



AI and Machine Learning Focus Group Report

Dr. Kari D. Weaver, Ontario Council of University Libraries



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Executive Summary

Eighteen focus groups were conducted between January and June 2026 to explore library workers' experiences and perspectives related to AI and machine learning in academic libraries. These focus groups included 128 self-selected, voluntary participants from 20 Ontario Council of University Libraries (OCUL) member libraries, Scholars Portal, and OCUL staff, representing all major areas of library responsibilities. This report provides an in-depth, informational analysis of the emergent findings. Participants generally viewed AI as both a significant opportunity and a significant risk, with support for cautious experimentation grounded in library values, ethics, and professional expertise.

Opportunities

Participants desire practical AI literacy training, guidance, assessment frameworks, communities of practice, and opportunities for ongoing collaboration. There was strong support throughout for consortium-level leadership to reduce duplication of effort and share expertise across member libraries. Participants would like to see expanded AI-focused committees, communities of practice, and working groups along with continuing or expanded professional development on AI capacity building.

The development of ethical guidelines, AI literacy frameworks, and tool assessment frameworks could be a primary focus of these collaborative efforts. OCUL could enable use-case explorations and the sharing of experiences and evidence-based guidance across the OCUL membership. Participants were clear that improved access to a variety of AI models and tools is necessary to enhance engagement and experimentation with AI in their work and as a consortium.

The positive potential of AI for academic libraries was seen by focus group participants in values-aligned initiatives and implementations. Accessibility was identified as the most values-aligned use case for AI, particularly for transcription, optical character recognition (OCR), captioning, handwritten text recognition, and creating accessible formats. Discoverability was also highlighted as high-potential AI use for improving metadata, description, archival processing, multilingual services, and access to hidden collections. Information literacy instruction was additionally identified as a clear values-aligned opportunity for library work with AI. Participants highlighted the potential

for libraries in integrating AI literacy within information literacy instruction, helping learners critically understand, use, and evaluate AI tools, systems, and outputs for learning and research.

Ethical Considerations and Risks

Participants expressed the importance of ethical and labour considerations when considering AI use in relation to library work and services. Reliability, accuracy, biases, and hallucinations in AI-generated content undermine trust and require substantial human verification. Privacy, security, data governance, and data sovereignty concerns remain major barriers to adoption. Widespread concerns exist regarding intellectual property, attribution, consent, and the use of copyrighted works in model training. Environmental impacts were frequently raised, including energy use, water consumption, and broader sustainability issues. Participants sought the opportunity to engage with ethical questions as well as the availability of ethical guidance where appropriate.

Participants expressed concerns about job displacement, workload intensification, and erosion of professional skills or responsibilities. Many worried that AI may diminish human expertise, professional judgment, relationship-based service, and the value of library work. Strong concerns emerged about AI's impact on information literacy, critical thinking, research skills, and student learning.

Conclusion

Despite these considerations and concerns, there remained a high willingness to explore AI applications in the context of library work. Ultimately, focus group participants are seeking ethical, transparent, well-governed, and values-aligned approaches to AI that preserve professional expertise, support learning, and advance equitable access to information.

About the Focus Groups

Purpose

The objective of the focus groups, conducted as a component of the OCUL AI and Machine Learning (AIML) Initiative, was to explore participants' thoughts, feelings, and experiences with artificial intelligence and machine learning in the context of their library work in greater depth than the [May 2025 AIML Survey](#).

Methodology

From January to June 2026, a series of 18 focus groups were held online, in person, and in hybrid formats where needed. Between January and early March, the focus groups consisted solely of voluntary participants from across OCUL member libraries. Between late March and mid-June 2026, a series of focus groups were held with individual member libraries and with Scholars Portal and OCUL staff to improve representation from certain types of member libraries (e.g., smaller libraries, Northern libraries) and provide deeper insights that may arise from considering institutional factors in context.

Invitations to participate in the focus groups were shared via a report to the OCUL Directors at their fall 2025 meeting, through OCUL listservs, social media and newsletters, and with additional communication via the Scholars Portal newsletter in January 2026. Invitations to conduct focus groups at individual member libraries and with Scholars Portal and OCUL staff were extended to the AIML Program Manager by leadership at those institutions and in consultation with the OCUL Executive Director. All participation was self-selected, voluntary, and participants were provided with an informed consent form for review, sent via email or by physical copy, prior to any participation.

The focus groups centred around a series of ten questions with a final question of invitation for follow up. The question protocol was designed by the AIML Program Manager, who has training in focus group design and delivery, with review and input from other OCUL and Scholars Portal staff. A copy of the question protocol is available as Appendix A.

Focus group sessions were recorded and transcribed with all transcripts reviewed and edited for accuracy by the AIML Program Manager.

The transcripts were then thematically analyzed using an inductive coding approach (Maxwell, 2013) by the AIML Program Manager using secure NVivo v. 14 software hosted on University of Toronto infrastructure. The purpose of inductive coding is to surface emergent findings driven directly by the data (Saldaña, 2016), making it ideal for the analysis of the exploratory focus group insights represented in this report.

Participant Demographics

A total of 128 participants from 20 member libraries and central OCUL and Scholars Portal staff were represented across the focus groups. The participants represented administrators, faculty librarians, staff librarians, and paraprofessional library staff across all major areas of library work including:

- Administration
- Archives and Special Collections
- Assessment or User Experience
- Cataloguing and Metadata
- Circulation
- Collections
- Communications
- Digital Scholarship
- Electronic Resources
- Facilities
- Reference
- Research Services
- Scholarly Communication
- Teaching and Learning
- Technology, Systems, or Web Development

Findings and Interpretation

The Potential of AI in Library Work

Participants were interested in experimentation with AI and exploration of how it could enhance their efficiency or productivity and were increasingly even using AI within their personal lives. However, within their work the limit of their use to a single enterprise tool made available by their institution was increasingly at odds with what they viewed might be possible based on that experience outside of the workplace. This issue was raised repeatedly by participants expressing both frustration and, often, a lack of ability to access or advocate for AI models more aligned with their work needs. One participant captured these issues eloquently stating,

We don't actually have a lot of choice, right? [Microsoft] Copilot is the one we have at enterprise level data protection for work ... It's not like we can install open-source models on our own machines ... So, theoretically, there's a lot of choice, but in real life, Copilot is the only thing you can use if you want to, and it's ... not very good.

These limitations also related directly to many participants' willingness to engage and experiment, with the desire to have alternatives that felt more values aligned. As exemplified by the following participant and in the preceding quote, this often meant access to open-weight models run locally. Exemplifying this perspective, a participant shared, "I don't necessarily want to use a mega conglomerate product like Microsoft Copilot ... I personally would feel far more amenable to an open source, something that's maintained locally, that abides by a lot of the library values."

Others were directly engaged in experimenting and could see the value in the use of different AI models but were uncomfortable self-funding access for technology used to support their work. When asked about barriers to AI experimentation, a participant with this viewpoint shared, "Cost is definitely one. I hear great things about the pro, ultimate, elite versions of a variety of different tools, but I'm not interested in paying my own [subscription]."

Even if more options were offered, library workers felt they would need guidance and direction as to where they should focus their efforts, which could be supported at the consortial level.

Representing this perspective, a participant observed,

How many AI tools are out there? ... there's such a plethora of choice and it's very unknown as to which ones are actually halfway decent. And the ones we've all heard of are the ones typically in the news or that our coworkers have mentioned along the way for whatever reason.

Participants were also often unsure about the exact purpose or intended use when considering implementing AI in their work, including this participant who noted, "We're being encouraged to explore these tools and play with them, but it's not obvious always what the use case is, and they don't seem to stick. So, you try something out, you say this could help in this way, but you don't seem to be using it a month later."

Still others had experimented and not been satisfied with the quality of the output for their workflows. Exemplifying this perspective, a participant stated, "I find in my work doing cataloguing and uploading of records that they are very inaccurate and it's more work fixing all of the mistakes that an AI-generated record has than just doing it from scratch."

Despite these barriers, questions, and direct experiences with AI in their work, many participants maintained a high level of enthusiasm about the potential of AI to make substantial improvements in focused areas of work including accessibility remediation and enhanced discoverability. These two areas are discussed in more detail in the following two sections of this report.

Accessibility

For the majority of participants, accessibility represented a clear area where AI's benefits were both tangible and strongly aligned with their professional values. Rather than viewing AI primarily as a disruptive force in this area, many participants emphasized its potential to expand access to information and reduce barriers for users with disabilities. These applications were often seen as practical, ethical, and directly connected to long-standing library commitments to equitable access. Underlying these perspectives was a sense that AI could contribute to broader social benefits. As one participant stated, "I'm also very interested in the use of AI to improve accessibility for people who have perceptual disabilities. Because I think there's a huge, huge potential there for societal good."

Participants were especially enthusiastic about AI's ability to support transcription and text recognition. One participant noted, "I'm really excited about transcription, OCR [optical character recognition] and HTR [handwritten text recognition], especially in archives." The ability to generate transcripts from audio, convert scanned documents into machine-readable text, and recognize handwritten materials were viewed as particularly valuable for collections that might otherwise remain inaccessible or difficult to discover.

Several respondents highlighted that AI could make accessibility work feasible in situations where resource constraints have historically limited what libraries could accomplish. As one participant explained, "I was thinking about transcription ... in terms of accessibility, if this is something that would never be done and now it's being done, that's fantastic." Another similarly reflected that "it can significantly help with accessibility. I do think that is an appropriate use case." These comments suggest that workers often assessed AI not only in terms of technical capability, but also in relation to what would otherwise remain undone.

Participants also pointed to AI's potential to assist with the creation of accessible formats and descriptions. One participant shared, "AI would be particularly helpful for creating image descriptions for remediated formats so that if someone is using a text-to-speech reader, they have that somewhat accurate, then human-verified description of what an image is meant to represent." This emphasis on human verification reflects the reality of current remediation work, which involves a combination of technology and human intervention in existing workflows. As one participant observed, "As with cleaning up scans for students that need accessible course materials. It seems like a really appropriate and meaningful application of the tools towards these really laudable [remediated accessible books] and very library-values aligned." Accessibility work was frequently described as labour-intensive, creating opportunities for AI to reduce repetitive tasks. One participant remarked, "Accessibility work can be really grueling. It involves a lot of human intervention to make things readable. And the same goes for things like captioning."

Discoverability

Participants identified resource discovery, description, and access as areas where AI could have the potential to offer significant value in library workflows. Participants described AI as a potential means of surfacing materials that remain effectively invisible

within library and archival collections due to limited metadata, large backlogs, or the sheer scale of available content. As one participant observed, “There’s a whole lot of a hidden treasure [in library and archival collections] that people are not really using. So another thought is creating a better searching tool, AI-powered, to help people to connect to each other or to share thoughts and knowledge.”

Many participants saw opportunities for AI to improve metadata creation and descriptive practices, thereby increasing the findability of resources. One participant noted that “Being able to improve description and findability seems really promising.” Another emphasized the transformative potential of applying AI to cataloguing work, stating, “If I could figure out a way to use it to improve the quality of our catalogue, that would be an amazing thing.” These comments reflect a broader interest in using AI to strengthen the quality or reach of library discovery systems.

Participants also highlighted how AI could help institutions address longstanding challenges associated with large, under-described collections. One participant pointed to ongoing work in archives, explaining,

I was at the Archives of Ontario, and they were talking about an AI tool that’s going to try to tag PDFs that are government documents. It may not be fully accurate, but it’s better than nothing, because there was basically nothing that humans could do to get through terabytes worth of government PDFs. And so, to have this tool to do basic text recognition and identify what the documents might be to make them discoverable.

While acknowledging limitations in accuracy, participants viewed AI-assisted description as a pragmatic approach to improving access where manual processing at scale could prove impossible.

Beyond direct discoverability, some participants imagined AI expanding access through other types of service improvements, particularly multilingual or translation services. One asked, “Could there be a point where we could answer questions in multiple languages? That’s a service that we’re not currently meeting ... could that be an opportunity?” Such reflections suggest that workers see AI not only as a tool for improving description and discovery, but also as a potential means of considering expanded services for diverse user communities.

Ethical Concerns

Trust, Accuracy, and Reliability

A major concern among participants was the reliability of AI-generated information. Participants frequently described generative AI systems as producing outputs that could be inaccurate, fabricated, inconsistent, or misleading, raising significant concerns for professions grounded in the evaluation and provision of authoritative information. They emphasized that outputs often required extensive scrutiny and verification via authoritative sources before they could be trusted or used.

Many participants' confidence in information was inseparable from the ability to identify its origin and assess its credibility through established evaluative practices. They expressed a fundamental mistrust of AI-generated content due to concerns about accuracy, inconsistency, and the inability to easily verify claims. As one participant explained, "I'm concerned about the accuracy of the information. So, I'm always highly mistrustful of anything that I get back from a query." Another similarly noted, "When I do a search with Gemini or Copilot, the responses — I don't trust them. I'm concerned about agency. They seem to change their responses based on my prompt. I need to trace things to the source."

Others worried that variability in responses to the same query was not accidental but embedded within the design of AI systems. As one participant stated, "The fact is that it's using different voices to kind of appease the different user base, leading to completely different outcomes." This inconsistency challenged conventional expectations that information systems should produce stable and reproducible answers when presented with similar inputs.

Hallucinations — the generation of false information — were identified as a particularly concerning issue across focus groups. Participants described encountering fabricated citations, nonexistent sources, and false claims that could be difficult for users to detect. One participant remarked, "We've had students and other researchers come to us with citations. They're like, I can't find this. And we're looking online, and we can't find this. And we're like this doesn't exist. The hallucination issue is huge." Participants worried that such fabricated information could become embedded within research processes and educational settings, particularly when users assumed AI-generated outputs were accurate.

Experiences where generative AI presented erroneous information with an appearance of authority were also concerning. Several participants expressed that the consequences of hallucinations could extend beyond individual mistakes. One participant observed that “versions of research that are incorrect start to circulate.” In this view, inaccurate AI-generated information has the potential to spread rapidly, creating challenges for scholarly communication and public understanding alike. Another participant pointed to examples of AI producing implausible or potentially dangerous recommendations. Another noted that AI-generated information is often difficult to assess because, “It’s often right ... or it’s not right, but it’s almost right, or you can take a part of it and make it right.” This tendency for outputs to be partially correct was seen as particularly problematic because it can make inaccuracies more difficult to detect than obviously false information.

The need for verification emerged as a central theme throughout discussions. One participant described adapting their use of AI tools to facilitate verification, explaining, “I can set the robot up in a way that it’ll quote the page and the article and the section number so that I can go and verify that work.” However, this process was often viewed as burdensome and dependent on the user already possessing substantial subject knowledge. In fact, participants stressed that effective use of AI requires expertise rather than replacing it. As one participant observed, “You still have to have this level of knowledge to be able to evaluate what you’re getting.”

These concerns were closely connected to professional values within librarianship. Participants repeatedly linked the challenge of verifying AI-generated information to the core responsibilities of library work. As one participant stated, “Our profession is all about authoritative information, right? ... Where is it coming from? How do we verify it?” The opaque nature of many AI systems frustrated these established practices because the sources, reasoning processes, and origins of generated content are often difficult to identify or assess.

Participants also questioned whether existing approaches to evaluating information resources are adequate for assessing AI systems. One participant explained that “It’s very complex to even compare the models, and that’s not something we can do the usual way in which we compare tools.” Unlike traditional information sources, which can often be evaluated using frameworks, models, and processes, AI-generated outputs may not lend themselves to the same forms of scrutiny.

Several participants expressed concern that users are becoming increasingly willing to rely on AI-generated information without undertaking this necessary verification step. One participant observed, “When you’re assessing risk, part of the protocol is verifying it. But I see people increasingly not verifying, or they’re verifying it with just another AI tool, and they’re kind of in this loop, and it concerns me.” This concern reflects fears that AI may not only generate misleading information but also reshape information-seeking behaviours.

Overall, participants viewed the opacity, inconsistency, and potential inaccuracy of AI-generated content as fundamentally at odds with their professional identities that centred authority, transparency, and evaluation of information.

Privacy, Security, and Data Governance

Confidentiality was a central concern, particularly in environments where staff routinely handle sensitive information relating to students, researchers, and library users. Participants expressed greater confidence in institutionally approved tools than in publicly available systems. Some raised concerns about the extent to which organizations could trust AI vendors with confidential information. As one participant stated, “I don’t trust tech billionaires when they say, we’re not collecting your data ... There’s a lot of confidential information ... things go through ethics review boards for a reason.”

Questions about where data are stored and who ultimately controls them also featured prominently. Participants worried that information entered into AI systems could be hosted outside Canada, creating legal and governance concerns. Others connected these concerns to broader issues of sovereignty and jurisdiction. One participant reflected that “I think about things like data sovereignty that are really important. A lot of those [data sovereignty concerns] are tied up in power structures that we need to consider,” while another pointed to geopolitical dimensions of AI infrastructure sharing, “We’re talking about AI sovereignty in my home. How the American government was like, nobody gets to use this. So they cut off all these international users.”

Many participants were uneasy about the opacity of AI companies’ data practices and the possibility that user-generated content could be incorporated into future models.

One participant noted, “If I’m using Adobe Illustrator, or Photoshop, or whatever, they have the opportunity to scrape the content that I’m creating and use it to train their LLMs [large language models] further, and my content might wind up being somehow reproduced. And it’s too late to say, can you please untrain your LLMs with our data?” Similar concerns were raised about scholarly content, with one participant arguing that “These tools can leverage open scholarship and open access articles, and they are ... remixing these articles in ways that these scholars did not envisage when they signed up for it to be open access.” Such comments reflected anxieties about ownership, consent, and the unintended reuse of intellectual work.

Participants also highlighted the fluidity of privacy policies and user agreements. Several worried that protections could be weakened over time without meaningful user control. Others echoed this concern, observing that “They [AI companies] change it [privacy protections] all the time to benefit the company instead of staff or students.” Beyond individual privacy, some participants framed AI as part of broader systems of surveillance and institutional power. Describing this, a participant stated, “For me, it’s about mass surveillance and the leverage it gives to the rich and powerful.” Others indicated these concerns more generally sharing, “Privacy issues. Where is this going? Who’s using this information? Who’s scraping it?” Questions about registration requirements and data collection practices further reinforced these anxieties. These shifting terms contributed to a sense of uncertainty regarding both ownership and accountability.

In response to these concerns, some participants expressed interest in locally-hosted and open-source alternatives that would provide greater transparency and control. Some suggested that “Local models that run on your own machine would address the needs of people who are concerned about privacy and concerned about where your data is going,” emphasizing that “There are a lot of opportunities to run pretty complex models on a local PC or Mac.” For these participants, stronger local control over infrastructure, data, and decision-making represent a potential path toward more trustworthy and accountable AI use in libraries.

Copyright, Intellectual Property, and Attribution

Participants expressed a variety of concerns about the implications of generative AI for copyright, intellectual property, attribution, and the integrity of scholarly communication. These concerns spanned the full lifecycle of AI systems, from the use of copyrighted materials in model training to questions about authorship, transparency, and the authenticity of published research. Participants frequently framed these issues not only as legal questions, but also as ethical concerns involving consent, ownership, labour, and academic values.

The most common concern related to the use of copyrighted works and creative outputs in the development of large language models (LLMs). Participants questioned the legality and ethics of using vast quantities of published content without the consent of creators. One participant described the origins of current AI systems as, “the sort of mass theft of all human art and culture, up to this point,” noting that this reality made them uncomfortable using AI tools in either their professional or personal life. Others pointed to specific examples of AI companies relying on copyrighted materials to build their systems: “Claude works reasonably well, but we also know that Anthropic torrented a massive amount of copyrighted books to make that happen.”

Several participants emphasized that the issue extended beyond copyright law to questions of consent and fairness. As one participant explained, “People didn’t consent to have their information included in the model.” Another characterized AI training datasets as being built upon “a lot of stolen work that the LLMs perceive as public access.” Concerns also emerged regarding the commercialization of collective knowledge, with one participant noting that “It’s being trained based on our knowledge, and then it will be sold.” These observations reflected broader unease about the concentration of power, ownership, and commercial value within AI companies. At the same time, participants acknowledged the complexity of addressing these concerns through copyright law alone. One participant reflected on discussions from a professional reading group, sharing,

I felt really persuaded by the Carys Craig article about the AI-Copyright Trap from the OCUL AIML Reading Club earlier this year. I’m very wary of using copyright as a way to correct for those challenges. I worry we’re going to end up trading in our user rights and the rights of our users, fair dealing and that sort of thing. I don’t think [libraries] becoming intellectual property landlords is a way to correct for the excesses of AI.

This perspective highlighted tensions between protecting creators and preserving long-standing library commitments to access and user rights.

Some participants also observed emerging consequences for scholarly communication, particularly in relation to open-access publishing. As one participant noted, “We’re finding some researchers are less likely to publish open access now because they don’t want their content scraped for AI.” This suggests that concerns about AI training practices may be influencing researchers’ decisions about how and where to disseminate their work.

Participants also raised questions about ownership and copyright in works created with AI assistance. There was uncertainty regarding whether AI-assisted outputs could be protected under existing copyright frameworks and, if so, under what conditions. One participant observed:

The other thing ... is the copyright implications when you’re using AI. The consensus that I have seen from the folks here is that when you use AI as part of your work, it weakens your ability to ... claim copyright over the product of that, depending on how much AI has been used and how it has been used. I feel like there’s a fair amount of uncertainty there, especially in the Canadian context.

Others questioned whether copyright law was even well-suited to govern AI-generated content. As one participant stated, “I’m just aware of the copyright because copyright doesn’t subsist in the types of things that AI does.” Together, these comments reflect uncertainty about the legal status of AI-assisted works and its potential implications.

Concerns about attribution emerged as a distinct but related issue. Participants emphasized the importance of ensuring that creators receive appropriate recognition for their contributions, while also noting the difficulty of tracing and acknowledging the sources embedded within AI-generated outputs. One participant explained, “I want to make sure credit is given where it’s due, and I don’t always know if I can [with AI tools].” Another expressed frustration with conventional approaches to citing AI-generated content, noting, “That’s my issue, you can cite a ChatGPT output, but you’re not citing that that belongs to someone else.” This concern reflects broader tensions between established scholarly norms of attribution, the opaque mechanisms through which generative AI systems produce content, and the need for more AI literacy around the training data sets and outputs across differing types of AI models and systems.

Questions of attribution were also closely connected to concerns about transparency in authorship. Participants worried that AI was enabling the production of scholarly work without sufficient disclosure regarding the extent of machine involvement. One participant remarked, “I keep hearing that there’s all kinds of journal articles being submitted where the majority of the article was not written by the author. Maybe that use was not disclosed, which I guess is really the bigger issue.” For this participant, the concern was less the use of AI itself than the lack of transparency surrounding its use.

Finally, participants expressed concern that generative AI could undermine confidence in the authenticity and originality of scholarly publications. Some worried that AI tools were enabling the rapid production of content that appeared legitimate but lacked the intellectual effort typically associated with academic scholarship. Though shared by many, this tension was highlighted by a participant who described a recent interaction with an author stating, “I had a pretty aggressive author, directly contacted me to buy his book. I was looking into him, he published eight books last year alone. Sole author. There’s no way that the quality and thought and research went into this. It had to be AI generated.”

Others linked these concerns to broader issues of plagiarism and misrepresentation. One participant recalled being “aghast because I think about people claiming other people’s work as their own.” Another extended this concern to educational contexts, stating: “Every time I see a student use Notebook LM to summarize an article, I get angry ... Because it’s not allowed, it’s against copyright, and it’s wrong because you’re not using your brain to read the article and summarize the points.” Although this perspective blended copyright concerns with pedagogical values, it reflects a wider anxiety that AI use may obscure the origins of ideas, diminish intellectual engagement, and erode confidence in the authenticity of scholarly work.

Taken together, these findings suggest that academic library workers view AI as presenting complex challenges for copyright, intellectual property, and attribution. Their concerns encompass not only legal uncertainty, particularly in the Canadian context, but also broader questions about consent, ownership, recognition, transparency, and trust within scholarly communication ecosystems.

Environmental Impacts

Participants expressed significant concern about the environmental consequences of artificial intelligence, particularly its carbon emissions, energy demands, water consumption, and the broader ecological impacts associated with AI infrastructure. For some participants, these concerns were among the most important reservations they had about AI adoption in library settings. They observed that environmental considerations were influencing attitudes toward AI use within their institutions, with a participant sharing, “I think there’s a real awareness at [our member library] of the environmental impact of AI, and people don’t want to use it because of that.”

At the same time, respondents were careful to situate AI within a broader technological and institutional context. As one participant stated, “Environmental effects come up, AI is not singular. A lot of what we use as librarians use that infrastructure. It comes up in library school. We need to find a good way to engage with that criticism in a real way.” This perspective, which was shared by other participants, encouraged a broader reflection on the overall environmental footprint of library operations, including digital collections, cloud services, computing infrastructure, and everyday technology use. AI was therefore seen not as an isolated issue — though certainly the most currently acute one — but as part of a larger conversation about sustainable and responsible information practices and infrastructure in which the field writ large should engage.

Participants also raised broader questions of equity, social, and environmental justice, including the extraction of raw materials required for computing infrastructure and the unequal distribution of environmental burdens. As one participant explained,

One of the aspects of environment we haven’t talked about yet is mining of computer parts, which is in destitute areas of the world ... The other thing I think we haven’t talked about too much yet is the racism and classism aspect of data centres specifically being built in poor, non-white neighbourhoods.

Another participant commented on the location and effects of data centres stating, “Going back to what [a colleague] was saying about the environmental impacts ... I think libraries are very much concerned with that, especially the disproportionate impact on marginalized communities.”

Several others discussed the considerable uncertainty about the true environmental costs of AI. This included difficulty in obtaining reliable information about the energy, water, and material resources required to train and operate AI systems. One participant reflected, “I dug really deeply into what is the environmental impact of AI, and to actually understand that is incredibly difficult, challenging, ambiguous.” Others questioned whether environmental impacts could be meaningfully assessed, even when AI systems were operated locally. Participants often felt caught between conflicting claims from researchers, corporations, and media sources. As one observed,

Where do you put the conversations of, here’s this research article that talks about the water consumption, and here’s Google’s report on how water consumption looks? There’s something very drastic here in terms of what one is saying, what the other is, and I think we’re just believing corporations too much in this conversation around their ethical use and responsible use of AI.

Participants also described a deeper conflict between AI adoption and values related to environmental stewardship, sustainability, and care for the land. For some, enthusiasm surrounding AI technologies seemed at odds with institutional commitments to environmental responsibility and Indigenous understandings of place and stewardship. One participant captured this perceived tension succinctly, observing, “We love this land and we know where it’s from ... and now here is how to destroy it.”

Given these concerns, some participants expressed interest in mitigation measures that could offset AI’s environmental impacts. One suggestion involved allocating a portion of institutional or OCUL/Scholars Portal funds toward environmental compensation initiatives. Another participant wondered if it would be possible to assess or advocate for “the use of renewable energy sources to power those data centres.” While participants recognized that offsetting alone would not resolve broader concerns, it was viewed as a potential mechanism for acknowledging and taking responsibility for the costs associated with AI use in libraries. Participants also suggested that more transparent reporting from AI developers and vendors would enable libraries to make better-informed decisions about adoption and use and that OCUL, as a consortium, may be in a more advantageous position to pursue such information over the efforts of a single member library.

Labour Impacts

Direct Employment, Labour, and Workforce Impacts

Concerns about the labour impacts of AI were among the most consistent themes raised by participants. They expressed anxieties about job displacement, staffing reductions, workload intensification, erosion of professional skills or responsibilities, and the long-term implications of AI adoption for both current and future workers. As one participant stated directly, “The main concern for library staff is to get replaced by artificial intelligence.” Another participant shared a more nuanced take on the same issue noting, “There’s been a concern that maybe AI could replace your work. If you can figure out how to make your job easier with AI, does that mean now AI can do your job? That’s a huge fear.” In the context of ongoing budget pressures, some participants feared that institutional leaders may view AI primarily as a cost-cutting tool and reduce staff positions.

Participants often framed these concerns within broader critiques of institutional priorities. Several felt that decisions about AI adoption were being driven from the top down, with insufficient attention to the realities of library work or professional values. As one worker observed, “I feel like at our institution, that there are a few people in higher positions who have drunk the Kool-Aid. In the library we have done a lot of assessment, how does it work in our tools, but it’s unfortunate that it is happening at the lowest levels instead of at the highest levels.” Another participant argued that “I’d like to hear more about how we approach it institutionally or organizationally with those universal values brought to the fore, rather than just efficiency being the thing that drives.” For some, AI adoption appeared fundamentally at odds with the profession itself, including a participant that observed, “I just don’t see how it [AI] fits with a lot of what we agree to or aspire to represent as library workers.”

Rather than reducing labour, many participants expected AI to create new forms of work and intensify existing workloads. As one worker explained, “On one hand, it helps with work, but on the other hand, sometimes it creates more work.” Another participant reflected, “AI reducing work — computers we were always told that it would reduce the amount of work ... It’s never the case that technology reduces the work. It has always increased and complexified the work.” Another emphasized that “New tech creates new work. ... We should be changing our jobs to reflect the technology changes.” Participants also worried about job creep and the expansion of responsibilities without corresponding recognition or support.

Participants worried about the future of the profession and entry-level opportunities. One participant asked, “What happens when I am supportive of something [like AI] at the start of my career and I support it all the way to not being able to work at the library anymore?” Others observed early signs of changing patterns of service use, noting that “A lot of people are bypassing the library because of AI.” These concerns reflect deep uncertainty about how AI could reshape library employment, usage trends, and positioning in the years ahead.

Human Expertise and Professional Identity

A prominent theme in participants’ reflections on AI was the concern that these technologies could undermine the expertise, professional judgment, and relational work that are central to librarianship. While many participants recognized AI’s potential usefulness, they worried that growing reliance on automated systems could contribute to the de-skilling of both library workers and library users, while diminishing the value placed on human knowledge and expertise.

Several participants expressed concern that AI encourages people to bypass learning and professional interpretation. As one participant reflected, “I think about the opportunity AI gives for learning but also balancing that with the way it gives you to not learn things too, like the de-skilling aspect of it. It spins out these very beautiful analyses, but if you don’t know what it’s doing, you have no way to assess because you don’t have that knowledge.” Others worried about the long-term erosion of expertise and costs to the overall learning and research landscape. One participant observed, “I worry about ... people as individuals — whether it’s through their research, their schooling, their lived experience, [or] the combination of all those things — bring to the table and that just no longer gets seen or respected as expertise anymore because ChatGPT told me to do it this way instead.”

For some participants, the perceived limitations of generative AI reinforced the value of human creativity, judgment, and library work. One respondent described attending discussions where librarians’ roles were openly questioned, sharing, “I’ve been to sessions on AI, or AI sessions with faculty, and they’re like, so why do we need librarians? And it’s like, oh no, I can tell you why we need to keep the library involved in these conversations. As long as there’s that black box on what’s happening under the hood, I think we’re [library workers] always going to be important.” Others struggled to identify meaningful applications of AI within their own work, noting, “I don’t know where in my day and what work that I do that any of these tools are really going to help me.”

The potential replacement of human interaction with automated services was another significant concern. Participants emphasized that libraries provide more than information delivery. They also facilitate relationships, trust, and personalized support. One respondent stated, “If our users are looking for real assistance and that assistance is through a chatbot ... the frustration and the challenges that can come from that to me feel ... like promising a service and then not actually giving it.” Another suggested that chatbot interactions fall far short of professional library service, observing, “If you’re talking to a chat bot ... that’s not drawing on what a library can actually do.” Relatedly, participants worried about the loss of interpersonal connection, with one remarking, “So often relationship is what drives a lot of folks. And to have that relationship building get usurped by a tool possibly feels really icky.”

Concerns about the devaluation of professional skills were often linked to broader labour issues. One participant noted that “The labour rights and deprofessionalization aspect [of generative AI] is incredibly frustrating to see.” Another drew parallels with labour struggles in other creative and knowledge professions, such the 2023 strike by film and TV writers to protest the deterioration of working conditions by the use of AI. Participants connected these concerns to long-standing experiences with technological change in libraries, noting that while technology may not eliminate librarians entirely, it can reshape staffing levels and obscure the value of professional work.

Underlying many of these concerns was a fear that AI could gradually displace human knowledge, judgment, and creativity rather than support them. As one participant put it, “I found myself struggling with that, how now humans are enhancing AI work rather than AI being used to enhance human work.” Another worried about a future increasingly detached from human knowledge creation, describing “this weird sort of layering of the automation, and just being further removed from actual human input.”

For many participants, these concerns reflected a broader sense that AI risks conflicting with core professional values. While many participants connected this with their own work experiences, they had significant concerns around the impact that this phenomenon was having on their communities, particularly faculty and students. This issue is discussed at length in the next section of this report.

Information Literacy and Critical Thinking

A dominant theme in participants' reflections was the concern that AI may undermine the development and practice of core academic and information literacy skills, though this was frequently held in tension with the potential opportunity AI literacy instruction might offer instruction programs. Participants frequently described AI as a tool that provides immediate answers while potentially bypassing the processes of inquiry, evaluation, reflection, and persistence that are central to learning and research. Many worried that the convenience of AI-generated outputs could weaken users' ability to think critically, assess information quality, and develop expertise independently.

Several participants expressed concern that regular reliance on AI could diminish critical thinking skills over time. As one participant explained, "There's science that shows that reliance on it ... does erode your judgment, your ability to think critically. And I don't want it to erode my ability to think critically." Others framed the issue as a broader societal shift toward dependence on automated answers. One participant reflected, "We're becoming very intellectually lazy as we let this replace so many of those small steps that are important to understand something." Another questioned whether people would continue to engage with the effort required for meaningful learning stating, "There's something to learning something on your own, versus asking a chatbot. I think we're losing that now in society, in general. Will we have the patience to actually learn something on our own now?"

Concerns about teaching and learning were particularly prominent among librarians who work closely with students and instructors. Participants observed that AI tools are increasingly integrated into educational settings, often in ways that may shortcut rather than support learning. One participant stated, "The impacts on teaching and learning, I've seen the transition as an instructor. Now there have been serious issues of harm. Students don't even know what skills they are losing." Similarly, another participant asked a question worth contemplating: "How do we use AI without skipping that learning process? Students are just using it and cutting their own education." These comments suggest a concern that learners may gain access to answers without acquiring the underlying knowledge, research abilities, or evaluative skills needed to understand and assess them. Many participants connected these concerns to the broader educational mission of universities and libraries. One participant described "a fear that the learning process is being diminished by AI, and eroding what we see as the university's mission, which is critical thinking." Others worried that extensive reliance on AI could result in credentials being awarded without corresponding expertise.

Participants also observed that AI is changing how people engage with information. One librarian noted that users increasingly rely on AI-generated summaries rather than exploring or reading sources directly: “Folks [students and researchers] are often using an AI summary from Google search and aren’t looking further into search results. Some of the things that we took for granted [about how people use information from a Google search] are now more complex.” For information professionals, this trend raises questions about whether users are developing the habits of inquiry and source evaluation that have traditionally been central to information literacy.

The problem was viewed as especially acute in research contexts, where rigorous evaluation of evidence is essential. One participant shared that they were seeing this play out in the behaviour of some health faculty researchers and connected that changing behaviour to its potential implications for instruction and professional ethics in the field. The participant noted that “there isn’t [necessarily] that vetting process” that researchers and educators have traditionally been expected to practise and teach. The concern was not only the existence of fabricated information, but also the apparent erosion of the habits and skills required to detect it.

Participants emphasized that AI systems can be inaccurate, reproduce biases, and present outputs in authoritative ways that obscure their limitations. One participant highlighted the tension this creates for libraries and higher education, sharing,

If our job is to support students and researchers in the development of foundational skills to synthesize and critically evaluate information, and we’re delegating that to these black boxes, what is lost in terms of our students’ ability to interrogate information critically? ... These are foundational skills that human beings need to develop.

However, participants shared that these issues presented opportunities for their information literacy work as students and faculty grappled with the increased need for evaluation skills and information validation approaches. Observations such as, “There’s an opportunity to reposition libraries as kind of like the bastions of trusted, authoritative knowledge and information and sources in this kind of sea of a mess of unreliable information” and, “We are bringing [AI] into our teaching a lot to teach critical information literacy and evaluation of information skills” reflect the changing attitudes and practices toward AI in the educational role of the library.

Participants also identified and shared enthusiasm about opportunities for low-risk experimentation with AI that do not carry the same consequences for learning and research. One participant explained, “So one of the things I do is I go into the classroom, and one of the professors I work with actually has them do fun, creative stuff with it, like create a song, create an image. I’ve been testing it [different AI tools] with that. I actually find a lot of the learning I do with these AI tools is in the realm of creative stuff, because it’s not as high risk [as using AI for scholarly research or academic work], I can play.” This suggests that while participants expressed concerns about AI’s impact on research and learning, some also saw value in exploratory and creative uses where the risks to foundational critical thinking skills may be reduced and potential to advance our core educational role within academic institutions.

AI Governance, Policy, and Oversight

Participants frequently described uncertainty about what information could safely be shared with AI systems, a lack of clear institutional guidance, and broader concerns about how data are collected, stored, governed, and reused. As one participant explained, “There’s very little guidance in terms of what we can and can’t do. It seems it’s better to err on the side of caution and just not allow that [usage].” Another noted that “University-wise, they haven’t really had an AI guideline released yet, so it puts stuff in limbo.”

Across focus groups, participants expressed a strong desire for transparent and consistent policies to guide AI adoption. Many described current approaches as fragmented and unclear, with one participant observing, “I would love for there to be a really concrete policy in place. I think [for] a lot of our organizations, everything is very nebulous.” Another noted that “Policies are very ... all over the place, even from department to department.” In the absence of clear governance, participants often relied on their own judgment, particularly when handling sensitive information, or avoided using AI tools, or any AI tool outside of the single enterprise approved tool, completely. As one participant explained, “Most of the time, if we want to use a tool here, and I’m sure at many of your institutions as well, cybersecurity, its privacy, all those IT checks are typically done quite seriously, and I don’t want to use something that I maybe shouldn’t be using. So I just don’t.”

Institutional guidance was viewed as essential for enabling responsible experimentation. Participants cited examples of emerging rules and training, including: “We had an [institutional professional development] workshop that says, use MS Copilot if you’re using internal documents. Do not use anything outside of that.” Others described more restrictive directives, such as, “We’ve been told don’t put any information about the [university] into ChatGPT, or not into Gemini for confidentiality reasons.” While these measures provided some clarity, many participants wanted more formal endorsement of what tools were available or possible to use for different tasks. One participant remarked, “I would use it more if there was more of an institutional green light. It really feels at the governance level, the tap needs to be turned on.”

Participants also highlighted the need for oversight structures that balance innovation with ethical and regulatory responsibilities. Some felt that existing approval processes slowed adoption, such as a participant that directly stated, “The infrastructure is so restrictive.” Others questioned the value of investing time in tools lacking institutional support, including a participant who shared, “Why would I invest my time to learn a tool that the university wouldn’t even endorse?” Several participants emphasized the restrictions experienced in their environments and the desire for clearer pathways for approval of AI tools, noting that “[Central IT] can say yes to this, where we just don’t have that. We have to go through [Central IT].” Professional development, as discussed in the next section of this report, is also a critical element to enhance exploration and build capacity, particularly in the consortial context.

Professional Development and AI Literacy for Library Workers

Participants were asked to consider what supports OCUL, as a library consortium, could provide for the exploration of AI in their work. While many recognized the need to develop new knowledge and skills, they also described feeling overwhelmed by the pace of change, the growing number of tools, and the uncertainty surrounding appropriate and effective use. As one participant noted, “There’s such tool choice overwhelm ... it just feels like there’s always something new coming out, there’s always something that claims it’s now the best thing, and maybe I should learn that one and not that one, and where do you even start?”

Given these challenges, participants frequently pointed to the value of a consortium-wide approach. Rather than expecting individuals or institutions to independently track developments, they suggested that collective learning and shared expertise could help reduce duplication of effort and create greater confidence in decision-making.

One participant summarized this perspective directly sharing, “The consortium approach seems like the best approach so we’re sharing information and benefiting from our collective expertise.” Others envisioned dedicated spaces for ongoing learning and discussion, noting, “We have communities of interest. Having that for AI. To stay on top of things together and keep up with trends.”

Interest in collaborative work was particularly strong in public services areas, particularly teaching and learning and evidence synthesis support, where AI is having direct impacts on the day-to-day work across member libraries and no current committee, community of practice, or OCUL governance structure exists. The following exchange between two participants directly addresses this tension:

Participant One: For us [collections librarians], we have OCUL-IR. Information Resources is like our home away from home. I talk to Christa [Foley, OCUL Assistant Director, Information Resources and Collections] more than I talk to the librarians in this building. But does information literacy have that same thing?

Participant Two: There is no OCUL Teaching and Learning Community or Committee. That would be ideal.

Participant One: Perhaps AI is just, like, the straw that will break that camel’s back and it can be built? Because it is a lifeline for the collections side.

Beyond this exchange, participants shared experiences including, “I’m finding it really challenging to provide guidance to faculty around practical and ethical AI use.” The same participant went on to ask, “How do we tell faculty who are like, ‘don’t use AI’ that it’s now baked into our systems?” These needs were conceptualized broadly, as indicated by a participant who shared the following when discussing how OCUL could support their work, “Any aspect on how to best approach the teaching and learning. How to be the liaisons between the students and how to advocate or caution about the use of AI.”

Several also suggested investment in the development of an AI literacy framework, curriculum, or micro-credentials, including a participant who observed, “Definitely in libraries, we need an AI literacy curriculum so that I can have more of a presence and more support for what I’m bringing to the table as a librarian on those things” and another who reflected, “I think libraries, perhaps through OCUL, could be well-situated to design some new micro-credential courses in using AI.” A participant sharing the need for more collaboration and guidance around AI in evidence synthesis work noted,

“Because I think we’re all ... looking for this evidence, in all these areas, and so maybe if it was done more collectively [through OCUL].” Such sentiments surfaced consistently across focus groups and emerged as one of the strongest findings of this work.

There was also keen interest in using OCUL’s collective expertise and shared infrastructure to provide access to AI models ethically aligned with library values. Describing this role, a participant expressed, “My hope would be that as the technology progresses, we can start to explore local language models that will permit use of licensed and copyrighted materials within that sort of closed environment.” Some participants even saw the potential for OCUL to take things a step further and engage in creating and training LLM AI models, such as the following participant who shared, “I think that one of the wonderful things about OCUL is that OCUL’s a large consortium, and it’s also connected with other consortiums across Canada, and I think that’s the way. To be able to get together and actually feasibly create ... a working LLM that focuses on fair dealing and maximizing that.”

Beyond structured collaboration, participants emphasized the need for guidance on ethical and responsible use. Many viewed OCUL as well-positioned to convene conversations, develop shared understanding, and support critical engagement with AI technologies. As one participant reflected, “I think OCUL can play a role in trying to help guide and support librarians and library workers, through how to use these things ethically ... help individual people in libraries figure this out, together.” Participants also highlighted the value of consortium-level guidance grounded in evidence and transparency. Suggestions included developing “best practices to support ethical use of these tools, and appropriate use of these tools. And ... the provision of evidence for this.” Another participant suggested that “an ethical baseline that’s shared to the extent that it can be may create a better environment of trust and collaboration before it gets to the possible institutional differences.”

Participants also expressed a desire for practical resources that could support informed evaluation and decision-making. There was particular interest in tools and frameworks that would help library workers assess AI systems critically and consistently. As one participant noted, “A framework for assessing AI tools. I think it’s really important. I think it’s something that’s tangible, I think it’s something that’s doable.” Others emphasized the importance of evidence-based resources that could help move conversations beyond personal opinions or assumptions about technology.

One participant explained the value of having “evidence that they’re [AI tools] not as good as some people think they are,” along with clear examples of situations where AI should and should not be used, supported by “concrete reasons and evidence.” The desire for assessment and collaborative approaches to using and critiquing AI was expressed across participant groups but was of particular interest for those engaged in collection assessment and management tasks. Representing these concerns, one participant from a collections strategy background shared, “Something that would be really useful that OCUL could do is a new product assessment framework. Whether that’s adopting or adapting something that already exists...some kind of shared strategy for investigating these tools and deciding whether they are ethical enough and accurate enough.”

Finally, participants highlighted the importance of creating opportunities for dialogue and shared reflection across member libraries. Several suggested that discussions with peers, often through OCUL professional development events, had been valuable in helping them process their own perspectives and learn from others. One participant remarked, “I didn’t know that I needed to have these small group discussions. Keeping the dialogue going across perspectives. It’s nice to make sure we’re having those conversations.” Others called for practical demonstrations and explanatory resources that make AI processes more visible and understandable, noting that “anything that sort of goes from here to here to show the process and the consequences helps me to know how to use it and how to think critically about it.”

Needs Identified by Focus Groups

The following opportunities reflect themes and needs identified through the focus groups. They are intended to be considered holistically, are not prioritized, and are independent of any resourcing that would need to be considered before implementation.

Focus group participants identified the need for:

- Collaboration across OCUL libraries around AI through new or existing OCUL structures, including committees, working groups, and communities of practice. Teaching and learning, evidence synthesis services, and collection assessment surfaced across multiple focus groups as areas of need and opportunity.
- Shared resources, processes, and frameworks for working with or evaluating AI across OCUL institutions. Focus group priorities included vendor AI integrations and independent AI tools, and the creation or adaptation of an AI Literacy Framework that fits within the Ontarian educational context.
- Professional development offerings under the AIML Capacity Building Program to further support technological adaptation, resilience, and cultural adaptation across member libraries.
- Opportunities to experiment with multiple, preferably open-weight, AI models to reduce or eliminate access barriers.
- Values-based principles and guidance for the ethical use of artificial intelligence in academic libraries.
- Use cases and case studies of successful AI workflows and programming from across member libraries, with the projects from the AIML Initiative serving as the initial cohort of case studies.
- More information about the environmental impact of AIML tools and technologies and creative solutions to address these concerns on behalf of the membership.
- Time to develop new skills and AI literacy.

Next Steps

As artificial intelligence and machine learning (AIML) continues to be a developing area of interest and work in academic libraries, the AIML Survey will be repeated in 2027 to continue to gather and report on the thoughts, feelings, and experiences of library workers in OCUL member libraries.

Additionally, the AIML Initiative Leadership Team, the OCUL AI Advisory Committee, and the OCUL Directors will be reviewing the content of this work, needs that have emerged, and considering where OCUL can operationalize these findings in governance and practice. Further information on specific directions from OCUL will be available after the fall Directors Meeting, taking place in early December 2026.

Limitations

The analysis presented in this report is subject to some limitations. First, focus group participants self-selected, which naturally introduces a bias and the potential for group think into these data. Second, while participation was broadly kept confidential, there is a lack of anonymity within the focus group sessions themselves, which may result in some participants withholding honest opinions either to maintain group harmony or protect personal reputation, particularly in circumstances where participants work at the same member library or are known to one another. Third, focus groups can have limited generalizability if the participant pool is small or not intentionally diverse. Finally, focus groups are subject to bias based on the experience and quality of facilitation.

In this work, steps were taken to address these limitations as follows:

- A consistent facilitation guide was developed and used throughout the process.
- Facilitation was led primarily by the Program Manager of the AIML Initiative with two focus groups facilitated by the Program Director of the AIML Initiative, both whom have experience and doctoral level training in focus group facilitation.
- Participants were provided with the opportunity to follow up with their facilitator confidentially via email if there was additional content to share but were uncomfortable doing so within the focus group setting or format.

- The large number of focus group sessions held and support to ensure representation from library workers across library types and locations led to an unusually robust, representative sample to ensure a high level of generalizability to the Ontario academic library worker population.

Acknowledgements

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It has been a highlight of my professional career to engage with so many exceptional, thoughtful individuals across our OCUL member libraries and central OCUL and Scholars Portal staff through this work. I hope this report faithfully reflects your collective thoughts, feelings, and experiences with AI as we continue to navigate this evolving information landscape.

- Kari D. Weaver, September 2026

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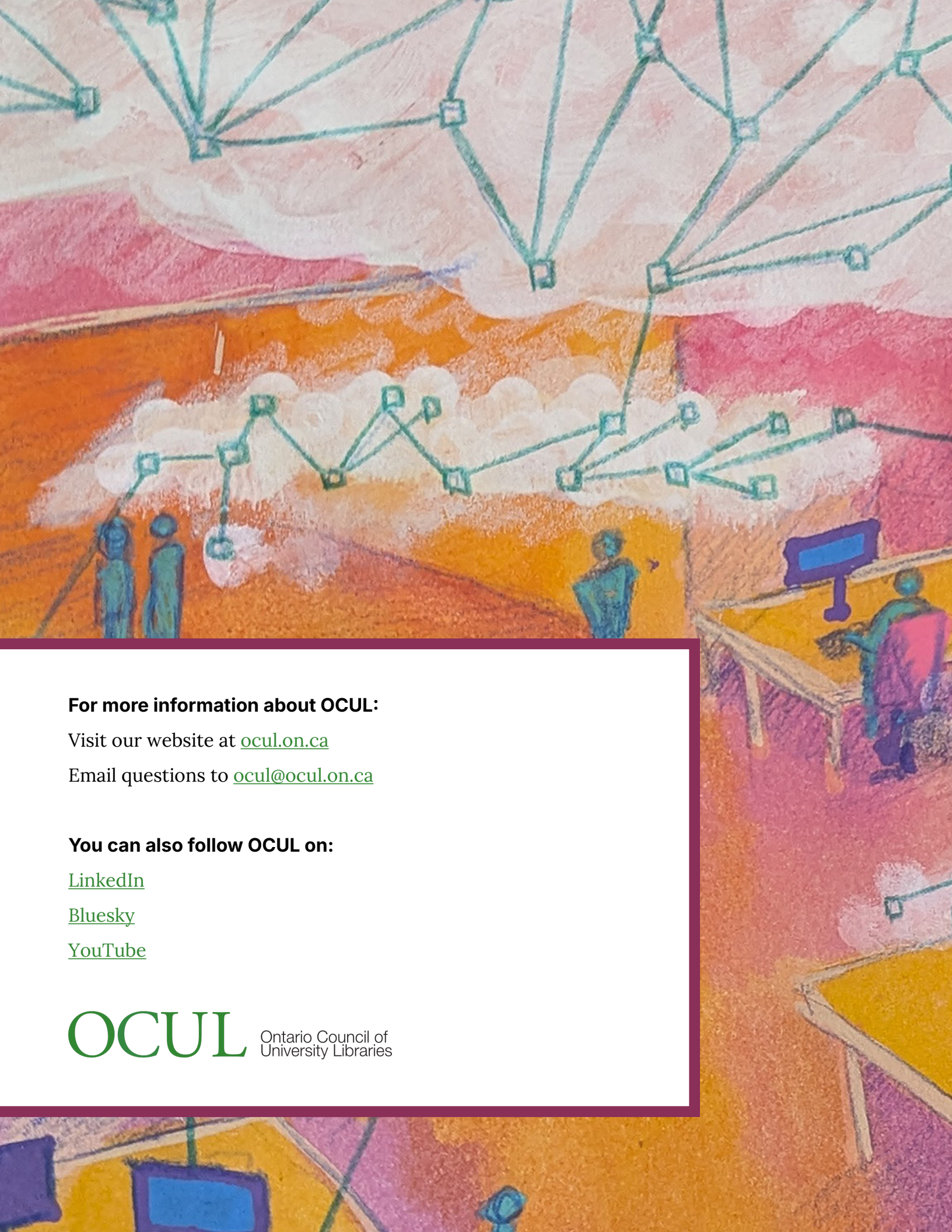
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Appendix A: Focus Group Question Protocol

1. In our initial OCUL AIML [AI and Machine Learning] Survey, we found that the majority of library workers are using AI tools and technologies, but most were only using ChatGPT or Microsoft Copilot. What are the main barriers that prevent you from using a broader range of AI tools?
 - Are those barriers related to awareness, access, technical comfort, institutional support, or something else?
2. What ethical issues concern you most when using AI tools in library settings?
3. How might OCUL best support the development and adoption of ethical policies that reflect real-world needs?
4. From the OCUL AIML Survey, we recognize nearly one-third of library workers are not using AI. For those who represent this perspective, what specific concerns or reservations do you have about integrating AI tools in your library role?
5. Are there examples of use cases where AI represents a threat to your work or values as a professional? What are those and how can we support you in surfacing those concerns or navigating that divide?
6. Can you share or imagine examples where AI enhances your work (e.g., metadata generation, user instruction prep, content summaries)?
 - What makes those examples successful or promising?
7. What support (e.g. time, recognition, resources) would help you explore AI more effectively within your specific library role?
 - How could OCUL encourage your library in adopting these mechanisms?
8. The AIML Program Survey recommends OCUL establish a hub of materials and information about AI and machine learning. What kinds of resources (e.g., tool tutorials, case studies from peer institutions, ethical guidelines) would you value most in a shared hub?
 - How should these be organized or accessed to be most useful?

9. What type of training formats (e.g., workshops, reading groups, self-paced modules) would you find most helpful? What should they focus on — increasing general AI literacy, tool-specific skills, ethical considerations, or practical workflows?
10. Conclusion: Of all the things that have come up in our discussion today, what do you feel is the most important for us to consider as OCUL moves forward with AI and machine learning?
11. Do you have any additional comments that you would like to share?



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