From the President   *Ning Zou, LIRT President*

Pre-Conference, Awards, Program, and More
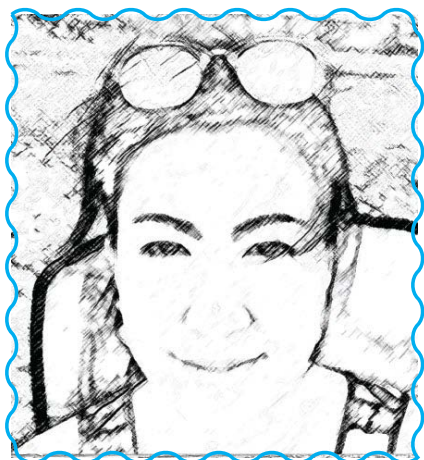
LIRT at ALA in Chicago was a blast! Here are some Twitter-style highlights:

- Ning Zou@xiaoshasha: the pre-conf *Examining and Supporting Student Transitions Across the Library Spectrum* is AWESOME!

- Ning Zou@xiaoshasha: everyone knows about our fabulous *LIRT Transition to College Get Together* on Friday 6:30, right?

- Ning Zou@xiaoshasha: LIRT annual program, *From Kindergartners to Collegians Helping Students Make the Grade*, attracts librarians from all types of libraries.

- Ning Zou@xiaoshasha: librarians can SING and sing WELL, LIRT 40 anniversary and Awards has it all!

- Ning Zou@xiaoshasha: The Gage on Michigan Ave is indeed a great place for Bites with LIRT, tasty food and nice service.

Thank you for all your voluntary hard work throughout the year as well as your continued advocacy for library instruction and information literacy across all types of libraries. Hot chocolates are on me at Bites with LIRT at ALA Midwinter in Colorado!

I am honored and proud to be your 2017-2018 LIRT president. Thanks to you, the dedicated leaders and members, my job is as easy as it is enjoyable!

As I reflect on working with teams of non-librarian colleagues from the Teaching and Learning Lab, IT, and Administration at the Harvard Graduate School of Education, I once again observed the evolving and impactful role of librarians and

S e p t e m b e r   2 0 1 7

LIRT empowers librarians, from all types of libraries, to become better teachers through sharing best practices, leadership and professional development, and networking.

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libraries in shaping the education landscape through collaborative partnership with internal and external stakeholders and building a new capacity to demonstrate their values. LIRT offers the perfect platform for librarians from all types of libraries to share their best practices, as well as teaching and learning's joys and woes. Our founding purpose and mission leads us to a clear and distinct path to advocate library instruction and information literacy as a part of lifelong learning.

LIRT supports librarians engaged in library instruction and information literacy in all kinds of libraries (LIRT Founding Purpose and Mission at http://www.ala.org/lirt/mission). Agency starts with small steps. Help LIRT advance its mission and vision to its desired future by sharing LIRT news, conference activities, and volunteer opportunities with your colleagues; being a LIRT ambassador in your institution, inviting your colleagues to join LIRT, and expanding our membership of this wonderful professional community.
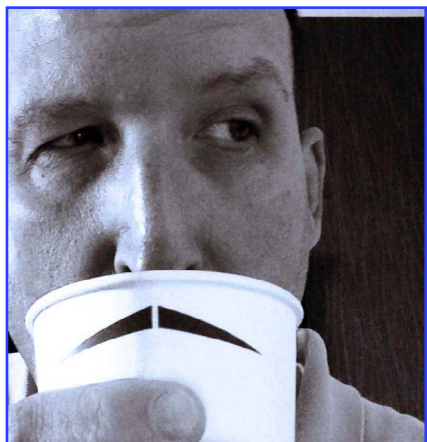
Cheers,

Ning

From the Past President
                                                            Jeff Knapp, LIRT Past President

Thanks for a great year!

My dear colleagues, as the current Past President, I would like to thank our LIRT committees, committee chairs, executive officers, and the overall membership of LIRT for a wonderful year. Without your dedication and drive, the job of President would be much more difficult. I know that Ning Zou will be a great LIRT President for 2017-2018!

I am pleased that LIRT has been able to expand our programming to our members this past year by offering our second webinar this past spring as well as our very first Pre-Conference session this past Annual in Chicago. In my view, regardless of the meetings and organizational planning that goes into running a round table, at the end of the day, the important thing is providing value to your members.

How can we help you? What are some ways that LIRT can help you succeed in your work in schools, public libraries, and colleges? I try to stay mindful of the fact that today, fewer of us have the luxury of traveling to ALA Conferences than in years past. So while we still host programs at conferences that will appeal to all types of teaching librarians, we want to offer value to those who lack the means to travel. How can LIRT help you?

Let me know at knapp@psu.edu.

Jeff

From the Editor

by Sherri Brown,
LIRT News Editor

A New Beginning

Generally, people think of spring rather than fall as a time of renewal. But for many of us, August and September bring a new school year and, with it, a sense of a new beginning. I hope you found time this summer to reflect on your teaching and plan for the upcoming year.

In this issue, you will find highlights from ALA Annual in Chicago in June. The weather was beautiful and the programs stimulating. Find out more and see pictures from our first-ever Pre-Conference (which was a success!), our annual Conference Program, and the Awards Ceremony and LIRT 40th Anniversary Celebration, among other activities that took place during the conference. We have also included notes on a few instruction-related programs sponsored by other ALA groups for added inspiration.

I'm excited to announce that we also now have a dedicated LIRT YouTube Channel: https://www.youtube.com/channel/UCg4bF8U3lyDntvUOZbcbZrg. Thank you to our web guru, Billie Peterson-Lugo, for setting this up for us and uploading the first recording from the Teaching, Learning, and Technology (TLT) webinar series. Find out more about the series in the Committee Reports.

Finally, if you've been meaning to learn more about digital privacy, you'll find all you need to know in this month's Tech Talk.

I hope this school year is your best one yet and that LIRT can help to motivate you to try something new in your instruction this fall!
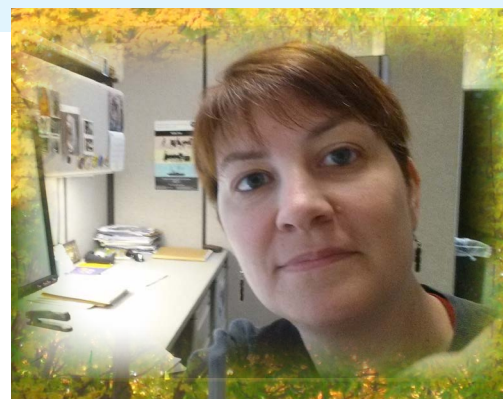
Sherri

photograph by Sherri Brown

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Awards Committee

Report by Michael Saar, 2017 LIRT Awards Committee Chair

The fourth annual LIRT Awards Ceremony was held as part of the LIRT 40th anniversary celebration at the Hilton Chicago on Saturday, June 24, 2017. Michael Saar, 2017 LIRT Awards Committee chair, began the ceremony with an overview of the awards and an acknowledgement of those who served on the Librarian Recognition and Innovation in Instruction award sub-committees. He then announced the award honorees – Elise Silva from Brigham Young University's Harold B. Lee Library, recipient of the 2017 Innovation in Instruction Award for the Ysearch library tutorial program, and Jo Angela Oehrli from the University of Michigan, recipient of the 2017 Librarian Recognition Award. The honorees briefly discussed their views on library instruction, their passion for information literacy, and the achievements that earned them these awards. Discussion continued among the attendees and honorees over refreshments and karaoke as the event transitioned into the LIRT 40th anniversary celebration. The LIRT steering committee met the following day and discussed the event. Next year, the program will resume being a stand-alone event, and there may need to be increased budgetary consideration to provide adequate food and drink in the future. See photos on page 22.

Conference Program Committee Report

Report by Meggan A. Houlihan, 2017 LIRT Conference Program Co-Chair

The 2017 LIRT Conference Program, *From Kindergartners to Collegians: Helping Students Make the Grade,* was held Sunday, June 24, 2017 at McCormick Place and featured two thought-provoking presentations that focused on the new fundamentals of library instruction and the growth of liaison responsibilities in various library settings. Speakers discussed how library instruction can shape and enhance learning goals in academic and school libraries.

Cinthya Ippoliti   Matt Upson   Amy Atkinson

photograph by Meggan Houlihan

The first presenter, **Amy Atkinson**, Middle School Librarian at the Latin School of Chicago, spoke about the role school librarians play in developing information literacy skills in grade school and high school students, thus better preparing them for a successful transition to college and academic rigor. Ms. Atkinson gave

numerous examples from her experience in Champaign and Chicago, where she was successfully able to lobby for more time in the classroom and collaborate with teachers on major projects.

The second presentation featured speakers from Oklahoma State University (OSU), **Cinthya Ippoliti**, Associate Dean for Research and Learning Services, and **Matt Upson**, Director of Undergraduate Instruction and Outreach Services. The duo spoke about how the OSU Library recently transitioned from a scattering of library instruction sessions and non-impactful library outreach opportunities to developing a comprehensive embedded library instruction program that focuses on utilizing critical approaches in the classroom and emphasizing social issues, while also teaching information life skills to all students. In order to enhance their instruction and liaison programs, Ms. Ippoliti discussed ways in which library administration sought to manage change by developing a clear vision, breaking down change, cultivating a sense of identity within the library, and supporting new habits. Ultimately, these changes made a huge difference to the library staff and students at OSU.

A special thanks to our volunteers from Emporia State University School of Library and Information Management for designing the LIRT handout, preparing the room, and greeting attendees. The LIRT Conference Planning greatly appreciated your help!
For more information about the program, please see: http://www.ala.org/rt/lirt/conference-program-2017.

Teaching, Learning, and Technology Committee Report

Report by Cinthya Ippoliti, 2017 LIRT Teaching, Learning, and Technology Committee Co-Chair

The LIRT Teaching, Learning, and Technology Committee held a three-part webinar series in Spring of 2017 where we explored digital pedagogy from a variety of perspectives. Webinar recordings are available at https://www.youtube.com/channel/UCg4bF8U3lyDntvUOZbcbZrg.

screen capture on 8/10/2017

1. **Session 1: Introduction to digital pedagogy**
   - "Keeping students engaged beyond the page." Kristen Mastel, Outreach and Instruction Librarian, University of Minnesota
   - "Meeting them where they are: Digital information literacy resources." Sara Lowe, Educational Development Librarian; Bronwen K. Maxson, Humanities Librarian, Indiana University-Purdue University
   -
2. **Session 2: Best practices in instructional design**
   - "#Library TV: Flipping the classroom for the YouTube generation with engaging digital content." Joscelyn Leventhal, Online Education and Off-Campus Services Librarian; Shira Loev Eller, Art and Design Librarian; Tina Plottel, Government Documents and First-Year Experience Librarian, George Washington University
   - "Participation points don't count: Active learning strategies and digital tools for everyday use." Rhonda Huisman, Library Director, Marian University

3. **Session 3: Best practices in assessment**
   - "Assessing the first year experience: Using PhotoVoice in Google Slides as a digital learning tool." Raymond Pun, First Year Student Success Librarian, California State University, Fresno
   - "Measuring the effectiveness of Libguides with user experience." Kaitlin Springmier, Resident Librarian for Online Learning, University of Chicago

Transitions to College Committee Report

Report by Matt Upson, 2017 LIRT Transitions to College Committee Co-Chair

The LIRT Transitions to College Committee wrapped up a busy year at the 2017 ALA Annual Conference in Chicago. The culminating project of the past year was the *Examining and Supporting Student Transitions Across the Library Spectrum* preconference event held on Friday, June 23 from noon to 4 pm. Co-chairs Beth West and Matt Upson and committee members managed a call for proposals that brought in seven presentations offered by eleven panelists from across the country. The incorporation of case studies and research-oriented panels provided a glimpse of the variety of approaches, settings, and student populations impacted by the efforts of our presenters.

While academic librarians made up the bulk of the attendees and panelists, there was a significant contingent of school librarians (approximately 15-20), which provided variety of conversation and representation. There were 54 attendees (including panelists) at the event, and occasional discussion breakouts provided a chance for attendees to brainstorm ideas and challenges related to student transitions, as well as mingle and network.

The general consensus communicated to the co-chairs was that the event was useful, informative, and served to initiate ideas and potential collaborations. Several positive comments were made regarding the incorporation of multiple presenters as a way to keep the program engaging throughout the afternoon. Preconference slides and materials are available on Google Drive at http://tinyurl.com/2017LIRTwebinar.

Examining and Supporting Student Transitions Across the Library Spectrum,
ALA LIRT preconference, June 23, 2017. Photographs by Matt Upson

Liaison Reports ALA Annual 2017 Chicago

From Teaching to Leading: A Learning-Centered Management Bootcamp (ACRL)

https://www.eventscribe.com/2017/ala-annual/fsPopup.asp?Mode=presInfo&PresentationID=258023

Report by: Jennifer Corbin, Stetson University

Presenters Rebecca K. Miller, Lauren Pressley, and Carrie Donovan are relatively new to leadership and management roles, and all three have an information literacy instruction background. Each approaches their leadership role through the lens of pedagogy. The session presented an overview of library trends, frequently used instructional skills, and learning theories that easily translate to skills used in leadership and management. The presenters expertly included short activities throughout the session that engaged audience members in identifying their existing skills and abilities. They mapped those skills to leadership skills, demonstrating that teaching librarians already have what it takes to lead and manage.

They wrapped up the session with instructions for completing a personal inventory to identify strengths and learning opportunities. Items for the inventory include listing the skills and abilities you have, ones you need, listing what you know, and what you want – or need – to learn about leadership and management. Reviewing job ads can help you to think about areas in which to expand your knowledge. The presenters encouraged the audience to identify current leadership roles and to consider what leadership opportunities are available. Donovan, Miller, and Pressley plan to write and present on this topic in the future and hope to create a community of practice to support other teaching librarians who take on leadership and management roles in libraries.

Helping Library Users Navigate Fake News

https://www.eventscribe.com/2017/ALA-Annual/fsPopup.asp?Mode=presInfo&PresentationID=266521

Report by: Michael Saar, Lamar University

Joanna Burkhardt from the University of Rhode Island Libraries discussed the role libraries can play in an information environment that has become even murkier in recent years due to the deluge of fake news publications. Ms. Burkhardt began by defining what fake news is and is not. It is a form of propaganda that deliberately fabricates, manipulates, or takes out of context information in order to mislead the readers and in this way differs from other types of "false" information such as satire, impersonations, or hyperbolic framing to make a point.

While fake news has been a hot topic of discussion recently, it is by no means a new concept, and Ms. Burkhardt highlighted some of the differences between fake news now and previous iterations. The speaker suggested that social media is a big driver of fake news today. Several factors make social media a breeding ground for fake news including: the speed and breadth of information transmission, a popularity-based advertising model, the overwhelming number of content providers, and predictive searching and programming bots that serve to solidify confirmation bias among users. Next, Ms. Burkhardt discussed some of the ways our cognitive makeup makes it difficult for humans to identify fake news. Among the factors identified were our tendency to remember the first thing we read about a topic, the effect repetition has on solidifying concepts, and the ineffectuality of correcting misinformation after it has already been accepted.

The speaker concluded with a discussion of the ways individuals can avoid falling for fake news and how librarians can help with this process. Among the tactics discussed were teaching skepticism, comparing different kinds of sources, investigating authorship, following links and citations, examining URLs, checking personal biases and diversifying lines of communication when teaching information literacy.

Leveraging Wikipedia for Libraries: Outcomes and Opportunities

https://www.eventscribe.com/2017/ALA-Annual/fsPopup.asp?Mode=presInfo&PresentationID=295087

Report by: Michael Saar, Lamar University

This panel discussed the challenges and opportunities librarians in a variety of settings face in incorporating Wikipedia into their libraries. The panel was comprised of Theresa Embrey, Chief Librarian at Pritzker Military Museum and Library; Monika Sengul-Jones, OCLC Wikipedian-in-Residence; and Scott Walter, University Librarian at DePaul University, and was moderated by Aaron Shaw from Northwestern University.

The session investigated three main topics of discussion before opening up to questions from the audience. The first topic examined how the various librarians utilize Wikipedia in their libraries. Two common tactics emerging from this were the use of Wikipedia to raise visibility of library resources and to increase community outreach through edit-a-thons. Dr. Walter noted these outreach activities have provided opportunities for librarians at DePaul to work more directly with faculty and has led to faculty incorporating Wikipedia-based assignments into their courses.

Next, the panelists discussed opportunities for future collaboration between librarians and Wikipedia. Ms. Embrey noted that in addition to plenty of existing gaps to be filled with entries, Wikipedia could be utilized as a tool to redirect information seekers to print resources that have not yet been digitized. Both Ms. Sengul-Jones and Dr. Walter suggested that Wikipedia dovetails well with curriculum focused on marginalized communities. At DePaul, two departments have incorporated Wikipedia into classes on this topic. Additionally, Dr. Walter emphasized the importance of working with K-12 teachers to show how Wikipedia has evolved and is being used in academia today.

The final question examined challenges faced in advancing the use of Wikipedia in libraries. All three panelists suggested the biggest challenge is getting past pre-conceived notions of the value and application of Wikipedia in answering information needs.

photograph by Sherri Brown

Tech Talk

By Billie Peterson-Lugo, Baylor University
Billie_Peterson@baylor.edu

Tech Talk

Digital Privacy

Dear Tech Talk:

I recently helped someone find information on a topic that some would consider sensitive. As we searched various resources, using both library resources and Google, and saved items of interest to a cloud-based reference manager, I began to wonder how "visible" this individual's research might be to others. Should I be concerned about digital privacy?

– Deeply Perturbed about Digital Privacy

Dear DPDP – Back in the day – July 5, 1993 to be precise – the *New Yorker* published a cartoon with two dogs, one of them using a computer and the other one watching. The caption: "On the Internet, nobody knows you're a dog" (https://en.wikipedia.org/wiki/On_the_Internet,_nobody_knows_you%27re_a_dog). Times have changed, and unless you live completely off the grid, not just people – but entities like Amazon and Google – know quite a bit about you and most likely use that personal data, whether you want them to or not.

Digital privacy is not a recent phenomenon. Recognizing the rise of the digital world, Doty (2000) updated a 1985 *Annual Review of Information Science and Technology* literature review on privacy, focusing on "digital privacy," stating, "This chapter aims to underscore weaknesses in many current conceptions of privacy, especially in digital environments, and to offer a wider, more inclusive, and more complex understanding of privacy developing in a wide array of disciplines, sources, and organizations" (pp. 115-6). Doty identified major changes in the field as reflected in the literature, including "Increased concern with the collection, processing, combination, and sale of personally identifiable information by commercial enterprises of all kinds" (pp. 116-7). Doty explored themes not unfamiliar to us today: encryption, anonymity, and pseudonymity; computer security; privacy of medical information; privacy in the electronic workplace; codes of ethics for information professionals related to digital privacy (p. 119). Other familiar themes included: ubiquitous presence of technologies; illusion of anonymity and invisibility when using technologies; cookies that track usage; and new modes of information aggregation and retrieval (pp. 121-2).

This publication was well before the days of the iPhone, tablets, Facebook, Instagram, LibraryThing, Twitter, cloud computing, the Internet of Things, etc. As Andrews (2017) states:

> Just imagine how much marketable information Google knows about you. Depending on what services you use, Google knows what you look like (Google+), who your friends are (Google+ and Gmail), your personal appointments (Calendar), correspondence (Gmail), and work and personal documents (Google Docs). Google knows what videos you watch on YouTube and what search strings you've entered into its search engine. If you use an Android phone, Google knows who you call and for how long. (p. 23)

Add to Google all of the other social-media-based and Internet-of-Things services people interact with every day, coupled with multiple mobile devices, and it's no wonder that everyone's digital footprint is expanding.

Now enter another player – hardly a month goes by when the news doesn't report on a data breach that impacts thousands of people. Some better-known issues include: Sony Playstation (2011); Edward Snowden (2013); Sony Pictures (2014); Ashley Madison (2015); Yahoo (2016/2014); WannaCry (2017). As it turns out, libraries are not immune from these issues. Pedley (2017) identified a list of data breaches involving libraries and their suppliers, as well as the causes, which included: software upgrade glitch; ransomware; misconfigured database; insider threat; a hacking attack; DDOS (distributed denial of service) attacks; lost or stolen laptop.

Another recent concern – On April 3, 2017, President Trump signed legislation that killed privacy rules that would have required internet service providers to obtain explicit consent before they share or sell their customers' web browsing history and other sensitive information (http://www.nbcnews.com/news/us-news/trump-signs-measure-let-isps-sell-your-data-without-consent-n742316). Individuals can opt out of this practice, but for now it's "opt in" by default, and many customers will not realize that (1) by default, their data is being collected and possibly shared, and (2) they *can* opt out.

A recent Pew Research Center report described findings on how Americans think about privacy, including:

- Around 86% of internet users have taken steps online to remove or mask their digital footprints, but *many say they would like to do more or are unaware of tools they could use* [emphasis mine].

- Fully 91% of adults agree or strongly agree that *consumers have lost control of how personal information is collected and used by companies* [emphasis mine].

- A majority of the U.S. public believes *changes in law could make a difference in protecting privacy* [emphasis mine] – especially when it comes to policies on retention of their data.

- Many technology experts predict that few individuals will have the energy or resources to protect themselves from 'dataveillance' in the coming years. (Rainie, 2016)

The findings of this report demonstrate a heightened awareness of digital privacy, along with concerns about not being able to manage digital privacy effectively, resulting in a loss of control over the entities with access to personal data, how they use it, and with whom they share it.

Stepping back into the library environment – as far back as 1939, libraries have been strong advocates of privacy and confidentiality, as stated in principle III of the American Library Association Code of Ethics:

> 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* [emphasis mine]. (http://www.ala.org/advocacy/proethics/codeofethics/codeethics)

Note the use of the word *transmitted*, which first appeared in the 1995 revision of the Code of Ethics (https://tinyurl.com/yceboldx (1981) and http://www.txla.org/sites/tla/files/groups/pie/docs/Ethics.pdf (1995)). One assumes the addition of *transmitted* to the 1995 Code of Ethics implies the right to privacy and confidentiality extends to digital environments. Consequently, it is not a significant leap that libraries' protection of privacy extends to digital privacy. What this means will vary from library to library, but all libraries – academic, public,

and school – trade in digital commodities: online library systems, e-books, e-journals, databases, research guides, websites, etc. Additionally, for some patrons, libraries are their sole source for access to the digital world. Consequently, libraries should focus on digital privacy in two different, but related, contexts:

- Implement privacy protections for patrons as they use library online, web-based systems and services; and

- Educate library personnel and patrons on effectively managing digital privacy.

First, libraries need to get their own houses in order. An examination of ARL and the top 25 public libraries' websites and online catalogs by Marshall Breeding in the last quarter of 2015 indicated that this is not necessarily the case. This examination identified the number of major libraries that used HTTPS with their online catalog and library websites. By using HTTPS, patrons' interactions with these systems are encrypted. Breeding (2016c) states, "Any content transmitted over the Internet must be considered publicly viewable unless specific measures, especially encryption, are taken to protect it. But with encryption in place, such interception of data becomes almost impossible" (p. 7). Consequently, the use of HTTPS could be considered a baseline for the privacy protection of patrons using library websites and resources. Breeding (2016b) was very disappointed with the analysis:

> The results of this study are nothing short of alarming relative to the privacy practices seen in these elite groups of institutions. Despite the findings . . . that all of the [online library] systems available have the technical capacity to be deployed using encrypted secure communications, only small percentages of these libraries have implemented it for their online catalogs or discovery services. (p. 31)

In 2016, Breeding (2017) examined these same libraries' websites and online catalogs again, and found some improvement, but the percentage of libraries encrypting their websites, online catalogs, or discovery services was still below 50%, and in some instances, well below 50% (p. 4).

There are a number of movements afoot that advocate/mandate the use of HTTPS, including: federal government websites are now required to use HTTPS; Google boosts the ranking of HTTPS sites in search results; Firefox and Chrome warn users when websites are not secure; the "Secure the News" project (https://securethe.news/) tracks and promotes the adoption of HTTPS by major news sites; the Electronic Frontier Foundation's "Encrypting the Web" campaign (https://www.eff.org/encrypt-the-web); and the Library Digital Privacy Pledge (https://libraryfreedomproject.org/ourwork/digitalprivacypledge/) encourages libraries and their content providers to adopt HTTPS (Robinson, 2017, p. 11). Additionally, library vendors and publishers are implementing HTTPS on their sites, as is recognized by anyone who works with proxy services like EZproxy because of the recent increase in updates to configuration files to reflect changes to HTTPS.

Given the long history of protecting patron privacy, shouldn't libraries lead the charge of using HTTPS, instead of lagging behind?

According to Breeding (2017), implementing HTTPS is neither expensive nor technically challenging (p. 2). Breeding's (2016a) investigation into the state of privacy and security of automation and discovery services verified that each "product has the potential to be configured in a way to reasonably protect patron privacy, and all follow general industry practices for overall system security" (p. 27). In many instances for library systems or discovery services, it's only a matter of changing the URL from http:// to https://. This approach

works well for the links to systems over which the library has control, but it is not a solution for those who type their own URLs. Breeding (2017) indicated that "mandatory encryption is essential" (p. 4), which means that if someone provides a URL using HTTP, it automatically converts to HTTPS, if the system is HTTPS-compliant. Mandatory encryption depends on the vendor, so librarians need to advocate the use of HTTPS when communicating with vendors about their products.

In order to encrypt the library's website, libraries need to obtain a digital certificate. These certificates "are issued through organizations that confirm the identity of the entity and are based on a hierarchy of trust [. . .] the digital certificates used by web servers are carefully controlled." Once the digital certificate is obtained, it is installed into a web server to enable encrypted transmission, so content is transmitted using HTTPS instead of HTTP (Breeding, 2016c, p. 8).

Many libraries already have access to an agency that issues digital certificates through their institution. For others, initiatives exist to help libraries with the process and cost of obtaining digital certificates, most notably, Let's Encrypt (https://letsencrypt.org/), which provides free, digital certificates needed to enable HTTPS (SSL/TLS) for websites. Additionally, libraries can use Certbot (https://certbot.eff.org/) to deploy Let's Encrypt certificates automatically.

Whether or not obtaining a digital certificate is a viable option, librarians can implement the browser extension HTTPS Everywhere (https://www.eff.org/https-everywhere) on library web browsers. This extension will transmit HTTP URLs as HTTPS and any server equipped to accept HTTPS will use the secure protocol. However, HTTPS Everywhere can sometimes cause problems, so try it out on a few computers before doing a complete installation throughout the library.

From a somewhat different – but equally important perspective – another significant issue that libraries need to consider regarding digital privacy is the culture of assessment and data-driven decision making that is evolving in libraries. Not only do library vendors collect a tremendous amount of data about those who use their systems – including data that is tied to personal accounts the user must create to get full functionality from the system – libraries themselves collect much more data about their users than ever before, and they often want to use this data to enhance current services or identify potential new services.

The historic stance of protecting patron privacy at all costs now bumps up against the desire/need to look at data associated with patrons with the intent of validating, improving, or adding new services. Michael Zimmer, on faculty at the School of Information Studies at the University of Wisconsin at Milwaukee, suggested that librarians face "a Faustian bargain" (Parry, 2013, p. 14) – what is the privacy price paid to analyze patron data for a presumed good? Ken Varnum (2015) stated that "Solid assessment cannot happen without solid data" (p. 3). However, he also suggested that librarians think through the kinds of questions they might have, identify the specific data needed to answer those questions, and be clear to others about how that data will be used. He suggested a "*more nuanced understanding of privacy*" (p. 4). With a more nuanced understanding of privacy, librarians should be able to obtain a balance between protecting patron privacy and using data for the good of the library and the library patrons.

Thus far, I've identified two important issues associated with patrons' digital privacy – use of HTTPS and balance in using patron data. These are significant issues, but they are not the only areas of concern. Many other issues related to digital privacy within the confines of the library need to be addressed, not the least of which

are performing a "privacy audit" (http://www.ala.org/advocacy/privacy/toolkit/policy#privacyaudit) and then writing or revising the library's privacy policy (http://www.ala.org/advocacy/privacy/toolkit/policy#section-stoinclude). Through the privacy audit, additional issues should come to light, but if not, consider:

- Providing encrypted Wi-Fi.

- Talking to vendors about using HTTPS for access to their resources.

- Evaluating and informing users about the privacy policies/practices of third-party vendors (chat services, e-book vendors, cloud-based library systems, etc.).

- For publicly accessible browsers (in addition to using HTTPS Everywhere):
  - Clearing browser histories at the end of sessions
  - Setting "do not track" settings at the highest level
  - Making sure browser add-ons are regularly updated
  - Adding the Tor web browser (https://www.torproject.org/) as an option, which enables anonymous browsing of the internet

- Adding blocking or security technologies to traditional web browsers such as:
  - AdBlockPlus browser extension (https://adblockplus.org/)
  - BrowserSpy (http://browserspy.dk/)
  - Disconnect (https://disconnect.me/)
  - Ghostery (https://www.ghostery.com/)
  - Inspect Element (https://zapier.com/blog/inspect-element-tutorial/) – view code associated with web page
  - Lightbeam Firefox Extension (https://www.mozilla.org/en-US/lightbeam/)
  - PrivacyBadger (https://www.eff.org/privacybadger)
  - uBlock Origin Chrome (https://chrome.google.com/webstore/detail/ublock-origin/cjpalhdlnbpafiame-jdnhcphjbkeiagm?hl=en) and Firefox (https://addons.mozilla.org/en-US/firefox/addon/ublock-origin/) extension

- Highlighting the use of HTTPS with standard search engines (Google, Bing, Yahoo, etc.), which encrypts search queries, but does not prevent the tracking or collection of data.

- Highlighting access to alternative search engines that don't track or collect data:

  - DuckDuckGo (https://duckduckgo.com/)
  - IxQuick (https://www.ixquick.eu/)
  - Oscobo (http://oscobo.co.uk/)
  - StartPage (https://www.startpage.com/)

Additional ideas or resources are available at: https://libraryprivacyblog.wordpress.com/2016/12/09/what-can-li-brarians-do-to-protect-user-privacy/ and https://libraryfreedomproject.org/resources/privacytoolkit/.

And now for the second responsibility. Making the library's digital environment as secure and private as possible is a vital first step, but those actions only provide protection to patrons while they are in the library

or using library resources and services. Most patrons' online lives take place outside of the library confines. Consequently, they need awareness, knowledge, and tools that will help them with digital privacy in the *real world*, as demonstrated by the survey done by Kesan, Hayes, and Bashir (2016) where the results indicated that "potentially millions of consumers have inadequate knowledge to make meaningful choices about how their data is used online" (p. 342). Both this survey and the previously mentioned Pew research speak to a service that libraries are well-placed to provide – librarians have always enabled lifetime learning; librarians have always been strong advocates of privacy; librarians are perfectly placed to add digital privacy to their education repertoire. Adding this service means that some library personnel need to be sufficiently knowledgeable about and comfortable with tools and resources that enable digital privacy so they can share that information with others – starting with other library personnel. For some, this may seem a daunting task, but ultimately it's no more daunting than what one had to learn to become an effective librarian – you don't need to know all the answers; you just need to know where to look for the answers.

Apropos of knowing where to look for the answers, Alison Macrina is a fierce advocate for digital privacy and founded the Library Freedom Project believing that by "teaching librarians about surveillance threats, privacy rights and responsibilities, and digital tools to stop surveillance, we hope to create a privacy-centric paradigm shift in libraries and the communities they serve" (https://libraryfreedomproject.org/). Consequently, the Library Freedom Project is an excellent source for information that enables library personnel to become comfortable with the issues, resources, and tools surrounding digital privacy. The Library Freedom Project provides privacy workshops for library personnel as well as curriculum and resources so librarians can provide their own instruction.

Another resource for digital privacy curriculum is the Data Privacy Project, which was funded by IMLS and focuses on teaching New York City library staff "how information travels and is shared online, what risks users commonly encounter online, and how libraries can better protect patron privacy" (http://www.dataprivacy-project.org/about/). The Data Privacy Project includes training modules and curriculum covering a *Historical Overview*, *Mapping Data Flows*, and *Risk Assessment*, as well as an online quiz that are available for anyone to use.

Some libraries already provide workshops on digital privacy and related content, including:
- Brooklyn Public Library, Digital Privacy Workshop (https://www.bklynlibrary.org/calendar/digital-privacy-workshop-marcy-library-050416)
- Brooklyn Public Library, Internet Safety (https://www.bklynlibrary.org/calendar/internet-safety-kensington-library-053117)
- Brooklyn Public Library, Internet Security and PrivacyData (https://www.bklynlibrary.org/calendar/internet-security-and-pri-clarendon-library-040417)
- Princeton Public Library, Digital Privacy Basics (https://www.princetonlibrary.org/event/digital-privacy-basics/)
- San Jose Public Library Virtual Privacy Lab (https://www.sjpl.org/privacy)

Additional methods for providing information or teaching about digital privacy could include:
- Adding the assessment of website privacy policies to the criteria used for website evaluation
- Creating and promoting guides (online or print) with information about online/digital privacy
- Providing and promoting online tutorials and/or quizzes

- Participating in Privacy Week (https://chooseprivacyweek.org/)
- Hosting a CryptoParty (https://www.cryptoparty.in)

Last, some other resources to consider include:

- American Library Association: Encryption and Patron Privacy (http://www.ala.org/advocacy/privacy/encryption)
- American Library Association: Library Privacy Checklist (http://www.ala.org/advocacy/privacy/checklists/overview)
- American Library Association: Library Privacy Guidelines (http://www.ala.org/advocacy/privacy/guidelines)
  - Data Exchange Between Networked Devices and Services
  - E-book Lending and Digital Content Vendors
  - Library Management Systems
  - Library Websites, OPACs, and Discovery Services
  - Public Access Computers and Networks
  - RFID in Libraries: Privacy and Confidentiality Guidelines
  - Students in K-12 Schools

- American Library Association: Privacy Toolkit (http://www.ala.org/advocacy/privacy/toolkit)

- ConnectSafely (http://www.connectsafely.org/) – Educates users of connected technology about safety, privacy and security, including research-based safety tips, parents' guidebooks, advice, news and commentary on all aspects of tech use and policy.

- Consumer Reports 66 Ways to Protect Your Privacy Now (http://www.consumerreports.org/privacy/66-ways-to-protect-your-privacy-right-now/)

- ID Theft Resource Center (http://www.idtheftcenter.org/) – Provides support to victims of identity theft in resolving their cases, and broadens public education and awareness in the understanding of identity theft, data breaches, cyber security, scams/fraud and privacy issues.

- NISO Privacy Principles (https://tinyurl.com/yb3sh5vx)

- OnGuardOnline (https://www.consumer.ftc.gov/features/feature-0038-onguardonline)

- Privacy by Design (https://www.ipc.on.ca/wp-content/uploads/Resources/7foundationalprinciples.pdf)

- Surveillance Self Defense (https://ssd.eff.org/en)

- Stop Think Connect (https://www.stopthinkconnect.org/)

So – yes – librarians do have a role to play in protecting digital privacy. As Pedley (2017) stated, "This [role] could range from a more passive approach, simply protecting the personally identifiable information held about users – through to a more active approach in the form of lobbying and advocacy work." Minimally, librarians should implement best practices related to digital privacy in their libraries, as well as educate themselves, other library personnel, and library patrons on the issues surrounding digital privacy and the tools that enable more digital privacy protections. Even if "someone is uncomfortable moving beyond their out-

dated version of Internet Explorer. . . librarians can at least be informed about [and share] the risks present" (Phetteplace, 2012). Everyone needs to get more control over his or her digital footprint and its impact on privacy. Who better to be involved than librarians?

Additional Resources

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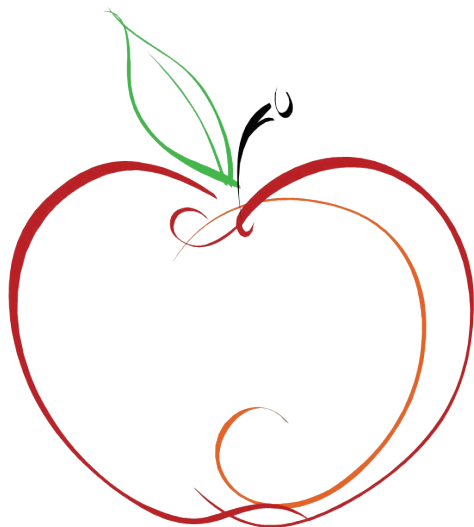
Have you created an instruction program or developed a unique classroom strategy? Please share your experiences with LIRT!

Send your articles to Sherri Brown (sherri.brown@ku.edu)

Member A-LIRT
Cinthya Ippoliti

Associate Dean for Research and Learning Services, Oklahoma State University

What brought you to LIRT?
Before becoming an Associate Dean, I was heavily involved with library instruction for most of my career within both community colleges and large research libraries, so it was a natural group for me to become involved with, and I've been so impressed by the dedication and expertise of the membership.

What was your path to librarianship?
I started working in libraries as an undergraduate student doing retro-conversion for government serials! It was my then supervisor who suggested I look into library school, and at first I thought – I'm not sure that I could do this professionally, but when I looked into the degree pathway and the job opportunities more closely, it seemed like a perfect fit for me so I went for it and I'm so thankful I did.

Tell us about your current position. What do you like most about it?
What I love most is the variety of challenges I have to tackle on a regular basis which range from dealing with personnel issues, to forging new partnerships, and developing new programs and services. No two days are the same!

In what ways does it challenge you?
I have to think about both the day-to-day as well as the long-term, which can be a little daunting. This constant tension requires me to be flexible and be proactive in order to stay ahead of the various issues that come my way.

Throughout all of your educational experiences, what teacher inspired you the most and why?
I'll never forget my high school science teacher – he was an amazing person because he treated us like individuals as opposed to simply students that were just passing through. He told us all the "cool" stuff behind the facts, such as the real ingredients in hot dogs. He empowered us to succeed and he was tough, but we all loved his dry sense of humor and seemingly endless knowledge about the way the world worked.

When you travel, what do you never leave home without?
I wish I could say something profound like a good book or podcast, but I look at travel, even business travel, as an opportunity to disconnect from my daily routine, so I always make it a point to grab the latest popular magazine from the airport newsstand to catch up on the lighter side of things.

If you could change one thing about libraries today, what would it be?

I think the libraries of today are amazing! We are doing so much in so many respects that I don't know if there's one specific thing that comes to mind, other than I wish we were better funded to continue all of these initiatives. But I think it's up to us to continue making the case for the great work that we do and find opportunities to share in our collective strength.

Tell us one thing about yourself that most of us probably don't know.
If I wasn't a librarian, I would probably be doing something related to the performing arts. I've performed in ballet, opera, and musical theatre productions since high school. They've provided a great creative outlet for me and helped to refine my instruction and presentation skills as well.

Who's Who in LIRT 2017-2018

LIRT Elected Officers

President:
Ning Zou, Learning Design and Research Librarian
Monroe C. Gutman Library, Harvard Graduate School of Education

Vice President/President Elect:
Kristen Edson, Reference Librarian II,
Business, History and Sciences Division
Harold Washington Library Center, Chicago Public Library

Immediate Past President:
Jeff Knapp, Foster Communications Librarian
Penn State University Libraries

Secretary:
Rachel Elrod, Head, Education Library
Smathers Libraries, University of Florida

Treasurer:
Mark Robison, First-Year Experience Librarian
Valparaiso University Libraries

Vice Treasurer/Treasurer Elect
Hui-Fen Chang, Academic Liaison Librarian,
Research and Learning Services Division
Edmon Low Library, Oklahoma State University

LIRT ALA Councilor:
Cynthia Dottin, Reference & Instruction Librarian
Green Library, Florida International University

LIRT Committee Chairs

Adult Learners:
Jennifer Harmon, Adult Services Librarian
Hamilton East Public Library

Dr. Carol Leibiger, Associate Professor & Information
Literacy Coordinator, I.D. Weeks Library, University of South Dakota

Awards:
Beth Fuchs, Undergraduate Learning Librarian
University of Kentucky

Conference Planning:
Meggan Houlihan, First-Year Experience and Instruction
Librarian, New York University Abu Dhabi

Liaison:
Cynthia Fisher, Library Technology Consultant
Texas State Library and Archives

Membership:
Susan Mythen, Librarian
Florida State College at Jacksonville

Kelly Ansley, Library Director
East Georgia State College

Newsletter:
Sherri Brown, Literatures & Humanities Librarian
University of Kansas Libraries

Organization and Planning:
Jeff Knapp, Foster Communications Librarian
Penn State University Libraries

Teaching, Learning, and Technology:
Cinthya Ippoliti, Associate Dean for Research and Learning
Services, Edmon Low Library, Oklahoma State University

Top 20:
Eveline Houtman, Coordinator, Undergraduate Library
Instruction, Robarts Library, University of Toronto

Paula Johnson, Engineering Librarian
University of Arizona Libraries

Transition to College:
Beth West, Teaching and Online Learning Librarian
Nicholson Library, Linfield College

Matt Upson, Director, Undergraduate Instruction and
Outreach
Edmon Low Library, Oklahoma State University

Web Advisory:
Billie Peterson-Lugo, Director, RCMS, Electronic Library
Moody Memorial Library, Baylor University

LIRT ANNUAL CONFERENCE PROGRAM
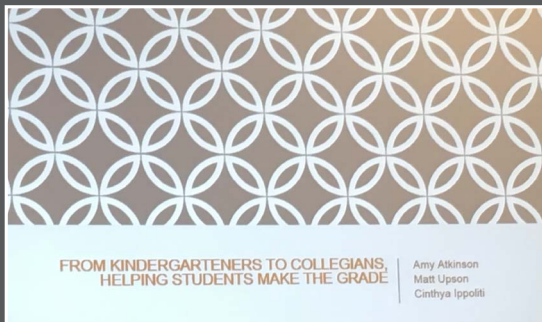## From Kindergarteners to Collegians, Helping Students Make the Grade

Cinthya Ippoliti

Matt Upson

Amy Atkinson

photographs by Susan Gangl

LIRT 40th Anniversary Celebration & Awards Ceremony
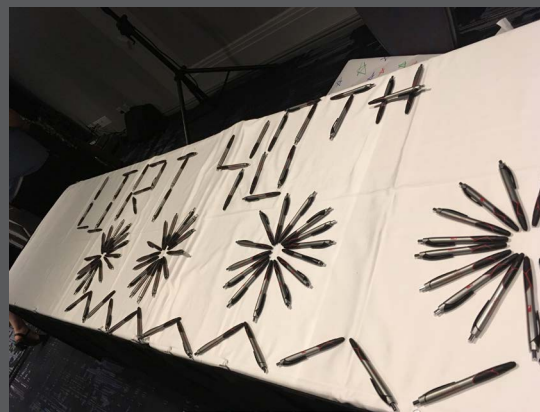## June 24, 2017

Michael Saar with Elise Silva

Jo Angela Oehrli with Michael Saar
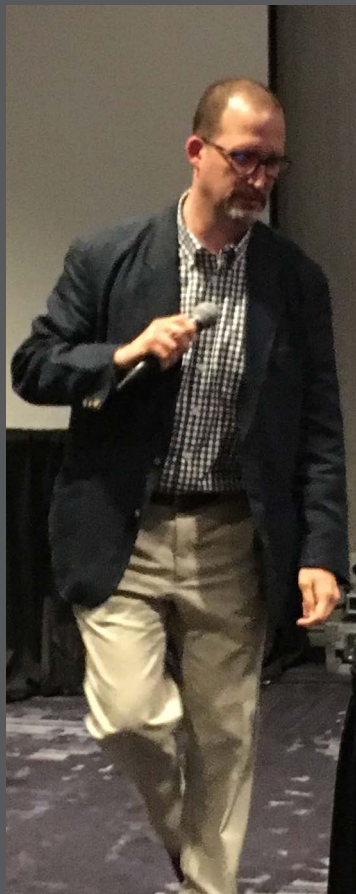

photographs by Susan Gangl

LIRT 40th Anniversary Celebration & Awards Ceremony
June 24, 2017

photographs by Susan Gangl

LIRT 40th Anniversary Celebration & Awards Ceremony
June 24, 2017

photographs by Susan Gangl

LIRT 40th Anniversary Celebration & Awards Ceremony
Saturday, June 24, 2017

photographs by Susan Gangl

Bites with LIRT 2017 Chicago

photograph by Ning Zou

Disregarding the hot weather, awful traffic, and far away convention center, five librarians from different institutions got together at The Gage in downtown Chicago to have a bite of the local gourmet food and converse on library teaching and learning, open positions, library school curriculum design, and personal vacation plans. Bites with LIRT is a nice and light professional networking venue to get to know other librarians while enjoying tasty food.
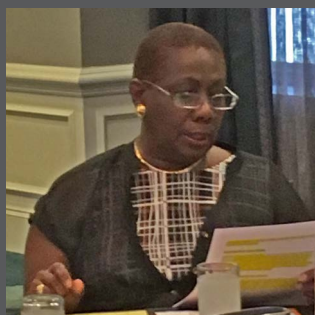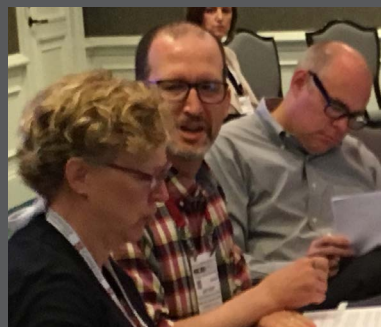
Stay tuned for our Midwinter Bites with LIRT at a place you will find the best hot chocolate!

LIRT Steering Committee June 2017

photographs by Susan Gangl

Chicago Sites and Sights

photographs above by Susan Gangl

photograph by Sherri Brown

photograph by Matt Upson

2018 LIRT Librarian Recognition Award

Call for Nominations:

The Library Instruction Round Table (LIRT) is pleased to invite nominations for the 2018 LIRT Librarian Recognition Award. The Librarian Recognition Award is given in acknowledgement of a librarian's contribution to the development, advancement, and support of information literacy and instruction in any type of library. Self-nominations are welcome.

The award will be judged based on the following:

- Contributions to library literature on topics related to instruction/information literacy. These contributions can consist of both formal and informal publications (peer-reviewed articles and book chapters, blog postings, newsletter contributions, etc.). Non-traditional forms of publishing will be considered.
- Key role in the creation of an instruction/information literacy program or project that has shown potential for wide-spread sharing and replication.
- Impactful participation within local, regional, national, and/or international level professional organizations that are devoted to the support and promotion of library instruction and information literacy in any type of library.

Nomination Materials:

To nominate a librarian for the LIRT Librarian Recognition Award, please submit a nomination packet that includes:

- a letter from the nominator addressing the award criteria (see rubric on LIRT Awards website), providing concrete examples
- a resume or CV for the individual being nominated
- 3 letters of support
- the following identifying information for both the nominated librarian and the nominator: name, position title, address, phone number, email address.

Other supporting materials that show the individual's contributions to information literacy and instruction are welcome. Electronic submission of nomination materials is expected. Further information regarding the award and the selection process, including the rubric, can be found on the LIRT Awards website:

http://www.ala.org/lirt/awards.

Deadline

Send all LIRT Librarian Recognition Award nomination materials by January 15, 2018 to:

> **Beth Fuchs**
> beth.fuchs@uky.edu

The award winner will be notified following the ALA Midwinter Meetings, no later than February 15, 2018.

The award will be presented at the 2018 ALA Annual Conference. Award winners will receive a $1,000 cash award, a plaque, and a $500 travel stipend to be used toward attending the ALA Annual Conference. Awards are sponsored by the Library Instruction Round Table.

If you have any questions, please contact the LIRT Awards Committee Chair, Beth Fuchs (beth.fuchs@uky.edu).

2018 LIRT Innovation in Instruction Award

Call for Nominations:

The Library Instruction Round Table (LIRT) is pleased to invite nominations for the 2018 LIRT Innovation in Instruction Award. The Innovation in Instruction Award is given in recognition of a library's contributions to the development, advancement, and support of information literacy and instruction in any type of library. Self-nominations are welcome.

The award will be given to a library that has done one (or more) of the following:

- Revamped its public instruction program in response to a new technology, an assessment report, etc.
- Initiated a public program that utilizes instruction best practices in combination with new methods of delivery.
- Created an original type of instruction, e.g., team-taught interdisciplinary research sessions, a novel form of outreach, etc.
- Practice(s) will be prioritized over scholarship with preference for innovative practices that are low-cost and can be easily reproduced elsewhere.

Nomination Materials:

To nominate a library for the LIRT Innovation in Instruction Award, please submit a nomination packet that includes the following:

- a letter from the nominator addressing the award criteria (see rubric on LIRT Awards website), providing concrete examples
- Three letters of support
- The following identifying information for both the nominated librarian and the nominator: name, position title, address, phone number, email address.

Other supporting materials that show the library's contributions to information literacy and instruction are encouraged. Only one member of the library nomination group needs to be a librarian. Electronic submission of nomination materials is expected. Further information regarding the award and the selection process, including the rubric, can be found on the LIRT Awards website: http://www.ala.org/lirt/awards.

Deadline
Send all LIRT Innovation in Instruction Award nomination materials by January 15, 2018 to:
Joshua Vossler
jvossler@lib.siu.edu

The award winner will be notified following the ALA Midwinter Meetings, no later than February 15, 2018.

The award will be presented at the 2018 ALA Annual Conference. Award winners will receive a $1,000 cash award, a plaque, and a $500 travel stipend to be used toward attending the ALA Annual Conference. Awards are sponsored by the Library Instruction Round Table.

If you have any questions, please contact the LIRT Awards Committee Chair, Beth Fuchs (beth.fuchs@uky.edu).

Get involved in LIRT!

Interested? Here's our online committee volunteer form

LIRT STANDING COMMITTEES

Adult Learners
This committee is charged with assisting library professionals to more effectively serve adult learners.

Awards
This committee is charged with selecting the recipients for the LIRT Innovation in Instruction Award and the LIRT Librarian Recognition Award.

Conference Program
This committee shall be responsible for annual program preparation and presentation.

Liaison
This committee shall initiate and maintain communication with groups within the American Library Association dealing with issues relevant to library instruction and shall disseminate information about these groups' activities.

Membership
This committee shall be responsible for publicizing the Round Table's purposes, activities and image; and for promoting membership in the Round Table.

Newsletter
The committee shall be responsible for soliciting articles, and preparing and distributing LIRT News.

Organization and Planning
This committee shall be responsible for long-range planning and making recommendations to guide the future direction of LIRT.

Teaching, Learning, & Technology
This committee will be responsible for identifying and promoting the use of technology in library instruction.

Top 20
This committee shall be responsible for monitoring the library instruction literature and identifying high quality library-instruction related articles from all types of libraries.

Transitions to College
This committee builds and supports partnerships between school, public, and academic librarians to assist students in their transition to the academic library environment.

Web Advisory
This committee shall provide oversight and overall direction for the LIRT Web site.

For more information about our committees visit
http://www.ala.org/lirt/committees

Library Instruction Round Table News

c/o Lorelle Swader, LIRT Staff Liaison Program Officer, Placement/Recruitment Office

for Human Resource Development & Recruitment

American Library Association

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