

## About *Practicing Privacy Literacy in Academic Libraries* (ACRL)

*Practicing Privacy Literacy in Academic Libraries* provides evidence-based, theory-informed, practical models for incorporating privacy literacy into academic librarianship. It will service as a handbook for professionals who seek to incorporate privacy literacy into library instruction and other areas of academic library practice. Additionally, this handbook has potential for use in LIS curricula, and as a reference for researchers in LIS, the scholarship of teaching and learning (SoTL), and privacy.

*Practicing Privacy Literacy in Academic Libraries* seeks to document academic library privacy literacy initiatives in their time of emergence, advance applications of privacy literacy in the field of academic librarianship, and contribute to the professional discussion about core library values and how they are reflected in current practice. This volume responds to professional information needs identified by the co-editors in their prior [scholarship](#).

Chapter topics might include, but are not limited to:

- instruction,
- student engagement,
- faculty outreach,
- collection development and resource description,
- library systems administration,
- library assessment, learning analytics, and institutional research, and
- other aspects of library administration, professional development, professional ethics, institutional service, and scholarly communication.

## Proposed sections and chapter topics

We welcome chapter proposals on all aspects of privacy literacy work in academic libraries. Chapters are anticipated to be 4,000-8,000 words in length, including notes and references, and should conform to [ACRL publishing guidelines](#), including use of Chicago Manual of Style endnotes and bibliography format. Please reach out to us (Sarah: [smh767@psu.edu](mailto:smh767@psu.edu) and Alex: [aec67@psu.edu](mailto:aec67@psu.edu)) if you would like to discuss your proposal. The following proposed book organization is a non-exhaustive sample of possible chapter topics:

### What is privacy literacy?

- theory
- library and general history
- student perspectives
- conceptual frameworks; learning outcomes; curricular integrations
- critique

### Protecting privacy

- privacy auditing; threat modeling
- critical evaluation, configuration of instructional technology or library system privacy settings
- ethical use of student artifacts, learner data in library assessment
- research data management; ethical resource description and access of primary sources as research materials

### Educating about privacy

- student-facing privacy literacy learning experiences
- faculty-facing privacy literacy initiatives

- peer/train-the-trainer privacy literacy initiatives
- lesson plans, teaching and learning materials, case studies
- bibliographic analysis or collection development plans for privacy literacy, privacy in the disciplines, etc.

### Advocating for privacy

- institutional governance, policy-making, and decision-making
- faculty/peer outreach
- student engagement
- passive programming

### Publication Timeline

- Deadline for chapter proposals: March 5, 2021
- Deadline for accepted chapter manuscripts: January 15, 2022
- Deadline for peer review and editor comments: March 15, 2022
- Deadline for revised final chapter manuscripts: September 15, 2022
- Please inquire with the co-editors (Sarah: [smh767@psu.edu](mailto:smh767@psu.edu) and Alex ([aec67@psu.edu](mailto:aec67@psu.edu)) about adapting this timeline to meet your needs.

### About the co-editors

Sarah Hartman-Caverly is an academic reference and instruction librarian at Penn State Berks, where she liaises with Engineering, Business and Computing division programs. Sarah delivered her first privacy literacy workshop, *Is Big Data Big Brother?*, in 2014, and co-facilitated a faculty learning community examining learning analytics through a privacy lens in 2017. Sarah's [research](#) examines the compatibility of human and machine autonomy from the perspective of intellectual freedom, and she has published and presented on privacy literacy and other topics as part of this work. She earned her MS(LIS) and MS Information Systems from Drexel University College of Computing & Informatics (then iSchool), and holds a BA Anthropology from Haverford College.

Alexandria Chisholm is a reference and instruction librarian at Penn State Berks and liaison to the campus' first year experience program and science division. Alex began integrating privacy topics into her instruction with the adoption of the ACRL *Framework*, and formally began addressing privacy literacy and advocacy with curricular and co-curricular programs in her capacity as first-year experience coordinator in 2017. Her research focuses on information literacy, student engagement, and privacy literacy. Alex received her MLIS from the University of Pittsburgh's School of Information Sciences and has her BA in Anthropology from West Chester University of Pennsylvania.

Together, Sarah and Alex created the Penn State Berks [Privacy Workshop Series](#), comprising the [Privacy, Digital Leadership, Digital Shred](#) (with collaborator Alexandria Glenn), and [Digital Wellness](#) workshops. Sarah and Alex also collaborate on [privacy literacy research](#), and on the [Digital Shred Privacy Literacy Toolkit](#). Their article, "Privacy literacy instruction practices in academic libraries: Past, present, and possibilities," was recently published in [IFLA Journal](#). They have other privacy literacy works-in-progress, including a qualitative follow-up to the survey-based study.