

**Safeguarding what's personal: privacy and data
protection perspectives of Library Association of
Ireland members**

Dissertation submitted in part fulfilment of the requirements for the degree of

MSc Information and Library Management

Dublin Business School

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Word count: 20,760

Declaration

I, Anita Cooper, declare that this research is my original work and that it has never been presented to any institution or university for the award of Degree or Diploma. In addition, I have referenced correctly all literature and sources used in this work and this work is fully compliant with the Dublin Business School's academic honesty policy.

Signed: Anita Cooper

Dated: August 19, 2016

Acknowledgements

First and foremost, my heartfelt thanks to Noel Walsh. Without his continuous support, I would not have been able to undertake this degree and career change – my eternal love and gratitude for making my dream a reality.

I would like to recognise Dr. Christoph Schmidt-Supprian for his time and assistance in supervising this research project to its completion. Thank you to Gary Bernie as well for his feedback and observations with the research proposal.

This dissertation could not have been completed without the support of the Library Association of Ireland. Thank you to everyone who took the time to respond to the survey. I would also like to acknowledge Betty Codd, honourable secretary, for all her help in coordinating the correspondence with the membership.

Thank you to all my fellow classmates – Beth, Brendan, Debora, Dimphne, Grainne, Louise, and Sean – for sharing this experience. It's been an interesting two years to say the least! I wish everyone the best success for the future.

Finally, the incredible DBS library staff deserves recognition – especially Marie O'Neill for her dedication and time towards the programme. I've learned so much from everyone!

Abstract

Information privacy and data protection practices in Irish libraries are influenced by legal obligations, ethical and professional commitments, and organisational policies. Practice sits at the intersection of all these and is further affected by individual opinions, experiences, knowledge, training, and development opportunities. The aim of this research project is to explore librarians' perspectives – attitudes, knowledge, and experiences – of privacy and the protection of personal information and how it impacts professional practice in Ireland. Data was collected through an online questionnaire delivered to current members of the Library Association of Ireland. The findings suggest that professional practices regarding privacy and data protection are affected by personal and professional opinions and experiences. They basically confirm the value placed on privacy and confidentiality regarding a library user's personal records and activities. Personal awareness regarding privacy and data protection appear to reflect an understanding of legal rights and data protection responsibilities concerning the collection, use, and handling of personal information. Awareness on a personal level suggests awareness of professional responsibilities and practices especially for those who have participated in privacy and data protection related development. The results also indicate that organisational data protection practices appear sufficient in establishing procedures and policies but are not adequately communicated to staff and library service users. Librarians support privacy and data protection education as necessary for professional development and that libraries should play a role educating the public. Communication efforts – staff training in and user notification of privacy and data protection practices – would require improvement before any public education programmes should be considered. This research provides an initial exploration into the awareness and practices about privacy and data protection as evidenced by Library Association of Ireland members. The ability to highlight the value in safeguarding personal information offers librarians a way in which to positively impact their organisations and users.

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Abbreviations

ALA	American Library Association
CILIP	Chartered Institute of Library and Information Professionals
DPA	Data Protection Acts 1988 & 2003
DPC	Data Protection Commissioner
EC	European Commission
EU	European Union
ECHR	European Convention on Human Rights
GDPR	General Data Protection Regulation
ICS	Irish Computer Society
IFLA	International Federation of Library Associations and Institutions
LAI	Library Association of Ireland
NISO	National Information Standards Organization
PKSB	Professional Knowledge and Skills Base
UN	United Nations

1. Introduction

1.1. Background

Perceptions of privacy have changed with advances in technology. More and more personal information is shared online and transferred amongst organisations and governments. However, there is a growing awareness of how personal data is being handled. Data protection offenses, information security breaches, and leaks are being reported more frequently and highlighting how privacy is being abused or eroded. Protecting personal information has become an increasingly important issue. The right to privacy is a fundamental human right as per Article 12 of the United Nation's *Universal Declaration of Human Rights* (UN, 1948). In Ireland, Article 40.3.1 of the *Constitution of Ireland* (1937) implies the right to privacy. Librarians have long valued the privacy of their patrons and through their professional bodies have documented codes of ethics, privacy policies, and practical resources. The Library Association of Ireland's *Code of Professional Practice* (LAI, 2013) upholds a library user's intellectual freedom, thereby, implicitly acknowledging their privacy and confidentiality rights.

Safeguarding personal information is not only an ethical and professional responsibility for librarians but also a legal one. According to Ireland's *Data Protection Acts 1998 and 2003*, libraries are data controllers and processors having organisational responsibilities towards the management of personal data from collection to disposition. Library users have traditionally held an expectation of trust with their libraries as regards to their personal information. Nowadays, library environments increasingly rely on technology to manage personal information and should have policies to guide practice and ensure legal compliance. The need to maintain trust, uphold privacy rights, and legally protect personal information is important for libraries and should not be compromised by lack of awareness or ineffective practices.

Therefore, the topic is worth exploring as this research will enhance current literature about the privacy and data protection attitudes, knowledge, and practices of librarians. To date, there has been no research into this subject for an Irish context. A gap in the literature is being investigated by this research and aims to measure: the information privacy concerns of Irish librarians; knowledge of data protection obligations; education and development; and explore potential factors which influence the strength of practices in Ireland. The ability to emphasise the value in safeguarding personal information offers librarians a way in which to positively impact their organisations and users.

On a personal level, this subject is worthy of further investigation. Two modules of the MSc Information and Library Management programme addressed privacy and data protection. They were explored from different perspectives – records management and technology – indicating the importance of these topics within the profession. I have attended several information sessions over the last two years about information privacy and the methods that can be used to protect personal data. Also, I keep informed with current news in this area. Therefore, this research might enable an access point into the information profession in an area of interest. There is growing potential for employment as a data protection or privacy consultant to help raise awareness, create resources, and develop best practices.

1.2. Research Question and Objectives

The goal of this research project is to explore various perspectives – attitudes, knowledge, and experiences – of privacy and the protection of personal information and how it impacts the professional practice of librarians in Ireland. Therefore, the research questions I will be aiming to answer are:

RQ1: Do personal attitudes and experiences regarding privacy rights and data protection impact the practice of librarians in Ireland?

RQ2: Do professional experiences regarding privacy rights and data protection impact the practice of librarians in Ireland?

Librarians for the purpose of this research are defined as: members of the Library Association of Ireland (LAI) who are engaged as information professionals across multiple sectors and organisations in Ireland. Furthermore, LAI members are expected to espouse the values of librarianship – professionalism, impartiality, and integrity – as defined in the *Code of Professional Practice* (LAI, 2013). Membership is voluntary and, as such, may be representative of librarians throughout the country.

The defining of specific, measureable, achievable, and relevant objectives are important for successful completion of the research goal within the timeframe of the project. The following objectives have been developed to aid the data collection and analysis process to ensure that research questions are answered.

RO1: To determine attitudes and experiences of librarians regarding the privacy of their own personal information

RO2: To determine librarians' awareness of professional responsibilities and practices regarding privacy and protecting the library user's personal information

RO3: To determine whether librarians believe they should be professionally responsible in educating their users regarding privacy rights and the protection of personal information

RO4: To determine the extent of personal and professional development librarians have received in relation to privacy and data protection practices

RO5: To determine any impacts in relation to privacy and data protection practices (recommendations and/or actions taken) as a result of personal and professional development received

RO6: To determine whether librarians educate their organisation and/or users regarding privacy rights and protection of personal information

1.3. Scope and Limitations

The scope of respondents for this research project is broad in size, geography, and range across the information profession in Ireland so as to survey the current privacy and data protection landscape and identify any areas of concern. As such, the limitations for this large undertaking need to be examined and ways to overcome them determined to ensure the best possible outcome. “In the conflict between the desirable and the possible, the possible always wins” stated Buchanan (Buchanan *et al.*, 1998 cited in Saunders *et al.*, 2012:213). Acknowledging this conflict by identifying the limitations of a project is essential for transparent research practices. Researchers should be aware of possible obstacles in order to mitigate their effects so that desired goals are achieved. Table 1 identifies potential limitations and how they might be overcome:

Limitation	How to overcome limitation
Time to complete research	Use of Gantt chart timetable to manage project
Context focus on LAI members only and not all librarians/information professionals in Ireland	Can generalise findings from using a census approach
Access to participants	1. Direct communication with LAI president and secretary to establish rapport 2. Utilise LAI email distribution list to reach all members
Researcher credibility, competence, and integrity	1. Demonstrate competence and integrity by explaining the project and its benefits to the profession 2. Develop credibility within personal and virtual

	network in a professional manner
Questionnaire – limits to scope of questioning and opportunity to collect richer data	Conclusions and recommendations to provide guidance where future research may be needed
Questionnaire – difficulties in producing good quality survey	1. Good planning (precise questions and clear purpose) and testing 2. Utilise questions from other studies and reference sources 3. Questions set clearly to match objectives
Questionnaire – timing of delivery during popular period for annual leave	1. Have the survey open for as long as possible to ensure good response rate
Questionnaire – motivation to complete	1. Clearly explain purpose and how participant is helping to inform the profession 2. One reminder email before survey closes
Questionnaire – errors in responses	Provide clear instructions with questions
Questionnaire – self selecting bias	Ensuring sufficiently large response rate
Data analysis – time needed to complete interpretation of results	Use online survey tool package with analysis and reporting features included

Table 1 Research limitations

1.4. Research Contribution

1.4.1. Background

Much literature exists in the areas of information privacy and personal data protection in library settings – most predominately from the United States due to issues stemming from the *USA PATRIOT Act* in response to the 9/11 terrorist attacks in 2001. In Europe, EU directives have been the lead source of privacy and data protection legislation for member states over the last twenty years. As such, many relevant research studies have come from Great Britain, whereas, there was only one journal article to date that addressed privacy and data protection compliance in an Irish context.

However, libraries in both the U.S. and Britain operate in a significantly different environment. There has been increasing concerns over mass surveillance and privacy rights since Edward Snowden’s whistle-blowing about American and British intelligence activities. Library records containing user data and metadata are just one potential source of personal information requiring protection from challenges by not only governments but commercial interests. Ireland can be considered at the crossroads between the United States and Europe with regards to data protection. Commercially-interested American companies – with extensive data collection practices - are basing their European operations in Ireland. The

Data Protection Commissioner is under increasing scrutiny since the European Court of Justice overturned the Safe Harbour agreement which oversaw international transfers of data. Many of the technologies that Irish libraries use for their services are delivered by these companies and adequate protection is required for European citizens as mandated by the EU.

Additionally, with the passing of the General Data Protection Regulation (GDPR) in April 2016, the accountability and transparency of privacy and data protection practices are set to become more stringent from 2018 when the regulation must take effect across member states (EC, 2016). The GDPR legislation will place additional burdens on data controllers and processors in Ireland. These data protection reforms will impact library environments that handle significant amounts of personal data. Personal information about library users can be gathered in many different ways. Common library services – such as borrowing, returns, overdue books, interlibrary loan, book recommendations, online catalogue and database searches, computer browsing history, email and web chat communications, and user profile creation – all involve the management of personal, and sometimes sensitive, details about their users.

Finally, user's may, at any time, request that an organisation provide copies of all personal information held. Libraries must also ensure the adequate security of the data from internal and external breaches. Therefore, librarians must be capable of complying with access requests as well as understand where security risks exist. The privacy and confidentiality of these records can be maintained through adequate awareness of current and future data protection measures, relevant policies and procedures, and good training programmes. This project aims to determine the extent of these practices for Irish library environments.

1.4.2. Relevance

Therefore, this research is new and will add Ireland to global literature and directly inform the Irish library profession about current privacy and data protection awareness and practices. Additionally, regular surveys of the public have been taken in Ireland, since 2003, regarding general attitudes about privacy and data protection awareness. Furthermore, Irish data protection professionals were recently surveyed about current practices. Together, these surveys indicate the relevance of the topic in Ireland. The subject of protecting privacy will remain relevant long after this research has been completed and as long as public and professional concern on the subject remains. This research is also significant from a library service perspective. Many libraries use integrated technologies for user and resource management, communications, and online-access computers. All these areas contain

electronic records relating to their users details and activities. Technology is a great benefit for facilitating information access and retrieval. Consequently, libraries – and librarians – must be diligent in their efforts to uphold legislation as well as their professional ethics and practices regarding the privacy and protection of their user’s personal information. So, protecting user privacy and the personal data collected and handled by libraries is a highly relevant topic to research for raising awareness and developing best practices.

1.5. Dissertation Structure

Chapter 2 reviews the literature relevant to the topics being explored and is arranged according to themes. A background discussion gives an overview of the theme and is followed by the scholarly discourse known about the subject. Gaps in the literature have been identified to determine the research questions.

Chapter 3 discusses the methodology and methods used to conduct the research project and achieve its stated objectives. Reasons are given to justify each method chosen or discounted. Project planning, design, and participants are discussed.

Chapter 4 presents the findings generated from primary data gathered by the questionnaire.

Chapter 5 offers a discussion of the findings as informed by the literature review and the research questions it posed.

Chapter 6 concludes the discussion in relation to the research questions asked. Recommendations are offered for further research and resources.

Chapter 7 provides a self-reflection and evaluation on the knowledge and skills developed while undertaking the MSc Information and Library Management programme and dissertation process.

2. Literature Review

2.1. Introduction

The research questions propose to determine what personal and professional influences affect the practice of librarianship. Information privacy and data protection practices in Irish libraries are influenced by legal obligations, ethical and professional commitments, and organisational policies. Practice sits at the intersection of all these and is further impacted by an individual's attitudes, experiences, knowledge, training, and development opportunities. The Venn diagram in Figure 1 illustrates the relationships between these concepts.

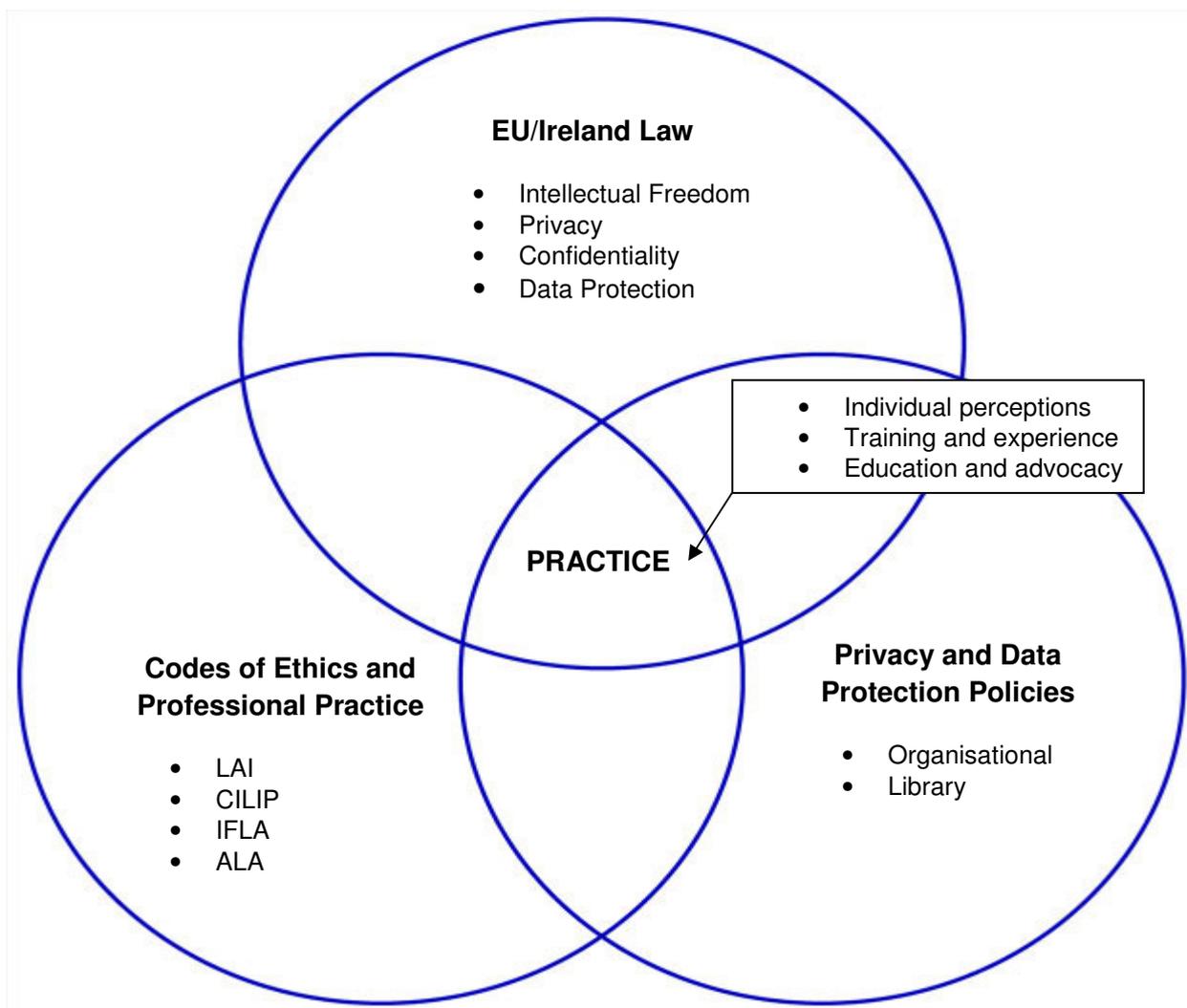


Figure 1 Collective structures influencing individual practice

The following review of the literature will examine the areas of law, ethics, professional codes, and library policies and how they may affect the privacy and data protection practices of librarianship.

2.2. Law

2.2.1. Background

Article 40.3.1 of the *Constitution of Ireland* (1937) records, as a fundamental personal right, that the “State guarantees in its laws to respect, and, as far as practicable, by its laws to defend and vindicate the personal rights of the citizen.” The right to privacy is implied in this statement and depends on specific contexts for application. Other rights, freedoms, and public interests must also be balanced against personal privacy rights. Additionally, as a member state of the EU, the human right to privacy is also protected by Article 8 of the *European Convention on Human Rights* (Council of Europe, 1950) and acknowledged by Article 12 of the *Universal Declaration of Human Rights* (UN, 1948). However, the current information age poses new privacy concerns and, as such, the EU and UN have more recently adopted specific digital privacy resolutions. These include the *Right to privacy in the digital age* (UN, 2013) and the *EU Charter of Fundamental Rights* (EC, 2009). The EU charter was a major step towards establishing specific rights concerning personal data – protection, fair processing for specified purposes based on consent, access rights, and accuracy – enforceable by an independent authority (Article 8, EC, 2009). This is the role of the Data Protection Commissioner’s office in Ireland. Finally, the right to privacy is regulated through Ireland’s *Data Protection Acts 1988 and 2003*. These acts ensure the confidential management of personal and sensitive data from its initial collection to final disposal. However, this legislation is due to be reformed with the passing of the General Data Protection Regulation (GDPR) taking effect in 2018 (EC, 2016). The GDPR reforms will unify data protection legislation across Europe and require greater accountability and transparency concerning the control and processing of personal information. Individual rights will be strengthened by increasing control and access. Organisations must be clear when informing individuals about how their information is being processed and obtain affirmative consent to use the data for specified intended purposes.

2.2.2. Related Work

The Data Protection Commissioner (DPC) in Ireland has conducted public awareness surveys regularly since 2003. The most recent survey found that public awareness about the DPC and knowledge about data subjects’ legal entitlements was increasing (DPC, 2013). Yet, despite growing acceptance towards how much personal information is available online, there were still concerns about privacy on the Internet as approximately two-thirds of respondents had experienced an invasion of their privacy. Furthermore, the Irish Computer Society carried out a recent annual survey – for the Association of Data Protection Officers of Ireland – about the practices of Irish data protection professionals (ICS, 2015). Findings

included: the fear of employee negligence is the biggest threat to data protection within an organisation; and that data protection education is best achieved by formal training, awareness, and written policies. However, what is disconcerting was the decrease in how many professionals had received the right amount of training and the increase in those with no training at all. These findings suggest that privacy and data protection practices continue to be of public and professional concern.

Specific context regarding the practices of library and information professionals can be found in the academic discourse relating to user privacy and the protection of personal data. Firstly, in general, privacy rights have been of interest since computers and information technology began to encroach into personal lives (Warren, 2002). Sturges *et al.* (2001) supports this concept and adds that the impact of the World Wide Web – its global interconnectivity and lack of national legal controls – resulted in a change to public anxiety from Internet content to issues of privacy over personal data. To this end, data protection acts were introduced across European member states in compliance with EU directive 95/46/EC for the confidential handling of personal data.

Information, according to Davies (1997), can be considered a “valuable commodity” and “sensitive resource” which requires legislation for its handling. The issue for librarians is that, in order to perform their services, they have access to vast quantities of data – routinely obtained and used – about their user’s activities and personal details requiring a professional duty of care (Sturges *et al.*, 2003). Davies (1997) performed an early survey of library data protection practices in Britain and found it just satisfactory and recommended increasing awareness, education, and training to give the matter priority. Despite being an early assessment, these issues may become relevant again. Reforms to data protection legislation (GDPR) were recently approved to strengthen and unify the laws across the EU as well as enhance individual rights and add further responsibilities for organisations (EC, 2016). Librarians need to ensure that their existing knowledge and practices can adapt to upcoming regulations especially in an environment where information technology is used to provide services requiring personal data. According to Klinefelter (2007), information technology advances impose upon privacy rights especially as organisations develop more user-focused and customised services. This becomes a significant challenge for libraries to ensure that the personal information received in exchange for services remains private and protected.

The research conducted by Sturges *et al.* (2003) concluded that librarians understood the importance of user privacy as a professional responsibility but lacked enough guidance about data protection requirements in order to cope with issues. However, these concerns

may be mitigated by the timing of the study which was done while adjusting to legislative change. Furthermore, users trust libraries with their personal information but data protection practices are lower on the priority scale in comparison to other library services. This was confirmed by Burkell and Carey's (2011) more recent study which found that regulatory compliance was low at public libraries regarding freedom of information and privacy protection notice to users, whereas, privacy and confidentiality requirements – addressed by ALA guidelines – were better met. Libraries need to be externally compliant with regards to legislation but also internally compliant to their user's needs and expectations for privacy. According to Shuler (2004), there are two levels of user privacy expectation – personal and organisational. The former is the oldest and most trusted value between the library and its users to ensure intellectual freedom can be pursued while being left alone to do so. The latter ensures that activities occurring between the user and the organisation remain private and confidential as well. This is where laws and codes of practice operate to help keep these transactions private and where libraries should place their efforts primarily to protect its users. This might explain why there could be a potential disconnect between users and libraries in their expectation of organisational privacy especially in light of legislation. Users have long experienced personal privacy rights – and may willingly sacrifice it for service provision or convenience – however, they expect organisations to uphold their side of the transaction and not violate the confidentiality of the personal information given for those services.

Sutlieff and Chelin (2010) went on to question whether librarians are doing enough to ensure the trust relationship between users and libraries was justified as more digital personal data is obtained and used for services provided by their organisations. They determined that an inverse relationship exists between privacy and trust levels. Therefore, to ensure that trust levels increase, the privacy concerns of users regarding their data should be low. To this end, they concluded that librarians – with information management fundamental to professional practice – need to be proactive and accountable to defend information privacy rights and comply with legislation. Moreover, O'Brien (2013) states that librarians – as experienced information managers – understand how to be ethical and compliant in the treatment of personal data. Irish organisations cannot afford to lose user trust and professional reputation if publically named and shamed by reports from the Data Protection Commissioner. Lastly, information compliance to data protection legislation – the legal obligation to preserve privacy and confidentiality – is important to libraries especially as privacy is a professional ethical value.

2.3. Library Ethics and Professional Codes

2.3.1. Background

Mattlage (2015) contends that moral principles offer individuals the means in which to assess legal authority: the power of law can be justified when ethical standards are also in alignment. This is the relationship between the law and ethics. In order to defend constitutional rights – which connect these two concepts – such as privacy from infringement, rights should be founded on ethical principles otherwise they may lose regard. It is in this vein that professional bodies develop ethical principles for their practice. These principles, some with practical guidelines, can be found in the formative documents of library associations.

The Library Association of Ireland's *Code of Professional Practice* (LAI, 2013) upholds a library user's intellectual freedom, thereby, implicitly acknowledging constitutional privacy rights. Links to IFLA and CILIP are referenced as additional resources for practical guidance to assist decision making with regards to ethical and professional issues. In 2013, this code of practice replaced the 2007 *Code of Ethics* which contained explicit declarations – “subject to all legal requirements” – regarding the privacy rights of library and information service users (LAI, 2007). Recently, NISO (2015) developed digital privacy principles for libraries as a potential standard library-specific ethical code. These principles are informed by ALA and IFLA codes of ethics and offer an updated perspective regarding digital information privacy. These codes and standards are a resource which may be consulted to meet professional and ethical responsibilities to safeguard a library user's privacy rights.

2.3.2. Related Work

Professional codes of ethics and practice are ideal standards and include aspirations to protect a user's right to privacy and confidentiality. Shachaf (2005) undertook a global study of library association ethical and professional codes of conduct and determined that user privacy and confidentiality was the third highest shared value after professional development and integrity amongst librarians. These globally-shared ethical principles were included in the content of 85% of the documents analysed. Foster and McMenemy's (2012) analysis of international codes of ethics confirmed that librarians maintain a set of shared values. The values they specified were established from Gorman's work entitled *Our enduring values: librarianship in the 21st century* and included: stewardship; service; intellectual freedom; rationalism; literacy and learning; equity of access to recorded knowledge and information; privacy; and democracy (Gorman, 2000, cited in Foster and McMenemy, 2012). Of these values, privacy and service equally represented the most shared values espoused by

librarians. Ireland was not included in either of these research projects. However, the earlier edition of the LAI *Code of Ethics* would have been comparable at the time (LAI, 2007). These types of documents enshrine the professional values of librarianship and may guide a librarian's behaviour when making ethically-based decisions. Moreover, Bowers (2006) stated that ethics-based documents help support a librarian's duty towards protecting the privacy and confidentiality of library records beyond legally-bound obligations. The context of this statement referred to the concerns of librarians regarding the *USA PATRIOT Act* and their obligation to do all that is possible to protect user data from governmental challenges. This was recently confirmed by Zimmer's (2014) research that American librarians are "doing all they can" to prevent unauthorised disclosures of user's personal data and that organisational practices were aligned to their ethical commitment for the continued protection and defence of privacy. Librarians in the United States are facing increasing pressures to supply user records to government and law enforcement agencies. The ALA offers many types of documents and guidance for specific ethical and professional situations faced by any individual member.

Ferguson *et al.* (2016) raised a question about what types of documents library and information professionals in Britain, Ireland, and Australia consult to assist with ethical dilemmas including those concerning confidentiality and privacy. Their results found that codes of ethics were not typically consulted; however, librarian values which underpin the profession were clearly understood. They recommended that professional associations should look at updating their documentation and providing practical tools which can help the commitment towards professional integrity when faced with ethical conflicts. However, conflicts can occur between individual and professional ethics. For example, a librarian might willingly contravene professional standards and breach user privacy if they personally believe they are doing the right thing. Magi (2007) stated that participation to uphold professional ethics is not mandatory or legally enforceable in librarianship unlike other professions such as medicine or law. Therefore, for librarians – who are in a position of power and have direct access to the personal data and activities of others – it is a matter of moral obligation to protect the rights of their users (Garoogian, 1991, cited in Magi, 2007). Mattlage (2015) agreed that librarians have special obligations to their organisations and society as information professionals, thereby, having both personal and professional identities involving differing social roles and obligations. Librarians can be governed by their association's codes to seek answers about their responsibilities in order to maintain credibility and ensure professional integrity.

These principles should be demonstrated to library service users to enhance trust relationships. Personal information should be safeguarded from any form of misuse.

Adherence to professional ethical obligations helps build trust in library services which rely on personal data for operations or providing personalised services. There are many areas where user privacy may potentially be infringed and if control over the data is lost so is trust. Noh (2014) outlined the research undertaken in the area of library service records and their relationship to privacy to investigate librarian's opinions, awareness, and efforts towards the protection of these records. The study employed a formal seminar component which concluded that participation in information sessions about privacy significantly affected a librarian's efforts to value and protect personal records. Education in privacy and data protection should be included as regular instruction for professional librarians so as to better defend a user's privacy rights as a fundamental ethical responsibility. Finally, three quarters of librarians in the United States believe they have a role in educating the general public about privacy rights but only a small percentage have actually hosted events (Zimmer, 2014). Public education can be considered a logical outcome within a profession which codifies and protects the value of privacy so highly to practice what they preach. Not teaching what they practice to their communities might suggest other factors could be involved to limit this public education role for librarians.

2.4. Library Policies

2.4.1. Background

NISO (2015) defines a privacy policy as "the public description of the processes and practices that outline how an organization gathers, uses, discloses, and manages personally identifiable information and personal activity data." These written policies should be understandable and transparent in helping users to protect their online privacy by creating awareness about how their personal data is handled. Libraries, as data controllers, should have policies to consistently inform professional actions which can be confidently accepted by users of their services.

2.4.2. Related Work

According to Magi (2007), operational policies support codes of ethics by providing guidance and accountability for decisions by aligning professional values and organisational goals. Falk (2004) noted that written policies – which state an objective towards preserving the privacy of library users – may not offer enough protection where electronic records of processes and activities are involved. For example, computer-based information may be inappropriately accessed internally or its security breached externally. Moreover, policies are typically developed as a reactive response to legal concerns, internal audits of information and existing policies, and general institutional or professional concerns and should cover all

areas of library work where personal data exists or has potential impact (Hess *et al.*, 2015). A privacy policy acts only as a guide unless their provisions are backed up with appropriate data protection measures to reduce the risks of privacy violations.

Sturges *et al.* (2003) reported that libraries do not typically have their own privacy policy. This appears contrary to professional ethics to rely on the broader organisation for professional governance. Results also revealed other types of policies established were library-specific and included documents for data protection, Internet usage, and email suggesting a priority hierarchy in policy development to align with operational services and legal obligations. On the other hand, Burkell and Carey (2011) suggested that lack of enforcement or legal requirements, limited library resources, library size, and a librarian's professional education were possible factors into why policies for notifying library users of privacy and data protection practices were not used effectively. Having sector specific privacy policies enables best practices to be developed and ensures compliance by operationalising the law (Warren, 2002). The law cannot be implemented without internal governance to interpret and uphold it.

Coombs (2004) stated that advocates for privacy believe the burden of privacy belongs to the organisation and not the user. This supports the librarian's aim to ensure their service user's privacy rights are respected and helps establish trust in the organisation. Ffarek (2002) wrote that privacy policies are ideals and not legally enforceable so the user's expectation of privacy is based on trust. How that trust can be established can take two practical forms. First, the no expectation of privacy approach or the 'no privacy' privacy policy does not conform to the librarian ethic. If this approach were to become more prevalent, some information will no longer be personal and confidential through uncontrolled usage and, therefore, no privacy left to defend. However, the second approach involves empowering users through awareness and education so they know what is expected or given up when using library services. This style of privacy defence is a better match to what librarians typically believe and practice. Shuler (2004) concurred and stated that librarians can take on the role of educators to increase understanding of individual and organisational privacy and data protection responsibilities in a similar fashion as other proactive library services such as information literacy programs.

2.5. Conclusion

In conclusion, overall recommendations for the profession regarding information privacy and protection involved: improving awareness; creating effective policies and best practices aligned with laws, ethics and operations; educating users and the organisation on privacy issues; and continuous professional development (Davies, 1997; Fifarek, 2002; Warren, 2002; Sturges *et al.*, 2003; Coombs, 2004; Falk, 2004; Magi, 2007; Sutlieff and Chelin, 2010; O'Brien, 2013; Zimmer, 2014). These themes will be explored by this research study. Furthermore, a gap in research was identified by Zimmer (2014) for a non-American study of privacy perceptions of librarians to identify if any differing attitudes existed. Ireland does not currently experience similar governmental and law enforcement privacy challenges as does the United States but has strong data protection legislation. Furthermore, data protection professionals in Ireland have been surveyed regarding practices (ICS, 2015). Librarians, as information professionals with legal obligations towards data protection will provide an area of selective comparative analysis with other data protection officials. Finally, the public awareness surveys of Ireland's Data Protection Commissioner gave insight into the general public's data protection concerns (DPC, 2013). A librarian's personal experience can be compared with other Irish individuals in general.

Therefore, the factors that emerged from the literature – a librarian's personal and professional attitudes, ethics, knowledge, and experiences which may influence their professional responsibilities – were the basis of determining the research questions and objectives of this project. The law, codes of ethics, professional practices, privacy policies, and data protection efforts of organisations can only be as effective as the people who practice them.

3. Research Methodology and Methods

3.1. Introduction

According to Saunders *et al.* (2012:4-6), undertaking research involves the systematic collection and interpretation of data for clear purposes – for example, description, explanation, understanding, criticism, or analysis – to improve knowledge. Since research is a systematic process, each stage requires explanation of the rationale used in decision-making. Answering a research question is a multi-layered process – likened to an onion as depicted in Figure 2.

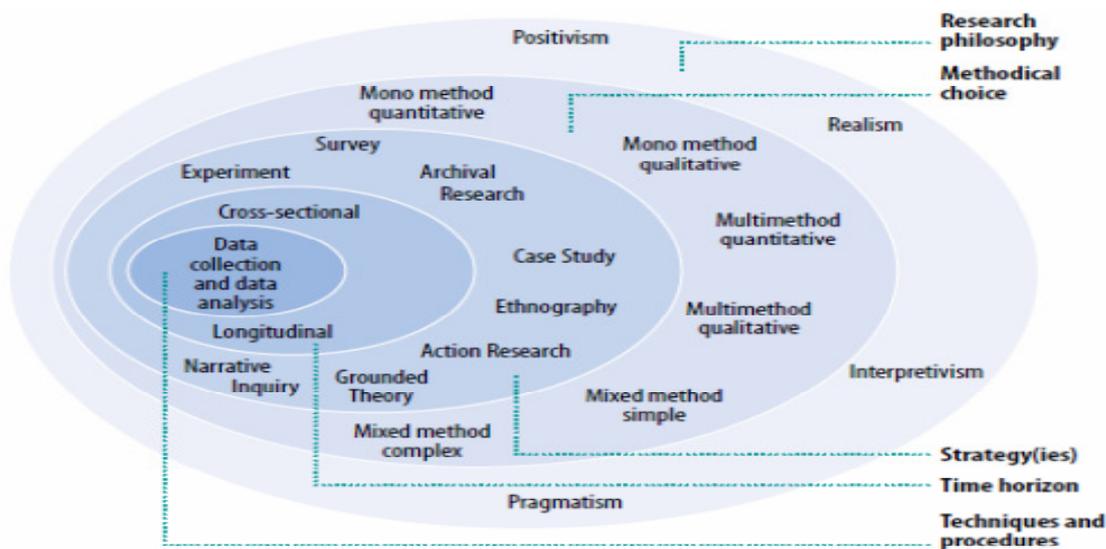


Fig. 1: The research onion
Source: ©Mark Saunders, Philip Lewis and Adrian Thornhill (2011), adapted with permission

Figure 2 The research onion

As such, the decision-making process moves from the outer-layer abstract concept of philosophy to the inner-layer of specific technique(s) used to collect and analyse research data. Each layer contains choices of the different options available. The ability to produce valid research results is wholly dependent on the justified decisions made about the methods and procedures used to carry out the study (Kumar, 2014:6). Decisions must be logically consistent in order to achieve overall cohesiveness and credibility for the research project. The following discussion outlines the research methodology chosen and explains why particular decisions were made in accordance with proposed aims and objectives.

3.2. Research Objectives

RO1: To determine attitudes and experiences of librarians regarding the privacy of their own personal information

RO2: To determine librarians' awareness of professional responsibilities and practices regarding privacy and protecting the library user's personal information

RO3: To determine whether librarians believe they should be professionally responsible in educating their users regarding privacy rights and the protection of personal information

RO4: To determine the extent of personal and professional development librarians have received in relation to privacy and data protection practices

RO5: To determine any impacts in relation to privacy and data protection practices (recommendations and/or actions taken) as a result of personal and professional development received

RO6: To determine whether librarians educate their organisation and/or users regarding privacy rights and protection of personal information

3.3. Research Philosophy

According to Kumar (2014:7), carrying out a research study implies that the process was “undertaken within a framework of a set of philosophies”. Philosophy underpins a researcher's basic assumptions about what there is to know about the world (nature of reality or ontology) and how we know it (nature of knowledge or epistemology). Saunders *et al.* (2012:128-9) stated the “important issue is not so much whether our research should be philosophically informed, but how well we are able to reflect upon our philosophical choices and defend them in relation to the alternatives we could have adopted.” Furthermore, the particular ontological and epistemological views of the researcher suggest a suitable approach (see section 3.4) and design (see section 3.5) to apply in order to effectively answer their research question(s).

3.3.1. Ontology

There are two acceptable positions which can be adopted by the researcher to express their stance concerning the nature of reality – objectivism and subjectivism. Firstly, objectivism maintains that “social entities exist in a reality external to and independent of social actors”, whereas, subjectivism “holds that social phenomena are created through the perceptions and consequent actions of affected social actors” (Saunders *et al.*, 2012:131). Moreover, an organisation can be thought of as a “tangible object” with its own internal rules, regulations, standard processes, hierarchies, and goals in which conformity is required to its “social order” (Bryman and Bell, 2015:32). In this manner, librarianship can be considered an

objective entity operating within the structures of law, organisations, and the codes of ethics and practice of professional bodies which inform and constrain librarians and their roles. With this in mind, the research undertaken supposed an objectivist viewpoint regarding the study of privacy and data protection within the field of professional librarianship. The objectivist reality was chosen because the research aims to span across many different sectors within the profession where job functions are essentially similar regardless of organisation.

On the other hand, a subjectivist stance assumes that librarians approach their professional duties involving privacy and data protection relative to their own individual evolving perceptions and actions. Bryman and Bell (2015:35) cited that this assumption means that organisations are the “socially constructed” products of individuals “to make sense of their experience”. In this case, the nature of reality is internal and may vary between individuals. A detailed study would be needed to draw out these personal differences. Although subjectivism may be relevant concerning other interactions within librarianship, the ontology of objectivism was better suited to achieve the research goals of this investigation.

3.3.2. Epistemology

As mentioned above, epistemology concerns the nature of knowledge. Three potential positions for determining “what constitutes acceptable knowledge in a field of study” are interpretivism, positivism, and realism (Saunders *et al.*, 2012:132). First, the main objective of interpretivism involves understanding human differences, social roles, and interactions. This philosophical stance was not suitable because in-depth, subjective insights – those which may help to understand a librarian’s individual behaviours and actions concerning privacy and data protection in the workplace – were not being sought at this time.

Positivism, however, did fit the objectivist ontology and aim of the research to describe the current landscape of privacy and data protection perspectives within the field of librarianship in Ireland. Positivism offers principles regarding quantifiable observation and analysis, examination of causes and effects, and generalisation as found in the natural sciences which could be applied in a highly-structured and value-free way (Saunders *et al.*, 2012:134-5). However, positivism’s scientific methodology is considered too rigid for seeking knowledge about the social sciences and is better suited for the natural sciences.

On the other hand, realism offers a middle ground between positivism and interpretivism and adopts a scientific approach. According to Saunders *et al.* (2012:136-7), realism – and more specifically critical realism – contends it is important to understand the interactions between individuals and social structures which are continually evolving as knowledge development

increases. Implicit with critical realists is the idea that scientific research does not really reflect reality but is “simply a way of knowing that reality” (Bryman and Bell, 2015:29). This epistemological position also means that a multi-layered study concerning individuals, social orders, and collective structures (*i.e.* information professionals, librarianship, organisations, laws, and ethics) could be adopted for a fuller understanding of privacy concerns and data protection practices that continue to evolve. Therefore, adopting a critical realist knowledge philosophy was appropriate to accommodate the different perspectives (individual attitudes of librarians and collective practices of librarianship) and scope (range of individuals, processes, and structures) of the research.

3.4. Research Approach

As already mentioned, an appropriate research approach can be determined based on the philosophical underpinnings deemed most suited to answer the research question and achieve stated objectives. There were two principle approaches considered: induction and deduction. Saunders *et al.* (2012:146) stated that an inductive approach is generally applied when the research needs to discover deeper understandings of how humans interpret the world, or to develop alternative explanations or theories, and is more appropriate when the number of respondents is small. Therefore, induction was not applicable because, firstly, this research involved a sizable professional membership association and, secondly, the nature of the project was to gain an overall view of attitudes and practices and not examine their depth at this time.

On the other hand, the characteristics of deduction aid the “search to explain causal relationships between concepts” and allow those concepts to be put into operation by reducing them into smaller, quantifiable elements in order to make inferences and generalise results (Saunders *et al.*, 2012:145-6). Additionally, using a deductive reasoning approach fit the nature and scope of the project as well as its objectivist ontology and critical realist epistemological viewpoints. For this research, the deductive approach allowed the concepts of attitudes, knowledge, and professional practice to be examined logically, in a structured manner, and analysed statistically to determine reliable and verifiable outcomes. The two research questions were reduced into six manageable objectives defining the variables measured in order to infer their connections. The Library Association of Ireland membership was chosen to ensure that findings could be generalised for librarians across Ireland.

3.5. Research Design

3.5.1. Methodology

The decisions made so far helped to establish appropriate choices for the methodology, strategy, and techniques to apply for the overall research design. A quantitative methodology befits the objectivist ontology, critical realist epistemology, and deductive research approach path selected. However, qualitative and mixed methods options were also considered for suitability.

Firstly, qualitative research was discounted as it tends to emphasise subjectivist and interpretive philosophy using an inductive approach to study a topic deeply (Saunders *et al.*, 2012:163). This methodology did not conform to the logic of the research philosophy and approach path already established.

But, a mixed methods design – a combination of quantitative and qualitative data – could be considered for a critical realist philosophical study. The perceptions and behaviours expressed by respondents could be examined closer with qualitative methods subsequent to a small preliminary quantitative data analysis to help focus further investigation. Though mixed methods offered the opportunity for a richer investigation, it was considered premature at present. The process would have to first determine if any significant findings existed which could then determine areas for more detailed examination. Moreover, this project was constrained by its short time frame for such a large and broad population to be analysed and, then, followed up with relevant in-depth questioning of presently unknown participants and objectives. Therefore, a mixed methods approach was not currently feasible. However, recommendations for future research from this study should help to identify potential avenues to pursue. Similarly, a multi-method quantitative design – using a combination of experiments, surveys, structured observation or structured interviews – was disregarded until an initial context could be identified to observe or question.

Therefore, a mono-method quantitative methodology was undertaken to accomplish the aims and objectives of this research and its scope. A quantitative study: uses a structured “approach to enquiry” to explore the topic; satisfies the primary purpose of the research by measuring the “extent of variation” in attitudes, experience, knowledge, and training concerning privacy and data protection; collects the “required information from a greater number of respondents”; and analyses, explains, and communicates valid conclusions in a reliable and objective manner (Kumar, 2014:18). Since quantitative research data is measured it allows a researcher the ability to make distinctions between respondents in a consistent manner to accurately estimate relationships concerning the concepts being

studied (Bryman and Bell, 2015:164). As such, results from a systematic, rigorous, and verifiable quantitative study may be generalised in order to compare with similar findings from other research populations.

3.5.2. Strategy

Research strategy determines what tactics(s) are used to put the research plan into action and is the “methodological link between your philosophy and subsequent choice of methods to collect and analyse data” (Saunders *et al.*, 2012:173). Two principally quantitative strategies – experiments and surveys – were taken into account.

Experiments were discounted as two groups of participants – experimental and controlled – were needed to carry it out. This would have involved some “form of planned intervention or manipulation” to an experimental group to test variables against a control group (Saunders *et al.*, 2012:175). The population and geography of intended respondents and the time allowed to complete the research were limiting factors for using this strategy.

On the other hand, Saunders *et al.* (2012:177) stated that the survey strategy is a popular method for describing the respondent’s opinions, knowledge, and behaviours about specific topics and included reasons such as: large, standardised data sets; economy; comparability; authority; straightforwardness; and process control. These benefits of a survey strategy fit well with the aims and objectives of the research in providing information about the prevalent attitudes and practices of Irish librarians concerning privacy and data protection issues. Although the focus of inquiry can be limited by the extent and depth of data collected, a greater number and range of respondents can be reached to gain an understanding of the topic for a national context in the most efficient and effective way. Therefore, a survey offered the most appropriate research design strategy to get insights into the current landscape of attitudes and experiences of librarians regarding privacy and data protection in Ireland.

The final research design decision examines what particular methods are suitable to gather the information needed to best achieve the desired aims and objectives of the project. The data collection instruments which can implement a survey strategy are questionnaires, structured interviews and structured observation. The most appropriate data collection method for this research was a questionnaire. A questionnaire allowed the researcher to make logically deduced inferences and establish causal relationships about the concepts investigated. The nature of the questionnaire was to describe and explain particular causes and effects in the area of privacy and the protection of personal information for the research population chosen. A questionnaire provided a clear picture in order to gain an

understanding of the topic and used the research questions and objectives as guidelines for questioning. Further discussion about the data collection, analysis, and questionnaire design for this study continues in section 3.7 below. Other potential choices – structured interviews and/or observations – were not selected as they are more suited for smaller scale studies to explore only a single sector or organisation within a profession.

3.6. Population and Sample

Now that the project design is complete and the method of data collection chosen, the research population – which best represents librarians in Ireland – needs to be determined. The population selected for this research was all members on the official LAI electronic mailing list (members@lists.libraryassociation.ie). Every member receives communications from the association via this mailing list. The researcher is a current student member.

The LAI is a voluntary body which is responsible for the accreditation of library and information management education in Ireland and, as such, designating professional qualification. LAI members are expected to espouse the values of librarianship – professionalism, impartiality, and integrity – as defined in the *Code of Professional Practice* (LAI, 2013). Membership is not mandatory and open to individuals and institutions across the field spanning many different employment sectors and member status categories. Therefore, since the total number of library and information professionals in Ireland is unknown, the voluntary LAI membership body represents a random sample of the total population of Irish librarians and information professionals required to complete the research.

Furthermore, the research population was also a random sample as participation in the project was voluntary. Since every LAI member had an equal opportunity to respond to the email questionnaire, the research was classified as a census. Most research studies require the sampling of a population in order to gain a sufficient amount of responses. However, a census of the whole population was manageable and feasible using the centralized email distribution list available to association members. The census covered all library association sub-group units within Ireland which included: academic, public, law, health, government, prison, special, and corporate libraries. According to the articles of association, membership is renewed annually in January and was correct at the time of the study (LAI, 2012). Therefore, the sampling frame consisted of the complete and accurate list of association members receiving emails.

3.6.1. Access to Participants

All LAI members are on the electronic mailing list which is run through the Listmaster. As such, the researcher did not require individual access to potential participants. Access to respondents was gained through the library association's secretary who provided the Listmaster (listmaster@lists.libraryassociation.ie) with an information sheet – see Appendix A – explaining the research and the questionnaire link to all LAI members. In correspondence with the secretary of the LAI, it was determined there were approximately 620 members who received access to the questionnaire as delivered by the Listmaster. Moreover, two sub-groups of the LAI – the Academic & Special Libraries Group and the Western Region Section (WRSLAI) – together with LAI social media communications (@LAIonline on Twitter) promoted the research with additional emails and tweets.

3.7. Data Collection and Analysis

A self-completed, self-paced electronic questionnaire was used to collect census data from the broad-based research population. There were many advantages in using this method. Saunders *et al.* (2012:420-2) stated that email questionnaires offer greater control, confidence, and reliability when delivered to personal email addresses to ensure the right person has replied and responses are more honest. Questionnaires, in general, also offer savings of time to both “human and financial resources” as well as providing “greater anonymity” (Kumar, 2014:181). Also, email was the logical choice for a sampling frame which consisted of all association members on the official email distribution list. Lastly, a self-completed, self-paced email questionnaire was suitable for this study which encompassed librarians from all over the country with the least imposition to their busy schedules. Other methods – personal delivery, postal delivery, and telephone calls – were not practical or economical for this large, scattered population base.

3.7.1. Questionnaire Design

The questionnaire used clear and precisely-worded closed questions – open, in-depth questions were not asked – so that the research objectives could be achieved and results statistically analysed with relative ease. The questions were aggregated and/or adapted from five different sources (Zimmer, 2014; ICS, 2015; Davies, 1997; Noh, 2014; DPC, 2013) in order to achieve stated research objectives as well as provide some comparative discussion. Appendix B provides a list of each question included in the final survey with reference to their respective source(s) and research objective(s).

Survey Gizmo was used to deliver the final questionnaire to participants. This online survey tool offered questionnaire design, delivery, collection, and analysis all in one package resulting in time and cost efficiencies (Saunders *et al.*, 2012:422-3). The user interface was very intuitive. The online tutorials and documentation were very helpful when any questions arose during any stage of the survey process. Also, the ability to deliver the questionnaire securely – with an HTTPS encrypted protocol – ensured the privacy and confidentiality of responses over the Internet. Also, Survey Gizmo allowed participants the opportunity to complete the questionnaire using any type of device as design was responsive to PC, tablet, and smartphone, therefore, making it portable.

Informed consent was required at the start of the online questionnaire before being able to proceed to answering any questions (Appendix C). A progress bar was available for participants to show how much of the questionnaire was completed at the end of each section. Moreover, participants were able to save their progress and continue the survey at their convenience, if desired, or not and respected their right to withdraw at any time. No questions were marked as mandatory, therefore, complying with the right not to answer any particular question. The questionnaire contained thirty questions in total. Skip logic was included to guide participants into responding only to questions relevant to their specific circumstances and answers.

The questionnaire was divided into five sections and represents areas of discussion relevant to the current literature:

1. Demographics
2. General privacy
3. Professional experience and development
4. Personal development
5. Public education

The first section dealt with the respondent's background. The descriptions for sector and member demographics were based on LAI descriptions as found in the *Memorandum and Articles of Association* (LAI, 2012). Questions in the second section elicited opinions and experiences concerning personal privacy and data protection. The third section records a librarian's professional knowledge, training, and practices within their particular library or organisation. Questions regarding additional personal development as well as their impacts were asked in the fourth section. Lastly, section five required answers about educating the general public in privacy and data protection.

3.7.2. Testing and Delivery

The questionnaire was pre-tested by contacts not included in research population and revised accordingly to align with research goals. Appendix D and Appendix E, respectively, contain the pre-test and final questionnaires and include any skip logic associated with particular questions. Testing resulted in the following changes: improved aesthetics for online display and readability; language clarity; description of GDPR; the addition of a question about sources consulted; and the addition of a submit survey page as notice of completion.

The online survey link was emailed to LAI members on June 21, 2016 together with information about participation. The initial date for completing the questionnaire was July 8, 2016. However, it was decided to extend the deadline by another week to July 15, 2016 in order to achieve a better response rate. A follow-up email was sent on July 6, 2016 to inform the LAI membership about the new submission deadline and to thank those who had already responded. Twitter was also used again to highlight the new deadline.

3.7.3. Validity and Reliability

A well-design questionnaire provides validity and reliability to the research findings. Firstly, validity means that a data collection “instrument is measuring what it is supposed to [and] is primarily based upon the logical link between the questions and the objectives of the study [and] ... represent the issue they are supposed to measure” (Kumar, 2014:214). As such, face and content validity was accomplished as every question asked on the questionnaire was matched to a specific research objective which corresponded to the subjects under investigation.

Secondly, the reliability of a study allows for results that are repeatable under constant or similar conditions and is commonly understood as “whether or not the measures that are devised ... are consistent ... [and] whether a measure is stable or not” (Bryman and Bell, 2015:49). The questionnaire was considered reliable as responses were limited to the stated, fixed set of answers available for the questions. Therefore, variability was reduced and ensured consistency and stability for future repeatability. Furthermore, since the questions were sourced and/or adapted directly from previous questionnaires, reliability was also achieved in this manner. Appendix B contains the table of questions with their respective sources and objectives.

3.7.4. Analysis of Questionnaire

Data was analysed using Survey Gizmo. Its professional functionality included downloadable reports, charts, and tables to present the findings. Cross-tabulation of responses from any two or more questions could be also performed to examine patterns within the results. A Pearson Chi-Square statistic was also available to determine whether any significant correlations existed between cross-tabulated questions.

3.8. Time Frame

The research timeframe was cross-sectional and captured the perspectives of respondents during the summer of 2016. A twelve week project schedule – outlined in Table 2 – was prepared using Gantt chart software, as illustrated in Appendix F, to capture all relevant tasks in order to complete the dissertation by the August 22, 2016 due date. Five meetings with the supervisor were scheduled over the course of the project to ensure that key tasks were being accomplished to complete the dissertation.

Dissertation task	Begin date	End date
Submit research proposal	22/04/16	22/04/16
Reflective diary	23/04/16	10/08/16
Develop draft chapters 1-3	23/04/16	21/06/16
Develop draft questionnaire	23/04/16	08/06/16
Pilot test & revise questionnaire	08/06/16	21/06/16
Administer questionnaire	22/06/16	08/07/16
Holiday	23/06/16	03/07/16
Update literature chapter 2	04/07/16	15/08/16
Questionnaire closes	08/07/16	08/07/16
Analyse data	09/07/16	22/07/16
Draft findings chapter 4	23/07/16	29/07/16
Draft discussion chapter 5	30/07/16	05/08/16
Draft conclusion chapter 6	06/08/16	10/08/16
Draft self-reflection chapter 7	11/08/16	15/08/16
Finalise all chapters and format	15/08/16	16/08/16
Submit to supervisor	16/08/16	16/08/16
Make revisions	17/08/16	21/08/16
Final submission	22/08/16	22/08/16

Table 2 Dissertation timetable

3.9. Ethical Issues

“In the context of research, **ethics** refer to the standards of behaviour that guide your conduct in relation to the rights of those who become the subject of your work, or are affected by it” (Saunders *et al.*, 2012:226). Ethical issues were addressed during all stages of the process to evaluate potential risks. This was especially valid considering the ethical underpinnings of the research topic of privacy and data protection. Therefore, the data collected and managed was informed not only by ethical principles but also compliant with Irish Data Protection legislation. Saunders *et al.* (2012:231-232) outlined the following ethical principles which guided this research project:

1. Integrity and objectivity of the researcher
 - Research conducted openly and honestly – research intentions and membership status were declared to the Library Association of Ireland
 - Research findings presented accurately
2. Respect for others
 - Researcher respected the rights of all participants – rights to privacy, confidentiality, anonymity, and legal obligations regarding data protection
3. Avoidance of harm (non-maleficence)
 - Researcher did not intrude, harass, discriminate, embarrass, or pressure participants and did not violate any assurances made to them
4. Privacy of those taking part is ensured by:
 - Voluntary nature of participation and right to withdraw – explicitly stated at start of questionnaire
 - Informed consent of those taking part – explicitly requested at start of questionnaire
 - Ensured confidentiality of data and maintenance of anonymity of those taking part
 - Explicitly stated at start of questionnaire

- Researcher did not know the email addresses or request any personally identifiable information about the respondents as a list master was used to provide the questionnaire link
- Demographic information was not sufficient to determine identity as no personally identifiable information was requested
- Responsibility in the analysis of data and reporting of findings
 - Full and accurate account of findings presented regardless of outcomes
- Compliance in the management of data
 - Explicitly stated at start of questionnaire
 - Collection and processing of research data compliant with *Data Protection Acts 1998 and 2003*

4. Data Analysis and Findings

4.1. Data Analysis

Survey Gizmo recorded 109 response IDs to the questionnaire in total. As approximately 620 emails – according to the LAI secretary – were delivered to members, this indicated a response rate of 18%. However, this initial calculation was further reduced to 14% (based on 88 completed surveys to be used for analytical purposes) when partial questionnaires were reviewed for acceptability. Of the 109 surveys recorded, 84 were fully completed whereas 25 were only partially finished. Partial questionnaires were then viewed individually to determine inclusion or disqualification from data analysis and reporting. At a minimum, participants needed to substantially complete the demographic and general privacy sections for inclusion into the final results. This minimum requirement allowed for added insights to be recorded and helped contribute towards achieving the overall aim of collecting data about the privacy and data protection perspectives of LAI members. Furthermore, in the completed surveys, many questions could remain unanswered since there was skip logic imposed on certain questions and participants could choose not to answer any particular question.

Therefore, of the 25 partial surveys originally recorded, 3 of these were used by the researcher for testing and troubleshooting purposes and immediately disqualified and 18 did not meet the minimum criteria and were disqualified. The 4 remaining partial questionnaires were deemed acceptable and their status was changed to complete. Appendix G provides a detailed listing of the partial questionnaires which were disqualified or accepted with respective reasoning. As a result, there were 88 complete questionnaires. Additional analysis was undertaken to ensure that no duplicates existed amongst the completed surveys (Appendix H). Questionnaires with a shared IP address were identified and reviewed for differences in their respective response patterns. It was concluded that there were no duplicate questionnaires.

4.1.1. Non-response Bias

Non-response bias occurs when there are significant numbers of participants who choose not to respond. The 88 completed questionnaires represented a response rate of 14% over a population base of approximately 620 LAI members. This is considered quantifiably too low for generalisations to be made from this research into the attitudes and practices of librarians across Ireland. However, patterns can be established from these respondents which might be useful in future research to see if these results apply to a wider population.

Bryman and Bell (2015:680) suggested that one reason for a low number of responses could be related to a “growing antipathy for unsolicited emails”. This scenario can also be

confirmed by the findings of this research as the vast majority of LAI members surveyed have experienced receiving unsolicited emails from commercial organisations. Frequent communications from the LAI Listmaster may be deemed in this light. Spam filters and unreliable browsers may also contribute to non-responses. Another potential factor could be the timing of the research project when many librarians take annual leave and cannot participate. Or, upon their return, they are greeted with overflowing inboxes and may make quick weeding decisions to prioritise work-related email.

However, despite the low rate of participation, the findings from the data collected did generate some insights – where none existed previously – into the attitudes and experiences of some Irish librarians across a cross-section of the industry. Moreover, some comparisons can be made from the research as questions were derived from other studies. These comparisons as well as how the findings related to the current literature are discussed in Chapter 5.

4.2. Findings from Questionnaire

The following reporting and discussion of the findings are presented in the order in which they appeared in the questionnaire delivered to the LAI membership. The full set of response statistics are found in Appendix I and contain the frequency, percentages, and base number of respondents respectively for each question. The questionnaire results also include the research objective(s) for each section. Individual questions also state their purpose and what information could be gained by its inclusion. Certain questions report additional findings from cross-tabulated questions where correlations were discovered. A significance level of 0.05 (p-value or probability value of chance is less than 5%) was used to infer the strength of the relationship between two unrelated cross-tabulated questions. All demographic data and a selection of other questions were cross-tabulated to locate areas of significant correlation. Appendix J contains the results of cross-tabulations where Chi-Square p-value statistics were less than the 0.05 significance threshold.

4.2.1. Demographics

Five demographic questions were included in the questionnaire to provide background information about the respondents. These included: sector of employment; LAI membership category; experience (length of service); working hours; and age of respondent. Demographic questions were open to all participants to answer unless skip logic was included to ensure relevancy in responses.

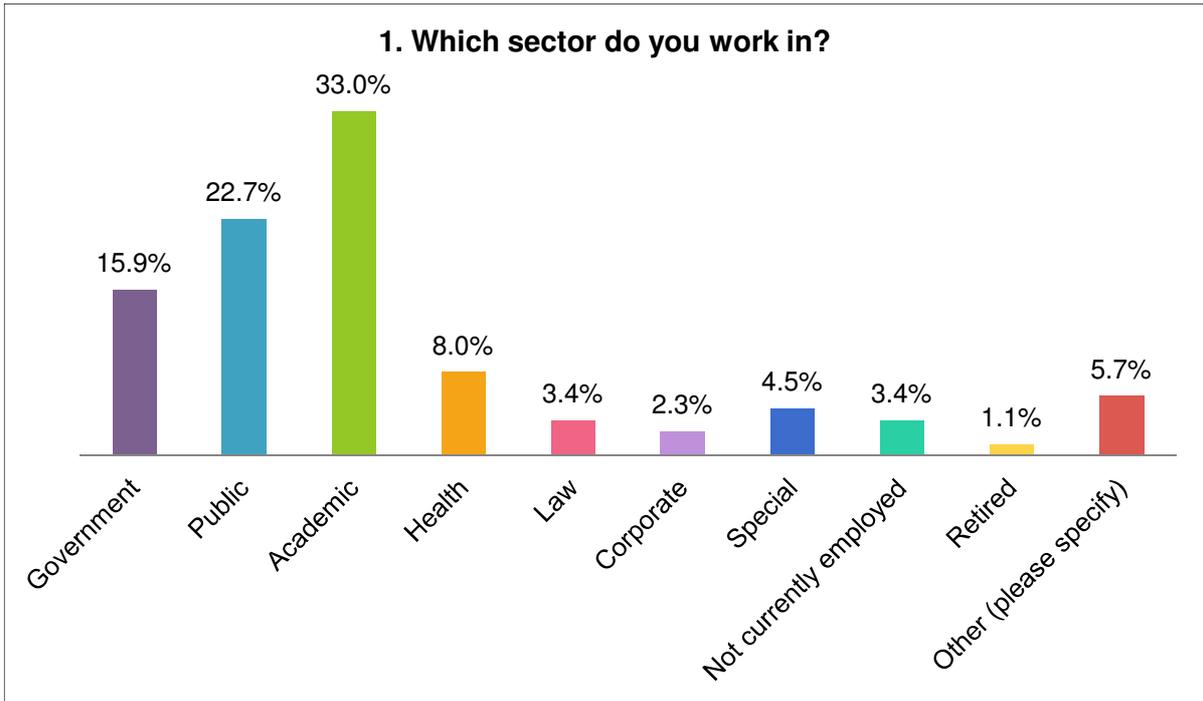


Figure 3 Sector of employment

Firstly, Figure 3 represents the breakdown of the sectors respondents currently work in. Sectors chosen for the questionnaire denote most common sub-group areas of the LAI membership. Results were aiming to find out whether any particular sectors had more stringent privacy and data protection working environments with regards to their user’s personal information. These sectors might be suitable areas in which to understand and develop best practices.

The Academic, Public, and Government sector libraries made up over 70% of the responses. Furthermore, it is also noted that research and scholarly literature on privacy and data protection in the field of librarianship is predominately produced by academic and public librarians. When asked to specify other sectors of employment responses included: freelance, voluntary, government law agency, post-primary, and private secondary education.

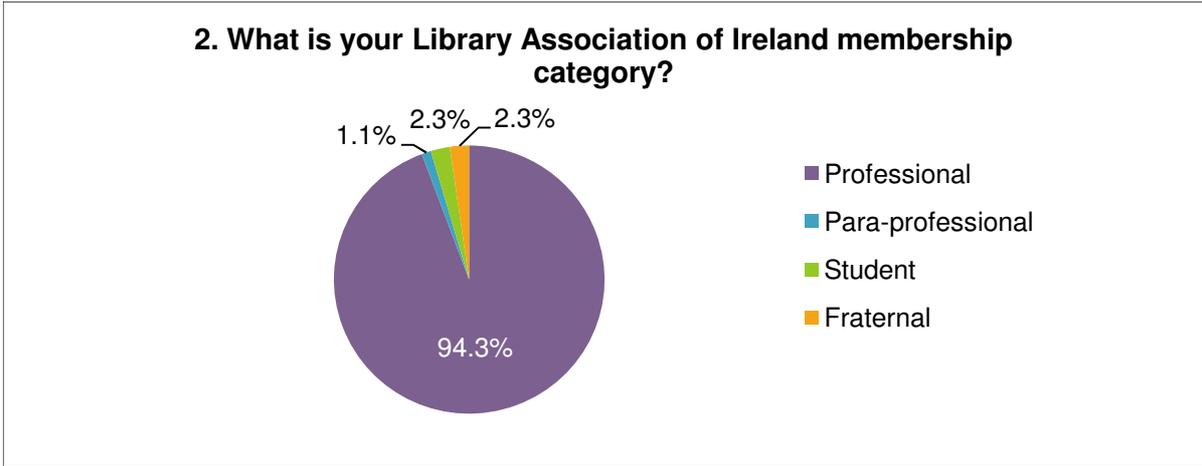


Figure 4 LAI membership category

The second question as noted in Figure 4 asked for LAI membership category information. As professionally-qualified librarians in Ireland, they could be considered eligible for higher level employment opportunities and be able to gain positions of influence within their organisations. An awareness of current data protection and privacy issues may help to create a positive impact within their organisations. The overwhelming majority of respondents had an association-recognised professional qualification. Since nearly 94% of the respondents were professionals, it was decided not to make any further cross-tabulations.

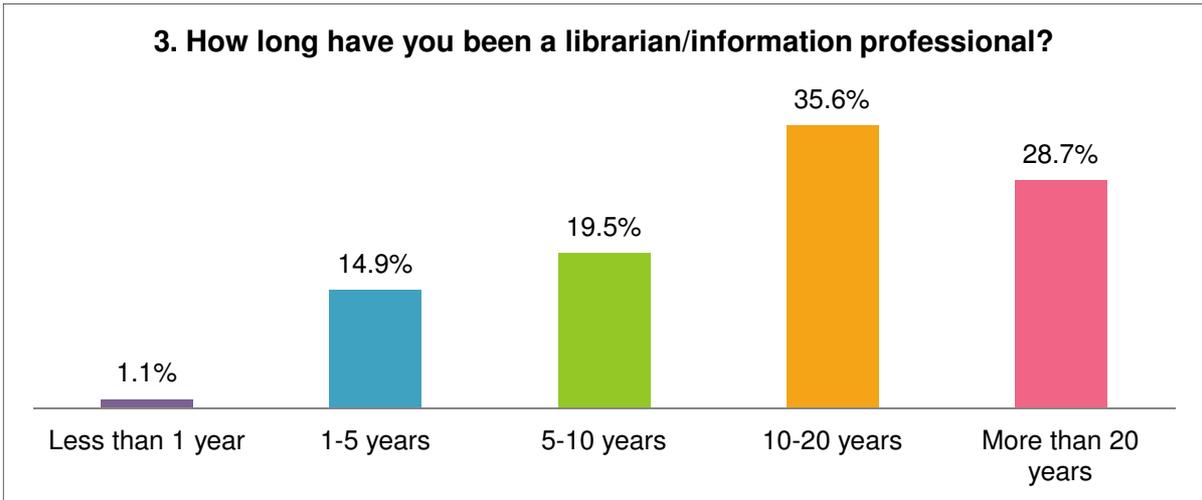


Figure 5 Length of service

The third demographic, in Figure 5, relates to the respondent's length of service in the profession. Years of experience was requested to determine whether newer professionals – with less than 5 years of service – have different attitudes, experiences, or awareness about privacy and data protection than those more experienced. New professionals may have had exposure to these topics more recently when undertaking their master's level education for librarianship. Longer-serving professionals – with more than 10 years of experience – represented two-thirds of all respondents. Early to mid-level career librarians made up the other third.

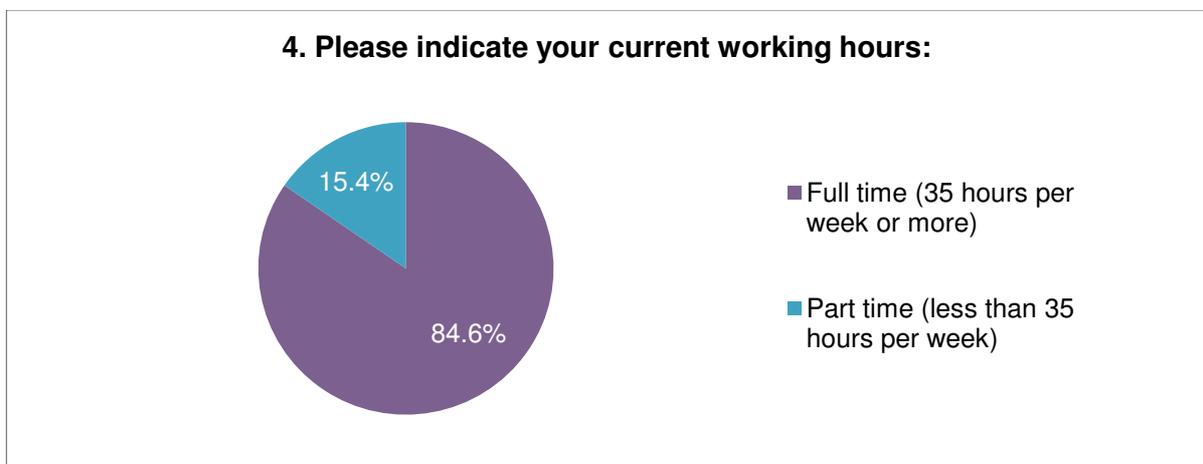


Figure 6 Working hours

Information about working hours was also sought to determine whether any differences in practice or development could be observed by those in part-time employment. Skip logic excluded retired and unemployed members as well as those who work in other sectors from answering this question. Figure 6 reflects that 85% of the participants were engaged in full time employment of over 35 hours per week.

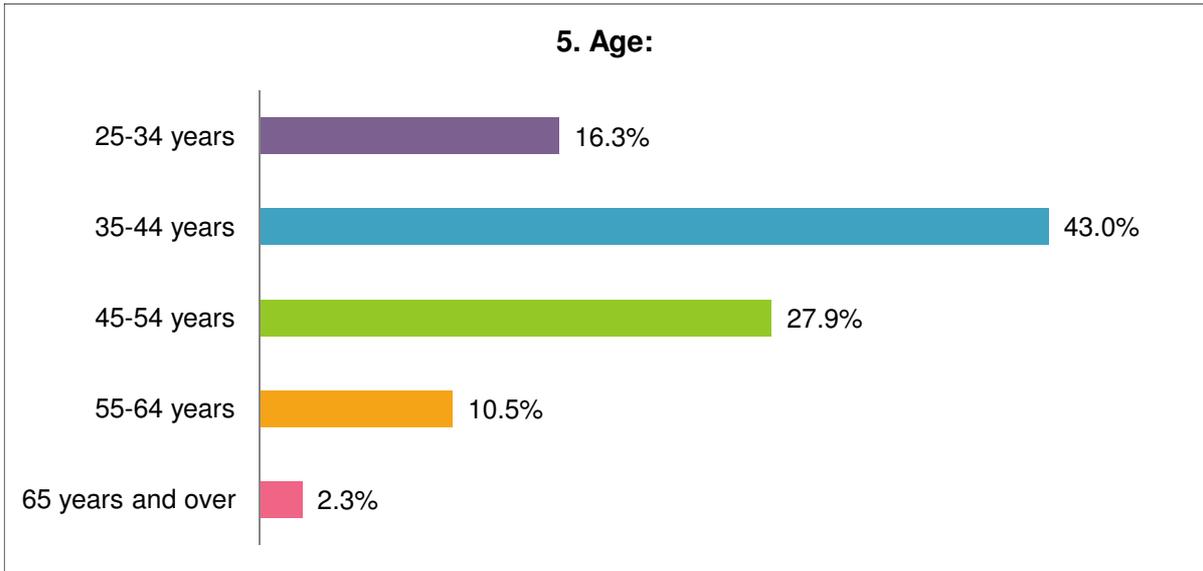


Figure 7 Age of respondent

Lastly, in Figure 7, the age of the respondent was asked to gauge whether younger or older librarians have differing opinions, awareness, or experiences with privacy and data protection concerns. Younger respondents would likely be newer to the profession and have dealt with many different services handling their personal data. There were no surveys responses from respondents between the ages of 15-24 years. The largest group of replies – 43% of LAI members – came from those aged between 35-44 years.

4.2.2. General Privacy

The questions in the general privacy section were open to all participants to answer unless specific skip logic was included to ensure relevancy in responses. The purpose of these questions was to achieve the first research objective: determining the attitudes and experiences of librarians regarding the privacy of their own personal information.

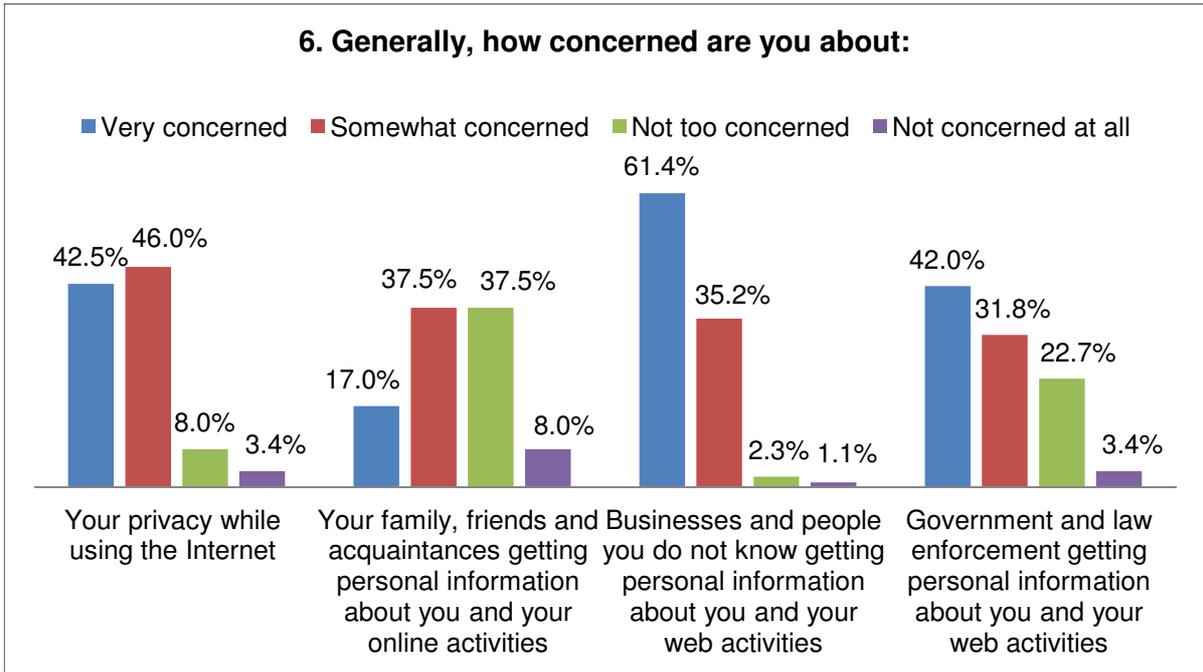


Figure 8 Personal privacy concerns

The questions shown in Figure 8 were included to gain opinions about the respondent's privacy concerns while online. The first question asked about privacy generally, whereas, the following three questions revealed the targets of that concern. It is possible that librarians with higher levels of concern about their own personal information might share privacy experiences in their professional environment. Approximately four in ten respondents were very concerned about their personal privacy online. Businesses and unknown people gaining access to personal information were the most significant target of concern with less focus aimed at personal contacts, the government, and law enforcement.

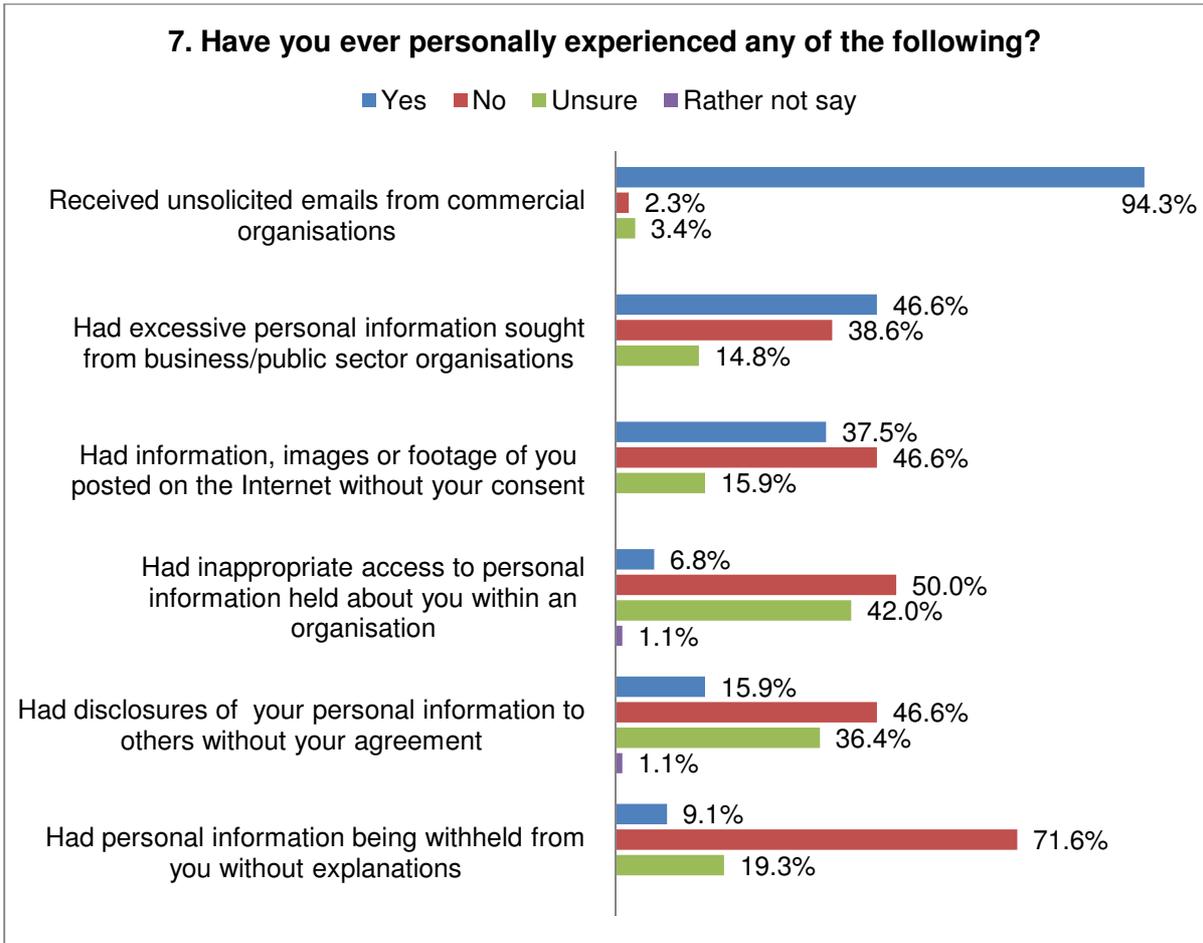


Figure 9 Personal information experiences

The next questions were included to collect data about the participant’s own experiences regarding their personal information (Figure 9). Librarians should be aware of potential impacts when handling the personal information of their users. Personal experiences may affect their decisions. Unsolicited emails – looking for personal information or with targeted advertising – for commercial purposes were the most frequent occurring experience for nearly everyone. Almost half of the respondents also reported having excessive amounts of personal data being requested.

8. Have you ever refused to give information to an organisation or government agency because you thought it was not really necessary or was too personal?

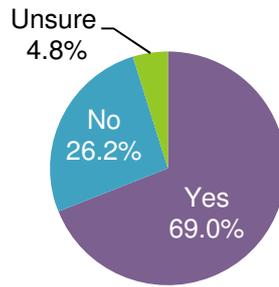


Figure 10 Personal information withheld

Following on from the previous question, the survey then queried about action taken by individuals when asked for unnecessary or very personal data. This might signal increasing awareness about what is legally acceptable for organisations – such as libraries – and governments to request. Accordingly, in Figure 10, there were 69% who had refused to provide their personal information. It appears that more control was exercised over the level of detail being supplied to organisations/governments by these individuals.

9. Please indicate your opinion about the following:

■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

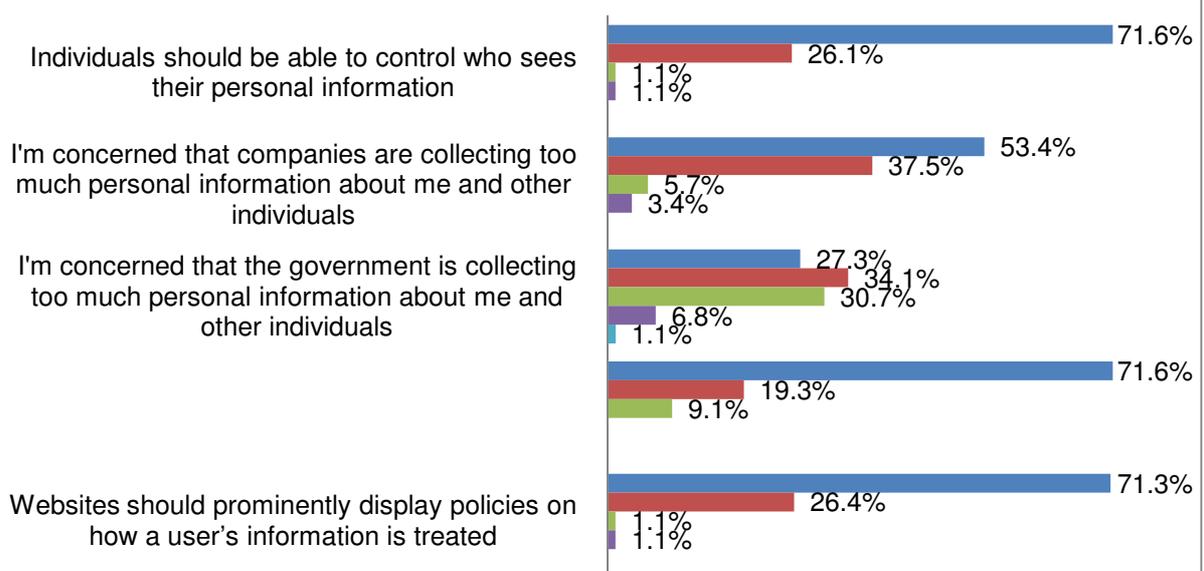


Figure 11 Personal information control, collection, and handling

Next, opinions were sought regarding the control, collection, and handling of personal information. A strong level of agreement might suggest that data protection guidelines are known by the respondent. Personal awareness might be associated with professional awareness or vice versa. Opinions about appropriate control, access, and notification were strongly agreed upon data protection principles by just over 70% of all respondents (Figure 11). Again, organisations had the higher level of focus regarding the collection of excessive data. Further analysis uncovered a relationship between the sector of employment and whether websites should display policy on how user information is treated (Appendix J). All sectors were in strong agreement with the exception of public library staff where only half agreed strongly. Interestingly, law sector librarians were the only group to express any negative opinion about website policy display with one-third in disagreement.

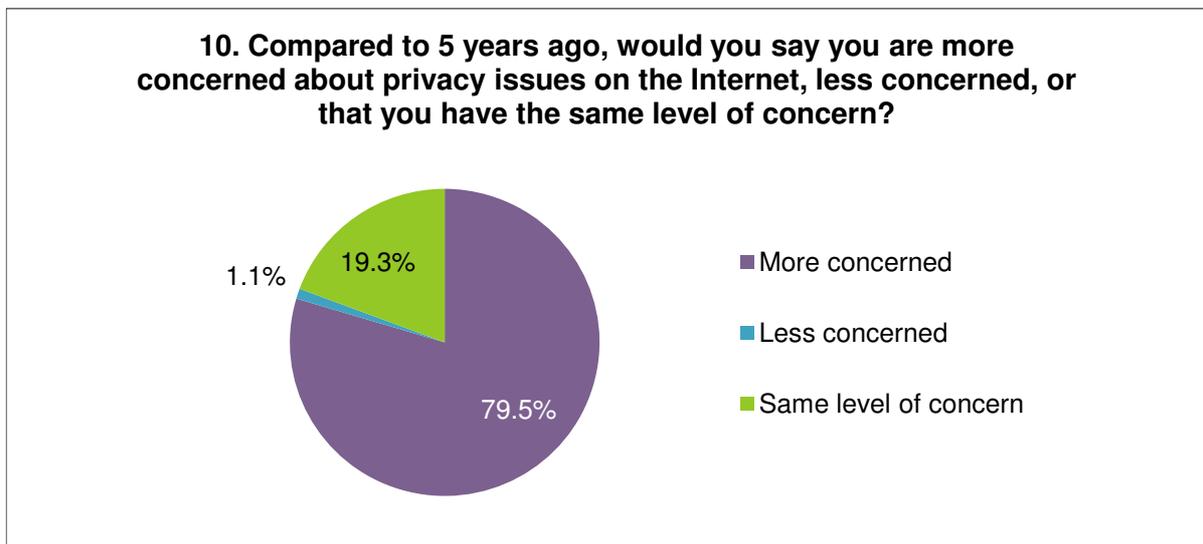


Figure 12 Change in personal privacy concern

In Figure 12, the question was posed to ascertain whether the respondent's privacy concerns have changed in the last 5 years. More concern may indicate the reason for increasing personal development in the areas of privacy and data protection. Almost 80% of individuals are now more concerned about online privacy.

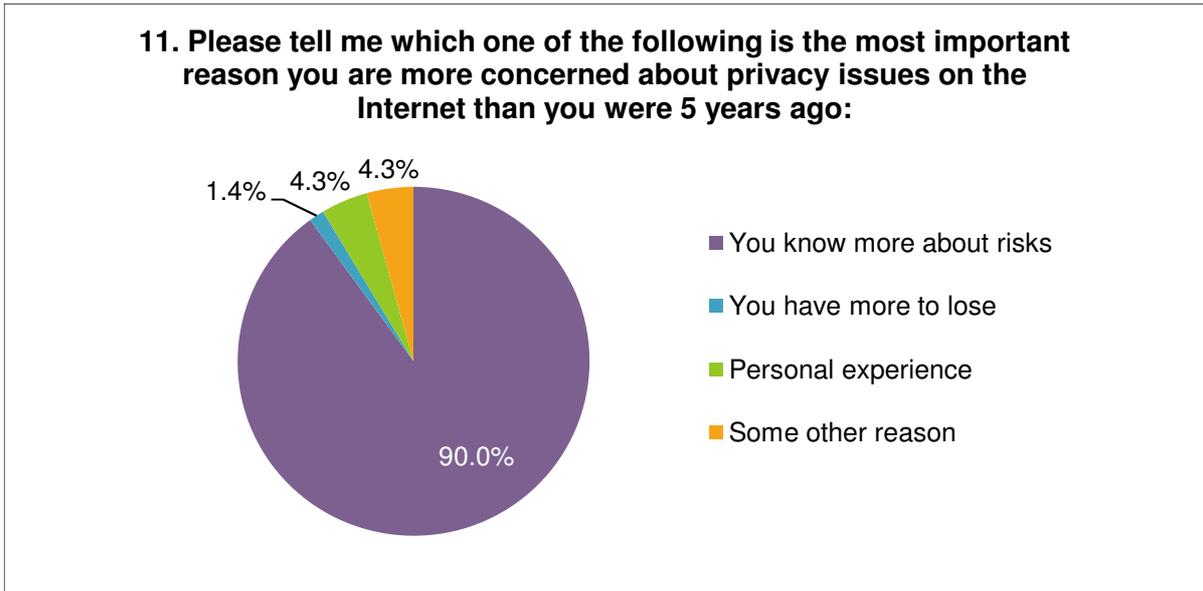


Figure 13 Reason more concerned about personal privacy

Following up, the question asked in Figure 13 was included to determine the reason why an individual was more concerned with Internet privacy issues. Skip logic was utilised for only those respondents who felt more concern. Those aware of their reasons for concern may demand more accountable practices to alleviate their concern. The vast majority who stated they were more concerned were so because they know more about the risks involved with online activities.

4.2.3. Professional Experience and Development

The majority of the questions in this section were only available to those working in the common LAI sectors and excluded those who were unemployed, retired, or selected the ‘Other’ sector. Three questions – numbered 20, 22, and 25 – were open to all participants. Skip logic was also used for additional relevancy with certain replies to previous questions. The purpose of these questions was to achieve the second and fourth research objectives as they related to awareness of professional responsibilities, practices, and training in the areas of privacy and data protection. As such, this formed the most substantial part of the questionnaire.

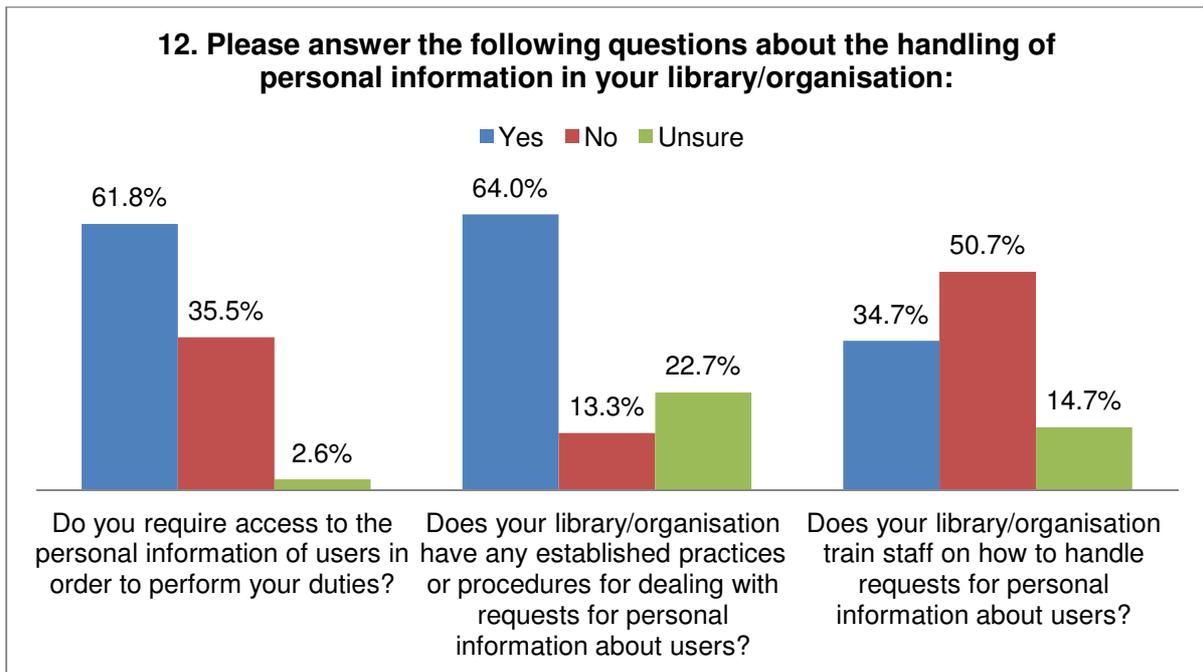


Figure 14 Handling of personal information

There were three responses sought regarding the handling of personal information within libraries/organisations. Firstly, respondents were asked if they required access to the personal data of their users. Those who are directly responsible for a user’s information are where potential access requests could be directed or breaches occur and they should be the focus for development. The second and third questions were then asked to determine organisational efforts towards the practices and training of their employees.

Results from Figure 14 reflected that just over 60% of respondents require access to user’s data to perform their duties. Moreover, nearly two-thirds of organisations have established procedures. However, training in the handling of user’s personal information is lacking as half of respondents replied no training was offered and another 15% were uncertain. This suggests that organisations are not sufficiently prepared in their efforts to ensure the protection of their user’s information as guidelines may be in place without proper training in those practices.

Further analysis discovered correlation between: sector and access to personal information; length of service and training awareness; and working hours and awareness of practices (Appendix J). Firstly, most government sector respondents did not require access to personal information to perform their duties, whereas, the majority of public, academic, and health sector staff did. All law librarians who participated required access. Secondly, respondents unsure of training done by their organisation were either very new professionals

or those with 5-10 years of service. Furthermore, more than half of recent professionals (1-5 years) and those with 10 or more years were aware that no training existed. Lastly, the majority of part-time staff (42%) was not sure whether their library/organisation had established practices in place, where as 71% of full-time librarians were aware of these practices.



Figure 15 Level of training

Continuing from the previous question, the level of actual training received needed to be determined. Organisations may have procedures in place and training opportunities. However, staff still may not feel sufficiently informed about these practices. The chart above indicates that only 30% of respondents feel they have received the right level of training (Figure 15). No one responded that they have had too much training. The issue of organisational lack of training is confirmed again as nearly half of respondents have not personally received any training in data protection practices while 22% believe that they did not obtain enough training.

14. How would you rate the quality of the training you have personally received from your employer in the area of data protection?

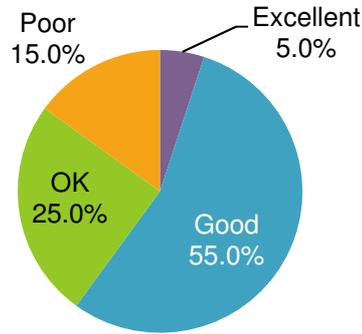


Figure 16 Quality of training

Leading on from the last question, the quality of training in data protection practices was determined. Respondents who did receive some level of training were then asked to rate its quality. Good quality training is essential to ensure staff handling of personal data is properly informed and helps to establish good practices overall. To this regard, in Figure 16, the majority believe that their training is adequately informed with 55% of them receiving good training. Only 15% feel the training from their employer to be poor.

15. When does data protection awareness and practice feature in staff training?

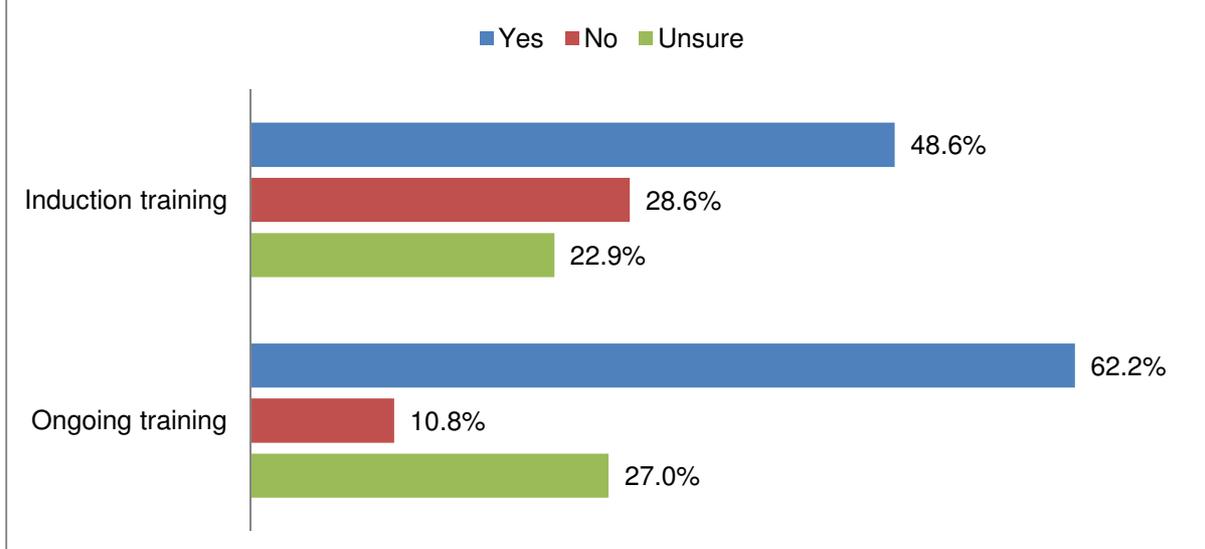


Figure 17 When training occurs

When training occurs at an organisation was another factor explored. Ensuring data protection practices are maintained, staff should receive initial training upon induction to avoid potential errors in managing personal data from the start. Ongoing training, such as annual development opportunities, may help to keep good practices from slipping and making access requests more efficient. Induction training occurs in just about half of the libraries/organisations while 62% reported ongoing training opportunities (Figure 17).

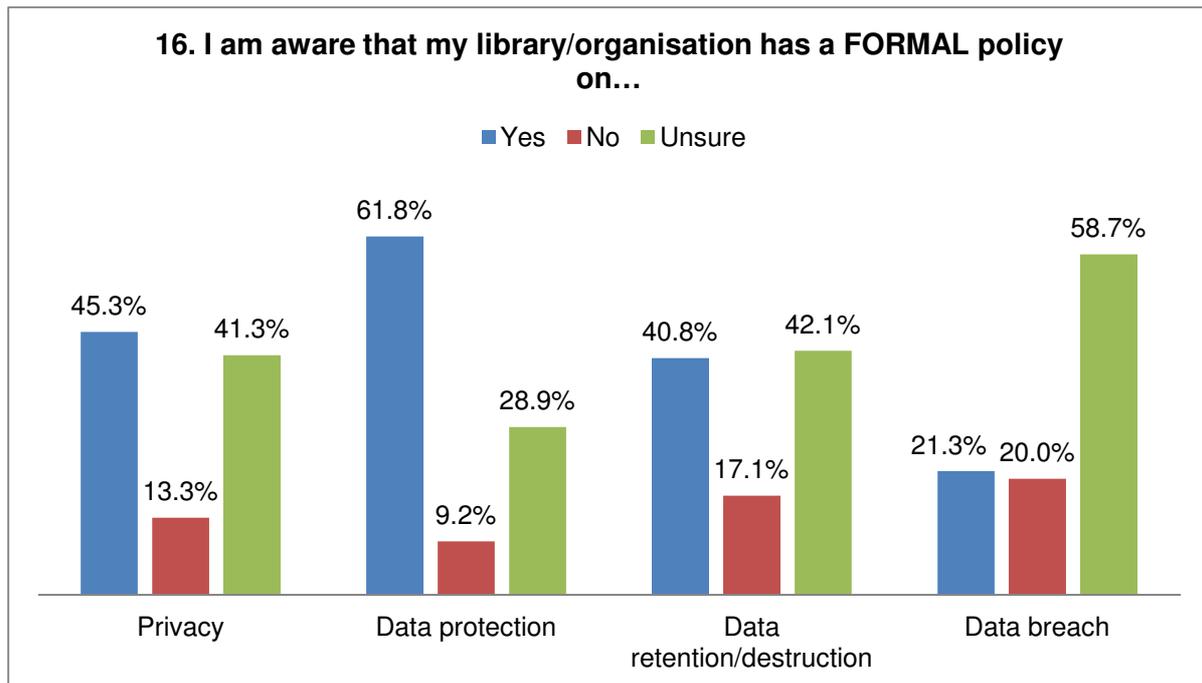


Figure 18 Awareness of policies

Awareness of formal organisational policies was included in the questionnaire to determine what types of policies exist. Four key policies – privacy, data protection, data retention/destruction, and data breach – were selected as they best represent how to notify users about the handling of their personal information from collection to destruction. Data breach policies will become more important when GDPR takes effect as procedures and notifications for breaches of personal information are directly defined (EC, 2016). Organisations with large amounts of personal data should ensure that policies are available to staff and users.

The findings, in Figure 18, determined that formal data protection (62%) and privacy (45%) policies were the most common. More uncertainty was registered regarding data retention/destruction and data breach policies. Moreover, significant correlations were found

between: sector and working hours with data protection policy awareness; and knowledge of data retention, destruction, and breach policies with experience (Appendix J). Sector analysis reflected that 60% of health librarians were unsure whether a data protection policy existed and that two-thirds of law-sector librarians were not aware of a formal policy. Moreover, full-time librarians were more aware of this policy while 58% of part-time staff was unsure. Finally, the results inferred that experience has a relationship with awareness about data retention/destruction and breach policies with the shortest and longest-serving professionals unsure about formal retention/destruction policies. Data breach policy awareness was affirmative with new professionals – however, there was only one respondent in this category – whereas all those with more than one year of service were not sure.

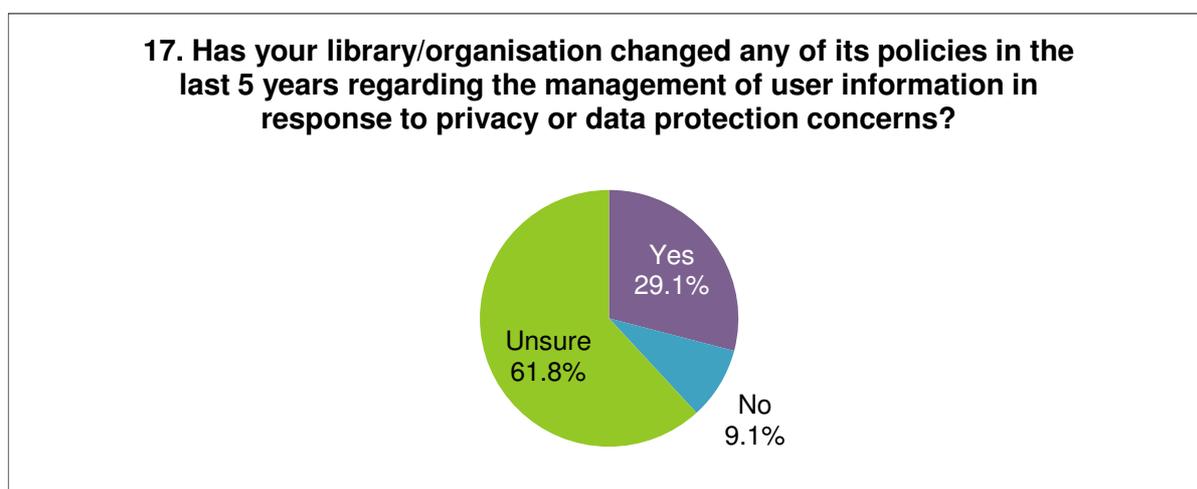


Figure 19 Awareness of policy changes

For respondents who answered yes in the previous question about awareness of formal policies, it was then asked if their library/organisation had changed any policies in response to privacy or data protection concerns in the last five years. Awareness of privacy and data protection has increased and organisations should be seen to reflect changes when issues are expressed by their staff or users by adding new policies or updating existing policies. In Figure 19, the majority – 70% of respondents – were unsure whether policies had changed or that no changes had been made.

18. Does your library/organisation communicate privacy and data protection policies to its users?

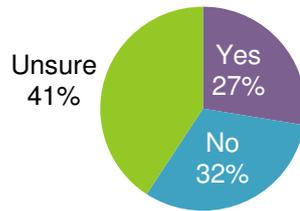


Figure 20 Communication of policies

Whether privacy and data protection policies are communicated to users was addressed next. Not only is it important to have these policies established but notification to users is essential to ensure informed consent to the handing of personal data. Approximately one-quarter of respondents are aware of policies being communicated to users (Figure 20).

19. How are privacy and data protection policies communicated to users?

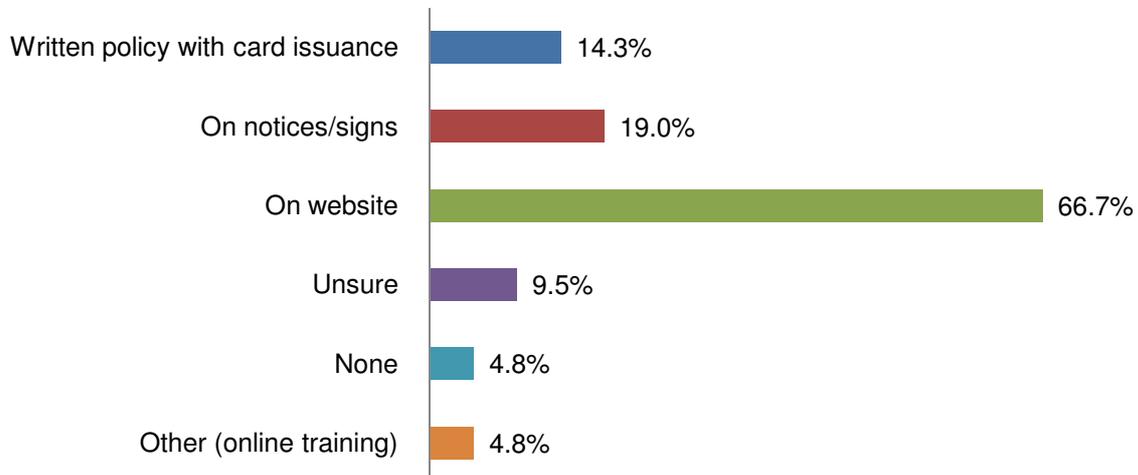


Figure 21 How policies are communicated

For respondents who answered yes to the last question, it was then asked how privacy and data protection policies were being communicated to users (Figure 21). In order to achieve the requisite consent to using personal information, users should be notified in the most appropriate way which matches the service. Organisations should not rely on the

assumption that users are aware their data is being used or have given their consent implicitly. Findings discovered that two-thirds of libraries who inform their users of these policies do it on their website.

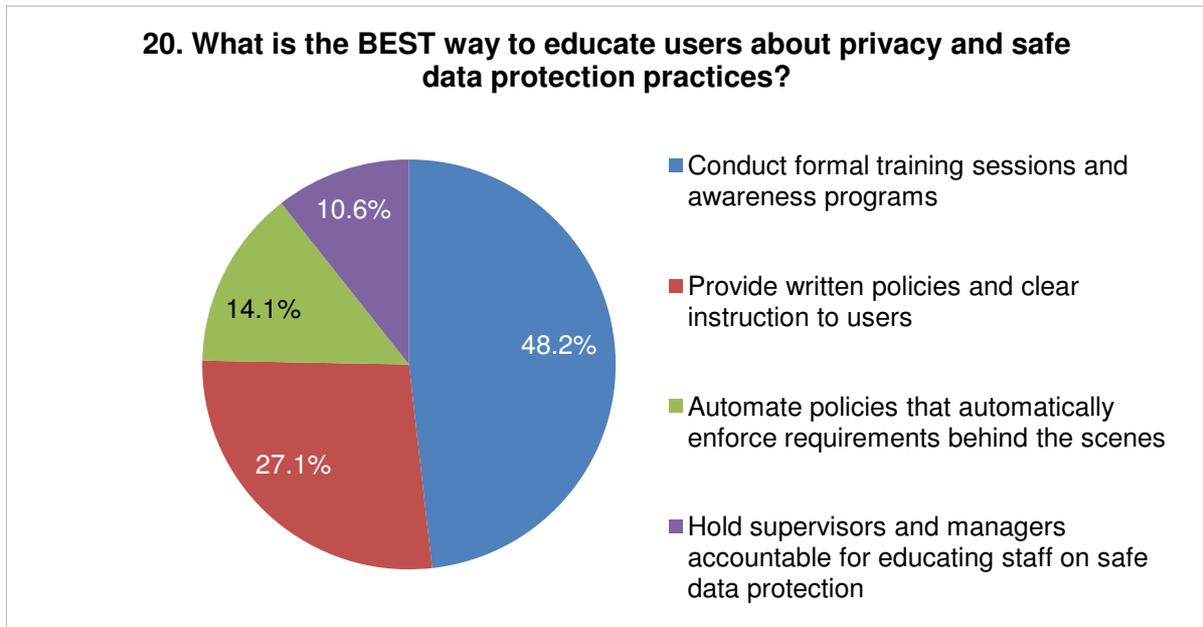


Figure 22 Best methods to educate users

Next, opinions were sought from all respondents about what they consider the best method to educate the organisation’s users – staff included – about privacy and data protection practices. Four choices were offered to represent active or passive methods. The results, in Figure 22, indicated that almost half of the respondents think conducting formal training and awareness was best. Having written policies and instructions, according to 27% of respondents, was another way to ensure the safety of personal information. More passive methods like automated policies and holding others accountable were not considered as highly.

21. Are you aware of your professional responsibilities under current Irish Data Protection legislation?

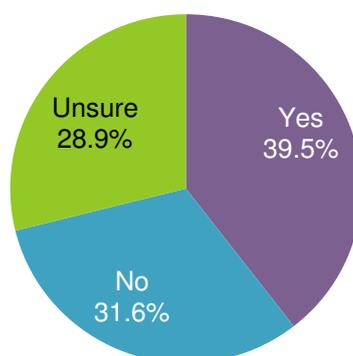


Figure 23 Awareness of legal responsibilities

Organisations have responsibilities under data protection legislation which should be made explicit for those handling personal data. The LAI *Code of Professional Practice* (2013) also proposes legal compliance under its first value of professionalism. As such, awareness of legal professional responsibility towards data protection was sought. Four in ten answered that they were aware of their professional responsibility (Figure 23). Yet there are still more than half who are unaware or unsure of their responsibilities. Further analysis discovered that the majority of respondents (53%) who had participated in privacy and data protection related development events – information sessions, lectures, seminars, etc. – were more aware of their legal professional responsibilities (Appendix J). Similarly, more respondents (47%) with no event attendance replied they were not aware of these responsibilities. It appears that active participation has a positive effect.

22. How would you rate your knowledge of the Irish Data Protection Acts?

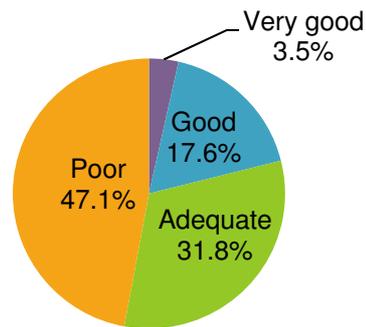


Figure 24 Knowledge of data protection law

All those participating could answer the question about their knowledge of the Data Protection Acts. As librarians, and in keeping with LAI ethical values, knowing how personal data is to be treated – as professional information managers – should be essential. As Figure 24 shows, approximately half of respondents have adequate to very good knowledge levels in data protection practices. The other half considered their knowledge poor.

23. Does your library/organisation have a person or persons responsible for data protection?

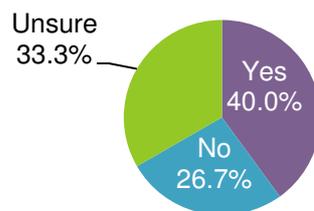


Figure 25 Awareness of data protection official

The next question seeks to determine whether there was a person specifically responsible for data protection in their library/organisation. Those organisations which have someone available to address concerns and develop policies and procedures may be able to maintain compliance and best practices. The GDPR reforms will make it necessary for companies who gather and process large volumes of data to have a data protection official in situ (EC, 2016). As such, Figure 25 reflected that 40% of libraries have a person responsible for data

protection. Potentially, these organisations have a better chance of making sure their practices are accountable and up-to-date.

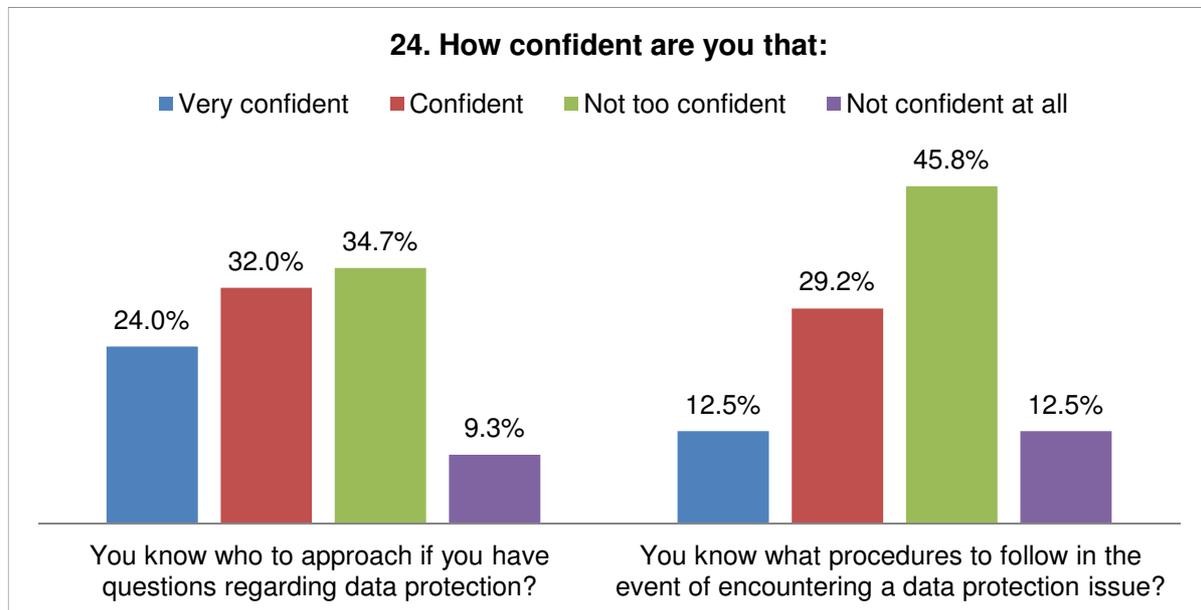


Figure 26 Confidence with data protection issues

The next question was addressed to determine how confident respondents were in their abilities regarding who to approach and what procedures to follow if difficulties arose (Figure 26). A librarian may not be sufficiently trained to handle data protection issues without assistance. Therefore, knowing who to approach or what procedures to follow – whether documented internally or referenced externally – assures appropriate outcomes are achieved. As indicated in the above chart, most respondents (56%) felt confident or very confident in knowing who to approach, however, they were less confident or not at all (58%) about knowing what procedures to follow. Lack of documented policies and procedures as well as training deficiencies may be possible factors for lower confidence levels. Additionally, experience was determined as a significant factor in how confident a respondent was about knowing what procedures to follow (Appendix J). Newer professionals – less than 5 years of experience – recorded higher levels of confidence than more experienced professionals who were mostly not too confident.

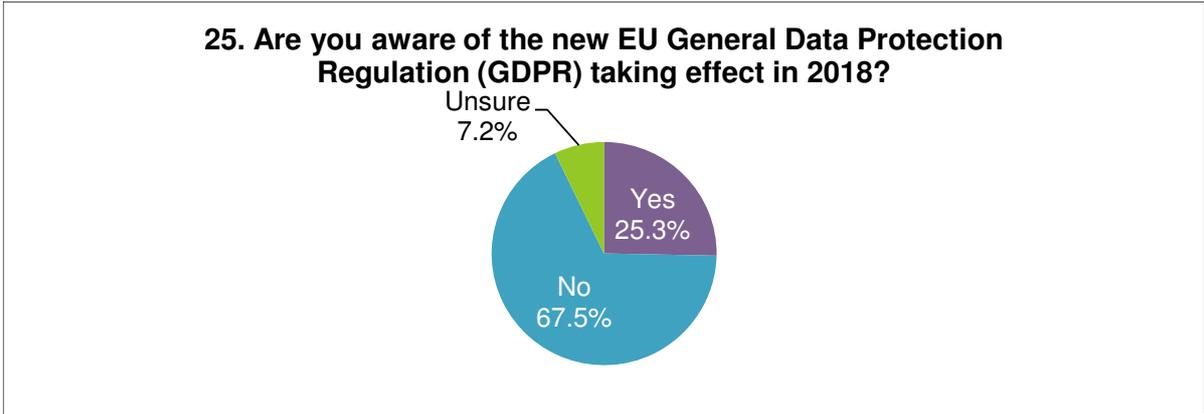


Figure 27 Awareness of GDPR

The final question in this section asked all participants about their awareness of upcoming GDPR regulation. A small description was provided in the online questionnaire to help explain what this regulation will reform. This legislative measure was passed in April 2016 and will make organisational responsibilities more accountable towards individual rights to privacy and data protection (EC, 2016). Figure 27 shows that two-thirds of respondents were not aware of this regulation.

4.2.4. Personal Development

The questions in the personal development section were open to all participants to answer unless specific skip logic was included to ensure relevancy in responses. The purpose of these questions was to achieve the fourth and fifth research objectives as they related to the extent of continuing development in data privacy and protection and any impacts which may have resulted.

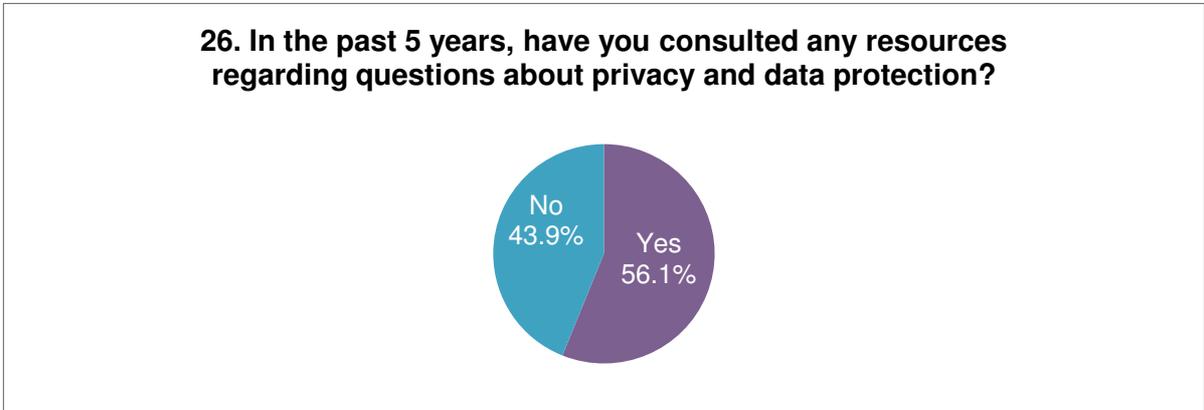


Figure 28 Resource consultation

The survey included a question to determine if participants had consulted any resources with regards to questions about privacy and data protection in past 5 years (Figure 28). This was considered a passive form of activity which could supplement existing personal knowledge. The types of resources were not asked for because as professional librarians, they would be considered experts in evaluating any information consulted. The findings reflected that 56% of respondents have consulted resources in the last five years. Privacy issues are being communicated with increasing frequency and knowledge is power concerning personal information use and abuse.

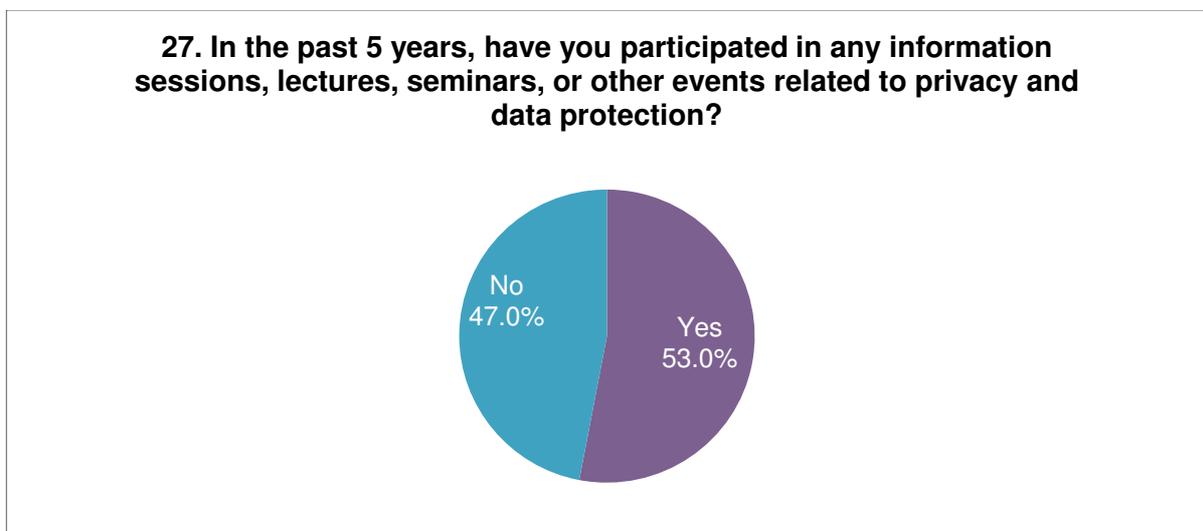


Figure 29 Participation in development opportunities

Next, participants were asked to indicate whether they had participated in any information sessions, lectures, seminars, or other events related to privacy and data protection in the past 5 years. This was considered an active form of engagement. Increasing knowledge on a personal level about these topics might translate to more informed workplace practices if included as part of continuing professional development. Results, shown in Figure 29, reflected that 53% of respondents had done some form of active participation. Opportunities for these types of events are increasing each year as privacy awareness continues to grow. From additional analysis, in Appendix J, there was also correlation with a participant's level of concern regarding privacy using the Internet. Of those who expressed they were very concerned about their privacy online, 73% had participated in related events whereas the greater part of those respondents with lower levels of concern had not attended any type of privacy or data protection related events in the past 5 years.

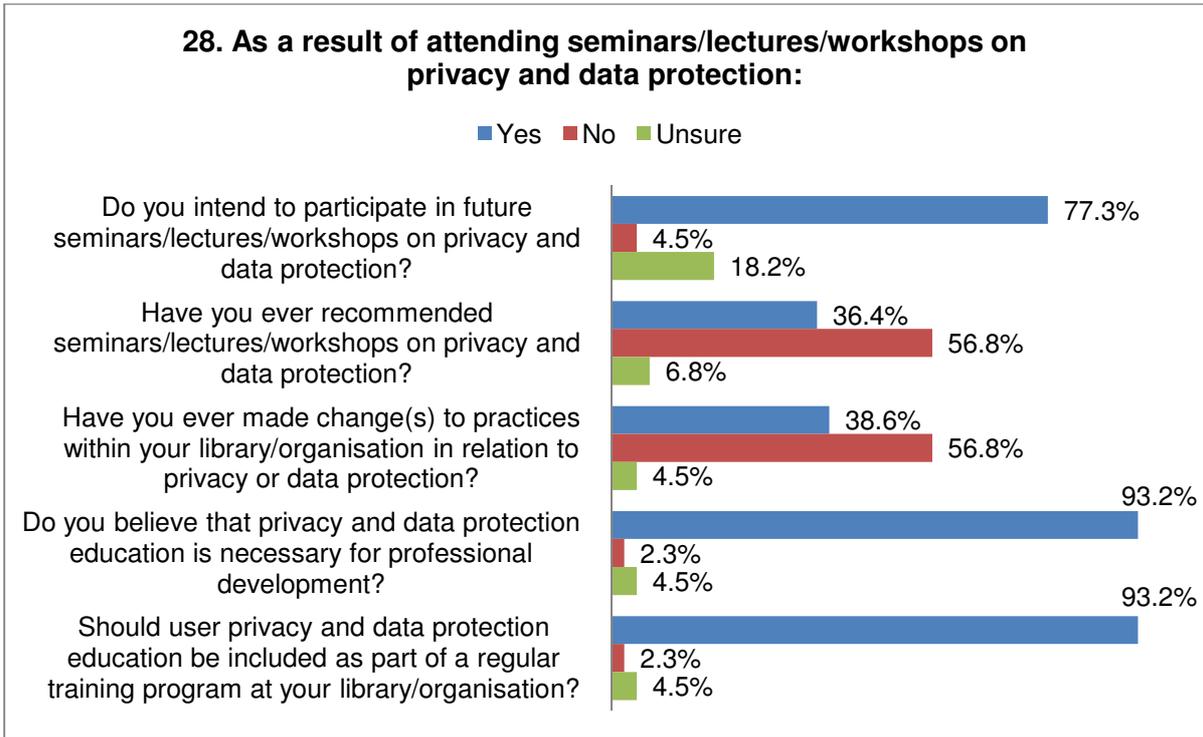


Figure 30 Impact of participation

This question follows up with the potential impacts of participating in privacy and data protection related events. This question was answered by those who replied affirmatively to the previous one. The impacts ranged from intentions for future activities, recommendations to others, changes to internal practices, and personal beliefs. Physical attendance at lectures, seminars, and workshops could help to increase awareness and improve practices. According to the findings, intent for future involvement was high at 77% and beliefs that education in privacy and data protection as necessary for professional development and regular training was very high at 93% (Figure 30). Just over one-third of respondents had also made recommendations and changes to practices as a result of active learning.

Additional analysis by demographics yielded correlations between: future intentions towards development with sector and age; recommendations made and a respondent's age; and belief in privacy and data protection education as necessary for professional development with experience and the number of hours worked (Appendix J). Firstly, the greater part of government, public, academic, and health librarians – with the remainder unsure – do intend to taking part in future privacy and data protection related events. All law, corporate, special, and unemployed librarians were 100% affirmative in their intention. Negative responses were attributed to retirement and one respondent from the 'Other' category (post-primary sector). Similarly, the negative replies were from the eldest respondent and one from the

most common age group of 35-44 years. All other age groups held the positive intention to participate. Secondly, age was also a factor with recommendations about events. The majority in their age group – up to the age of 44 years and after the age of 55 years (excluding 65 years and over) – did not recommend development events. The main age group responsible for recommendations were 45-54 years of age. Finally, years of experience had an impact upon professional development beliefs with those with at least one year of experience holding that privacy and data protection education should be required for professional development. The only negative reply was from a very new professional. This might be due to recent education in the topics. Furthermore, positive belief in professional development was highest with full-time staff. Part-time staff was split with two-thirds agreeing this belief while the other third were unsure in their opinion.

4.2.5. Public Education

Lastly, the questions in the public education section were open to all participants to answer unless specific skip logic was included to ensure relevancy in responses. The purpose of these questions was to achieve the third and sixth research objectives concerning whether educating users should be a professional responsibility and if their organisations actually do.

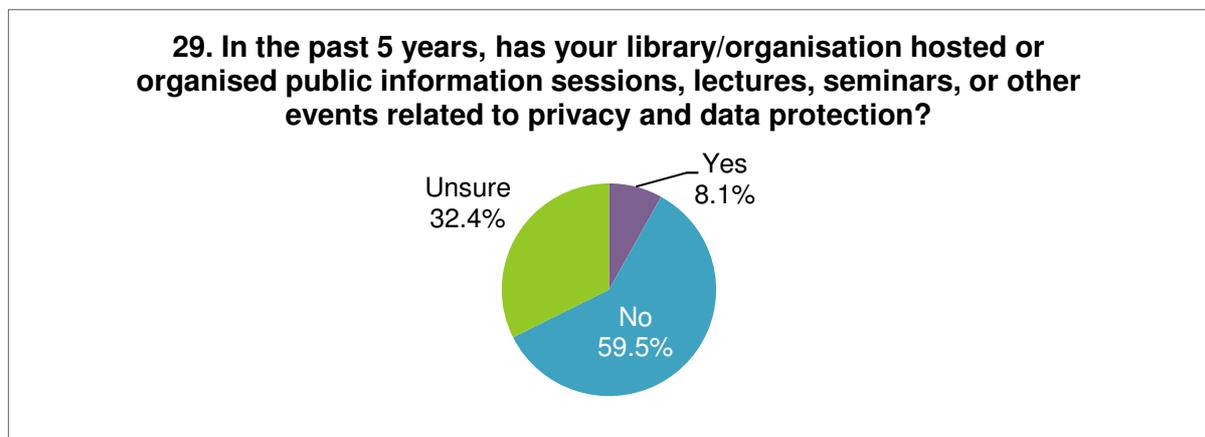


Figure 31 Public education events

A question was included in the survey to determine if any libraries/organisations perform a public education service related to privacy and data protection (Figure 31). Those organisations that actively promote these rights to individuals are ensuring that awareness continues to increase further outside their walls. Respondents who were not employed, retired, or worked in some other sector not specifically listed were excluded from answering

this question. Results found a small percentage (8%) of libraries involved in publically educating their communities.

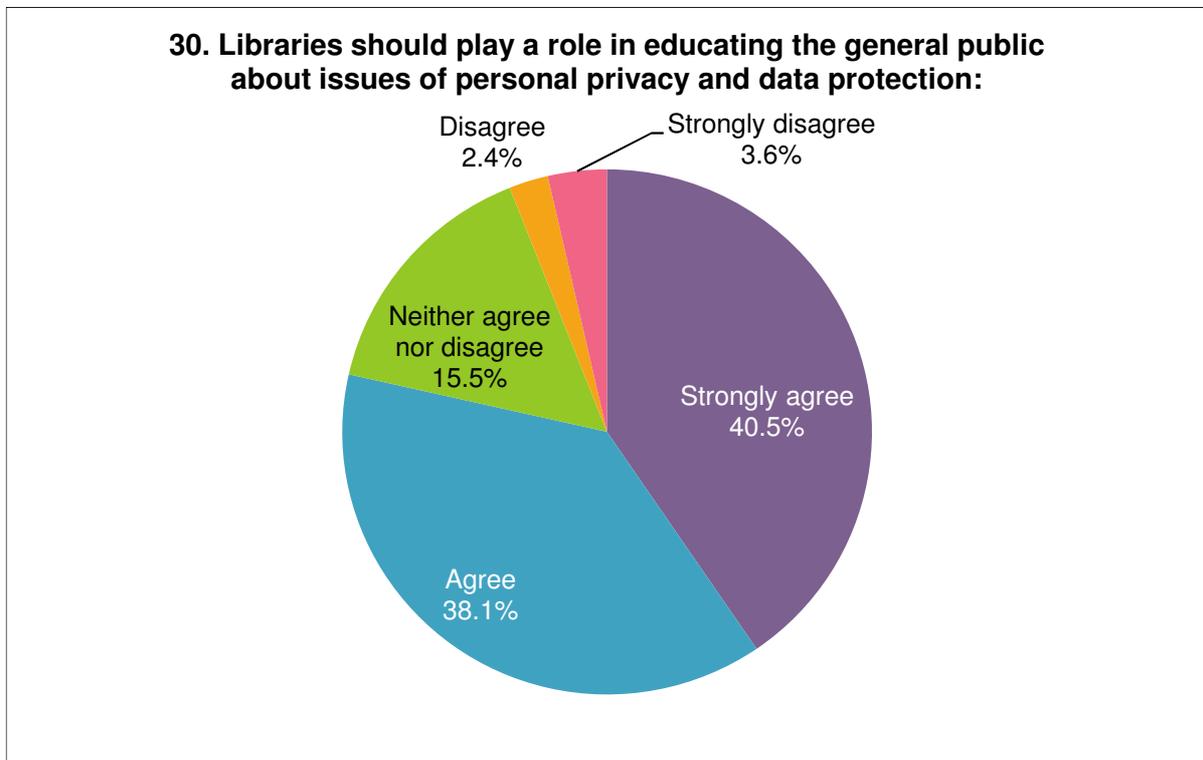


Figure 32 Role for libraries in public education

Finally, all respondents were asked how strongly they agree/disagree that libraries should play a role in public education concerning privacy and data protection. The promotion of information literacy is a core value of librarians which could be adapted to cover these areas as well. The findings, in Figure 32, bear this out as a large majority (78%) are in overall agreement there is an education role for libraries. Public outreach helps to create a more informed citizenry about their rights to privacy and the protection of their personal information. Significance testing also determined that 52% of individuals who had participated in privacy and data protection development activities had a stronger degree of agreement about whether libraries have a role in educating the public (Appendix J). On the other hand, 54% of respondents who did not attend events agreed that a role exists but not as strongly.

4.3. Conclusion

To conclude, these findings represent new knowledge about the privacy and data protection landscape in Ireland from members of the LAI. Even though these results are not representative for the entire field of librarianship in this country, they are still of value to the profession for their insights into opinions held, knowledge, and professional practices regarding privacy and protection of personal information. As such, these results can only be considered as general amongst this research population only. Further research may benefit from some of the patterns found in the data which might be applicable to a wider sample of librarians in Ireland. Comparative value with previous studies – as referenced in the literature review and question sources in Appendix B – can also be offered by these findings and help contribute to academic discourse. These findings and any comparisons are discussed next in Chapter 5 in relation to the literature themes developed in Chapter 2 and the corresponding research questions posed by this project.

5. Discussion

5.1. Introduction

The findings reported from the questionnaire in the previous chapter will be interpreted and presented according to the research questions and objectives specified and in association with the concepts identified in the literature review. Alternative outcomes as provided by previous research studies will also be discussed.

5.2. Do personal attitudes and experiences regarding privacy rights and data protection impact the practice of librarians in Ireland?

5.2.1. Introduction

Personal opinions and experiences of librarians about their own privacy may offer insights into how it affects the professional practice of protecting the personal information of their users. The following discussion is divided into two sections: general privacy; and personal development and public education.

5.2.2. General Privacy

The opinions of LAI members regarding their personal privacy and the protection of personal information online reflected high levels of concern overall. The main target of this concern focussed on businesses and unknown parties accessing information about personal activities online. A similar pattern emerged from this research in comparison with the general privacy concerns of ALA librarians surveyed by Zimmer (2014). However, LAI members expressed a higher degree of concern overall. Further confirmation was evidenced with their strong beliefs in individual control over who can see personal data, excessive collection practices, preventing unauthorised access, and notification of how their information is handled. Again, the pattern observed between LAI and ALA member's responses recorded the same strong levels of agreement. However, LAI librarian's opinions about website notification were stronger than American counterparts, possibly, due to Irish and EU legal requirements and more exposure to such privacy notice displays on European websites. Informing the public about privacy rights and practices not only complies with the law but also conforms to Coomb's (2004) contention that responsibility rests with organisations to give control over these issues to the individual. Empowering the individual may result in minimising the risks of gathering and using personal data without appropriate consent beforehand. Two-thirds of Irish citizens experienced some form of privacy invasion (DPC, 2013). In comparison, the personal experiences of LAI members varied significantly in two instances: receipts of unsolicited emails from commercial organisations; and requests for

excessive personal information. This suggested that librarians may be more aware than the general public about what is considered unsolicited or excessive information from businesses.

The growing publicity surrounding personal data misuse by organisations and the increasing amount of data being harvested to customise services may be contributing factor to higher levels of concern expressed by LAI members – and ALA librarians questioned by Zimmer (2014) – as compared to the previous 5 years respectively. Likewise, the vast majority of LAI and ALA information professionals who were more concerned about their privacy stated the reason as increased knowledge about the risks. This agreed with the large numbers who exercised control by refusing to provide details considered too personal or unnecessary and indicated that a risk assessment may have been performed when deciding to provide personal details. Risk assessment needs to be a continuous activity for those handling personal information.

5.2.3. Personal Development and Public Education

Personal development in the areas of privacy and data protection may have improved the awareness of risks. Knowledge is power and key to making informed choices about which organisations to trust with personal information. Consulting resources and participating in information sessions, lectures, seminars, or other events are ways that more than half of LAI members surveyed enhanced their knowledge in the past 5 years. Active engagement with privacy and data protection events had a significant correlation with those who expressed a high level of concern about online privacy. This suggested that concerns are being addressed by formal programs being offered to raise awareness about how to safeguard personal data and provide education about rights and responsibilities. Also, three-quarters of LAI librarians signalled their future intention to participate in related events and an overwhelming majority believed that professional development should include privacy and data protection education and that this be part of a regular training program within their library/organisation. Active learning opportunities undertaken by nearly one in four members resulted in changes to existing practices or recommending attendance to others. Again, participation was determined as a significant impact towards improving awareness levels and practices (Noh, 2014). These individuals could be thought of as advocates and change agents for their communities to promote the importance of data protection and privacy practices.

Moreover, active participation – in the form of formal training sessions and awareness programs – was confirmed when LAI librarians were asked about the best method of

educating users about privacy rights and safe data protection practices. This is reasonable considering that librarians actively teach information literacy education programs. This result also concurred with opinions recorded by data protection professionals (ICS, 2015). Written policies and clear instructions to users – as the next best method – combined with formal education programs might offer an effective method in promoting digital privacy and safe data protection practices professionally. Taking a proactive approach with education to address gaps in learning was what Shuler (2004) advocated as a role akin with the information literacy practices of librarians. Therefore, it is no wonder that active participation was the dominant response. This outcome was also validated by approximately three out of four LAI members overall who agreed that libraries should play a role in educating the general public about issues of personal privacy and data protection and corresponded similarly with ALA members (Zimmer, 2014). Finally, significant correlation existed between LAI members who had participated in development activities and how strongly they agreed. Librarians teach their users about how to effectively and efficiently locate and evaluate information thereby furthering the development of their communities. Privacy and data protection education as part of a digital skills program could provide another substantial avenue for increasing the visibility of librarianship.

5.3. Do professional experiences regarding privacy rights and data protection impact the practice of librarians in Ireland?

5.3.1. Introduction

The management of personal information within a library can only be as effective as the people responsible for its appropriate handling. To that effect, adequate provisions – such as training, written policies, and procedures – for data protection are required by organisations for legal compliance and to assure privacy rights are respected. The following discussion of privacy and data protection practices of librarians in Ireland has been divided into two sections: procedures and policies; and communication of policies and procedures to staff and users.

5.3.2. Procedures and Policies

From the perspective of procedures, two out of three libraries – according to LAI members – had established practices and procedures to deal with requests for personal information. This result also corresponded with ALA members; however, the context for U.S. access requests involved government and law enforcement as the main requesters for personal information from libraries (Zimmer, 2014). It was also noted that mainly full-time staff in Irish libraries had awareness of practices whereas part-time staff was less sure. Given that

access to personal information is a right available to all individuals under the *Data Protection Acts 1988 and 2003*, privacy and data protection practices and procedures within the library environment should be understood by all staff members and especially those handling personal information.

Secondly, from the perspective of written policies, awareness of data protection and privacy policies were the most recognised. This may be attributable to privacy and data protection directives over the years by the EU. Two in five librarians were aware of a formal retention policy – how long personal data is kept before its disposition into an archive or destroyed – yet just as many were uncertain. The data protection principle of retention is one that aligns closely with library resource collection practices. Personal data – that sensitive resource and valuable commodity per Davies (1997) – might also constitute a collection requiring the same skills to develop retention/destruction policies. Data breach policies are in the minority and LAI professionals were most unsure about a formal policy existing. As more personal data is housed electronically, the likelihood for potential breaches exists. Policies which outline how to manage a breach need to be considered should one occur otherwise reputational damage may cause a loss of professional trust. As user's become more aware of their data rights, retention/destruction and breach policies may become more common in future. When compared with other Irish data protection professionals, the awareness of data retention/destruction and breach policies by LAI members were considerably lower (ICS, 2015). This may have been because their organisations did not have a dedicated person or persons responsible for data protection. Comparatively, the number of organisations with a dedicated individual was double that of LAI member organisations (ICS, 2015). Data protection officers can address concerns and develop policies or procedures which are accountable and up-to-date. Furthermore, upcoming GDPR regulations will require a data protection officer be in place for companies that handle significant amounts of personal data (EC, 2016).

Additionally, policies and procedures should not be considered static documents. As technology and laws continue to evolve, so too the practices within a library environment. Awareness of potential privacy and data protection concerns require active management of underlying policies and procedures. Seven in ten LAI members, when questioned, said that policies in their organisations either had not changed or they were unsure of any changes during the past 5 years. With many long-serving members of the LAI represented in the survey, this is surprising given advancing technology and the attention privacy and data protection concerns have been receiving in the last five years. A possible explanation might infer that policies are not being reviewed and/or updated on a regular basis by organisations. Hess *et al.* (2015) stated that policy development was typically reactionary to circumstances

and should cover all areas in a library environment. Whether this involves new policy or updating existing policies, libraries should not wait to react to an audit or security issue to uncover privacy or data protection risks to their user's personal information.

Interestingly, this result matched ALA respondents (although more were certain that no changes occurred) who are faced with anti-terrorism legislation as a factor driving privacy and data protection issues in the United States (Zimmer, 2014). Although this does not impact Irish libraries in any similar degree, the upcoming GDPR reforms should make an impact on policy changes in future. To that end, only one-quarter of LAI members were aware of the GDPR legislation to take effect in 2018. This is not too surprising considering how recently it was adopted by the EU. Legislation in Ireland has not been changed as yet but will need to be reformed by 2018. It can only be surmised that these reforms will offer an opportunity for library environments to review and update their data protection documentation and practices accordingly and supply the needed training.

5.3.3. Communicating Procedures and Policies to Staff and Users

5.3.3.1. Staff Training

From the perspective of communicating to staff, data protection guidelines place responsibilities on organisations to provide training opportunities. In order to be compliant with legislation, adequate training by organisations is needed to ensure that staff is made aware of their responsibilities. Half of LAI librarians stated that their organisation did not train staff to handle requests for personal information whereas only a third had training opportunities. The inverse was recorded by ALA librarians but once again the context was in relation to government and law enforcement requests for personal data more so than individual requests (Zimmer, 2014). Further evidence was obtained when LAI members were asked what level of training was actually experienced. Again, half of the respondents stated that no training was received in the area of data protection. A possible explanation might be that libraries/organisations could be relying more on written guidelines and practices, even professional ethics, for understanding privacy and data protection issues. For those LAI members who did receive training, there were no overall concerns as to the quality. More efforts at ongoing data protection training opportunities were recorded than during staff induction. The development of ongoing training for awareness and practice had improved since Davies' (1997) early study but induction training had not risen accordingly. This was interesting since data protection legislation has been in force for as nearly many years since the research was conducted with an assumption that training at induction would have become standard practice by now.

Furthermore, a lack of training in data protection practices had a knock-on effect when examining LAI librarian's awareness of professional responsibilities and knowledge of data protection under current Irish legislation. The LAI *Code of Professional Practice* explicitly states that the value of professionalism includes managing and delivering services with an awareness of "legislative and regulatory environments" (LAI, 2013). It was surprising to find that 60% of professionals surveyed were either not aware or unsure of their responsibilities and that 47% stated their knowledge of legislation was poor. A professional duty of care involves being able to understand the importance of privacy as a legal responsibility yet a lack of sufficient guidance about data protection requirements may result in the inability to cope with issues as Sturges *et al.* (2003) discovered. Moreover, overall confidence in knowing what procedures to follow regarding data protection issues was low with almost six in ten LAI professionals not too confident or not confident at all compared with data protection professionals who were generally very confident or confident (ICS, 2015). Yet, LAI members with less than 5 years of experience were generally more confident in procedural knowledge. This may be related to data protection awareness provided by recent education and qualification in librarianship. These findings suggested that training deficiencies might exist as data protection guidelines had not been effectively communicated by the organisation to staff. Further evidence implied that this result may be improved by participation in privacy and data protection related professional development. Active engagement had shown a positive effect to awareness levels when compared with those not attending any information sessions, lectures, seminars, or events. However, continuing professional development does not negate the need for sufficient training to be provided by an organisation responsible for the personal information it manages. With data protection reforms approaching in 2018, awareness and training will require greater efforts by organisations for legal compliance. Developing and maintaining good data protection practices also ensures that users can be confident in trusting organisations handling their personal information.

5.3.3.2. Communicating Policies to Users

Next, from the perspective of communicating privacy and data protection policies to users, the effort made by organisations was deemed insufficient for informed consent to be attained. Only one in four LAI members knew that policies were communicated to their users. Libraries gather and process large quantities of personal information routinely yet the majority may not be explicitly informing their users of privacy and data protection practices. A similar issue of low compliance regarding the notification of policies was also identified by Burkell and Carey (2011), however, ALA guidelines were followed with better results. In

comparison, two-thirds of ALA members were aware of policy communication to users (Zimmer, 2014). This significant difference might be attributed to the influence of the *USA PATRIOT Act* and librarians attempts to communicate their efforts in how they protect user data. The ALA provides guidance, policies, and resources available to its members to develop policies and convey its message to library users. Although not determined by the data, it could be suggested that Irish libraries may be implicitly relying on the trust relationship with users being sufficient when a more proactive and transparent approach is required (Sutlieff and Chelin, 2010). The uncertainty might also signal that the burden of communication may be placed on the broader institution and not the library specifically. Communication efforts could be strengthened in order to maintain both personal and organisational levels of privacy – as described by Shuler (2004) – that users expect. Explicitly informing users about how their personal data is handled is an essential form of communication for any library/organisation.

The most common method of privacy and data protection communication to users was on a website. This is similar to libraries in the United States (Zimmer, 2014). Most organisations have a website and this is a reasonable location. However, it may not be fully suitable to users who do not have access to the Internet or use the library's webpage but still avail of library services. Increased efforts to communicate policies using diverse methods would allow users to gain a better understanding of their rights and responsibilities regarding their personal data. As such, promoting these rights through public education was expressed by nearly 80% of LAI members. Yet, in the past 5 years, only a small percentage had actually hosted or organised information sessions, lectures, seminars, or other events related to privacy and data protection for their communities. This trend was similarly witnessed by ALA librarians (Zimmer, 2014). There appears to be a gap between the belief of a role in educating the public about privacy and data protection and its actual practice.

6. Conclusions and Recommendations

6.1. Introduction

Concerns over issues of privacy regarding personal data are still relevant today as they were 15 years ago when Sturges *et al.* (2001) noted the impact of the World Wide Web. Handing over control of personal data to avail of an organisation's services is common practice in this information age. However, this practice is under increasing scrutiny by individuals becoming more aware of their privacy rights and data protection laws and assuming control over their personal data. Trust is an important factor when deciding to provide personal details for the growing demand in customised services. The ethical stance of librarianship towards ensuring privacy and confidentiality has long been trusted and accepted. In general, the survey response patterns discovered from the data were similar to those of ALA librarians with a few noted exceptions. The findings basically confirmed the value placed on privacy and the assurance of confidentiality regarding a library user's personal records and activities – an ethical principal which is shared by information professionals globally (Shachaf, 2005; Foster and McMenemy, 2012). As such, the practices of Irish libraries need to be up to the task of safeguarding the personal information of their users. Practices regarding privacy rights and data protection were affected by both personal and professional opinions and experiences of librarians in Ireland.

The conclusions drawn from the data analysis and findings will be presented in relation to the two areas examined in the research questions: personal attitudes and experiences; and professional experiences. Recommendations for further research are also discussed in relation to the conclusions and are presented in three sections: further research; resources; and the limitation(s) encountered.

6.2. Personal Attitudes and Experiences

The personal attitudes and experiences of LAI members regarding privacy rights and data protection did reflect an impact on the practice of librarianship in Ireland. The dual identities of information professionals – the personal and the professional as described by Mattlage (2015) – did indicate a positive effect for librarians in both domains. Most of the librarians who responded worked full-time and had achieved a professional qualification. As such, they may already have an understanding about the ethical principles of privacy and confidentiality as valued by librarianship in general (Ferguson, *et al.*, 2016). Nonetheless, personal awareness regarding privacy and data protection appeared to reflect an understanding of legal rights and data protection responsibilities concerning the collection, use, and handling of personal information. Privacy concerns, while using the Internet, were still felt by the

majority and focussed towards organisations based on knowing more about the risks involved. Awareness on a personal level translated into awareness of professional responsibilities and practices especially for those who had participated in privacy and data protection related events. Moreover, strong levels of agreement concerning individual control and organisational responsibility over personal information did appear to influence opinions about professional training and development for themselves as well as public education roles for libraries. The effect of attending seminars, lectures, workshops, *etc.* can offer organisations increased benefits to practices should more librarians in Ireland choose to participate in privacy-related events regardless whether personally or as part of continuing professional development.

6.3. Professional Experiences

The professional experiences of LAI members regarding privacy rights and data protection did suggest an impact on the practice of librarianship in Ireland. In general, the findings reflected that organisational data protection practices appear sufficient in the establishment of procedures and policies but are not communicated adequately to staff and service users. The creation of formal data protection policies and procedures took precedence over other key policies such as privacy, data retention/destruction, and data breach signalling a possible operational priority. Personal information has a lifecycle from initial collection to destruction as well as risks associated in its handling which should be addressed in full to ensure compliance throughout each stage. Most libraries had procedures and policies in place, however, adequate training practices to handle requests for personal information appeared lacking. Insufficient training had affected a librarian's awareness of legal responsibilities under current data protection legislation and confidence in knowing what procedures to follow should issues arise. Additional uncertainty was expressed about whether privacy and data protection policies were conveyed to users by their organisations. Communicating privacy and data protection practices to library service users is the responsibility of the organisation. Gaining informed consent is a key to empowering users to take control of their personal information. Educating users about their rights is another. Akin to information literacy practices, most librarians would prefer to actively conduct formal training and awareness sessions rather than relying on policies or clear instructions to educate their users about privacy and safe data protection practices. However, communication efforts – staff training in and user notification of data protection practices – would require marked improvement before any education functions for users or the public by librarians should be considered. Since agreement was high regarding this role as a professional responsibility, developing an education program may provide an impetus to

proactively review and communicate current policies and procedures in privacy and data protection. Otherwise, future GDPR reforms will present libraries with the opportunity to ensure practices are updated. By actively engaging with the community in helping to promote the benefits of information skills which ensure privacy rights and personal data are protected might demonstrate added value for librarians and their organisations.

6.4. Recommendations

6.4.1. Further Research

This research provided an initial investigation into the privacy and data protection perspectives of LAI professionals. Findings could not be generalised to apply to all librarians in Ireland due to the low response rate encountered with this study. Further research could be useful to discover if some of the response patterns uncovered might apply to a wider population. This limitation is discussed below in section 6.4.3 and provides recommendations for improving a similar study in future. Secondly, based on the findings, a qualitative study into training methods could enhance understanding of where areas for improvement could be identified and best practices obtained. Training in data protection fundamentals is central for assuring that legal compliance is attained and practices are informed and communicated. Finally, a user study is recommended to determine another key viewpoint concerning privacy and data protection assumptions about library services and whether education programs should be developed. User experiences and expectations of library services may contribute to evidence-based decisions regarding professional practices.

6.4.2. Resources

Participation in continuing professional development was found to have a positive impact to practices. There are many different methods to raising awareness and improving practices and some are mentioned below. First off, legal and ethical concerns can be addressed by MOOCs on privacy and data protection related topics which are commonly available to suit any schedule and budget. Additionally, the Data Protection Commissioner's website contains guidelines for Irish individuals and organisations as well as guidance relating to specific issues. Lastly, the Association of Data Protection Officers' website has links to certification, events, and resources (Association of Data Protection Officers, 2015).

Participating in outreach projects such as Data Privacy Day or the American Library Association's Choose Privacy Week are recommended for promoting the importance of protecting personal information and raising awareness of rights, responsibilities, and best practice. In Ireland, *All Aboard: Digital Skills in Higher Education* project provides a holistic

framework of digital skills for educators and students (All Aboard Project Consortium, 2015). Privacy, data protection, and ethics are specifically addressed within the roadmap under the heading of “Identity and Wellbeing”.

NISO (2015) has recently published *Consensus Principles on Users’ Digital Privacy in Library, Publisher, and Software-Provider Systems* which can be applied around procedures and practices to protect user privacy electronically. Finally, the ALA, IFLA, and CILIP offer a variety of documents and resources for library environments in particular.

6.4.3. Limitation(s) Encountered

The main limiting factor for this research project was its low response rate. Non-response bias was the reason why the results could not be generalised to apply to all librarians in Ireland. This may be due to not having direct access to the participant’s email addresses when sending the questionnaire. Reliance on a single point of contact meant that delivery, follow-up requests, or reminders to complete surveys could not be personalised to individuals. The use of a distribution list and LAI contact was convenient for research purposes. On the other hand, a defined list of known email addresses would have ensured more control over the data gathering process. When a low response rate became apparent, the following steps were taken to increase participation: the survey was extended by one week; a reminder was delivered noting the new deadline; and additional social media promotion on Twitter was used. However, there are other methods which may have improved the response rate. Firstly, an incentive – such as a chance to win a voucher – could have been offered for participating. This could have been utilised relatively late into project with minimal expense. Other methods would have needed consideration much earlier in the design process. Firstly, the use of a random sampling of academic and public sector librarians as a targeted population since much literature stemmed from these areas. Secondly, employing a second delivery method such as hand delivery or postal survey would have allowed more opportunities for personalisation and the chance to establish a rapport to encourage participation. Personal attention may not get dismissed as easily or quickly as emails. Finally, a change to the timing of the project when more participants may have been available could be employed. However, this option was not feasible due to the dissertation submission deadline.

7. Reflections on Learning

7.1. Introduction

The purpose of this chapter is to present an evaluation of the knowledge and skills I have developed while undertaking the MSc Information and Library Management programme and the dissertation process. Self-reflection about my experiences is analysed to present a critical view of what I have learned from this course of study and how it affects my future professional development as a qualified librarian.

7.1.1. Personal Background

My path into librarianship began in 2009 when I decided to change careers. I left a long and rewarding professional career in the financial services sector and went back to education full-time to achieve this goal. My experiences in a formal education setting had been a distant memory. The first hurdle of achieving an undergraduate degree had been successful and I anticipated undertaking the post-graduate study which would lead to becoming a qualified librarian. However, the journey to this MSc programme was challenged along the way and took longer than originally planned. However, I was not discouraged and continued with other courses of study in the intervening years to add to my knowledge and skill base. I have always been a firm believer in life-long learning whether as personal or professional development.

7.1.2. Professional Knowledge and Skills Base (PKSB)

This programme is aligned with the CILIP Professional Knowledge and Skills Base (PKSB) for the library, information, and knowledge management communities and provides a useful framework for self-reflection and assessment (CILIP, 2013). Figure 33 illustrates the professional experience and generic skills on which learning outcomes of the programme modules were developed.

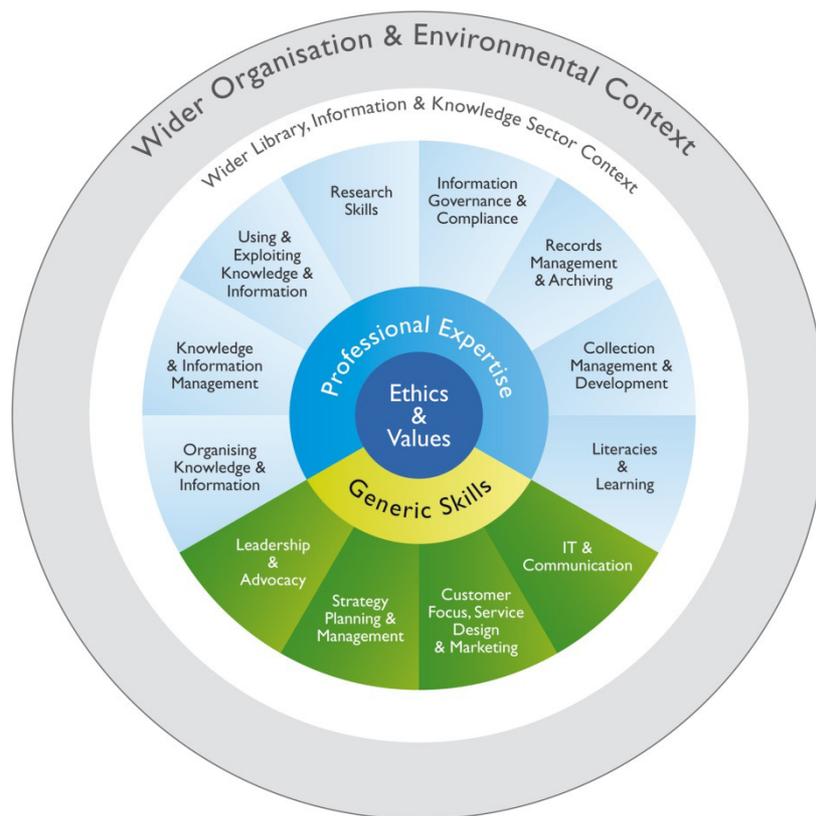


Figure 33 Professional Knowledge and Skills Base (PKSB)

However, the PKSB model only provides a description of the different skills found within the profession of librarianship. Personal reflection about experiences also needs to be done in order to appraise how learning occurred and how the skills acquired can be applied to wider professional, organisational, and environmental contexts. Kolb (1984:38) defines learning as the “process whereby knowledge is created through the transformation of experience”. Conscious and conscientious self-reflection is necessary for evaluating significant experiences in order to fully understand what has been learned and its value for future learning.

7.2. Learning Process

Just as every individual is unique, so too are their experiences, insights, and approaches to learning. Yet, everyone goes through the same stages of the learning process. In Figure 34, Honey and Mumford (1992:4-7) describe four stages of learning and related learning styles.

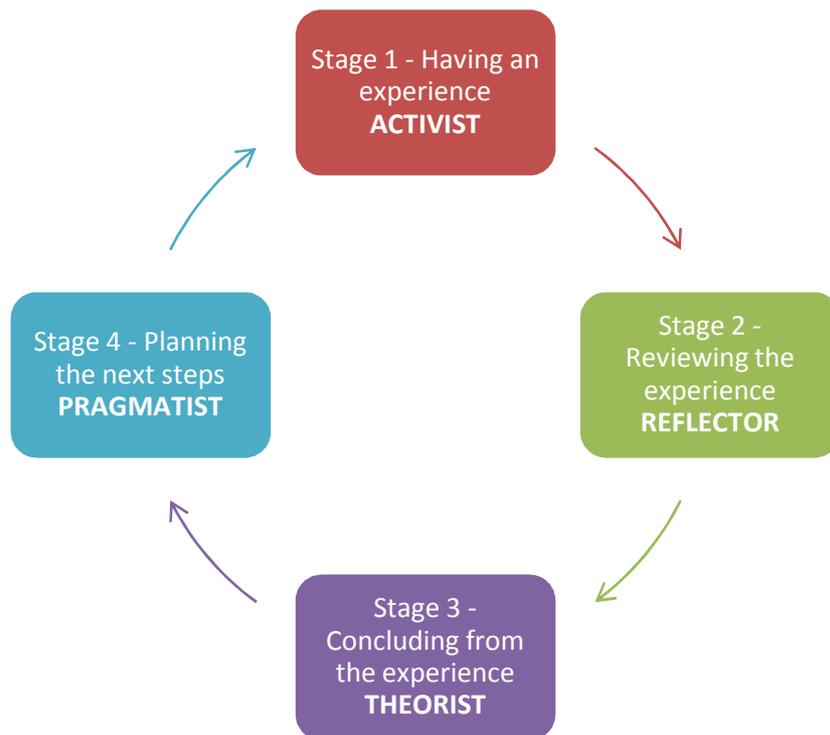


Figure 34 Learning stages and styles

Human individuality also influences preferences towards particular phases of learning over others. Therefore, four learning styles – activist, reflector, theorist, and pragmatist – are also associated with each stage of the process to allow individuals to understand their behaviours in relation to their strengths, weaknesses, and the types of learning activities considered more effective for each person (Honey and Mumford, 1992:5-48). After taking their questionnaire, I discovered (not surprisingly) that I fell into the most common combination of reflector/theorist. This indicates that I prefer to think about experiences and their implications from different angles thoroughly before integrating my observations into rational logical patterns before reaching any conclusions (Honey and Mumford, 1992:5-6). This fits the type of research project I selected for my dissertation. When I first began reading around the topic, I created a mind map with all possible themes that had an impact on privacy. From there, I was able to hone in on the areas I wished to explore further and developed the Venn diagram used in the dissertation depicting how the themes were inter-related. Conducting a scientifically informed quantitative survey of various perspectives into privacy and data protection allowed me to analyse the data and identify patterns for comparison with other research studies in which to draw conclusions.

My learning style was well-matched for the approach I took in understanding research philosophy, methodology, and strategy. It was an experience I had never come across

before. The research onion (Figure 2) taught during the 'Research Methods' module was essential to proceed through the logical thought processes and decisions needed to establish a coherent and cohesive research paper. Having a framework to apply helps me to explore ideas and think through problems after collecting material to synthesise and analyse. Therefore, I kept detailed hand-written notes of the relevant print versions of texts on research methods for business studies. This preference for manual, tactile learning – as opposed to using newer electronic methods – had enabled me in the past to gain deeper understanding of the material being reviewed. Having hand-written notes, in my own words, also makes it easier for me to create connections between concepts. This strategy was also effective when developing the literature review. Notes were added into the margins of printed copies of electronic journal articles with my critical observations and assessment of its value to my research. Furthermore, I created an index card for each article with an annotated bibliography containing major subject themes and any relevant quotes and conclusions. The cards could then be arranged and re-arranged to understand the relationships between works. The ability to perform research and utilise knowledge and information are considered as professional expertise according to the PKSB model for information professionals.

Yet, having said all that, I did utilise new digital applications during the course of this dissertation to improve my information technology proficiency which is included as a generic PKSB skill for librarians. When considering how to organise all the literature I reviewed for relevance, I knew that printing and physically storing everything was not feasible. My former career in the financial services had taught me how to organise information – using basic naming conventions – for easy access and retrieval. This skill was reinforced and improved to a higher standard from what I learned in the 'Information Organisation', 'Information Architecture', and 'Records Management' modules of the programme. The reference management tool Zotero was adapted effectively to suit my preferred learning style. As such, filing structures were created with consistent naming and numbering to catalogue and classify all the articles. Links to full-text versions were easily accessible and many citation styles available for referencing. All potential articles (or abstracts) were first read online for an initial screening of relevance to my research themes. If the literature was accepted, then a print version was obtained for a more critical evaluation of its merits. Finally, if the material was going to be used in the literature review, an index card was created to complete the process. The PKSB views the development of these skills under several categories – organising knowledge and information, records management and archiving, and knowledge and information management – of professional experience. They are considered hallmarks of librarianship and any future position in the field will involve these skills for effective and efficient information access and retrieval.

Also, managing the entire research project was not possible without Gantt chart software to establish the timetable for completing the study. I was first introduced to this application in the 'Information Technology' module. I had managed projects in the past, but did not employ a formal tool as such. I relied mainly on calendars to note short-term dates for the next deliverable without much thought for longer-term planning to see if work could be concurrent at any stage of the process. As a result of using a Gantt chart application, my project and time management skills have been significantly improved. Strategy, planning and management are key generic skills within the PSKB framework. This will be of future benefit as there are many projects undertaken regularly in the library profession.

This dissertation is the culmination of the knowledge and skills I have developed over the last two years while undertaking the MSc Information and Library Management programme. Not only did all the modules provide the necessary knowledge and skills in which to complete the research project but also are the very foundation of librarianship. The heart of being a librarian involves being able to teach these very same skills to their community. In an academic setting, a librarian's services are a silent partner in most research projects. Librarians are responsible for teaching students how to search, research, evaluate, and reference scholarly material. Information literacy and learning, as taught in the 'Teaching Librarian' module, is a key professional skill found in the CILIP PKSB framework. I have not only developed this skill to complete the underlying research of my dissertation but also have the added knowledge of underlying pedagogy and praxis to create learning objectives, outcomes, lesson plans, and literacy programs to teach information skill to others in future.

Finally, my research topic is also a type of information literacy. Being able to understand how personal information is handled can be considered a digital literacy skill. Librarians have a globally-shared ethical and professional commitment to protecting the privacy and personal information of their users amongst other values espoused to the profession. Ethics are fundamental when making decisions for ourselves or others. Having an understanding of what is right, wrong, or morally acceptable influences how we behave in particular circumstances. Ethical issues were addressed at all stages to guide this dissertation as well as an underlying theme investigated in the literature on the topic. Knowledge of these values –which informs all professional expertise and discussed in all modules – is at the core of the PKSB model of librarianship. I feel that being able to understand the ethics and values that librarians share will allow me to uphold their high professional standards.

7.3. Learning Plans for the Future

Learning never ends. What I have learned from my personal and professional experiences has shaped me into who I am today. I have also learned a bit more about myself and what I am capable of achieving during these last two years while undertaking the MSC Information and Library Management programme and this dissertation. Plans to sustain the learning process are important to ensure that the knowledge and skills that I have established continue to be developed and improved. The 'Personal and Professional Development' module of the programme taught me to set both short-term and long-term goals, analyse strengths and weaknesses, identify opportunities and potential threats, develop learning objectives, and keep a learning log. Now that the course has concluded, it is time to review this learning portfolio and revise it to accomplish a new goal. My next aim will be to secure employment as a qualified librarian. To begin the process, I will need to be able to communicate and market the knowledge and skills I have acquired. Being able to do this effectively was learned during the 'Management for Information and Library Professionals' module. Therefore, the PKSB framework which details the skills and knowledge required for librarians will be an ideal tool for maintaining a record of learning activities taken to date and future personal and professional development planning. Also, being aware of my learning style will help me in future to: understand how I approach learning situations; how to best utilise my strengths; and how to improve upon weaknesses.

Finally, learning is "perhaps **the** most important of **all** the life skills since the way in which people learn affects everything else" (Honey and Mumford, 1992:2). Education changes lives. I can personally attest that my life has been improved by the learning processes I have experienced. It is never too early or too late to harness the power of education to pursue our goals – whatever they may be – and give us the opportunity to expand our understanding of the world around us.

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Appendix A – Participant information sheet

PARTICIPANT INFORMATION SHEET

PROJECT TITLE: Safeguarding what's personal: privacy and data protection perspectives of Library Association of Ireland members

Dear LAI member,

Hello, my name is Anita Cooper. I am completing my dissertation for the degree of MSc Information and Library Management at Dublin Business School under the supervision of Dr. Christoph Schmidt-Supprian. As a member of the Library Association of Ireland, you are being asked to take part in a survey on privacy and data protection.

The goal of this research project is to explore your opinions and experiences concerning privacy and the protection of personal data and how this affects the professional practice of librarians in Ireland.

This is an issue of great importance as privacy attitudes are constantly evolving and evermore personal data is being collected and managed in electronic environments. Yet, nothing is known about its impact on Irish library practices. Your valuable responses will help to identify practical recommendations and provide potential areas for further research.

The online survey at <https://www.surveygizmo.com/s3/2874687/privacy-survey> should take no more than 10 minutes to complete or can be saved at any time and continued at your convenience. The survey can be accessed on any device (PC, tablet, smartphone) of your choice. The submission deadline for completion is **Friday, July 15, 2016**.

PARTICIPANT RIGHTS

You may decide to stop being part of the research study at any time without explanation required from you. You have the right to ask that any data you have supplied at any point be withdrawn and/or destroyed.

You have the right to omit or refuse to answer or respond to any question that is asked of you.

You have the right to have your questions about the procedures answered. If you have any questions as a result of reading this information sheet, you should ask the researcher before the study begins.

CONFIDENTIALITY AND ANONYMITY

The data collected does not contain any personal information about you and your participation completely anonymous. The information you provide will be treated in the strictest confidence and processed for research purposes. The survey is being administered securely and data is encrypted.

FOR FURTHER INFORMATION

I will be glad to answer your questions about this study at any time and can be reached at aocooper@hotmail.com or by telephone at 085-788-4835.

Thank you kindly for your help,

Anita Cooper

Appendix B – Question sources and research objectives

Demographics

Question	Source	Objective
Which sector do you work in?	Zimmer (2014) and LAI	institutional category analysis
What is your Library Association of Ireland membership category?	Zimmer (2014) and LAI	member category analysis (includes education)
How long have you been a librarian/information professional?	Noh (2013)	professional experience analysis
Please indicate your current working hours:		professional experience analysis
Age:	Zimmer (2014)	age analysis

General privacy

Question	Source	Objective
<p>Generally, how concerned are you about:</p> <p>Your privacy while using the Internet</p> <p>Your family, friends and acquaintances getting personal information about you and your online activities</p> <p>Businesses and people you do not know getting personal information about you and your web activities</p> <p>Government and law enforcement getting personal information about you and your web activities</p>	Zimmer (2014)	RO1
<p>Have you ever personally experienced any of the following?</p> <p>Received unsolicited emails from commercial organisations</p> <p>Had excessive personal information sought from business/public sector organisations</p> <p>Had information, images or footage of you posted on the Internet without your consent</p> <p>Had inappropriate access to personal information held about you within an organisation</p> <p>Had disclosures of your personal information to others without your agreement</p> <p>Had personal information being withheld from you without explanations</p>	Data Protection Commissioner (2013)	RO1
<p>Have you ever refused to give information to an organisation or government agency because you thought it was not really necessary or was too personal?</p>	Zimmer (2014)	RO1
<p>Please indicate your opinion about the following:</p> <p>Individuals should be able to control who sees their personal information</p>	Zimmer (2014)	RO1

<p>I'm concerned that companies are collecting too much personal information about me and other individuals</p> <p>I'm concerned that the government is collecting too much personal information about me and other individuals</p> <p>Organisations and government agencies that collect personal information should take more steps to prevent unauthorised access to individuals' personal information</p> <p>Websites should prominently display policies on how a user's information is treated</p>		
<p>Compared to 5 years ago, would you say you are more concerned about privacy issues on the Internet, less concerned, or that you have the same level of concern?</p>	Zimmer (2014)	RO1
<p>Please tell me which one of the following is the most important reason you are more concerned about privacy issues on the Internet than you were 5 years ago:</p>	Zimmer (2014)	RO1

Professional experience and development

Question	Source	Objective
<p>Please answer the following questions about the handling of personal information in your library/organisation:</p> <p>Do you require access to the personal information of users in order to perform your duties?</p> <p>Does your library/organisation have any established practices or procedures for dealing with requests for personal information about users?</p> <p>Does your library/organisation train staff on how to handle requests for personal information about users?</p>	Zimmer (2014)	RO2 RO2 RO2 RO4
<p>What level of training have you personally received from your employer in the area of data protection?</p>	Irish Computer Society (2015)	RO4
<p>How would you rate the quality of the training you have personally received from your employer in the area of data protection?</p>	Irish Computer Society (2015)	RO4
<p>When does data protection awareness and practice feature in staff training?</p> <p>Induction training Ongoing training</p>	Davies (1997)	RO4
<p>I am aware that my library/organisation has a FORMAL policy on...</p> <p>Privacy policy</p> <p>Data protection policy</p> <p>Data retention/destruction policy</p> <p>Data breach policy</p>	Irish Computer Society (2015)	RO2
<p>Has your library/organisation changed any of its policies in the last 5 years regarding the management of user information in response to privacy or data protection concerns?</p>	Zimmer (2014)	RO2

Does your library/organisation communicate privacy and data protection policies to its users?	Zimmer (2014)	RO2
How are privacy and data protection policies communicated to users?	Zimmer (2014)	RO2
What is the BEST way to educate users about privacy and safe data protection practices?	Irish Computer Society (2015)	RO2
Are you aware of your professional responsibilities under current Irish Data Protection legislation?	Irish Computer Society (2015)	RO2
How would you rate your knowledge of the Irish Data Protection Acts?	Davies (1997)	RO2
Does your library/organisation have a person or persons responsible for data protection?	Irish Computer Society (2015)	RO2
How confident are you that: You know who to approach if you have questions regarding data protection? You know what procedures to follow in the event of encountering a data protection issue?	Irish Computer Society (2015)	RO2
Are you aware of the new EU General Data Protection Regulation (GDPR) taking effect in 2018?	Irish Computer Society (2015)	RO2

Personal development

Question	Source	Objective
In the past 5 years, have you consulted any resources regarding questions about privacy and data protection?	Davies (1997)	RO4
In the past 5 years, have you participated in any information sessions, lectures, seminars, or other events related to privacy and data protection?	Zimmer (2014)	RO4
As a result of attending seminars/lectures/workshops on privacy and data protection: Do you intend to participate in future seminars/lectures/workshops on privacy and data protection? Have you ever recommended seminars/lectures/workshops on privacy and data protection? Have you ever made change(s) to practices within your library/organisation in relation to privacy or data protection? Do you believe that privacy and data protection education is necessary for professional development? Should user privacy and data protection education be included as part of a regular training program at your library/organisation?	Noh (2014)	RO5

Public education

Question	Source	Objective
In the past 5 years, has your library/organisation hosted or organised public information sessions, lectures, seminars, or other events related to privacy and data protection?	Zimmer (2014)	RO6
Libraries should play a role in educating the general public about issues of personal privacy and data protection:	Zimmer (2014)	RO3

Appendix C – Online survey introduction and consent

SURVEY FOR LIBRARY ASSOCIATION OF IRELAND MEMBERS

This survey is being conducted to find out about your opinions and experiences concerning privacy and data protection and how they affect your work in Irish libraries. Please answer the questions freely. You cannot be identified from the information you provide.

ALL THE INFORMATION YOU PROVIDE WILL BE TREATED WITH THE STRICTEST CONFIDENCE AND YOUR DECISION TO PARTICIPATE IN THIS RESEARCH IS ENTIRELY VOLUNTARY.

The survey should take you no more than 10 minutes to complete or can be saved at any time and continued at your convenience. If you do not wish to take part, just close the survey link and no further action is required.

By clicking **[NEXT]**, you are agreeing that:

- (1) you have read and understood the Participant Information Sheet (provided with the survey link),
- (2) questions about your participation in this study have been answered satisfactorily,
- (3) you are aware of the potential risks (if any),
- (4) you are taking part in this research study voluntarily (without coercion).

The survey is accessible on any type of device (PC, tablet, smartphone) of your choice and there are no costs associated with completing the survey other than your time.

PLEASE COMPLETE THE SURVEY NO LATER THAN FRIDAY JULY 15, 2016.

I hope you will be willing to complete the survey. If you have any queries or would like further information about this research project, please telephone me on 085-788-4835 or email me on aocooper@hotmail.com.

Thank you for your help and your time,

Anita Cooper
MSc Information and Library Management student
Dublin Business School

Appendix D – Test questionnaire

Research survey: Information privacy and data protection

Demographics

Logic: Show/hide trigger exists.

1) Which library/organisational sector do you work in?

Please indicate which sector best describes your current employment

- Government
- Public
- Academic
- Health
- Law
- Corporate
- Special
- Other (please specify): _____
- Not currently employed
- Retired

2) What is your Library Association of Ireland membership category?

Please indicate which category best represents your LAI membership status

- Professional** (with professional qualifications, recognised by the Association, who are, or have been employed in the profession of librarianship in Ireland)
- Para-professional** (without a professional library qualification who are or have been employed in the field of librarianship in Ireland)
- International** (employed or engaged in the profession of librarianship outside Ireland)
- Student** (not in employment who are enrolled on a course leading to a professional qualification in library and information studies)
- Fraternal** (with an interest in the work, welfare, or progress of libraries, but who are not employed in the field of librarianship in Ireland)

3) How long have you been practicing as a librarian/information professional?

- Less than 1 year
- 1-5 years
- 5-10 years
- 10-20 years
- More than 20 years

Logic: Hidden unless: Question "Which library/organisational sector do you work in?" #1 is one of the following answers ("Government", "Public", "Academic", "Health", "Law", "Corporate", "Special", "Other (please specify)")

4) Please indicate your current working hours:

- Full time (35 hours per week or more)
- Part time (less than 35 hours per week)

5) Age:

- 15-24 years
- 25-34 years
- 35-44 years
- 45-54 years
- 55-64 years
- 65 years and over

General Privacy

6) Generally, how concerned are you about:

	Very concerned	Somewhat concerned	Not too concerned	Not concerned at all	Unsure
Your privacy while using the Internet	()	()	()	()	()
Your family, friends and people who you know getting personal information about you and your online activities	()	()	()	()	()
Businesses and people whom you do not know getting personal information about you and your web activities	()	()	()	()	()
Government and law enforcement getting personal information about you and your web activities	()	()	()	()	()

7) Have you ever personally experienced any of the following?

	Yes	No	Unsure	I'd rather not say
Received unsolicited emails from commercial organisations	()	()	()	()
Had excessive personal information sought from business/public sector organisations	()	()	()	()

Had information, images or footage of you posted on the Internet without your consent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inappropriate access to personal information held about you within an organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disclosures of your personal information to others without your agreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had personal information being withheld from you without explanations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8) Have you ever refused to give information to an organisation or government agency because you thought it was not really necessary or was too personal?

- Yes
- No
- Unsure
- I'd rather not say

9) Please indicate your opinion about the following:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Individuals should be able to control who sees their personal information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm concerned that companies are collecting too much personal information about me and other individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm concerned that the government is collecting too much personal information about me and other individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisations and government agencies that collect personal information should take more steps to prevent unauthorised access to individuals' personal information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Websites should prominently display policies on how a user's information is treated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Logic: Show/hide trigger exists.

10) Compared to 5 years ago, would you say you are more concerned about privacy issues on the Internet, less concerned, or that you have the same level of concern?

- More concerned
- Less concerned
- Same level of concern

Logic: Hidden unless: Question "Compared to 5 years ago, would you say you are more concerned about privacy issues on the Internet, less concerned, or that you have the same level of concern?" #10 is one of the following answers ("More concerned")

11) Please tell me which one of the following is the most important reason you are more concerned about privacy issues on the Internet than you were 5 years ago:

- You know more about risks
- You have more to lose
- Personal experience
- Some other reason
- Unsure

Professional experience and development

Logic: Hidden unless: Question "Which library/organisational sector do you work in?" #1 is one of the following answers ("Government", "Public", "Academic", "Health", "Law", "Corporate", "Special", "Other (please specify)")

12) Please answer the following questions about the handling of personal information in your library/organisation:

	Yes	No	Unsure
Do you require access to the personal information of users in order to perform your duties?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does your library/organisation have any established practices or procedures for dealing with requests for personal information about users?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does your library/organisation train staff on how to handle requests for personal information about users?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Logic: Show/hide trigger exists. Hidden unless: Question "Which library/organisational sector do you work in?" #1 is one of the following answers ("Government", "Public", "Academic", "Health", "Law", "Corporate", "Special", "Other (please specify)")

13) What level of training have you personally received from your employer in the area of data protection?

- Too much training
- Right level of training
- Not enough training
- No training

Logic: Hidden unless: Question "What level of training have you personally received from your employer in the area of data protection?" #13 is one of the following answers ("Too much training", "Right level of training", "Not enough training")

14) How would you rate the quality of the training you have personally received from your employer in the area of data protection?

- Excellent
- Good
- OK
- Poor

Logic: Hidden unless: Question "What level of training have you personally received from your employer in the area of data protection?" #13 is one of the following answers ("Too much training", "Right level of training", "Not enough training")

15) When does data protection awareness and practice feature in staff training?

	Yes	No	Unsure
Induction training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ongoing training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Logic: Hidden unless: Question "Which library/organisational sector do you work in?" #1 is one of the following answers ("Government", "Public", "Academic", "Health", "Law", "Corporate", "Special", "Other (please specify)")

16) I am aware that my library/organisation has a FORMAL policy on...

	Yes	No	Unsure
Privacy policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data protection policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data retention/destruction policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data breach policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Logic: Hidden unless: (((Question "Privacy policy" is one of the following answers ("Yes")) OR Question "Data protection policy" is one of the following answers ("Yes")) OR Question "Data retention/destruction policy" is one of the following answers ("Yes")) OR Question "Data breach policy" is one of the following answers ("Yes"))

17) Has your library/organisation changed any of its policies in the last 5 years regarding the management of user information in response to privacy or data protection concerns?

- Yes
- No
- Unsure

Logic: Show/hide trigger exists. Hidden unless: Question "Which library/organisational sector do you work in?" #1 is one of the following answers ("Government", "Public", "Academic", "Health", "Law", "Corporate", "Special", "Other (please specify)")

18) Does your library/organisation communicate privacy and data protection policies to its users?

- Yes
- No
- Unsure

Logic: Hidden unless: Question "Does your library/organisation communicate privacy and data protection policies to its users?" #18 is one of the following answers ("Yes")

19) How are privacy and data protection policies communicated to users?

Please select all that apply

- Written policy with card issuance
- On notices/signs
- On website
- On/near computers
- Unsure
- None
- Other (please specify): _____

20) What is the BEST way to educate users about privacy and safe data protection practices?

Select one of the following

- Conduct formal training sessions and awareness programs
- Provide written policies and clear instruction to users
- Automate policies that automatically enforce requirements behind the scenes
- Hold supervisors and managers accountable for educating subordinates on safe data protection

Logic: Hidden unless: Question "Which library/organisational sector do you work in?" #1 is one of the following answers ("Government", "Public", "Academic", "Health", "Law", "Corporate", "Special", "Other (please specify)")

21) Are you aware of your professional responsibilities under current Irish Data Protection legislation?

- Yes
- No
- Unsure

22) How would you rate your knowledge of the Irish Data Protection Acts?

- Very good
- Good
- Adequate
- Poor

Logic: Hidden unless: Question "Which library/organisational sector do you work in?" #1 is one of the following answers ("Government", "Public", "Academic", "Health", "Law", "Corporate", "Special", "Other (please specify)")

23) Does your library/organisation have a person or persons responsible for data protection?

- Yes
- No
- Unsure

Logic: Hidden unless: Question "Which library/organisational sector do you work in?" #1 is one of the following answers ("Government", "Public", "Academic", "Health", "Law", "Corporate", "Special", "Other (please specify)")

24) How confident are you that:

	Very confident	Confident	Not too confident	Not confident at all
You know who to approach if you have questions regarding data protection?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You know what procedures to follow in the event of encountering a data protection issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25) Are you aware of the new General Data Protection Regulation (GDPR) taking effect in 2018 for EU member states?

- Yes
- No
- Unsure

Personal development

Logic: Show/hide trigger exists.

26) In the past 5 years, have you participated in any information sessions, lectures, seminars, or other events related to privacy and data protection?

- Yes
- No

Logic: Hidden unless: Question "In the past 5 years, have you participated in any information sessions, lectures, seminars, or other events related to privacy and data protection?" #26 is one of the following answers ("Yes")

27) As a result of attending seminars/lectures/workshops on privacy and data protection:

	Yes	No	Unsure
Do you intend to participate in future seminars/lectures/workshops on privacy and data protection?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you ever recommended seminars/lectures/workshops on privacy and data protection?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you ever made change(s) to practices within your library/organisation in relation to privacy or data protection?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you believe that privacy and data protection education is necessary for professional development?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Should user privacy and data protection education be included as part of a regular training program at your library/organisation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Public education

Logic: Hidden unless: Question "Which library/organisational sector do you work in?" #1 is one of the following answers ("Government", "Public", "Academic", "Health", "Law", "Corporate", "Special", "Other (please specify)")

28) In the past 5 years, has your library/organisation hosted or organised public information sessions, lectures, seminars, or other events related to privacy and data protection?

- Yes
- No
- Unsure

29) Libraries should play a role in educating the general public about issues of personal privacy and data protection

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Appendix E – Final questionnaire

Research survey: privacy and data protection

Demographics

Logic: Show/hide trigger exists.

1) Which sector do you work in?

Please indicate which sector best describes your current employment

- Government
- Public
- Academic
- Health
- Law
- Corporate
- Special
- Not currently employed
- Retired
- Other (please specify): _____

2) What is your Library Association of Ireland membership category?

Please indicate which category best represents your LAI membership status

- Professional** (with professional qualifications recognised by the LAI; and employed in the profession of librarianship in Ireland)
- Para-professional** (without a professional library qualification; and employed in the profession of librarianship in Ireland)
- International** (employed in the profession of librarianship outside Ireland)
- Student** (not employed; and enrolled on a course leading to a professional qualification in library and information studies)
- Fraternal** (with an interest in the work, welfare, or progress of libraries; not employed in the profession of librarianship)

3) How long have you been a librarian/information professional?

- Less than 1 year
- 1-5 years
- 5-10 years
- 10-20 years
- More than 20 years

Logic: Hidden unless: Question "**Which sector do you work in?**" #1 is one of the following answers ("Government","Public","Academic","Health","Law","Corporate","Special")

4) Please indicate your current working hours:

- Full time (35 hours per week or more)
- Part time (less than 35 hours per week)

5) Age:

- 15-24 years
- 25-34 years

- () 35-44 years
- () 45-54 years
- () 55-64 years
- () 65 years and over

General Privacy

6) Generally, how concerned are you about:

	Very concerned	Somewhat concerned	Not too concerned	Not concerned at all	Unsure
Your privacy while using the Internet	()	()	()	()	()
Your family, friends and acquaintances getting personal information about you and your online activities	()	()	()	()	()
Businesses and people you do not know getting personal information about you and your web activities	()	()	()	()	()
Government and law enforcement getting personal information about you and your web activities	()	()	()	()	()

7) Have you ever personally experienced any of the following?

	Yes	No	Unsure	Rather not say
Received unsolicited emails from commercial organisations	()	()	()	()
Had excessive personal information sought from business/public sector organisations	()	()	()	()
Had information, images or footage of you posted on the Internet without your consent	()	()	()	()

Had inappropriate access to personal information held about you within an organisation	()	()	()	()
Had disclosures of your personal information to others without your agreement	()	()	()	()
Had personal information being withheld from you without explanations	()	()	()	()

8) Have you ever refused to give information to an organisation or government agency because you thought it was not really necessary or was too personal?

- () Yes
- () No
- () Unsure
- () Rather not say

9) Please indicate your opinion about the following:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Individuals should be able to control who sees their personal information	()	()	()	()	()
I'm concerned that companies are collecting too much personal information about me and other individuals	()	()	()	()	()
I'm concerned that the government is collecting too much personal information about me and other individuals	()	()	()	()	()
Organisations and government agencies that collect personal information should take more steps to prevent unauthorised access to individuals' personal information	()	()	()	()	()

Websites should prominently display policies on how a user's information is treated	<input type="checkbox"/>				
---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Logic: Show/hide trigger exists.

10) Compared to 5 years ago, would you say you are more concerned about privacy issues on the Internet, less concerned, or that you have the same level of concern?

- More concerned
- Less concerned
- Same level of concern

Logic: Hidden unless: Question "**Compared to 5 years ago, would you say you are more concerned about privacy issues on the Internet, less concerned, or that you have the same level of concern?**" #10 is one of the following answers ("More concerned")

11) Please tell me which one of the following is the most important reason you are more concerned about privacy issues on the Internet than you were 5 years ago:

- You know more about risks
- You have more to lose
- Personal experience
- Some other reason
- Unsure

Professional experience and development

Logic: Hidden unless: Question "**Which sector do you work in?**" #1 is one of the following answers ("Government", "Public", "Academic", "Health", "Law", "Corporate", "Special")

12) Please answer the following questions about the handling of personal information in your library/organisation:

	Yes	No	Unsure
Do you require access to the personal information of users in order to perform your duties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your library/organisation have any established practices or procedures for dealing with requests for personal information about users?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your library/organisation train staff on how to handle requests for personal information about users?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Logic: Show/hide trigger exists. Hidden unless: Question "**Which sector do you work in?**" #1 is one of the following answers ("Government", "Public", "Academic", "Health", "Law", "Corporate", "Special")

13) What level of training have you personally received from your employer in the area of data protection?

- Too much training
- Right level of training
- Not enough training
- No training

Logic: Hidden unless: Question "**What level of training have you personally received from your employer in the area of data protection?**" #13 is one of the following answers ("Too much training", "Right level of training", "Not enough training")

14) How would you rate the quality of the training you have personally received from your employer in the area of data protection?

- Excellent
- Good
- OK
- Poor

Logic: Hidden unless: Question "**What level of training have you personally received from your employer in the area of data protection?**" #13 is one of the following answers ("Too much training", "Right level of training", "Not enough training")

15) When does data protection awareness and practice feature in staff training?

	Yes	No	Unsure
Induction training	()	()	()
Ongoing training	()	()	()

Logic: Hidden unless: Question "**Which sector do you work in?**" #1 is one of the following answers ("Government", "Public", "Academic", "Health", "Law", "Corporate", "Special")

16) I am aware that my library/organisation has a FORMAL policy on...

	Yes	No	Unsure
Privacy policy	()	()	()
Data protection policy	()	()	()
Data retention/destruction policy	()	()	()

Data breach policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------	--------------------------	--------------------------	--------------------------

Logic: Hidden unless: (((Question "Privacy policy" is one of the following answers ("Yes") OR Question "Data protection policy" is one of the following answers ("Yes")) OR Question "Data retention/destruction policy" is one of the following answers ("Yes")) OR Question "Data breach policy" is one of the following answers ("Yes"))

17) Has your library/organisation changed any of its policies in the last 5 years regarding the management of user information in response to privacy or data protection concerns?

- Yes
- No
- Unsure

Logic: Show/hide trigger exists. Hidden unless: Question "**Which sector do you work in?**" #1 is one of the following answers ("Government","Public","Academic","Health","Law","Corporate","Special")

18) Does your library/organisation communicate privacy and data protection policies to its users?

- Yes
- No
- Unsure

Logic: Hidden unless: Question "**Does your library/organisation communicate privacy and data protection policies to its users?**" #18 is one of the following answers ("Yes")

19) How are privacy and data protection policies communicated to users?

Please select all that apply

- Written policy with card issuance
- On notices/signs
- On website
- On/near computers
- Unsure
- None
- Other (please specify): _____

20) What is the BEST way to educate users about privacy and safe data protection practices?

Select one of the following

- Conduct formal training sessions and awareness programs
- Provide written policies and clear instruction to users
- Automate policies that automatically enforce requirements behind the scenes
- Hold supervisors and managers accountable for educating staff on safe data protection

Logic: Hidden unless: Question "**Which sector do you work in?**" #1 is one of the following answers ("Government","Public","Academic","Health","Law","Corporate","Special")

21) Are you aware of your professional responsibilities under current Irish Data Protection legislation?

- Yes
- No
- Unsure

22) How would you rate your knowledge of the Irish Data Protection Acts?

- Very good
- Good
- Adequate
- Poor

Logic: Hidden unless: Question "**Which sector do you work in?**" #1 is one of the following answers ("Government", "Public", "Academic", "Health", "Law", "Corporate", "Special")

23) Does your library/organisation have a person or persons responsible for data protection?

- Yes
- No
- Unsure

Logic: Hidden unless: Question "**Which sector do you work in?**" #1 is one of the following answers ("Government", "Public", "Academic", "Health", "Law", "Corporate", "Special")

24) How confident are you that:

	Very confident	Confident	Not too confident	Not confident at all
You know who to approach if you have questions regarding data protection?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You know what procedures to follow in the event of encountering a data protection issue?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25) Are you aware of the new EU General Data Protection Regulation (GDPR) taking effect in 2018?

GDPR intends to give individuals back control of their personal data and to simplify the legal environment for businesses by unifying the laws within the EU regarding data protection.

- Yes
- No
- Unsure

Personal development

26) In the past 5 years, have you consulted any resources regarding questions about privacy and data protection?

- Yes
- No

Logic: Show/hide trigger exists.

27) In the past 5 years, have you participated in any information sessions, lectures, seminars, or other events related to privacy and data protection?

Yes

No

Logic: Hidden unless: Question "In the past 5 years, have you participated in any information sessions, lectures, seminars, or other events related to privacy and data protection?" #27 is one of the following answers ("Yes")

28) As a result of attending seminars/lectures/workshops on privacy and data protection:

	Yes	No	Unsure
Do you intend to participate in future seminars/lectures/workshops on privacy and data protection?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you ever recommended seminars/lectures/workshops on privacy and data protection?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you ever made change(s) to practices within your library/organisation in relation to privacy or data protection?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you believe that privacy and data protection education is necessary for professional development?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Should user privacy and data protection education be included as part of a regular training program at your library/organisation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Public education

Logic: Hidden unless: Question "Which sector do you work in?" #1 is one of the following answers ("Government", "Public", "Academic", "Health", "Law", "Corporate", "Special")

29) In the past 5 years, has your library/organisation hosted or organised public information sessions, lectures, seminars, or other events related to privacy and data protection?

Yes

No

Unsure

30) Libraries should play a role in educating the general public about issues of personal privacy and data protection:

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

Survey complete!

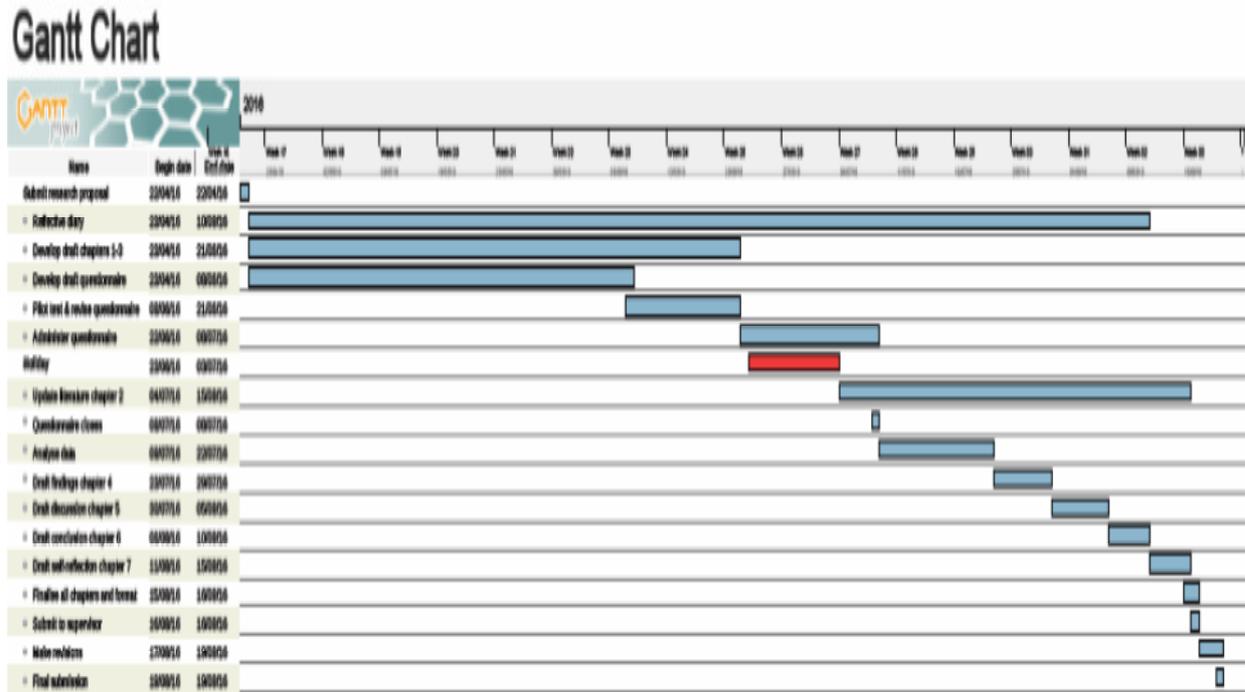
Please click **Submit** to have your responses recorded.

Thank you for taking time to participate in my research!

Your responses will help to identify practical recommendations and provide potential areas for further research.

Appendix F – Gantt chart

Note: This chart has been included for illustrative purposes only. Dissertation activities and timelines contained within the Gantt chart are detailed in the dissertation timetable (Table 2).



Appendix G – Analysis of partial questionnaires

Total questionnaire responses = 109

Original totals

Completed questionnaires = 84 / Partial questionnaires = 25

Action: Partial questionnaires viewed to determine new status of disqualified or completed for reporting and analysis purposes (minimum criteria for inclusion = demographics and general privacy sections completed)

Revised totals

Completed questionnaires = 88 / Disqualified questionnaires = 21

Partial questionnaires changed to completed (met minimum criteria)

ID	Reason
17	Demographics and general privacy sections completed
29	Demographics and general privacy sections completed
34	Demographics and general privacy sections completed
42	Demographics, general privacy, and professional practices and development completed

Partial questionnaires changed to disqualified (failed minimum criteria)

ID	Reason
1	Test of live questionnaire by researcher
4	Blank questionnaire
10	Completed demographics but blank questionnaire
18	Completed demographics but blank questionnaire
21	Incomplete demographics and blank questionnaire
23	Completed demographics but blank questionnaire
28	Blank questionnaire
36	Completed demographics but incomplete general privacy section
62	Completed demographics but blank questionnaire
67	Completed demographics but blank questionnaire
70	Blank questionnaire
73	Blank questionnaire
74	Blank questionnaire
75	Incomplete demographics and blank questionnaire
76	Blank questionnaire
77	Blank questionnaire
81	Completed demographics but blank questionnaire
82	Blank questionnaire (testing by researcher to troubleshoot IT issue)
83	Blank questionnaire (testing by researcher to troubleshoot IT issue)
87	Blank questionnaire
101	Completed demographics but blank questionnaire

Appendix H – Analysis for duplicate questionnaires

Check for potential duplicates within completed surveys

(criteria = response ID shared an IP address)

ID	Date Submitted	Responses	Conclusion
3 68	June 21 July 5	Different	Not duplicates
5 96	June 21 July 7	Different	Not duplicates
6 27	June 21 June 21	Different	Not duplicates
9 33	June 21 June 21	Different	Not duplicates
12 58 104 106 108	June 21 June 22 July 12 July 12 July 13	Different	Not duplicates
14 47 103	June 21 June 22 July 12	Different	Not duplicates
30 95	June 21 July 7	Different	Not duplicates
61 85	June 23 July 6	Different	Not duplicates
89 94	July 6 July 7	Different	Not duplicates

Appendix I – Response statistics

1. Which sector do you work in? Base=88		
Government	15.9%	14
Public	22.7%	20
Academic	33.0%	29
Health	8.0%	7
Law	3.4%	3
Corporate	2.3%	2
Special	4.5%	4
Not currently employed	3.4%	3
Retired	1.1%	1
Other (please specify)	5.7%	5
Total	100%	88

Other (please specify)		
Freelance	1.1%	1
Government law agency	1.1%	1
Post Primary	1.1%	1
Private secondary education	1.1%	1
Voluntary	1.1%	1
Total	5.7%	5

2. What is your Library Association of Ireland membership category? Base=88		
Professional	94.3%	82
Para-professional	1.1%	1
Student	2.3%	2
Fraternal	2.3%	2
Total	100%	87

3. How long have you been a librarian/information professional? Base=88		
Less than 1 year	1.1%	1
1-5 years	14.9%	13
5-10 years	19.5%	17
10-20 years	35.6%	31
More than 20 years	28.7%	25
Total	99.8%	87

4. Please indicate your current working hours:		
Base=79 (88 total - 3 unemployed - 1 retired - 5 others)		
Full time (35 hours per week or more)	84.6%	66
Part time (less than 35 hours per week)	15.4%	12
Total	100%	78

5. Age:		
Base=88		
15-24 years	0.0%	0
25-34 years	16.3%	14
35-44 years	43.0%	37
45-54 years	27.9%	24
55-64 years	10.5%	9
65 years and over	2.3%	2
Total	100%	86

6. Generally, how concerned are you about:												
Base=88												
	Very concerned		Somewhat concerned		Not too concerned		Not concerned at all		Unsure		Total	
Your privacy while using the Internet	42.5%	37	46.0%	40	8.0%	7	3.4%	3	0.0%	0	99.9%	87
Your family, friends and acquaintances getting personal information about you and your online activities	17.0%	15	37.5%	33	37.5%	33	8.0%	7	0.0%	0	100%	88
Businesses and people you do not know getting personal information about you and your web activities	61.4%	54	35.2%	31	2.3%	2	1.1%	1	0.0%	0	100%	88
Government and law enforcement getting personal information about you and your web activities	42.0%	37	31.8%	28	22.7%	20	3.4%	3	0.0%	0	99.9%	88

7. Have you ever personally experienced any of the following?

Base=88

	Yes		No		Unsure		Rather not say		Total	
	%	Count	%	Count	%	Count	%	Count	%	Count
Received unsolicited emails from commercial organisations	94.3%	83	2.3%	2	3.4%	3	0.0%	0	100%	88
Had excessive personal information sought from business/public sector organisations	46.6%	41	38.6%	34	14.8%	13	0.0%	0	100%	88
Had information, images or footage of you posted on the Internet without your consent	37.5%	33	46.6%	41	15.9%	14	0.0%	0	100%	88
Had inappropriate access to personal information held about you within an organisation	6.8%	6	50.0%	44	42.0%	37	1.1%	1	99.9%	88
Had disclosures of your personal information to others without your agreement	15.9%	14	46.6%	41	36.4%	32	1.1%	1	100%	88
Had personal information being withheld from you without explanations	9.1%	8	71.6%	63	19.3%	17	0.0%	0	100%	88

8. Have you ever refused to give information to an organisation or government agency because you thought it was not really necessary or was too personal?

Base=88

Yes	69.0%	58
No	26.2%	22
Unsure	4.8%	4
Total	100.0%	84

9. Please indicate your opinion about the following:

Base=88

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Total	
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Individuals should be able to control who sees their personal information	71.6%	63	26.1%	23	1.1%	1	1.1%	1	0.0%	0	99.9%	88
I'm concerned that companies are collecting too much personal information about me and other individuals	53.4%	47	37.5%	33	5.7%	5	3.4%	3	0.0%	0	100%	88
I'm concerned that the government is collecting too much personal information about me and other	27.3%	24	34.1%	30	30.7%	27	6.8%	6	1.1%	1	100%	88

individuals													
Organisations and government agencies that collect personal information should take more steps to prevent unauthorised access to individuals' personal information	71.6%	63	19.3%	17	9.1%	8	0.0%	0	0.0%	0	100%	88	
Websites should prominently display policies on how a user's information is treated	71.3%	62	26.4%	23	1.1%	1	1.1%	1	0.0%	0	99.9%	87	

10. Compared to 5 years ago, would you say you are more concerned about privacy issues on the Internet, less concerned, or that you have the same level of concern?

Base=88

More concerned	79.5%	70
Less concerned	1.1%	1
Same level of concern	19.3%	17
Total	99.9%	88

11. Please tell me which one of the following is the most important reason you are more concerned about privacy issues on the Internet than you were 5 years ago:

Base=70 (from question #10 above - those more concerned)

You know more about risks	90.0%	63
You have more to lose	1.4%	1
Personal experience	4.3%	3
Some other reason	4.3%	3
Total	100%	70

12. Please answer the following questions about the handling of personal information in your library/organisation:

Base=76 (88 total – 1 retired – 3 unemployed – 5 other – 3 partial to general privacy only)

	Yes		No		Unsure		Total	
Do you require access to the personal information of users in order to perform your duties?	61.8%	47	35.5%	27	2.6%	2	99.9%	76
Does your library/organisation have any established practices or procedures for dealing with requests for personal information about users?	64.0%	48	13.3%	10	22.7%	17	100%	75
Does your library/organisation train staff on how to handle requests for personal information about users?	34.7%	26	50.7%	38	14.7%	11	100.1%	75

13. What level of training have you personally received from your employer in the area of data protection?		
Base=76 (88 total – 1 retired – 3 unemployed – 5 other – 3 partial to general privacy only)		
Right level of training	30.3%	23
Not enough training	22.4%	17
No training	47.4%	36
Total	100.1%	76

14. How would you rate the quality of the training you have personally received from your employer in the area of data protection?		
Base=40 (23 right level of training + 17 not enough training as per question #13 above)		
Excellent	5.0%	2
Good	55.0%	22
OK	25.0%	10
Poor	15.0%	6
Total	100%	40

15. When does data protection awareness and practice feature in staff training?							
Base=40 (23 right level of training + 17 not enough training as per question #13 above)							
	Yes		No		Unsure		Total
Induction training	48.6%	17	28.6%	10	22.9%	8	100.1% 35
Ongoing training	62.2%	23	10.8%	4	27.0%	10	100% 37

16. I am aware that my library/organisation has a FORMAL policy on...								
Base=76 (88 total – 1 retired – 3 unemployed – 5 other – 3 partial to general privacy only)								
	Yes		No		Unsure		Total	
Privacy policy	45.3%	34	13.3%	10	41.3%	31	99.9%	75
Data protection policy	61.8%	47	9.2%	7	28.9%	22	99.9%	76
Data retention/destruction policy	40.8%	31	17.1%	13	42.1%	32	100%	76
Data breach policy	21.3%	16	20.0%	15	58.7%	44	100%	75

17. Has your library/organisation changed any of its policies in the last 5 years regarding the management of user information in response to privacy or data protection concerns?		
No base (based on answering yes to any policy on question #16 above)		
Yes	29.1%	16
No	9.1%	5
Unsure	61.8%	34
Total	100%	55

18. Does your library/organisation communicate privacy and data protection policies to its users?		
Base=76 (88 total – 1 retired – 3 unemployed – 5 other – 3 partial to general privacy only)		
Yes	27.6%	21
No	31.6%	24
Unsure	40.8%	31
Total	100%	76

19. How are privacy and data protection policies communicated to users?		
No base (check any that apply)		
Written policy with card issuance	14.3%	3
On notices/signs	19.0%	4
On website	66.7%	14
Unsure	9.5%	2
None	4.8%	1
Other (please specify)	4.8%	1

Other (please specify)	
Online training	1

20. What is the BEST way to educate users about privacy and safe data protection practices?		
Base=85 (88 total – 3 partial to general privacy only)		
Conduct formal training sessions and awareness programs	48.2%	41
Provide written policies and clear instruction to users	27.1%	23
Automate policies that automatically enforce requirements behind the scenes	14.1%	12
Hold supervisors and managers accountable for educating staff on safe data protection	10.6%	9
Total	100%	85

21. Are you aware of your professional responsibilities under current Irish Data Protection legislation?		
Base=76 (88 total – 1 retired – 3 unemployed – 5 other – 3 partial to general privacy only)		
Yes	39.5%	30
No	31.6%	24
Unsure	28.9%	22
Total	100%	76

22. How would you rate your knowledge of the Irish Data Protection Acts?		
Base=85 (88 total – 3 partial to general privacy only)		
Very good	3.5%	3
Good	17.6%	15
Adequate	31.8%	27
Poor	47.1%	40
Total	100%	85

23. Does your library/organisation have a person or persons responsible for data protection?		
Base=76 (88 total – 1 retired – 3 unemployed – 5 other – 3 partial to general privacy only)		
Yes	40.0%	30
No	26.7%	20
Unsure	33.3%	25
Total	100%	75

24. How confident are you that: Base=76 (88 total – 1 retired – 3 unemployed – 5 other – 3 partial to general privacy only)										
	Very confident		Confident		Not too confident		Not confident at all		Total	
You know who to approach if you have questions regarding data protection?	24.0%	18	32.0%	24	34.7%	26	9.3%	7	100%	75
You know what procedures to follow in the event of encountering a data protection issue?	12.5%	9	29.2%	21	45.8%	33	12.5%	9	100%	72

25. Are you aware of the new EU General Data Protection Regulation (GDPR) taking effect in 2018? Base=85 (88 total – 3 partial to general privacy only)		
Yes	25.3%	21
No	67.5%	56
Unsure	7.2%	6
Total	100%	83

26. In the past 5 years, have you consulted any resources regarding questions about privacy and data protection? Base=84 (88 total – 4 partial)		
Yes	56.1%	46
No	43.9%	36
Total	100%	82

27. In the past 5 years, have you participated in any information sessions, lectures, seminars, or other events related to privacy and data protection? Base=84 (88 total – 4 partial)		
Yes	53.0%	44
No	47.0%	39
Total	100%	83

28. As a result of attending seminars/lectures/workshops on privacy and data protection: Base=44 (respondents who answered Yes to question #27 above)										
	Yes		No		Unsure		Total			
Do you intend to participate in future seminars/lectures/workshops on privacy and data protection?	77.3%	34	4.5%	2	18.2%	8	100%	44		
Have you ever recommended seminars/lectures/workshops on privacy and data protection?	36.4%	16	56.8%	25	6.8%	3	100%	44		
Have you ever made change(s) to practices within your	38.6%	17	56.8%	25	4.5%	2	99.9%	44		

library/organisation in relation to privacy or data protection?								
Do you believe that privacy and data protection education is necessary for professional development?	93.2%	41	2.3%	1	4.5%	2	100%	44
Should user privacy and data protection education be included as part of a regular training program at your library/organisation?	93.2%	41	2.3%	1	4.5%	2	100%	44

29. In the past 5 years, has your library/organisation hosted or organised public information sessions, lectures, seminars, or other events related to privacy and data protection? Base=75 (88 total – 1 retired – 3 unemployed – 5 other – 4 partial)		
Yes	8.1%	6
No	59.5%	44
Unsure	32.4%	24
Total	100%	74

30. Libraries should play a role in educating the general public about issues of personal privacy and data protection: Base=84 (88 total – 4 partial)		
Strongly agree	40.5%	34
Agree	38.1%	32
Neither agree nor disagree	15.5%	13
Disagree	2.4%	2
Strongly disagree	3.6%	3
Total	100.1%	84

Appendix J – Cross-tabulations with Chi-Square statistics

Note: some base values differ slightly from those presented in response statistics (Appendix J) as respondents must have answered both cross-tabulated questions to be included in calculations

Sector analysis

9. Websites should prominently display policies on how a user's information is treated

Which sector do you work in?	Strongly agree	Agree	Neither agree nor disagree	Disagree	Total
Government	71.4%	28.6%	0.0%	0.0%	16.1%
Public	50.0%	50.0%	0.0%	0.0%	23.0%
Academic	78.6%	17.9%	3.6%	0.0%	32.2%
Health	71.4%	28.6%	0.0%	0.0%	8.0%
Law	66.7%	0.0%	0.0%	33.3%	3.4%
Corporate	100.0%	0.0%	0.0%	0.0%	2.3%
Special	100.0%	0.0%	0.0%	0.0%	4.6%
Not currently employed	66.7%	33.3%	0.0%	0.0%	3.4%
Retired	100.0%	0.0%	0.0%	0.0%	1.1%
Other (please specify)	80.0%	20.0%	0.0%	0.0%	5.7%
Base					87
Column Total %	71.3%	26.4%	1.1%	1.1%	100.0%
Chi-square Test	X2: ~40.3; DF: 27; P-Value: 0.04843				

12. Do you require access to the personal information of users in order to perform your duties?

Which sector do you work in?	Yes	No	Unsure	Total
Government	30.8%	61.5%	7.7%	17.1%
Public	60.0%	40.0%	0.0%	26.3%
Academic	72.4%	27.6%	0.0%	38.2%
Health	80.0%	20.0%	0.0%	6.6%
Law	100.0%	0.0%	0.0%	3.9%
Corporate	50.0%	0.0%	50.0%	2.6%
Special	50.0%	50.0%	0.0%	5.3%
Base				76
Column Total %	61.8%	35.5%	2.6%	100.0%
Chi-square Test	X2: ~29.1; DF: 12; P-Value: < 0.01			

16. I am aware that my library/organisation has a FORMAL policy on...Data protection

Which sector do you work in?	Yes	No	Unsure	Total
Government	76.9%	7.7%	15.4%	17.1%
Public	65.0%	15.0%	20.0%	26.3%
Academic	58.6%	3.4%	37.9%	38.2%
Health	40.0%	0.0%	60.0%	6.6%
Law	33.3%	66.7%	0.0%	3.9%
Corporate	100.0%	0.0%	0.0%	2.6%
Special	50.0%	0.0%	50.0%	5.3%
Base				76
Column Total %	61.8%	9.2%	28.9%	100.0%
Chi-square Test	X2: ~21.4; DF: 12; P-Value: 0.045017			

28. Do you intend to participate in future seminars/lectures/workshops on privacy and data protection?

Which sector do you work in?	Yes	No	Unsure	Total
Government	87.5%	0.0%	12.5%	18.2%
Public	75.0%	0.0%	25.0%	18.2%
Academic	71.4%	0.0%	28.6%	31.8%
Health	66.7%	0.0%	33.3%	6.8%
Law	100.0%	0.0%	0.0%	6.8%
Corporate	100.0%	0.0%	0.0%	2.3%
Special	100.0%	0.0%	0.0%	2.3%
Not currently employed	100.0%	0.0%	0.0%	6.8%
Retired	0.0%	100.0%	0.0%	2.3%
Other (please specify)	50.0%	50.0%	0.0%	4.5%
Base				44
Column Total %	77.3%	4.5%	18.2%	100.0%
Chi-square Test	X2: ~36.3; DF: 18; P-Value: < 0.01			

Experience analysis

12. Does your library/organisation train staff on how to handle requests for personal information about users?

How long have you been a librarian/information professional?	Yes	No	Unsure	Total
Less than 1 year	0.0%	0.0%	100.0%	1.4%
1-5 years	36.4%	54.5%	9.1%	14.9%
5-10 years	21.4%	35.7%	42.9%	18.9%
10-20 years	39.3%	53.6%	7.1%	37.8%
More than 20 years	40.0%	55.0%	5.0%	27.0%
Base				74
Column Total %	35.1%	50.0%	14.9%	100.0%
Chi-square Test	X2: ~17.6; DF: 8; P-Value: 0.024434			

16. I am aware that my library/organisation has a FORMAL policy on...Data retention/destruction

How long have you been a librarian/information professional?	Yes	No	Unsure	Total
Less than 1 year	0.0%	0.0%	100.0%	1.3%
1-5 years	63.6%	9.1%	27.3%	14.7%
5-10 years	50.0%	0.0%	50.0%	18.7%
10-20 years	35.7%	35.7%	28.6%	37.3%
More than 20 years	33.3%	4.8%	61.9%	28.0%
Base				75
Column Total %	41.3%	16.0%	42.7%	100.0%
Chi-square Test	X2: ~18.4; DF: 8; P-Value: 0.018413			

16. I am aware that my library/organisation has a FORMAL policy on...Data retention/destruction...Data breach

How long have you been a librarian/information professional?	Yes	No	Unsure	Total
Less than 1 year	100.0%	0.0%	0.0%	1.4%
1-5 years	18.2%	36.4%	45.5%	14.9%
5-10 years	28.6%	0.0%	71.4%	18.9%
10-20 years	7.1%	35.7%	57.1%	37.8%
More than 20 years	30.0%	5.0%	65.0%	27.0%
Base				74
Column Total %	20.3%	20.3%	59.5%	100.0%
Chi-square Test	X2: ~18.4; DF: 8; P-Value: 0.018322			

24. How confident are you that: You know what procedures to follow in the event of encountering a data protection issue?

How long have you been a librarian/information professional?	Very confident	Confident	Not too confident	Not confident at all	Total
Less than 1 year	100.0%	0.0%	0.0%	0.0%	1.4%
1-5 years	0.0%	63.6%	36.4%	0.0%	15.5%
5-10 years	7.1%	14.3%	57.1%	21.4%	19.7%
10-20 years	7.7%	34.6%	46.2%	11.5%	36.6%
More than 20 years	21.1%	15.8%	47.4%	15.8%	26.8%
Base					71
Column Total %	11.3%	29.6%	46.5%	12.7%	100.0%
Chi-square Test	X2: ~21.1; DF: 12; P-Value: 0.048915				

28. Do you believe that privacy and data protection education is necessary for professional development?

How long have you been a librarian/information professional?	Yes	No	Unsure	Total
Less than 1 year	0.0%	100.0%	0.0%	2.3%
1-5 years	83.3%	0.0%	16.7%	14.0%
5-10 years	90.0%	0.0%	10.0%	23.3%
10-20 years	100.0%	0.0%	0.0%	32.6%
More than 20 years	100.0%	0.0%	0.0%	27.9%
Base				43
Column Total %	93.0%	2.3%	4.7%	100.0%
Chi-square Test	X2: ~46.9; DF: 8; P-Value: < 0.001			

Working hours analysis

12. Does your library/organisation have any established practices or procedures for dealing with requests for personal information about users?

Please indicate your current working hours:	Yes	No	Unsure	Total
Full time (35 hours per week or more)	71.0%	9.7%	19.4%	83.8%
Part time (less than 35 hours per week)	33.3%	25.0%	41.7%	16.2%
Base				74
Column Total %	64.9%	12.2%	23.0%	100.0%
Chi-square Test	X2: ~6.3; DF: 2; P-Value: 0.042534			

16. I am aware that my library/organisation has a FORMAL policy on...Data protection policy

Please indicate your current working hours:	Yes	No	Unsure	Total
Full time (35 hours per week or more)	65.1%	11.1%	23.8%	84.0%
Part time (less than 35 hours per week)	41.7%	0.0%	58.3%	16.0%
Base				75
Column Total %	61.3%	9.3%	29.3%	100.0%
Chi-square Test	X2: ~6.3; DF: 2; P-Value: 0.042214			

28. Do you believe that privacy and data protection education is necessary for professional development?

Please indicate your current working hours:	Yes	No	Unsure	Total
Full time (35 hours per week or more)	96.9%	3.1%	0.0%	84.2%
Part time (less than 35 hours per week)	66.7%	0.0%	33.3%	15.8%
Base				38
Column Total %	92.1%	2.6%	5.3%	100.0%
Chi-square Test	X2: ~11.4; DF: 2; P-Value: < 0.01			

Age analysis

28. Do you intend to participate in future seminars/lectures/workshops on privacy and data protection?

Age:	Yes	No	Unsure	Total
25-34 years	66.7%	0.0%	33.3%	13.6%
35-44 years	78.3%	4.3%	17.4%	52.3%
45-54 years	85.7%	0.0%	14.3%	15.9%
55-64 years	85.7%	0.0%	14.3%	15.9%
65 years and over	0.0%	100.0%	0.0%	2.3%
Base				44
Column Total %	77.3%	4.5%	18.2%	100.0%
Chi-square Test	X2: ~23.0; DF: 8; P-Value: < 0.01			

28. Have you ever recommended seminars/lectures/workshops on privacy and data protection?

Age:	Yes	No	Unsure	Total
25-34 years	0.0%	83.3%	16.7%	13.6%
35-44 years	43.5%	56.5%	0.0%	52.3%
45-54 years	71.4%	14.3%	14.3%	15.9%
55-64 years	0.0%	85.7%	14.3%	15.9%
65 years and over	100.0%	0.0%	0.0%	2.3%
Base				44
Column Total %	36.4%	56.8%	6.8%	100.0%
Chi-square Test	X2: ~16.7; DF: 8; P-Value: 0.033033			

Question to question analysis

21. Are you aware of your professional responsibilities under current Irish Data Protection legislation?

In the past 5 years, have you participated in any information sessions, lectures, seminars, or other events related to privacy and data protection?	Yes	No	Unsure	Total
Yes	52.6%	15.8%	31.6%	51.4%
No	27.8%	47.2%	25.0%	48.6%
Base				74
Column Total %	40.5%	31.1%	28.4%	100.0%
Chi-square Test	X2: ~9.0; DF: 2; P-Value: 0.011247			

27. In the past 5 years, have you participated in any information sessions, lectures, seminars, or other events related to privacy and data protection?

Your privacy while using the Internet	Yes	No	Total
Very concerned	72.7%	27.3%	40.2%
Somewhat concerned	41.0%	59.0%	47.6%
Not too concerned	42.9%	57.1%	8.5%
Not concerned at all	33.3%	66.7%	3.7%
Base			82
Column Total %	53.7%	46.3%	100.0%
Chi-square Test	X2: ~8.2; DF: 3; P-Value: 0.042906		

30. Libraries should play a role in educating the general public about issues of personal privacy and data protection:

In the past 5 years, have you participated in any information sessions, lectures, seminars, or other events related to privacy and data protection?	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
Yes	52.3%	25.0%	15.9%	4.5%	2.3%	53.0%
No	25.6%	53.8%	15.4%	0.0%	5.1%	47.0%
Base						83
Column Total %	39.8%	38.6%	15.7%	2.4%	3.6%	100.0%
Chi-square Test	X2: ~10.4; DF: 4; P-Value: 0.034304					