

Pennsylvania State University National Forum on Privacy Literacy Standards and Competencies

Introduction. Pennsylvania State University seeks a 2-year, \$139,698 forum grant from the IMLS’s National Leadership Grants for Libraries Program to organize a national forum that brings scholars and practitioners together to establish consensus national educational standards and professional competencies for privacy literacy in libraries. In addition to proposed consensus standards and competencies for privacy literacy, project results include practitioner-facing self-study materials to develop privacy literacy competencies and library leadership-facing action handbooks to aid in the implementation of standards-based privacy literacy programming. This project aligns with NLG Goal 1: to build the workforce and institutional capacity for serving the information and education needs of the public and Objective 1.1: to develop replicable library programs to support learning in privacy literacy, by equipping libraries to strategically integrate and evaluate efforts to strengthen youth and young adult patrons’ privacy literacy.

Project Justification

Privacy, including teens’ and children’s privacy, is a topic of significant societal interest and public concern (Pew Research Center [Online Privacy & Security](#), [Children & Tech](#), [Teens & Tech](#)). Article VII of the ALA’s Library Bill of Rights (2019) states that “Libraries should advocate for, educate about, and protect people’s privacy.” Several IMLS-funded efforts have contributed resources and training materials to help librarians meet these goals (e.g. [Library Freedom Institute](#), [Data Privacy Project](#), [National Forum for Privacy Protections in Public Libraries](#), [National Forum on Web Privacy and Web Analytics](#), [Convening on the Library Value of Privacy](#), [Privacy Field Guides](#)). While educational efforts span a range of target audiences, including children, teens, and college students, they largely focus on specific dimensions of privacy, such as data security ([Safe Data | Safe Families](#)), data literacy (e.g., [Creating Data Literate Students](#)), digital violence ([National Forum on the Prevention of Cyber Sexual Assault](#)), and educational data profiling ([Data Doubles](#), [Prioritizing Privacy](#)). As the concept of privacy literacy is gaining traction as a topic of library instruction ([Hartman-Caverly & Chisholm, 2023](#)), there is an express need for holistic educational standards to guide the creation and assessment of privacy literacy instruction ([Hartman-Caverly & Chisholm, 2020](#); [Chisholm & Hartman-Caverly, 2023](#)). This is because existing efforts in privacy skills training, which tend to focus on front-end tools and settings that people can use to protect their data, are limited in that they often fall out-of-date and do not adequately address the depth, breadth, and scope of data collection, profiling, and inference that is beyond users’ control ([Hagendorff, 2018](#); [Zuboff, 2018](#)). Such efforts can overpromise the amount of control that users have to protect their personal privacy in the current information environment, contributing to unintended disclosures and vulnerabilities ([Brandimarte, Acquisti, & Loewenstein, 2012](#)).

A unified set of privacy literacy educational standards, spanning K-20 education, could enable library educators to coordinate, scaffold, and assess the impact of privacy literacy instruction across library types (public, school, academic) and patron communities (children and youth, families, young adults). Standards benefit educators, including library privacy literacy practitioners, by identifying grade-level or age-appropriate thematic content to guide curriculum development and outcomes assessment ([Schwartz, 2023](#)). Standards also benefit learners, the ultimate beneficiaries of privacy literacy work, by making learning goals transparent and facilitating constructivist learning experiences that build on learners’ prior knowledge ([University of Wisconsin-Superior, 2019](#); [Vanderbilt University, 2024](#)). Additionally, if libraries are to be leaders in privacy education, then privacy literacy also needs to be part of librarians’ professional competencies ([Bettinger et al., 2023](#)). Yet this is not currently the case.

While the Association of College & Research Libraries (ACRL) has recognized privacy literacy as an expanding literacy and area of practice ([ACRL 2021](#)) and includes privacy in its information literacy framework ([ACRL, 2016](#)), privacy literacy is not an explicit part of the standards or competencies for children ([ALSC, 2020](#)), youth services ([YALSA, 2010](#)), school ([AASL, 2018](#)), or academic instruction ([ACRL, 2011](#); [ACRL, n.d.](#)) librarians.

In response, we propose a two-day national forum that brings together privacy literacy scholars and practitioners to address two guiding questions: (1) What standards should guide privacy education in libraries? (2) What privacy literacy competencies should be integrated into the roles and responsibilities of librarians? By connecting experts who work on privacy literacy in academic, public, and school library contexts, this forum will advance a holistic, consensus-based approach to the development, implementation, assessment, and staffing of privacy literacy efforts, aligning with NLG Goal 1: to build the workforce and institutional capacity for serving the information and education needs of the public and Objective 1.1: to develop replicable library programs to support learning in privacy literacy. The project team includes an interdisciplinary group of privacy literacy scholar-practitioners that is well-positioned to host the forum. Sarah Hartman-Caverly (PI / Project Director) and Alexandria Chisholm, both reference and instruction librarians at Penn State University Libraries, are co-creators of the [ACRL award-winning Digital Shred Privacy Literacy Initiative](#) comprising a [teaching and learning toolkit](#), [published research](#), [professional continuing education offerings](#), and [undergraduate privacy literacy workshops](#) grounded in an original [privacy literacy framework](#). Their work on the Digital Shred Privacy Literacy Initiative was cited in the [ACRL 2021 Environmental Scan](#) expanding literacies entry on privacy literacy. Dr. Priya Kumar, assistant professor at Penn State's College of Information Sciences and Technology, has built a foundation of scholarship on children's privacy ([Kumar, 2022](#); Kumar et al., [2017](#); [2018](#); [2019](#); [2020](#); [2023](#)) and has used this work to develop a framework to guide children's privacy literacy efforts ([Kumar & Byrne, 2022](#)). She has previously received [funding](#) to study how school librarians integrate privacy literacy in their practice.

Project Work Plan

The project will unfold in three phases. Phase 1 (Months 1-7) will focus on forum planning and participant recruitment. Phase 2 (Month 8) will involve hosting the two-day, hybrid (face-to-face and virtual) forum at the Penn State University Park campus and via Zoom. Phase 3 (Months 9-24) will focus on synthesizing and distributing the results of the forum in the form of proposed privacy literacy standards and competencies, forum proceedings, practitioner self-study materials, institutional action handbooks, and other scholarly and professional communications.

Phase 1. We will issue an invited call for participation (CFP) to key stakeholders that we have identified working across three areas: (1) academic libraries, (2) youth library services, and (3) privacy, technology, and ethics. This invited CFP will take place in project months 1-3. If needed, we will put out an open CFP with the goal of balancing participation from those who work with children, teen, and young adult populations across a diverse range of library and community contexts during months 3-4. We expect to include up to 40 participants in-person, and to welcome an additional 40 virtual participants to enhance forum accessibility and inclusion. Forum logistics, including venue, multimedia support, accommodations, preparation of participant materials, etc., will also be finalized during Phase 1 months 1-7. Project Director Hartman-Caverly will lead participant recruitment and forum logistics planning. Project staff Chisholm will lead virtual forum logistics, and Dr. Kumar will consult on participant recruitment from K-12 and youth library services.

We will publish a project website to disseminate forum information, manage the open call process, and distribute pre-event information for participants, using Penn State University's [CampusPress platform](#). The project website will be published in month 1. Participants will complete an intake process soliciting information about their privacy literacy practice, including any existing educational standards, frameworks, curricula, or other resources that guide their work, and be invited to propose a panel topic, lightning talk, and/or roundtable discussion. These proposals will guide event planning and preparation to ensure the forum meets the needs and interests of participants. Participant registration and intake will be managed using Penn State University Libraries' LibWizard installation, a library-specific and privacy-friendly platform. In preparation for the forum, project staff will compile existing privacy literacy curricula, teaching and learning materials, open access and Penn State University Libraries-licensed professional and academic readings, and other resources into a reference handbook for forum participants. Participants will be encouraged to review handbook entries relevant to their area of privacy literacy practice so that we have a common basis of primary documents upon which to build consensus standards and competencies. Participant reference handbooks will be compiled using Penn State University's [Pressbooks platform](#) in project month's 4-7. Project Director Hartman-Caverly will lead project website development, calls for participation, and development of the reference handbook for participants. Project staff Chisholm will consult on reference handbook content and website development in the areas of accessibility, user experience (UX), and graphic design, and Dr. Kumar will consult on reference handbook content for K-12 and youth services.

Phase 2. Phase 2 (Month 8) will involve hosting the two-day, hybrid (face-to-face and virtual) forum at the Penn State University Park campus. The first day will include a blend of invited keynote and expert panel speakers, lightning talks, and roundtable sessions designed to establish a shared foundation about the state of privacy literacy research and practice and to surface questions, challenges, and opportunities that need to be addressed in the development of standards and competencies. Participants will be actively engaged in shaping day one programming during the intake process, when they are invited to contribute panels, lightning talks, and roundtables, as well as other topics and speakers for consideration. The second day will include a series of unconference-style breakout activities where participants will self-organize into groups and complete activities that address the forum's guiding purpose to develop privacy literacy standards and competencies in light of the questions, challenges, and opportunities raised on day one. Each working group will have a virtual workspace (such as Google Docs) in which to document their discussion. Working groups will be encouraged to practice consensus decision-making as they conduct their work to develop privacy literacy standards and practices ([Ford, 2012](#)), and day two will open with a workshop on this method.

Example schedule for the National Forum on Privacy Literacy Standards and Competencies:

Day One

- Welcome and introductions
- Opening keynote
- Expert panel
- Round tables
- Break and community-building
- Lightning talks
- Round tables
- Evening social (ex. screening of a relevant documentary, such as *Coded Bias*)

Day Two

- Consensus Decision Making Workshop
- Working Group Session 1: Privacy Literacy Standards
- Break and community-building
- Working Group Session 2: Privacy Literacy Competencies
- Report outs
- Closing keynote

In-person forum events will occur at Penn State University Park or in affiliated conference facilities with nearby accommodations. In-person participants will receive travel stipends and be provided with materials to facilitate their work, including writing utensils, sticky notes, easel pads, dry-erase boards and markers, etc., in addition to a virtual workspace such as Google Docs. Virtual forum events will be hosted on Penn State University's [Zoom web conferencing platform](#) and in a virtual workspace like Google Docs. A number of privacy literacy practitioners and scholars have expressed their enthusiastic support for and commitment to participate in the National Forum on Privacy Literacy Standards and Competencies, including:

- Erin Berman, Division Director, Alameda County Library (see Supporting Document #1)
- Daniel E. Vargas Campos, Senior Program Manager, Common Sense Media
- Marshini Chetty, Associate Professor, University of Chicago
- Tamara Clegg, Associate Professor, University of Maryland
- Sarah DeMaria, High School Librarian, District Library Coordinator, and President-Elect, Pennsylvania School Librarians Association
- Karen Earp, Children's Services Coordinator
- Lisa Hinchliffe, Professor/Librarian, UIUC Library (see Supporting Document #2)
- Kyle Jones, Associate Professor, Indiana University-Indianapolis (see Supporting Document #3)
- Emily Knox, Associate Professor, iSchool at Illinois
- Paula McGraw, HS Media Specialist, New Jersey
- Brittany Musgrave Rivera, K-5 Librarian and Doctoral Student, Department of Learning Technologies at the University of North Texas (see Supporting Document #4)
- Summer Rosswog, MLA Children's Services Division President FY2025, Cecil County Public Library
- Mega Subramaniam, Professor, University of Maryland
- Bonnie Tijerina (see Supporting Document #5)
- Jessica Vitak, Associate Professor, College of Information Studies, University of Maryland
- Michael Zimmer, Marquette University

Project Director Hartman-Caverly will direct forum activities and serve as primary point of contact for in-person participants and event personnel; compile physical records from the forum (hand-written notes, photographs of dry erase boards, etc.); and facilitate a roundtable discussion and working group. Project staff Chisholm will lead the virtual forum participant experience, facilitate virtual forum events (including roundtable discussion(s) and working group(s)), and compile virtual records from the forum, and Dr. Kumar will assist in the compilation of physical records from the forum and facilitate a roundtable discussion and working group.

Phase 3. Phase 3 (Months 9-24) will focus on synthesizing and distributing the results of the forum in six formats: 1) forum recordings, 2) privacy literacy standards and competencies, 3) forum proceedings, 4) practitioner self-study materials, 5) institutional action handbook, and 6) conference presentations and

other scholarly and professional communications. Additional details are included in the Project Results section.

First, project investigators will publish 1) forum event recordings and transcripts on the project website for wide dissemination to the privacy literacy practitioner community and the public at-large. This enables public access to forum events and also enhances accessibility and inclusion. Event recordings and transcription will be created on Penn State University's [Kaltura platform](#), edited (as necessary) using Penn State University-licensed [Adobe Creative Cloud](#), and deposited as open access materials in Penn State University's [institutional repository, Scholarsphere](#), during project months 8-10. Project staff Chisholm will lead the publication of forum event recordings and transcripts on the project website.

Following the forum, project staff will recruit a select number of forum participants for working groups to synthesize the findings and takeaways into publicly available professional and scholarly materials. Select working group recruitment will occur during project months 8-9. Members of these working groups will convene virtually on a mutually agreed upon schedule, conduct most of their work asynchronously, and receive stipends for their efforts. Project Director Hartman-Caverly will lead recruitment of select working groups, with project staff Chisholm and Dr. Kumar consulting.

A select working group of 2-3 members will compose 2) a unified draft of consensus privacy literacy standards and competencies based on documentation from the forum activities. Draft consensus privacy literacy standards and competencies will be published on the project website in project months 9-10 in a format that enables mark-up and commenting (such as Google Docs). These draft consensus privacy literacy standards and competencies will then be distributed to the broader privacy literacy practitioner community for evaluation and feedback via professional listserv announcements, webinars, and blog posts, such as the ALA Office of Intellectual Freedom blog, during project months 11-15. Project investigators will seek ALA members' endorsement of the privacy literacy standards and competencies at the ALA Annual Conference & Exhibition Membership meeting in June 2026 during project month 23. Project Director Hartman-Caverly will lead development of the unified draft of consensus privacy literacy standards and competencies and the ALA Membership meeting resolution, with project staff Chisholm and Dr. Kumar consulting, particularly in the areas of K-12 and youth services.

A select working group of 2-3 members will 3) write forum proceedings for publication in a special issue of a relevant journal, such as *Journal of Intellectual Freedom and Privacy (JIFP)*. Forum proceedings will include written or transcribed versions of keynote, panel, and lightning talks, as well as written summaries of panel Q&A sessions, round table discussions, and working group sessions. Proceedings will also propose the unified draft of professional competencies and educational standards and frameworks for privacy literacy, and articulate a research agenda for privacy literacy. The purpose of the forum proceedings is to expand the knowledge record of privacy literacy scholarship and contribute a record of the forum to the library and information science (LIS) literature. Forum proceedings will be written and submitted for publication during project months 8-15. Project Director Hartman-Caverly will serve as editor of the forum proceedings, with authorship attributed to individual contributors.

A select working group of 2-3 members will 4) develop open-licensed self-study materials to support practitioners in developing their privacy literacy practice. These practitioner-facing materials will serve as resources to library workers developing, implementing, and delivering privacy literacy programming in their local contexts. The self-study materials will be designed to assist practitioners in achieving the professional privacy literacy competencies, and in designing programming that reflects the privacy literacy standards, developed during the forum. The self-study materials will be open-licensed and freely accessible so that practitioners can copy, adapt, or remix them in their local contexts. These

materials will also reflect best practices in inclusive pedagogy and universal design for learning, including providing multiple means of engaging with conceptual content (text, image, audio/video) and activities for application and reflexive practice. The self-study materials will be developed during project months 9-18 and released in beta for piloting, evaluation, and feedback from the practitioner community during project months 19-22. Pilot self-study materials will be distributed to the broader privacy literacy practitioner community for evaluation and feedback via professional listserv announcements, webinars, and blog posts, such as the ALA Office of Intellectual Freedom blog. The final version of the self-study materials will be published online and accessible from the project website in project month 22. The select working group on self-study materials will collaboratively develop a detailed project management plan informed by the standards and competencies resulting from the forum. Project Director Hartman-Caverly will lead the development of the self-study materials, with project staff Chisholm consulting on learning design, accessibility, and inclusion, and Dr. Kumar consulting on K-12 and youth services-related content.

A select working group of 2-3 members will 5) compose an action handbook that supports libraries in implementing the privacy literacy standards and competencies in their programming and staffing models. This institution-facing handbook will guide library leadership teams in building privacy literacy programming capacity through mechanisms like development, budgeting, staffing, program development, and strategic planning. The action handbook will deliver guidance on how to incorporate privacy literacy programming responsibilities in library positions, how to describe privacy literacy competencies in job announcements, and how to cultivate privacy literacy competencies through professional development and continuing education. The action handbook will also support library leaders in identifying the applicable privacy literacy standards for their communities and programs, and how to establish collaborations to support privacy literacy education across the K-20 education spectrum in their local contexts. The action handbook will be developed during project months 9-18 and released for piloting, evaluation, and feedback from the practitioner community during project months 19-22. The pilot action handbook will be distributed to the broader privacy literacy practitioner community for evaluation and feedback via professional listserv announcements, webinars, and blog posts, such as the ALA Office of Intellectual Freedom blog. The final version of the action handbook will be published online and accessible from the project website in project month 22. The select working group on the action handbook will collaboratively develop a detailed project management plan informed by the standards and competencies resulting from the forum. Project Director Hartman-Caverly will lead the development of the action handbook, with project staff Chisholm consulting on graphic design and content, and Dr. Kumar consulting on content for K-12 and youth-serving libraries and programs.

Project staff will 6) present at professional and academic conferences to communicate the results of the forum and share these project results throughout their development. Target conferences include Association of College and Research Libraries (ACRL, April 2025), LOEX (May 2025 and/or May 2026), ALA Annual (June-July 2025 and/or June-July 2026), American Association of School Librarians (AASL, October 2025), Association for Library and Information Science Education (ALISE, October 2025, projected), and Young Adult Library Services Association (YALSA, November 2025, projected). Led by Project Director Hartman-Caverly, project staff will seek ALA membership's endorsement of the consensus privacy literacy standards and competencies by Resolution for Membership Meeting at ALA Annual 2026.

Team Roles.

Project Director: Sarah Hartman-Caverly.

Phase 1: Lead participant recruitment and call(s) for participation; forum logistics planning; project website development; and development of the participant reference handbook.

Phase 2: Direct forum activities; compile physical records from the forum (hand-written notes, photographs of dry erase boards, etc.); facilitate a roundtable discussion and working group.

Phase 3: Lead recruitment of select working groups, development of the unified draft of consensus privacy literacy standards and competencies, the ALA Membership meeting resolution for ALA Annual 2026, the self-study materials, and the action handbook; serve as editor of the forum proceedings (with authorship attributed to individual contributors); and share project results at conferences, including Association of College and Research Libraries (ACRL, April 2025), LOEX (May 2025 and/or May 2026), and/or Association for Library and Information Science Education (ALISE, October 2025, projected). File an ALA Membership meeting resolution meeting seeking ALA members' endorsement of the consensus privacy literacy standards and competencies at ALA Annual 2026.

Project Staff: Alexandria Chisholm

Phase 1: Lead virtual forum logistics planning; consult on participant reference handbook content and on website development in the areas of accessibility, user experience (UX), and graphic design.

Phase 2: Lead virtual forum participant experience; facilitate virtual forum events, including roundtable discussion(s) and working group(s); and compile virtual records from the forum.

Phase 3: Lead the publication of forum event recordings and transcripts on the project website; consult on recruitment of select working groups, on development of the unified draft of consensus privacy literacy standards and competencies, on the ALA Membership meeting resolution for ALA Annual 2026, on learning design, accessibility, and inclusion for the practitioner-facing self-study materials, and on graphic design and content in the institution-facing action handbook. Share project results at conferences, including Association of College and Research Libraries (ACRL, April 2025), LOEX (May 2025 and/or May 2026), and/or Association for Library and Information Science Education (ALISE, October 2025, projected).

Project Staff: Dr. Priya Kumar.

Phase 1: Consult on participant recruitment and on participant reference handbook content for K-12 and youth library services.

Phase 2: Assist in the compilation of physical records from the forum; facilitate a roundtable discussion and working group.

Phase 3: Consult on recruitment of select working groups, on development of the unified draft of consensus privacy literacy standards and competencies, practitioner-facing self-study materials, and institution-facing action handbook in the areas of K-12 and youth services, and on development of the ALA Membership meeting resolution for ALA Annual 2026. Share project results at conferences, including ALA Annual (June-July 2025 and/or June-July 2026), American Association of School Librarians (AASL, October 2025), Association for Library and Information Science Education (ALISE, October 2025, projected), and/or Young Adult Library Services Association (YALSA, November 2025, projected).

Diversity Plan

Surveillance and other privacy harms touch upon all facets of society ([O'Neil, 2016](#); [Fry, 2018](#); [Broussard, 2018](#); [Barassi, 2020](#)) and have a disparate impact on members of already marginalized communities ([Barocas & Selbst, 2016](#)). At the same time, privacy literacy learning experiences are not equitably available ([Hagendorff, 2018](#)). This project seeks to support library workers in developing

privacy literacy competencies, standards, and frameworks across the public, school, and academic library spectrum to scale and scaffold privacy literacy efforts and increase access to privacy literacy education. Developing professional privacy literacy competencies and roles expands opportunities for recruiting a diverse workforce into an emerging practice in the profession.

Participants will be empowered to shape the forum and subsequent working group project plans. The forum will be structured to encourage participants to contribute content and to self-organize and self-direct roundtable discussions and working groups on relevant matters of significance to participants themselves. Consensus decision-making will guide forum activities, aspiring to incorporate all participant ideas, address all participant concerns, and achieve results that all participants find acceptable and actionable ([Ford, 2012](#)). Following the forum, participants will be invited to serve on select working groups that will produce additional project results, including consensus privacy literacy standards and competencies, published forum proceedings, practitioner self-study materials, and an institutional action handbook for implementation of the privacy literacy standards and competencies.

The forum will be hosted in hybrid format, enhancing accessibility and inclusion for participants who are differently abled ([Aquino, 2022](#); [Disability:In, 2023](#)) and/or face travel barriers, including caregiving responsibilities and resource limitations ([Bernard, 2022](#); [Hunt, 2021](#)). Forum participants will be recruited from diverse library types (public, school, and academic), and from professional communities that strengthen diversity, equity, and inclusion in libraries, such as Library Freedom Institute, We Here, Rainbow Round Table, and Intellectual Freedom Round Table.

Project Results

Privacy is a topic of significant societal interest and public concern (Pew Research Center [Online Privacy & Security](#), [Children & Tech](#), [Teens & Tech](#)). This project will host a hybrid, two-day National Forum on Privacy Literacy Standards and Competencies. The forum will engage the target groups of privacy literacy practitioners, scholars, and other professional stakeholders in developing comprehensive, consensus national standards and competencies to guide privacy literacy efforts in libraries across the K-20 educational spectrum. The forum will invite in-person participation from 40 participants, with 40 additional participants engaging virtually to maximize accessibility and inclusion. Forum results will be distributed in six publicly accessible formats: 1) forum recordings, 2) privacy literacy standards and competencies for libraries, 3) written forum proceedings, 4) practitioner self-study materials, 5) institutional action handbook, and 6) conference presentations and other scholarly and professional communications. These project results will be deposited in Penn State University's [institutional repository, Scholarsphere](#), for long-term maintenance, discoverability, accessibility, and preservation, and also made discoverable through a project website on Penn State University's [CampusPress platform](#).

Project results will also be communicated to target groups through professional and scholarly communication, including via listservs, webinars, trade publications, professional blogs, and conference presentations. Target groups will also be invited to pilot, evaluate, and contribute feedback on draft versions of the consensus standards and competencies, the self-study materials, and the action handbook. These project results will guide the development and assessment of privacy literacy programming initiatives in public, school, and academic libraries across the K-20 educational spectrum. Students in the K-20 educational system, along with their families, are the ultimate beneficiaries of comprehensive privacy literacy programming initiatives designed to enhance the public's knowledge and understanding of privacy issues, and empower advocacy about privacy concerns to advance social change ([Kumar, 2023](#)).

First, project investigators will publish 1) forum event recordings and transcripts on the project website for wide dissemination to the privacy literacy practitioner community and the public. This enables public access to forum events and also enhances accessibility and inclusion. Forum event recordings and transcripts will also be deposited as open access materials in Penn State University's [institutional repository, Scholarsphere](#), where they can be adapted for use in LIS curricula.

Next, a select working group of 2-3 forum participants will compose 2) a unified draft of consensus privacy literacy standards and competencies based on documentation from the forum activities. Draft consensus privacy literacy standards and competencies will be published on the project website in a format that enables mark-up and commenting (such as Google Docs). This document (or documents) will codify integrated privacy literacy educational standards for the K-20 educational spectrum, and also identify professional competencies that guide library staff development for privacy literacy programming. These draft consensus privacy literacy standards and competencies will then be distributed to the broader privacy literacy practitioner community for evaluation and feedback via professional communications. Finalized consensus privacy literacy standards will be deposited as open access materials in Penn State University's [institutional repository, Scholarsphere](#), where they can be adapted by target groups to inform the development of privacy literacy programming in libraries. Project staff will seek ALA members' endorsement of the final consensus privacy literacy standards and competencies for libraries at the ALA Annual Membership meeting in January 2026.

Additionally, a select working group of 2-3 forum participants will 3) write forum proceedings for publication in a special issue of a relevant journal, such as *Journal of Intellectual Freedom and Privacy (JIFP)*. Forum proceedings will include written or transcribed versions of keynote, panel, and lightning talks, as well as written summaries of panel Q&A sessions, round table discussions, and working group sessions. Proceedings will also propose the unified draft of professional competencies and educational standards and frameworks for privacy literacy, and articulate a research agenda for privacy literacy. The purpose of the forum proceedings is to expand the knowledge record of privacy literacy scholarship and contribute a publicly accessible record of the forum to the library and information science (LIS) literature. Preprint versions of forum proceedings will be deposited in Penn State University's [institutional repository, Scholarsphere](#).

Based on the consensus privacy literacy standards and competencies, a select working group of 2-3 forum participants will 4) create open-licensed self-study materials to support practitioners in developing their privacy literacy practice. These practitioner-facing materials will serve as resources to library workers developing, implementing, and delivering privacy literacy programming in their local contexts. The self-study materials will be designed to assist practitioners in achieving the professional privacy literacy competencies, and in designing programming that reflects the privacy literacy standards, developed during the forum. The self-study materials will be open-licensed and freely accessible so that practitioners can copy, adapt, or remix them in their local contexts. These materials will also reflect best practices in inclusive pedagogy and universal design for learning, including providing multiple means of engaging with conceptual content (text, image, audio/video) and activities for application and reflexive practice. Draft self-study materials will be distributed to the broader privacy literacy practitioner community via professional communications for piloting, evaluation, and feedback. The final version of the self-study materials will be deposited in Penn State University's [institutional repository, Scholarsphere](#), and published online and freely accessible from the project website, where they can be adapted and used by target groups to enhance their privacy literacy work.

Also based on the consensus privacy literacy standards and competencies, a select working group of 2-3 forum participants will 5) compose an action handbook that supports libraries in implementing the privacy literacy standards and competencies in their programming and staffing models. This

institution-facing handbook will guide library leadership teams in building privacy literacy programming capacity through mechanisms like development, budgeting, staffing, program development, and strategic planning. The action handbook will deliver guidance on how to incorporate privacy literacy programming responsibilities in library positions, how to describe privacy literacy competencies in job announcements, and how to cultivate privacy literacy competencies through professional development and continuing education. The action handbook will also support library leaders in identifying the applicable privacy literacy standards for their communities and programs, and how to establish collaborations to support privacy literacy education across the K-20 education spectrum in their local contexts. The draft action handbook will be distributed to the broader privacy literacy practitioner community via professional communications for piloting, evaluation, and feedback. The final version of the action handbook will be deposited in Penn State University's [institutional repository](#), [Scholarsphere](#), and published online and freely accessible from the project websites. The action handbook can be adapted by libraries to strategically develop their privacy literacy programming.

Project staff will also consult with three expert reviewers who will each pilot and evaluate one of the project results: the proposed consensus privacy literacy standards and competencies (months 11-15), draft self-study materials, or draft action handbook (months 19-22). Expert reviewers will receive a stipend to review the project result, complete an evaluative questionnaire, and provide additional feedback.

Project staff will 6) present at professional and academic conferences to communicate the results of the forum and share these project results throughout their development. Presentation materials will be deposited as open access scholarship in Penn State University's [institutional repository](#), [Scholarsphere](#), where they can be adapted in scholarship or LIS curricula. Target conferences include Association of College and Research Libraries (ACRL, April 2025), LOEX (May 2025 and/or May 2026), ALA Annual (June-July 2025 and/or June-July 2026), American Association of School Librarians (AASL, October 2025), Association for Library and Information Science Education (ALISE, October 2025, projected), Young Adult Library Services Association (YALSA, November 2025, projected), and ALA Annual (June 2026). Led by Project Director Hartman-Caverly, project staff will seek ALA membership's endorsement of the consensus privacy literacy standards and competencies by Resolution for Membership Meeting at ALA Annual 2026.

Pennsylvania State University will organize a national forum of scholars and practitioners to establish consensus national educational standards and professional competencies for privacy literacy in libraries. Additional project results include practitioner-facing self-study materials to develop privacy literacy competencies, library leadership-facing action handbooks to aid in the implementation of standards-based privacy literacy programming, an ALA Resolution seeking membership's endorsement of the consensus privacy literacy standards and competencies, and scholarly and professional communications. This project aligns with NLG Goal 1: to build the workforce and institutional capacity and Objective 1.1: to develop replicable library programs to support learning in privacy literacy.

Applicant Name: Pennsylvania State University

Project Title: National Forum on Privacy Literacy Standards and Competencies

Schedule of Completion

		Project Month											
		1	2	3	4	5	6	7	8	9	10	11	12
Phase	Activity	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Jul-25
Phase 1	Publish project website												
	Announce invited call for participation												
	Plan forum logistics*												
	Book keynote speaker(s)												
	[As needed] Announce open call for participation												
	Confirm forum participants												
	Develop and distribute forum pre-work materials												
Phase 2	National Forum on Privacy Literacy Standards & Competencies												
	Distribute forum quality evaluation survey to participants												
Phase 3	Recruit working groups of forum participants												
	Publish forum recordings and transcripts to project website												
	Publish unified draft of privacy literacy standards and competencies												
	Distribute draft of standards and competencies for evaluation and feedback												
	Write forum proceedings and submit for publication												
	Develop practitioner-facing privacy literacy self-study materials												
	Distribute draft self-study materials through listservs, webinars, etc.												
	Pilot self-study materials for evaluation and feedback												
	Publish open-access self-study materials to project website												
	Develop action handbook for standards implementation												
	Distribute draft action handbook through listservs, webinars, etc.												
	Pilot action handbook for evaluation and feedback												
	Publish action handbook to project website												
	Conference: ACRL 2025												
	Conference: LOEX												
	Conference: ALA Annual												
Conference: AASL 2025													
Conference: ALISE 2025 (projected)													
Conference: YALSA 2025 (projected)													
Prepare ALA Resolution to endorse privacy literacy standards and competencies													
Conference: ALA LibLearnX													
Project wrap-up													

*Venue, multimedia, accommodations, participant materials, etc.

Applicant Name: Pennsylvania State University

Project Title: National Forum on Privacy Literacy Standards and Competencies

Schedule of Completion

Phase	Activity	Project Month											
		13 Aug-25	14 Sep-25	15 Oct-25	16 Nov-25	17 Dec-25	18 Jan-26	19 Feb-26	20 Mar-26	21 Apr-26	22 May-26	23 Jun-26	24 Jul-26
Phase 1	Publish project website												
	Announce invited call for participation												
	Plan forum logistics*												
	Book keynote speaker(s)												
	[As needed] Announce open call for participation												
Phase 2	Confirm forum participants												
	Develop and distribute forum pre-work materials												
	National Forum on Privacy Literacy Standards & Competencies												
Phase 3	Distribute forum quality evaluation survey to participants												
	Recruit working groups of forum participants												
	Publish forum recordings and transcripts to project website												
	Publish unified draft of privacy literacy standards and competencies												
	Distribute draft of standards and competencies for evaluation and feedback												
	Write forum proceedings and submit for publication												
	Develop practitioner-facing privacy literacy self-study materials												
	Distribute draft self-study materials through listservs, webinars, etc.												
	Pilot self-study materials for evaluation and feedback												
	Publish open-access self-study materials to project website												
	Develop action handbook for standards implementation												
	Distribute draft action handbook through listservs, webinars, etc.												
	Pilot action handbook for evaluation and feedback												
	Publish action handbook to project website												
	Conference: ACRL 2025												
	Conference: LOEX												
	Conference: ALA Annual												
Conference: AASL 2025													
Conference: ALISE 2025 (projected)													
Conference: YALSA 2025 (projected)													
Prepare ALA Resolution to endorse privacy literacy standards and competencies													
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Digital Products Plan

The National Forum on Privacy Literacy Standards and Competencies will generate a number of project results in digital formats. Care will be taken to ensure the project results are broadly accessible and inclusive, freely and openly available, licensed for reuse and adaptation, and managed for digitable sustainability.

Type. Project results from the National Forum on Privacy Literacy Standards and Competencies will be produced in a variety of digital products, including:

- Project website
- Text files (.pdf)
 - Privacy literacy standards and competencies (draft versions in Google Docs)
 - Forum event transcripts
 - Forum proceedings
 - Self-study materials
 - Action handbook
 - Scholarly and professional communications
- Ebook files (.mobi, .epub, .pdf)
 - Participant reference handbook
 - Self-study materials
 - Action handbook
- Video files (.mp4)
 - Forum event recordings
 - Self-study materials
- Infographics and image files (.png)
 - Self-study materials
 - Action handbook
- Slide decks (.pdf and Google Slides)
 - Self-study materials
 - Action handbook
 - Scholarly and professional communications

Availability. Digital products generated by the National Forum on Privacy Literacy Standards and Competencies will be discoverable and accessible on the project website, which will be built on Penn State University's [CampusPress platform](#). The website will be indexed and searchable on all major web search engines, and freely accessible from any web-connected device. Website design will comply with best practices for accessibility and digital inclusion, including Web Content Accessibility Guidelines.

Individual digital products, including the consensus privacy literacy standards and competencies, participant reference handbook, forum event recordings and transcripts, forum proceedings (preprint version), self-study materials, action handbook, infographics and images, and other scholarly and professional communications, will be deposited under Creative Commons license in Penn State

University's [institutional repository, Scholarsphere](#). A discrete collection for the forum will be created to house these materials (this [Privacy Literacy collection](#) is an example). Scholarsphere is indexed and searchable on all major web search engines as well as Google Scholar. Additionally, some digital products will be developed using Penn State University's [Pressbooks platform](#) and made available in ebook format, including the participant reference handbook, practitioner self-study materials, and action handbook.

Access. All original digital products created by the National Forum on Privacy Literacy Standards and Competencies will be licensed for reuse under [CC BY-NC-SA 4.0](#), with attribution to project staff except where noted. For example, forum event recordings and transcripts will be licensed for reuse under [CC BY-NC-SA 4.0](#) with attribution to the individual contributor (ex. keynotes, panels, and lightning talks) or to the forum as a group author (ex. roundtable discussions and working group sessions).

One exception to open licensing the forum's digital products is content included in the participant reference handbook. Individual entries within the participant reference handbook, such as journal articles or book chapters, will carry their own licensing, access, and use restrictions. Open-licensed and public domain content will be freely accessible and available for reuse. Some entries will be password-protected to restrict access to authenticated forum participants due to copyright and licensing restrictions on third-party content.

Another exception to open licensing the forum's digital products is the forum proceedings and other scholarly communications. Access to and reuse of full-text postprint versions of the forum proceedings will be subject to the copyright and licensing terms of the journal. Preprint versions of the forum proceedings and other scholarly communications will be deposited in Penn State University's [institutional repository, Scholarsphere](#) under [CC BY-NC-SA 4.0](#).

There are no anticipated cultural sensitivities in the forum project results. To address privacy concerns, proceedings of round table discussions and working groups will be written in summary format without the use of attributed verbatim quotations. Event video recordings will be restricted to keynote and lightning talks and panel discussions; contributors will be asked to consent to video recording.

Sustainability. Original digital products created by the National Forum on Privacy Literacy Standards and Competencies will be deposited in a dedicated collection in Penn State University's [institutional repository, Scholarsphere](#), for long-term maintenance, preservation, and access. Appropriate storage redundancy will also ensure long-term recoverability of digital product files. For example, original forum event recordings will also be maintained on Penn State University's [Kaltura platform](#) for video content. The participant reference handbook, self-study materials, and action handbook will be compiled and published using Penn State University's [Pressbooks platform](#). Additionally, the project website will be developed on Penn State University's [CampusPress platform](#) which provides long-term maintenance and preservation services.