade, students are assessed on 3 First Amendment questions. This is an assessment for learning and is worth 10 points.

- Question #1—Underline the 5 rights guaranteed in the First Amendment.
- Question #2—Highlight the rights in the First Amendment that give us the right to read.
- Question #3—Why was the First Amendment actually written?

In 7th grade, students are assessed by their communication arts/reading teacher through a reflection writing piece.

In 8th grade, students are not assessed. However, communication arts/reading teachers have them write thank you letters to all of the speakers.

RESOURCES

In 6th Grade

- First Amendment Worksheet with copy of original primary source document
- First Amendment Introductory Video on DVD

In 7th Grade

- In the Night Kitchen by Maurice Sendak
- Ferdinand the Bull by Munro Leaf
- The Lorax by Dr. Seuss
- Father Christmas by Raymond Briggs
- Sylvester and the Magic Pebble by William Steig
- Where the Sidewalk Ends by Shel Silverstein
- After-school special The Day They Came to Arrest the Book
- ALA Office for Intellectual Freedom—Link to Finger Puppets “Banned Books Week PSA”

In 8th Grade

- Speakers: Public Librarian, Attorney who knows the First Amendment, News reporter for TV or newspaper, Art teacher
- 15-minute video from Illinois First Amendment Center—First Amendment Teen Video on DVD—Grades 7 thru 12

INSTRUCTION/ACTIVITIES

In all 3 grades I instruct on the importance of our First Amendment rights. Every year the students get more information to take in and think about and it all culminates in 8th grade.

This year we also added a blog to our library web page that asked students to answer the following question during Right to Read Week:

It’s that time of year when we think about our right to read and how important it is to us. This blog is to make you SPEAK. READ. KNOW—the theme of this year’s Right to Read Week. Here’s your statement—“The freedom to read is essential to our democracy.” What does this comment mean to you?
Privacy Lesson for Grades 9–12

UNIT/LESSON TITLE: PRIVACY MATTERS!
GRADE LEVEL/CONTENT: GRADES 9–12
CURRICULAR FOCUS: AMERICAN GOVERNMENT STANDARDS
- Principles of democratic government (e.g., rule of law, limited government etc.)
- Core civic values inherent in the United States Constitution, Bill of Rights, and Declaration of Independence that have been the foundation for unity in American society
- The importance of the provisions of the 14th Amendment

OVERVIEW
Privacy impacts students on a daily basis from computers to cell phones. Students review a variety of headlines determining if the individual’s privacy was breached. Through discussion, students determine the purpose of privacy laws and how they are impacted. Students create an online poster through Glogster analyzing a current issue. Students will present their posters virtually.

ASSESSMENT
Rubric

RESOURCES
- SIRS Researcher
- Global Issues
- Opposing Viewpoints
- Government Textbook
- Other relevant library resources

INSTRUCTION/ACTIVITIES
Part I
Watch “Discovery Education United” streaming video, “Fourth Amendment: Right to Privacy” and a segment of: “You, the Jury” (or other related videos)

If videos are unavailable, review text of Fourth Amendment. FindLaw and other websites provide text and examples. http://caselaw.lp.findlaw.com

Reference the privacy rights inherent in amendments one, three, five, nine, and fourteen.

Student discussion: “Do actions in the video segment violate privacy? Yes or No? Why?”

Present electronically a variety of current articles on privacy issues. If time allows, students working in small groups may locate articles for discussion. Review articles and discuss privacy issues.

Examples: fight to open adoptee birth records, experiment using RFID chips to track movement of individuals, parent access to information and grades for college students eighteen and older, emails searches, cities using security cameras on streets.

Students brainstorm the different ways privacy impacts their lives.

Examples:
- Facebook
- Credit card companies
- Cell phones & GPS
- Airport security
- Cookies on computers
- Doctor information to parents
- Checking out a book
- Computer use at school with management software allowing teachers to view student monitors
- Google maps showing your home

Discussion: Why? Purpose?

Part II—Privacy Matters! Analysis
Choose one area from discussion or locate an example from the news to create an online poster through Glogster and analyze your issue and how it impacts privacy and privacy laws. See checklist listed below for specific requirements.

1. Summary of article.
2. Who is impacted?
3. How is ___ privacy impacted?
4. How does it relate to you?
5. Is it right or wrong according to you and your values?
6. Is it right or wrong according to our laws?

Use public domain images using creativecommons.org to create a creative poster that expresses your learning.
Cite your sources (using bibme.org, for example) in APA format at the bottom of your poster.

Checklist:

- Summary of article.
- Who is impacted?
- How is ___ privacy impacted?
- How does it relate to you?
- Is it right or wrong according to you and your values?

- Is it right or wrong according to our laws?
- At least 3 images and/or a video related to the topic
- All images are public domain
- At least three sources used
- Citations in APA format
Resources for Libraries to Protect and Promote Privacy

This section offers information for libraries on protecting and promoting the privacy of their users.

A chapter on policy development offers basic guidance on formulating a strong privacy policy that will serve as the foundation for protecting users. For more detailed information on libraries’ privacy obligations and best practices in meeting them, see ALA’s Privacy Tool Kit. This resource is available online at www.ala.org/ala/aboutala/offices/oif/ftoolkits/toolkitsprivacy/privacy.cfm or by searching “Privacy Tool Kit” at www.ala.org.

The “Checklist for Privacy Orientations” provides quick and easy guidance on important privacy obligations to consider in new employee orientation, and is accompanied by a full set of guidelines for “Orienting and Educating New Librarians about Privacy Obligations.”

In addition, a checklist for protecting library user privacy is provided. Though geared toward the specific privacy obligation of school library media centers, this checklist can be adapted for use in any library setting and provides a one-stop guide for key privacy considerations in the library setting.

Finally, and crucially, we have provided a section on communicating privacy policies to library users. The sample handout contains simple and concise language that explains why library privacy is important and can be photocopied for availability at service desks, given to new patrons with their library cards, or posted to library bulletin boards and websites.
Writing a Library Privacy Policy

Barbara M. Jones

Why do all libraries need written policies?
• So that users know what to expect.
• So that all users are treated equitably and consistently.
• So that library staff can communicate with law enforcement and other inquiries with confidence.
• So that staff know the rules and can train new staff.

A library privacy and confidentiality policy should be included in any library’s packet of policies. These should be easily and prominently available for the public and staff: posted on the library’s website and in paper format. These policies need to be reviewed on a regular basis and this assignment should be included in a staff member’s job duties.

Library Privacy Policy

After collecting the information recommended below, the library might decide to write two policies: one for the public and one for internal library administrative matters. What should be included in the library privacy policy?

Laws to Be Considered or Cited
• Your state’s privacy and confidentiality law. For the latest list, see: www.ala.org, then search “state privacy laws.” Or contact the Office for Intellectual Freedom: oif@ala.org; 800-545-2433, ext. 4223.
• Here is what you need to ask about your state’s library privacy law:
  » Does it apply to both private and public libraries?
  » Does it apply to academic, school, and public libraries?
  » Does it apply only to circulation records or to such other library transactions as reference?
  » If it does not apply to your library, is your library part of an institution (a college, for example), that has a student code of conduct or other policies that would apply? A consortium?
  » Ask your legal counsel how the library privacy policy fits into the overall institutional legal context. Your privacy policy must be in compliance with other federal, state, and local laws.
• Children’s Online Privacy Protection Act of 1998 (COPPA), if applicable (www.coppa.org). This gives parents the right to access children’s personal information and may apply in school and public library situations.
• Family Educational Rights and Privacy Act (FERPA), if applicable (www.ed.gov/policy/gen/guid/fpco/ferpa/index.html). This law was passed to protect the privacy of student educational records. This may apply in school and higher education situations.
• The Student and Exchange Visitors Information System (SEVIS), if applicable. (www.ice.gov/sevis/i901/). This is a federally mandated recordkeeping system applied to international students in the U.S. Librarians need to check how their institution implements this law.
• Other federal, state, and local laws, under consultation with legal counsel. Check for special laws regarding minors.

Policies to Be Considered or Cited
• The Five Fair Information Practice Principles: rights of notice, choice, access, security, and enforcement. These principles were first enumerated within U.S. federal agencies and are now commonly accepted standards.
• All ALA privacy policies, interpretations, and resolutions relating to your library and its services. These policies are not laws—nor is the Library Bill of Rights. But they are based on professional library ethics, best practices, and experiences of librarians in the field. These policies are reviewed and updated regularly. For the most recent versions, see: www.ala.org, then search “Intellectual Freedom Manual.” The following privacy resolutions are included: “Privacy: An Interpretation of the Library Bill of Rights”; “Policy on Confidentiality of Library Records”; “Confidentiality and Coping with Law Enforcement Inquiries”; “Policy Concerning Confidentiality of Personally Identifiable Information about Library Users”; “Guidelines for Developing a Library Privacy Policy”; “Policy on Government Intimidation”; and “Other Policies Related to Confidentiality and Privacy.” The entire Intellectual Freedom Manual should be perused.

After collecting the information recommended below, the library might decide to write two policies: one for the public and one for internal library administrative matters. What should be included in the library privacy policy?
for privacy issues in such related areas as internet use and access for minors.

- The Code of Ethics of the American Library Association. (www.alaa.org, then search “Code of Ethics.”) This is a particularly important document for privately funded libraries in which some laws do not apply and the library is basing its privacy policy on professional ethical principles.

- Any policies or resolutions adopted by your state’s library association.

- Any library consortium policies on privacy, including the handling of Interlibrary Loan.

- Privacy policies for all types of materials and services. This might include special collections, reserves (including e-reserves), holds, or special formats. See the ACRL Rare Books and Manuscripts Section “ACRL Guidelines for the Security of Rare Books, Manuscripts, and Other Special Collections (2006).” Go to: www.acrl.org, then search “Standards and Guidelines.”

- Any special policies regarding minors. Even higher education institutions now have increasing numbers of minors on campus, though law enforcement has usually focused on younger minors.

CONTENT OF THE LIBRARY PRIVACY POLICY

- An upbeat, positive statement of the library’s mission and how this policy fits that mission.

- A list of definitions such as: privacy, confidentiality, PII (personally identifiable information). Use this as an opportunity to educate the user about privacy issues and jargon.

- A notice to users of their rights to privacy and confidentiality. Assure them that they have access to any PII the library collects about them. But do consider limiting factors such as age. Check with your legal counsel.

- An explanation of how all technology applications in your library are secured to protect the privacy of users.

- A listing of what information is gathered about users, why it is collected, and how long it is kept.

- An explanation of any optional library services that do require the collection of PII, and any “opt in/opt out” systems that offer users a choice.

ADMINISTRATIVE AND STAFF PRIVACY POLICIES

- Every library needs to assure its data integrity, whenever PII is collected. Staff should be held accountable for carrying out the library’s privacy policies and this should be clearly laid out in job descriptions. Regular internal library privacy audits should look at shared data; administrative measures to limit access to data; electronic tracking; data retention schedules; and encryption. This audit must include such units as information technology (IT) departments—anyone who handles library data that contains PII.

- Purchases of software, hardware, and systems should include privacy expectations in the RFP’s or bidding rules. Don’t forget to consider such purchases as privacy screens for computers and furniture layouts when renovating space.

SPECIAL CONSIDERATIONS FOR PRIVACY OF MINORS

- For School Libraries: the privacy of minors in schools has different legal applications. School librarians should also take professional ethics into account and try to protect student privacy as much as possible, within legal constraints. Review with your legal counsel any laws that apply to general campus handling of PII. See the American Association of School Librarians “Resource Guides for School Library Media Program Development”: www.aasl.org, then search “privacy.”

- For Minors in Public Libraries: the rights of minors vary from state to state. Extend the maximum privacy to minors allowable within the law and follow professional ethical principles. COPPA does apply to children using a public library.

WHAT ARE SOME GOOD EXAMPLES OF LIBRARY PRIVACY POLICIES?

- Private Academic Library:
  » Yale University Libraries: www.library.yale.edu/about/accessuse.html

- Public Academic Library:
  » University of California Libraries: http://libraries.universityofcalifornia.edu/privacy
Special policy for chat services at the University of Illinois at Urbana-Champaign:
www.library.uillinois.edu/askus/privacy/html

Public Library:
- New York Public Library:
  www.nypl.org/legal/privacy.cfm
- Multnomah County Library:
  www.multcolib.org/about/pol-privacy.html

School Library:
- Colorado Department of Education “School Library Privacy Issues”:
  www.cde.state.co.us/cdelib/SchoolLibraryPrivacyIssues.htm

WHERE CAN I GET MORE INFORMATION?
- Electronic Frontier Foundation: www.eff.org
- American Civil Liberties Union: www.aclu.org
- ALA National Conversation on Privacy:
  www.privacyrevolution.org

(All of the above are available on such social sites as Facebook and Twitter.)
Orienting and Educating New Librarians about Privacy Obligations: Guidelines for Administrators

By Xan Arch (Stanford University), Jennifer Falkowski (Southern Maryland Regional Library Association, Inc.), Liladhar Pendse (UCLA), and Emily Symonds (University of Louisville)

ALA 2009 Emerging Leaders Program, Project CC
American Library Association
June 28, 2009

I. FOREWORD

The document, Orienting and Educating New Librarians about Privacy Obligations: Guidelines for Administrators, was developed between January and June 2009 as part of the American Library Association’s 2009 Emerging Leaders Program. The objective for Project CC, which was made up of Xan Arch, Jennifer Falkowski, Liladhar Pendse, and Emily Symonds, was to develop guidelines to be used by library directors and administrators to educate new librarians about their obligations related to privacy.

This project was initiated by Maureen Sullivan who partnered with LLAMA and its executive director, Kerry Ward, to provide support to the Emerging Leaders team. Project members interviewed library administrators to determine what an ideal set of guidelines would contain, conducted literature reviews on privacy issues within the field of librarianship, and examined library privacy policies from different types of libraries in order to develop these guidelines and address four main areas of privacy: Legal, Patron, Business, and Personnel Issues. The final version of the guidelines, as of July 2009, will be made available through LLAMA.

Orienting and Educating New Librarians about Privacy Obligations: Guidelines for Administrators, was created to serve as a reference for library administrators, directors, and human resource personnel who provide orientation and training to new librarians and library staff in all categories of libraries. As personal information about individuals is made more widely available online and elsewhere, it is important to stress the legal and ethical reasons for keeping patron records and other library information confidential. These guidelines do not dictate what a library’s privacy policies should be. Guidelines for developing a privacy policy are available from the ALA Intellectual Freedom Committee as part of the Privacy Toolkit available through http://www.ala.org. The Guidelines for Developing a Library Privacy Policy also include a model policy and examples of policies in action, while the Privacy Toolkit provides information on privacy within libraries.

These guidelines for administrators are not meant to be an exhaustive discussion of all privacy issues affecting libraries and their employees. Instead, these guidelines serve to outline the relevant areas where privacy is a concern and to provide prompts and questions to consider when educating new librarians about these issues. The specific forms of training and orientation will depend on a library’s specific privacy policies, as well as on the needs and culture of the institution.
II. INTRODUCTION

A. How to use the guidelines
Library administration should consider providing privacy training to all library staff, not just new librarians. Front line staff in particular should receive training on what constitutes a privacy issue and to whom inquiries should be referred.

B. Recommendations for training and orienting staff
Training may take the form of formal group training or individual training during on-boarding. Consider using illustrative stories to demonstrate the importance of privacy in libraries. Scenarios presented as a role playing activity or online simulation may also be valuable teaching tools.

Make sure to define the key terms in the institution’s privacy policy and to reinforce the location of written procedures for future reference.

Retraining should be provided as needed.

C. Privacy documentation for libraries
After the initial training, full written procedures should be provided to the new librarian or library staff member.

Quick reference materials should also be provided to reinforce the written procedures for responding to inquiries. For front line staff, these may consist of the contact information and chain of command for patron record inquiries, as well as a flow or process chart providing quick access to what to do or who to contact in various situations.

III. LAWS, POLICIES, AND ETHICS

A. Federal and state laws
Certain privacy and confidentiality obligations are based on federal and state legislation. Discuss how the following federal laws apply to your library and what procedures your library has in place in response to these acts.

1. CIPA (Children's Internet Protection Act) – http://www.fcc.gov/cgb/consumerfacts/cipa.html
2. COPPA (Children’s Online Privacy Protection Act) – http://www.ftc.gov/privacy/coppafaqs.shtm
5. USA PATRIOT Act – http://www.lifeandliberty.gov/highlights.htm
Does your state have privacy laws? Explain how they inform your library’s privacy procedures.

1. ALA maintains a list of links to state privacy laws and provides information on confidentiality policies at http://www.ala.org/ala/aboutala/offices/oif/ifgroups/stateifcchairs/stateifcinaction/stateprivacy.cfm.


**B. Local and institutional policies**

Discuss how the regulations of your library’s umbrella organization apply to your policies and procedures. For a public library, what is the relevant local legislation? Within a school media center, who is the appropriate school or district contact person? For an academic library, are there college or university policies? What role does university counsel play?

**C. Library ethics**

In addition to laws and regulations, a library’s privacy policy and a librarian’s obligations to privacy are informed by best practices and ethical standards.

New librarians should be familiar with the ALA Code of Ethics, particularly the statement “We protect each library user’s right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.” http://www.ala.org/ala/aboutala/offices/oif/statementspols/codeofethics/codeethics.cfm

Look also at ALA’s Library Bill of Rights at http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/librarybillrights.cfm.

ALA’s Intellectual Freedom Committee also provides frequently asked questions about relevancy of the Library Bill of Rights to privacy at http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/interpretations/questionsanswers.cfm. This is intended to serve as a supplement to Privacy: An Interpretation of the Library Bill of Rights at http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/interpretations/privacy.cfm.

**D. Other relevant policies**

The Fair Information Practice Principles (http://www.ftc.gov/reports/privacy3/fairinfo.shtm) address the collection of personal information. These principles are based on the Organisation for Economic Co-operation and Development (OECD) Guidelines on the Protection of Privacy and Transborder Flows of Personal Data (http://www.oecd.org/document/18/0,3343,en_2649_34255_1815186_1_1_1_1,00.html).
Recommend any other organizational policies, standards, and best practices that will help an employee new to librarianship or new to your library understand the importance of privacy and confidentiality.

IV. PATRON RECORDS
Patron privacy should be addressed, given the various ways patron information is collected and stored in a particular library. Care should be taken to ensure that electronic records of these transactions are kept secure at the server level and on staff PCs and laptops, including maintaining and periodically changing secure passwords and conducting IT security audits.

Below are potential patron record issues, though not an exhaustive list. Discuss the relevant issues and how the confidentiality of these records is maintained in the library, both in terms of information kept by staff and data retained by library computer systems:

A. Circulation Records
This may include patron information such as address and telephone number, as well as circulation history, interlibrary loan requests, and other information associated with a patron, whether it is account information saved in a computer system, paper documents stored in the library, or personal details known by library employees.

B. Public Workstations
This may include search histories on the Internet and through the library catalog (OPAC), bookmarks, cookies, and browser caches.

C. Server Information
This may cover proxy servers, data gathered by third-party service providers licensed by the library, and staff or patron information saved to library servers.

V. BUSINESS RECORDS
A. Proprietary information for library business
Library staff has privacy obligations relating to library business practices.

Does your institution or umbrella organization have guidelines for business practices? City and university governments often have established general business codes of ethics, and these may include guidelines for privacy of business information.

Discuss how these guidelines relate to the library’s dealings with vendors and other outside organizations.

Discuss how the following types of information, for example, may need to be kept private, depending on institutional policies and organizational culture:
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Discuss how the following types of information, for example, may need to be kept private, depending on institutional policies and organizational culture:

1. Terms of contracts with third parties, pricing and discounts received for material purchased (restraint of trade)
2. Details of vendor software or hardware design
3. Data licensed from other sources
4. Legal obligations for university or library business
5. Conversations with vendors
6. University tuition before released publicly


A more general resource for business privacy is the Institute of Supply Management (formerly the National Association of Purchasing Management), Principles and Standards of Ethical Supply Management Conduct (http://www.ism.ws/about/content.cfm?ItemNumber=4740&navItemNumber=13102).

B. Non-private information
Inform new staff what information should not be considered private when saved on work computers or servers.

This is information that may be accessed by officers of the organization, if deemed necessary.

As governed by your institution’s policies, some of these areas may apply:

1. Email
2. IM logs or transcripts
3. Website history
4. Documents on your work computer

Non-private information can also be addressed as part of Laws and Policies when discussing state and local open records laws.

VI. PERSONNEL RECORDS

A personnel record usually contains the following: application for employment, reference letters or recommendation letters, leave records, as well as medical and disciplinary records. Personnel may also be patrons of the library; their records of borrowing fall under the same privacy protection of other patrons.

In order to protect personnel privacy, employees should be made aware of the rules and guidelines that govern access to their files. This may include where the records are kept, who has access to the records, what documentation is retained, and whether employees have access to their own records, and if so, under what circumstances. The procedures for requesting access to personnel records should be outlined, including the appropriate reasons for gaining access and the timeline for this process.
Personnel should also be aware of what happens to their files when they are no longer employed with the library.

VII. BIBLIOGRAPHY

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Guidelines for developing a library privacy policy. Retrieved February 27, 2009 from http://www.ala.org/ala/aboutala/offices/oif/iftoolkits/toolkitsprivacy/libraryprivacy.cfm


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Catherine Tierney, Associate University Librarian for Technical Services, Stanford University Libraries

Kerry Ward, Executive Director, LLAMA and staff contact for Project CC, ALA Emerging Leaders Program 2009
Checklist for Privacy Orientations

The purpose of this checklist is to serve as a supplement to the larger document “Orienting and Educating New Librarians about Privacy Obligations: Guidelines for Administrators,” which was developed through ALA’s Emerging Leaders program in 2009 by Team CC. The checklist includes the main points of the guidelines and can be used on its own as a quick reference for developing orientation procedures for privacy policies.

What is the new employee’s role in the library? What information will he/she handle and what privacy issues relate to that role?

Laws, Policies, and Ethics

☐ Provide the new employee with a copy of your institution’s privacy policy.

☐ The following may be included as part of your policy or may be discussed separately:

  » Library’s policy on PATRIOT Act and other federal legislation,

  » Policies on relevant state privacy legislation or institutional rules, and

  » ALA’s Library Bill of Rights.

Patron Records

☐ Discuss what patron information should be kept private and why.

☐ Policies on storing patron information on non-secure systems (e.g. laptops that are taken home)

☐ Policies on erasing patron information from computer servers after specified amount of time.

Business Records

☐ Will employee work with vendors or library contracts?

☐ Discuss what constitutes proprietary information for libraries and for vendors and when it is appropriate to share this information.

☐ What information is not private (data saved to work computers, work email, etc.).

Personnel Records

☐ Discuss what information is kept in a personnel record.

☐ What are the access and retention policies for this information?

By Xan Arch (Stanford University), Jennifer Falkowski (Southern Maryland Regional Library Association, Inc.), Liladhar Pendse (UCLA), and Emily Symonds (University of Louisville)

ALA 2009 Emerging Leaders Program, Project CC

June 28, 2009

PDF versions of this checklist and the larger document, “Orienting and Educating New Librarians about Privacy Obligations: Guidelines for Administrators” may be found at www.ala.org/ala/mgrps/divs/llama/publications/index.cfm
Checklist for Protecting Library User Privacy

This sample checklist is geared toward school library media specialists but can be adapted for all types of libraries. It provides a framework for ensuring that the library is taking steps to protect user privacy. Additional resources for library privacy and confidentiality are available at www.ala.org/oif, including an extensive Privacy Toolkit at www.ala.org/ala/aboutala/offices/oif/iftoolkits/toolkitsprivacy/privacy.cfm

Determining Students’ Privacy in your School Library

HELEN R. ADAMS

As a library media specialist, have you taken action to protect students’ privacy? Some of the items listed below may be decided at a district level; however, all school library media specialists should be aware of the concern. To determine the status of students’ privacy in your school library, complete this privacy checklist.

**School Library Media Program Privacy Checklist**

<table>
<thead>
<tr>
<th>I Have . . .</th>
<th>Met</th>
<th>Not Yet or District Level Decision</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educated myself about state and federal laws affecting minors’ privacy in schools and libraries and reviewed American Library Association policy statements related to privacy and personally identifiable information (PII) about patrons.</td>
<td></td>
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<tr>
<td>Analyzed my state’s library records law and understand how it applies to student library records.</td>
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<tr>
<td>Inquired how the Family Educational Rights and Privacy Act (FERPA) applies to local school library records.</td>
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<tr>
<td>Developed a privacy policy stating what PII is collected, who may access library patron records, and the circumstances under which minors’ records may be released legally; incorporated state library record law protections where applicable; extended the maximum privacy protections possible, and sought formal approval of the policy by the school board or institution’s governing body.</td>
<td></td>
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</tr>
<tr>
<td>Posted the library’s privacy policy for patrons to read.</td>
<td></td>
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<tr>
<td>Supported library procedures granting the maximum privacy possible to students regardless of age.</td>
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<tr>
<td>Protected circulation records with passwords and provided different levels of access for students, volunteers, and library staff.</td>
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<tr>
<td>Configured automation software to delete students’ circulation history.</td>
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<tr>
<td>Created a records retention policy that protects students’ privacy by retaining library user records for the shortest period possible and destroying records when they are no longer needed.</td>
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</tr>
<tr>
<td>Retained as few student library records as possible and purged library records identifying individual students’ use of resources and services on a regular basis.</td>
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</tr>
<tr>
<td>Trained library staff, volunteers, and student assistants about the confidentiality of all library records, instructing them not to examine circulation records of others.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Proactively educated administrators and teachers about the confidentiality of student library records.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taught students to respect the confidentiality of library records—their own and those of others.</td>
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</tbody>
</table>
### School Library Media Program Privacy Checklist (continued)

<table>
<thead>
<tr>
<th>I Have . . .</th>
<th>Not Yet or District Level Decision</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informed students of overdue materials in a manner that respects their privacy.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Protected students’ interlibrary loan and reserve requests from the scrutiny of non-library staff.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Modeled best practices by making sure that conversations with students about materials being checked out or used in the library media center are confidential.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Guarded information gained through student use of resources and services by not divulging it indiscriminately to faculty, administrators, or others.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Refrained from affixing labels denoting a book’s reading level or leveling a collection to avoid having students learn the reading levels of their peers.</td>
<td>Met</td>
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<tr>
<td>Supported incorporating privacy into the district’s acceptable use policy (AUP).</td>
<td>Met</td>
<td></td>
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<tr>
<td>Included information about protecting one’s privacy online as part of instruction on internet safety.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Encouraged students to realize that citizens have privacy rights under the 4th and 5th Amendments, state, and federal laws.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Reached out to parents by communicating library policy as it relates to student privacy and providing information about protecting minors’ privacy online.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Demonstrated personal judgment when violating a student's privacy by speaking to a counselor or principal out of concern for a student's welfare.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Counseled that surveillance camera(s) not be aimed at the circulation desk or be intrusive in recording actions of persons using the school library media center.</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>Discussed privacy concerns with vendors of any technology currently owned or under consideration for purchase and requested that they include privacy protections in future software changes.</td>
<td>Met</td>
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</tbody>
</table>

If you answered “not yet” or are uncertain about any of these best practices related to privacy in school library media programs, review ALA’s “Privacy: An Interpretation of the Library Bill of Rights.” The statement reminds library media professionals of their obligation “to an ethic of facilitating, not monitoring access to information” (ALA Privacy). Consider that students will only feel comfortable to research topics and make personal reading choices if they are confident that their use of library resources will be kept confidential by library staff. The right of privacy for minors may not be an easy principle to defend; however, whether state library laws shield or fail to protect student library records, library media specialists have the most knowledge of library records law and intellectual freedom concepts and bear the greatest responsibility to protect the privacy of their student patrons.

**Reference**

Communicating Privacy Policies to Users

TRINA MAGI

Polls show that when asked, most people say they value their privacy and believe they should have the right to control who has access to personal information about them. But many people have never considered the importance of privacy in the library.

Once your library has adopted a privacy policy, it’s important to tell users about your commitment to protecting their freedom to read. Then they’ll understand why you can’t answer questions such as “Who has this book I need?” or “Did my neighbor read and like this?”

The handout on the next page uses concise, easy-to-understand language to explain why library privacy is important for everyone. You can photocopy the handout and make it available to your library users at the reference and circulation desks, give copies to new patrons when you issue their library cards, or post it to your library bulletin boards and website.
A MESSAGE TO OUR LIBRARY USERS

Your Privacy is Important to Us

Our library is committed to protecting the privacy and confidentiality of our users. Why?

Because we believe that freedom of speech is meaningless without the freedom to read. Confidentiality and privacy are essential to these freedoms, because if library users have to worry about being judged, punished, ostracized, or put under surveillance, they may censor themselves. They may not seek answers to their questions or read the things they want to read, either in print or online. To be free and to govern themselves, people must be able to explore ideas—even controversial ideas—without fear.

If library users aren’t doing anything wrong, why should they care about privacy?

There are many reasons why library users might want their privacy and confidentiality protected. Perhaps they have been diagnosed with a disease and want to learn more about it before they tell their children. They may be suffering from domestic or child abuse and want to find out how to get help. They may be researching their rights before deciding to blow the whistle on illegal activity at work. Or perhaps they’re planning a special vacation as a surprise gift for a loved one.

Privacy isn’t about protecting people who are doing bad things. It’s about giving our users the power to decide for themselves who will know about their reading and research interests. If a user chooses to share her reading list with others, that’s fine; but we can’t assume everyone wants that.

But what if someone is doing something wrong, and the police need to see their library records to investigate a crime?

Librarians comply with law enforcement requests for information about users—as long as those requests come in the form of court orders. This ensures that a third party has considered whether the information is really critical for the investigation, and it helps prevent unnecessary invasions of privacy.

Questions?
Please speak with the library director or a member of the library staff.

“A popular Government, without popular information, or the means of acquiring it, is but a prologue to a Farce or a Tragedy; or perhaps both. Knowledge will forever govern ignorance: And a people who mean to be their own Governors must arm themselves with the power which Knowledge gives.”

James Madison
From James Madison’s “Advice to My Country” (1997)

“We protect each library user’s right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired, or transmitted.”

From the American Library Association Code of Ethics

“A popular Government, without popular information, or the means of acquiring it, is but a prologue to a Farce or a Tragedy: or perhaps both. Knowledge will forever govern ignorance: And a people who mean to be their own Governors must arm themselves with the power which Knowledge gives.”

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Contacts and Resources

ALA’s Office for Intellectual Freedom is available to consult on any aspect of Choose Privacy Week and to provide information and ideas for getting your library involved. Contact us at 800-545-2433 ext. 4221, 312-280-4221, or oif@ala.org.

Checklist and Timeline
Each library’s implementation of Choose Privacy Week will look different. We encourage libraries to pick and choose the activities, events, and information that work best and make most sense for their own communities. The national event for Choose Privacy Week will take place May 2–8, 2010, but individual libraries may choose to devote a different week, month, or other period of time to raising awareness and discussing privacy issues. However, we urge all libraries to consider taking the following basic steps in preparation for their involvement in this initiative.

In the weeks and months before your library’s Choose Privacy Week events:

- Sign on to the campaign as an individual. Visit www.privacyrevolution.org and sign in to our encrypted vault of privacy advocates.
- Sign on your institution as a participating library. Visit the Allies section of www.privacyrevolution.org or contact the Office for Intellectual Freedom.
- Highlight Choose Privacy Week on your library website. Web banners and badges are available for download from www.privacyrevolution.org.
- Link to www.privacyrevolution.org from your library website.
- Encourage library users to Choose Privacy by signing in to the encrypted vault of privacy advocates at www.privacyrevolution.org.
- Offer a hard copy petition for library users to sign in person.
- Communicate your library’s privacy policies to users. The preceding section of this guide on “Communicating Privacy Policies to Users” offers tips and a sample handout for this.

- Share your work and ideas for Choose Privacy Week with other librarians at www.privacyrevolution.org and other forums such as blogs, wikis, and listservs.

Suggested Speakers
The preceding sections on library programming offer tremendous ideas and resources for Choose Privacy Week, including workshops and speakers on privacy. In thinking about speakers to select, you may wish to consider the following as options:

- Authors of fiction and non-fiction works related to privacy
- Teachers and professors from a range of departments in humanities, social sciences, and science and technology, including government, political science, history, law, media studies, communications, and computer science
- Attorneys
- Journalists
- Bloggers
- Government officials
- Local businesses
- Online businesses
- Advertisers and marketers
- Surveillance and security professionals
- Health care professionals
- School debate teams
- Privacy groups
- Civil liberties groups
- Free expression groups
- Consumer rights groups
- Librarians
The Office for Intellectual Freedom can offer additional or customized ideas for Choose Privacy Week speakers. Contact us at 800-545-2433 ext. 4221 or oif@ala.org.

**Media Assistance and Contacts**

ALA’s Office for Library Advocacy has produced the *Library Advocate’s Handbook*, which offers tremendous resources for all who advocate on behalf of libraries. Included in the handbook are sections on “Dealing with the Media” and “Ways to Communicate,” which may be very useful to library staff working on publicizing Choose Privacy Week events in your community. The *Library Advocate’s Handbook* is freely available online; visit www.ala.org and search “Library Advocate’s Handbook.”

ALA’s Public Information Office also communicates ALA’s key messages through media relations and offers public relations counsel and editorial services. *The Library PR Handbook* (Mark Gould, editor; 2009) offers ideas and how-tos for libraries in their public relations efforts. Visit www.ala.org/pio for more information.
Promotional Materials

These eye-catching posters will raise awareness of Choose Privacy Week in your community and inspire library users to take charge of their personal privacy.

Buttons and bookmarks are perfect give-away items, helping advertise your Choose Privacy Week events or as takeaways for program attendees. Buttons come in packs of 9 (3 of each design) and 27 (9 of each design). Bookmarks come in packs of 100.

Visit www.privacyrevolution.org for electronic versions of these materials and other web banners and badges to add to your library’s website. To order these and other Choose Privacy products, visit www.alastore.ala.org
Annotated Bibliography

TRINA MAGI

As they engage in conversations about privacy, librarians and library users may have questions about why privacy matters, whether anyone cares about it anymore, and the historical role librarians have played in protecting privacy. The following list of resources includes selected articles, books, papers, and reports that may be helpful in answering these questions.

In general, why is privacy important?

Duke explains how monitoring, eavesdropping, and lack of public anonymity in surveillance cultures create pressure for conformity in which people modify their behaviors so they don’t stand out. In such societies, freedom of action, creativity, and uniqueness are easily lost.


A serious but accessible discussion of the importance of privacy even within America’s culture of exhibitionism. Rosen suggests that people want not the right to be left alone, but “the right to control the conditions of their own exposure,” and he says, “privacy protects us from being judged out of context in a world of short attention spans.” He argues that privacy supports the development of autonomy, individuality, and creativity; the building of friendships and intimate human relationships; the playing of appropriate roles in varied social settings; democratic political debate; and workplace productivity.


A short article claiming that “privacy is an inherent human right and a requirement for maintaining the human condition with dignity and respect.” Schneier says that privacy is not about hiding a wrong; rather it is a basic human need and protects us from abuses by those in power and allows us to be authentic in our words and actions. The real choice, he says, is not security versus privacy, but liberty versus control. “Liberty requires security plus privacy.”


A lengthy, scholarly, and compelling response to the question, “I’ve got nothing to hide, so why should I care about privacy?” Solove discusses the ways the question typically appears and is answered, explains why existing ways of understanding privacy have led to confusion, and argues that the “nothing to hide” argument stems from faulty assumptions about the value of privacy. The article ends with concrete examples of the ways in which privacy is important to other issues we may care about, such as ensuring that a range of viewpoints are expressed in society, maintaining an appropriate power balance between individuals and institutions, and deciding what kind of government we want to have.


Solove addresses the question: With so much information being gathered, with so much surveillance, and with so much disclosure, how can people expect privacy anymore? He argues that privacy law should not be about preserving the current state of affairs, but rather about shaping the future we desire. The article outlines the ways in which the concept of privacy is often understood too narrowly, leading us to neglect important privacy concerns.

In an era of internet use and social networking, do people still care about privacy?

This review article presents a summary of the results of longitudinal polls on privacy invasions and surveillance techniques over the last 15 years, showing that, generally speaking, “concern about threats to personal privacy has been growing in recent years.” An appendix to the
nine-page article provides actual language of the poll questions.


This one-page news release cites the results of a 2008 poll by the Consumer Reports National Research Center that showed Americans “are concerned with how their personal information is being collected and used by internet companies.” The poll found that consumers want more control over their personal information and think that internet companies should ask their permission before using personal information. Many consumers try to take steps to limit the information collected about them and are often unaware of what companies are able to do with their information.


A four-page report on a 2008 Harris Poll measuring the comfort level of U.S. adults with the practice of websites using information about a person’s online activity to customize Web content. The poll also measured the degree to which people would change their view after seeing potential privacy and security policies.


Johns and Lawson surveyed 444 undergraduate students and found that most students (85%) said online privacy was important or very important to them. Large majorities of students agreed that a university or library should obtain private information only with students’ consent, should collect student information only for clearly defined purposes, and should never disseminate students’ personal information to outside agencies. A large majority of students also felt it was not justifiable to develop student profiles for the purpose of improving library collections and services.


Reports the findings of a large telephone survey of American teens and their parents/guardians which examined the choices teens make in sharing information online, what teens share in various contexts, and how teens assess their own vulnerability. The survey found that most teens believe some information should be private and protected from public view and take steps to protect themselves online from the most obvious areas of risk.


A 19-page paper that examines the effectiveness of the Federal Trade Commission’s self-regulatory approach to protecting consumer privacy over the last 10 years. It cites data about Americans’ concern about privacy and finds that consumers misunderstand how their personal data is collected and shared online, and they mistakenly assume that if they see the label “privacy policy” on a website, the website will not share their personal information. The paper concludes with three recommendations for advancing the interests of privacy.

**How have librarians defended privacy in the past?**


Written by an attorney and MLIS student, this article traces the history of privacy as it relates to library records. Bowers provides a readable summary of the development of the concept of privacy in the U.S. Constitution, case law, and federal and state statutes, followed by a discussion of intrusions on the privacy of library records – and the responses of librarians – from the 1940s to late 2005.


These three brief articles tell the story of how members of Library Connection, a non-profit library consortium, refused to comply with a “national security letter” request for library records issued by the FBI in 2005 under authority of the USA PATRIOT Act.


This book recounts the facts and mysteries concerning the FBI’s Library Awareness Program, in which the FBI sought to recruit library workers as counterintelligence “assets” to monitor and report on the habits of library users. Foerstel places the program – which was begun in 1973 and made public by The New York Times in September 1987 – in the context of other library surveillance efforts and offers examples of FBI visits to libraries across the country, describing the librarians’ response. With its many quotations from the librarians involved, the account is an inspiring demonstration of librarians’ commitment to the ethical principles that make libraries sanctuaries of inquiry.


Drawing on news stories and personal interviews with librarians, Garoogian uses examples of how librarians have dealt with requests for library patron information to explore the moral, legal, and professional arguments for protecting patron privacy.

Do librarians have a responsibility to protect the privacy of young people?


Drawing on interviews with school and youth services librarians across the country, Adams presents a variety of privacy issues that affect young patrons and describes the ways in which librarians work to protect privacy.


Chapter 4 contains a brief section titled “Privacy and Children,” which raises issues related to access to materials, circulation records, and internet access in the public library. Chapter 5, “Privacy Issues in K–12 School Library Media Centers,” provides an in-depth discussion of seven privacy topics of concern to school librarians.


Explores the difficult questions that often arise regarding the confidentiality of children’s library records, such as: To whom is the library responsible – the child possessing the library card, or the parent who is held financially responsible? Does a parent have the right to know what a child has borrowed? Does protecting children’s privacy prevent parents from being involved in their child’s reading and borrowing?


Outlines the ethical principles and laws related to privacy of library patrons, identifies potential breaches of confidentiality in the school library setting, and offers practical advice for the school librarian.