



Call for Proposals

From Property to Privacy: The Ethics of Information DePauw University, March 22 - 24, 2009

- Deadline for submission of proposals: December 15, 2008
- Notification of acceptance: January 12, 2009
- Conference registration deadline: January 23, 2009

NITLE is currently accepting proposals for [“From Property to Privacy: The Ethics of Information.”](#) Librarians, faculty members, and technologists from participating colleges are invited to submit proposals related to the ethical questions that digital forms of communication and access pose for information services organizations. Proposals should be submitted electronically at <http://tinyurl.com/InformationEthicsCFP> by Monday, December 15, 2008.

If you are interested in assisting in planning this conference or in reviewing submitted proposals, your contributions would also be welcome. Please contact Nancy Millichap at nancy.millichap@nitle.org to find out how to get involved.

Possible areas of focus for proposals

This conference will provide library, information services, and administrative professionals as well as faculty members with an opportunity to share work they have done to shape and determine their institutions’ organizational policies, to educate their communities, and to promote compliance with policies that govern how digital materials are accessed and shared. Although not an exhaustive list, some potential topics may include:

Copyright

- By what process was your campus copyright policy developed? What results has it produced?
- How is creative work developed by students and faculty in digital form being protected, shared, and disseminated on your campus?
- What discussions have you held about transformative uses of digital materials in the creation of new work, and what recommendations to students have resulted?
- Are you developing and/or using Creative Commons licenses in ways that might serve as models for other faculty members, staff members, or campuses?
- How has your campus weighed the pros and cons of giving access to copyrighted materials within the learning management/course management system versus giving access to these materials via e-reserves?
- Do you have a “Copyright 101” program you could describe or deliver in the context of the conference?

Fair Use, Its Interpretations, and Representation in the Campus Community

- What recommendations or plans are in place or being considered on your campus to make it easier for people to use digital materials in a legal and fair way?
- What are the practices by which institutions of higher education can best promote and encourage fair use? How do we do so without making it a catchall?

- How can the academic community frame the argument in favor of fair use, as opposed to allowing commercial interests to do so?
- How can the different perspectives on fair use of various constituencies— scholars, librarians and academic support staff, publishers, students – be reconciled for practical progress at the campus level?

Digital Publication and Self-Presentation

- How has the movement toward open-access publishing affected your library or campus policies and/or your own thinking about or practice of publication? What ethical framework might underlie campus support for open-access publication?
- How does social networking affect ethical concepts and practices?
- What recommendations do you, your organization, or your campus offer to students about how they present themselves or their work on social networking sites, YouTube, etc.?
- With the move to web 2.0 environments, questions of balancing free speech and respect for differences gain new visibility and importance. How are you and your colleagues communicating information about ethical behavior in these environments to students and others on your campus?

Privacy, Security, and Confidentiality of Digital Information in Academic Environments

- How have ethical considerations impacted institutional repository development and policy on your campus?
- How is your information services or information resources organization protecting or making decisions about the release of information historically considered private, such as student access to online resources or to library materials? How have ethics played a role in the development of your practices?
- How have ethical considerations shaped the release of student, human subject, faculty, or patron information to outside agencies such as the federal government or the RIAA?
- How do ethical considerations and digital access to information shape the work of the institutional review board on your campus?

Educating the Community

- David Pogue, among others, argued in December 2007 in his New York Times blog (<http://pogue.blogs.nytimes.com/2007/12/20/the-generational-divide-in-copyright-morality/>)* that the great majority of today’s students genuinely do not have a sense that filesharing is ethically questionable. What discussion of this “digital divide” is under way at your campus? What new approaches or programs are being considered to address this issue or related issues?
- How do we communicate to our communities “acceptable behavior” beyond our responsible use and harassment policies? What are the components of a successful program for educating students, faculty, and academic staff about the appropriate use of materials?
- How do we teach students how to cite sources in new formats appropriately? How do we teach them to evaluate the quality/reliability of digital resources, as opposed to resources in book or journal form?

- How have you, your library, and/or your information services organization fostered class or campus conversation on the ethics of information access and use? What issues have emerged in such conversations? Have there been changes recommended as a result?
- How are information resources organizations and libraries partnering with faculty and/or with other campus organizations to address issues of the appropriate uses of information resources?
- How are information resources organizations and libraries partnering with other libraries, information service organizations, or campuses on issues of access to scholarly materials?
- What are the features of successful professional development programs for librarians, faculty, and other campus professionals in relation to issues of information ethics?

Suggestions for other topics in these or related areas are welcome and may be sent to Nancy Millichap (nancy.millichap@nitle.org).

Session Formats

Proposals should suggest one—or more—of the following formats as appropriate for the topic. During the conference, moderators will introduce and close each presentation or panel session on time, distribute handouts, and facilitate questions from the audience.

Presentation Sessions (1-2 presenters): 60-75 minutes

Proposals for presentations of this length should include both a narrative of the project/program being described and lessons learned that would be of use for another campus interested in a similar project or program.

Workshop Sessions (1-2 workshop leaders): 60-120 minutes

We would welcome a proposal for a short workshop that would enable participants to learn a new process or skill relating to ethical issues in libraries/information services organizations, including but not limited to the topics outlined above.

Panel Presentation: 10-15 minutes

We encourage participants to submit proposals for briefer presentations on specific projects or good ideas. These may be combined with those of other participants to facilitate comparisons of programs and discussion of trends, and to focus on approaches to broader issues that campuses face in ensuring the ethical uses of digital information. Panels will be composed to promote interaction among panelists and the audience.

Poster Session: 30-45 minutes

Posters will be set up immediately preceding the conference and will be available for viewing until the end of the conference. Poster presenters may be called upon for brief presentations, and they will also attend their posters at a designated time to discuss them with other participants. (Posters may be in traditional paper form or may be made available digitally on a laptop computer.) Conference planners will address questions and technical requirements and provide general support to presenters in advance of the event.

Submission and Review of Proposals

Proposals should be submitted electronically at <http://tinyurl.com/InformationEthicsCFP> no later than December 15, 2008.

You will be asked to provide the following information:

- Title: please give your proposed session a simple and descriptive title.
- Description: the description should be 200 words or fewer. It should explain the central idea of your session.
- Type of session: presentation, workshop, panel, or poster.
- Target audience: who will benefit from participating in the session you propose?
- Name, title, institution, address, phone and fax numbers, and e-mail address for each session presenter. Proposals for group presentations—both intra- and inter-campus—are welcome.

Acceptance

Proposal submitters will be notified of the results of the review process by January 12, 2009.

Location

The conference will take place in DePauw University's Prindle Institute for Ethics, opened in 2008 in the university's Nature Park. DePauw is approximately 43 miles from Indianapolis International Airport; the drive to campus is almost entirely on Interstate 70 and takes approximately 45 minutes. A room block is being held for conferees at the Walden Inn on DePauw's campus.

Important note: Presenters and others interested in attending this conference must register to participate by January 23, 2009. Please consult your institution's liaison to NITLE about your institution's policies on purchasing program units and using them to participate in NITLE events. Registration is first-come, first-served and is a separate process from proposal submission; the registration fee is 7 program units. NITLE is a not-for-profit organization. The viability of its events depends upon the registrations of all participants, including presenters. Only the names of officially registered participants will appear in the conference program.

* Thanks for this citation to Francesca Livermore of Colgate University.