

AI questions addressed at working tables:

Q1. How might libraries contribute to ensuring AI benefits our society (communities, campuses, and organizations), and to mitigating the risks?

Q2. How should CFLA-FCAB position libraries in Canada to be contributors to AI as a positive influence in our society (communities, campuses, and organizations?) And, who should CFLA-FCAB partner with or align with in this positioning for libraries?

TABLE 3

Q1.

- Libraries have a different mandate than corporations. Our role is in the public good ie open data. Educate other decision makers such as municipal councils, government etc.
- Provide experiences for the community - ie helping them use a data set and help them evaluate the validity of the data. Demystify A.I. trusted repository

Q2.

- Develop info and advocacy kits including position statements, info briefs. Ie how to spot bad datasets
- Make datasets publicly available
- Curriculum development at I and library schools. Encourage interdisciplinary education
- CFLA IT/AI chair (external expertise possibly) committee
- Help library world get access to funding to help us with this work
- Advocate for library and library values at the federal level when policy and decisions are made by government
- Help position libraries as places for people to become educated about AI

TABLE 4

Q1.

- Libraries become a data silo for societal information - as opposed to companies, ensure the privacy and ethical usage of the data
- Curate data sets
- Could there be platforms (social media like Facebook) that libraries support that protect privacy
- Health Data protections provide a good model for how we should handle other information
- Educate customers about AI, about major risks, what information you should not share
- Concerns about biases with AI expressed
- AI literacy - educate people so they know when AI is behind decisions, education on how to reduce risks different

- Other points made:
- Where does AI sit at what level of government? We need to understand this
- Frustration IT is always behind in libraries

Q2.

- Need to establish a group of experts that can be a voice for libraries and advocate with the federal government (like we do with Copyright)
- Need to actively lobby for regulations with teeth to protect privacy and public interest
- Library schools are behind in teaching technology and soft skills
- With informed consent libraries should use AI to anticipating customer needs, collection development, programming

TABLE 5

Q1.

- By being a contributor to AI literacy. Information literacy to our clientele. Librarians are already involved. Having real conversations about data mining - conveyed to our clientele by companies such as Google, Twitter. Librarians protect information. We are champions of privacy. How can these AI machines work well. There are risks, but huge advantages. It helps market what librarians do. That taxpayers are aware of the work that we do. There is so much information. Information is being put in silos.
- The Right to be forgotten should be part of the search experience. There is no law in Canada that gives you the right to be forgotten. The social implications of AI and the effective use of data.
- Looking at keeping our records in Canada, not shared. Librarians prefer that the clientele information not be used as a commodity.
- Personal data

Q2.

- Looking at the Education piece, the CFLA should create resources for librarians to inform themselves and their clientele about AI. Videos, kits that can be easily accessed. Develop a curriculum for AI literacy. It would need to be updated regularly. Partnerships between vendors, libraries and levels of government.
- It can be another access point from homes to information in libraries
- Focusing on AI in universities, to create programs that benefit access to information, not just businesses trying to accumulate and sell data
- It means that the CFLA-FCAB needs to advocate for better access to information through AI

TABLE 6

Q1.

- Data and big data - libraries should be much more involved in this area -- we have huge data sets and capabilities to participate in helping answer important social questions
- Using AI to harness the knowledge and insight we can have need for already to understand and serve our communities
- Sharing that data with independent researchers and developers
- Make data open - free the data

- Insist on the use of systems and platforms that are open access
- Training - algorithmic literacy and math literacy - how do we embrace these literacies for our own staff skills development and for helping the public be literate
- Workers: this is like a new industrial revolution. How do we ensure our own workers and the workers in our community are prepared for the changes ahead (e.g., skills training, awareness of issues and the policy context)

Q2.

Libraries:

- Partner with local telecoms, universities, math folks and those who have algorithmic literacy, medical and other professionals who can help consumers understand how AI interacts in their industry, work with librarians who know how to impart information literacy and critical thinking skills and theory to the public - at all age levels.
- Play a role in critical appraisal and identifying the validity and reliability of AI platforms and keeping the public aware of the big policy issues that they should know about: Ethics, the right to privacy, safety and security of data, ensuring meaningful consent is a part of participation.
- Ensure that our own policy environments reflect what is necessary to protect the public from our own suppliers and information platforms
- Be sure our public and staff have their eyes wide open about what AI means, and what it doesn't mean

CFLA:

- Work with the organizations that have been listed by the presenters today to start the conversation about how we carry out our role on behalf of Canadians
- Bigger policy issues and how consumers are protected
- Privacy and breach of privacy notice protocols
- General Data Protection protocols and compliance
- Censorship and how it is being executed and used to create controls that may not align with our values and obligation to serve on behalf of Canadians
- Ensuring that the issue of meaningful consent is discussed and defined and that the Government of Canada is accountable for their own actions, and the governance of this issue is addressed at the provincial and municipal level
- A watchful eye over how proprietary systems are developed and lock out other participation in this marketplace
- Keep speaking out about the niche areas where libraries and their workers will not be replaced by AI: social inclusion, creativity, cultural and community hubs
- Create "Tool sheds" where public programming and other efforts can be gathered and shared -- so that we are not all recreating the wheel repeatedly in the area of public information and advocacy
- Work with all appropriate levels of government around privacy, data protection, and meaningful consent

TABLE 7

Q1.

- Advocating and policies and copyright as a model
- Education of the public and of ourselves
- Making sure if we offer programming like introduction to Facebook we also say this is how Facebook uses your information

- A.I - many people think that A.I. doesn't affect me - increase awareness
- So many problems coming out of the library schools in terms of core competencies, attention needs to be directed to recruitment - there needs to be vetting process based on competencies that are required in the work world - This is an issue for CARL, it is a concern for all of us - can't hire people.
- Social skills and how to read is going to be more important than ever
- Royal Bank report just came out with a report - they talk about core competencies for the workforce of the near future
 - digital literacy
 - reading
 - metrics analysis
 - and more
- CFLA - could be setting up a list of competencies - working on series of competencies and take it to library schools - tie it to accreditation

Q2.

- Who should we partner with:
 - Library schools going into universities to recruit from other disciplines
 - Provide access
 - Entrepreneurs
 - CIFAR
- Voice to government – CFLA – needs to advocate from a library or social perspective
- CFLA needs to be involved in the emerging government strategy.
- 50% of the jobs will be gone – what can libraries – what does workforce development look like, institutions, universities – Being literate and knowing -
- We need to be open and constantly learning
- My experience on the web is not the same as anyone else – We need to educate people about this

TABLE 8

Q1.

- Public education to get the conversation--bringing people together
- Provide access, we need to do it safely
- Need to develop policy and process around library access
- Just like libraries do coding and 3D printing we need to introduce people of all ages to STEM and to using the tech safely
- Preventing people from being taken advantage of through education
- Provide experts to discuss with people
- It would not be our role to provide the mega computing
- Use AI to do better service usage prediction--perhaps it could do impact/outcome measurement better
- Influencing public policy--we may need to partner with larger institutions--advocate for local level policies and usage, also gaps that may exist in the data--perhaps helping work to mitigate selection bias
- Could AI use our circulation data to make algorithmic selection --trade our data with a trusted vendor (like BookNet Canada)
- Could help identify e-book acquisition and relative numbers of formats, predicting format changes and obsolescence
- Raises question of retention of reading lists of patrons

Q2.

- Align ourselves with those doing the best work in AI: Vector Institute, etc.--be at the table when these are being discussed
- Be leaders in our municipalities, institution
- Libraries would take a balanced approach--think of copyright, libraries' unique viewpoint is user rights--what is the library POV that is unique? Broad access? Asking the questions that no one else asks? Asking what it might mean to the most vulnerable in society so that it helps all? Rebecca suggests that it comes down to LITERACY!

TABLE 9**Q1.**

- Contributing to policy development — at our institutions, regionally, nationally, internationally. Develop more understanding about how AI works — algorithmic literacy. We teach digital literacy now, a student's 'digital tattoo' now, and this is the next step. Understanding your digital imprint, how it is formed, and the consequences. Because of our role, we can be key in articulating what is going on. We need to focus on the positive and not feed the fear factor.
- Because we provide free unfettered access to the internet and large amounts of data, we may find we are viewed as a security risk, providing the wrong data to the wrong elements of society; will need to be able to defend what we do and continue. We may also be asked to turn over our data and will need to defend patron privacy in new ways.
- Libraries should be major advocates for the positive benefits, educating society; ensuring that feeding the economy is not the primary goal of AI, and the betterment of society is where AI energy is directed. Use AI to improve society, keeping it focused on people.
- We don't take full advantage of the data we have and the AI at our disposal. There is AI running behind some of our Reference chat and Readers' Advisory programs. We should do more of this and contribute to improving them. For predictive tasks, such as low level reference, this would be a boon to our workflows.

Q2.

- For CFLA, at the societal level, we could launch a campaign, to start a discussion in society about the issues, concerns, begin to articulate the opportunities and limitations, risks and benefits, and inform policy
- Should identify which regulatory bodies with whom we should align; develop a briefing for them to explain why libraries are involved and how our expertise contributes to the discussion
- We should engage with the Information Management Schools, to ensure the issues and required skills sets are explored at the iSchools
- There are gender issues and social justice issues related to which positions are being eliminated by AI and we should be vocal on this, surface the issues.
- Are there implications for the Right to be Forgotten legislation? Intellectual property implications?
- How are accessibility issues intersecting with AI?

TABLE 10

Q1.

- Public awareness - get experts in to talk about AI so community members understand. Partner with institutions.
- Boards can endorse policy statements, discuss issues and values, we can influence the policy makers on our Boards and also our Board members, when they meet with council and politicians, can inform them about the issues and our values and questions, and influence them through those personal relationships.
- Literacy through our programming - using our space to enable skills development
- Hire the right people - those who have the competencies and might be motivated to work in libraries because they want to “save the world”

Q2.

- CFLA develop a policy statement and work with provincial associations to spread to libraries. About privacy and freedom to access. Consent. Right to be forgotten and right to an explanation, need for transparency of why a decision made by AI is made. Need to know that information is being collected about you.
- Does net neutrality matter for this? Yes, need analytical power for big data, and for everyone to use that computing power we need net neutrality so it's not only available to advertising/private corporations.
- Educate on awareness. Being aware when your phone is gathering information.
- Could CFLA guide us in what the priorities are for educating our communities so that we have some consistency and shared messaging, as well as representing that libraries have a role. Stronger message if we are all doing the same thing at the same time.
- Partners: universities, tech companies, municipalities. Provincial associations, ALA, EFF, Open Media, IEEE, Internet Governance Forum, Federal Industry, CISTI equivalent.

TABLE 11

Q1.

- Increase the watchdog function of libraries and librarians; educating and informing our communities on AI. Create a conversation in our communities - citizens are not aware what is happening (level of knowledge is low, with the technology advancing faster than people realize).
- Information literacy an ongoing role for libraries in our communities, which could be increased on this issue
- Education role of libraries. Help citizens create their own algorithms, their own AI, to be users of the technology rather than be used by the technology. Create informed citizens who can take hold of the technology and to push government for better public policy.
- External focus on public policy. Libraries and librarians pushing citizens to push government for better policies.
- Data. Getting data, data sets to be usable. Help citizens to understand and use the data, to use the AI. Policy level - access to information advocacy.
- Privacy and freedom of information. Help citizens understand their rights. Work on helping people understand when privacy rules are used against them.

Q2.

- Help citizens work to create public policy on the issues. Roundtables, education efforts across the country. Lead discussion on the issues. Partner with CIFAR and non-profit organizations. Increase public education role.
- Develop policy, statements on privacy, data use, right to be forgotten, other related issues.

TABLE 12**Q1.**

- We do lots of education around literacies and awareness of public issues. We can bring in the experts to teach the public about the things they really need to know.
- Educate our publics about how their information is being used and how algorithms are actually influencing what information they are getting
- Raise awareness about how the public's information is actually being gathered
- We have a role in leading a conversation about privacy and how people share or don't share personal information
- We have a role to play in informing and advocating to elected representatives.
- We need to help "lift the veil" of what's happening "under the hood". This is something we have done in the past with helping users understand how systems (search engines, subject headings, et.) actually work.
- We have a role in feeding better content into the system so that AI can actually work with it. We are sitting on a treasure trove of print data that might help bring diversity to the data sets that AI are using to learn about the world.

Q2.

- We have a tradition of having national level experts on certain topics. We need to find ways to give the AI experts in our midst a national platform.
- Teachers/educators are natural allies with whom we can mutually reinforce our messaging to learners
- Natural allies also include people developing public policy as well as the data centres at universities
- Who do the developers of AI listen to? How do we find and then get the ear of the influencers of the developers?

TABLE 13**Q1.**

- Literacy, education, standards, interrogating to help surface what filters rise
- Worry we are going to do a poor job as we have done with info literacy.. ie fake news.. not a role in public discourse. Not kid ourselves about importance but CFLA should get high quality research; can't make it our hill to die on – info literacy core foundation, smaller, focused role. High level pieces that we should think about to influence public policy. Keep focus to higher level.
- Start with ourselves and educate ourselves because we haven't been introduced to this officially. Teach or to teach? We need to learn.
- AI only knows what it is exposed to – topic is more captivating to a public audience, people know they might be manipulated.

- Research and education in our profession and give it to the rest of us. Investigate cultural assumptions being programmed into these virtual children. Someone should do that critical analysis. What data are they using. So complex should we go into this or leave it at a high level.
- Could we use that in training; How can we use it in our libraries as an introduction.
- Could we carve off some ideas like OCR speech recognition, privacy to introduce to our libraries and continue conversation with patrons. How about focussing on those aspects that AI can't replicate - creative industries.
- Could we use our huge amount of data of our patrons to personalize
- Or could the data sets themselves be used
- What core subset is private and what could be used as an AI opportunity – service data
- Library services don't know us enough
- More relevance to talking about personal data security. Conversations around that must continue. We need to re-engage patrons.
- What are implications (e.g. DNA turning up serial murderers)
- Personal level – customized to one person is not always what patrons want
- Personal aspect is always needed
- Basing selections on usage – reflect our society. Make it less biased.
- Use AI for marketing, promotion and with staff, opportunities for meaningful work, culture, creativity

Q2.

- International organizations that we could coordinate with at the academic level. Incorporate into planning and operations. Public policy and the legislative side.
- Associations role as a national body – position papers and lobbying at the national level
- Disruptive can also be a positive

TABLE 14

Q1.

- People may not know what they don't know - Libraries can offer AI education/instruction/workshops
- Libraries can create discussion spaces for staff and public
- Include in Strategic Plans?
- Sharing our voices - collaborate with this, as everything else in libraries
- Develop policies and procedures to mitigate risks - how does that mesh with long standing principles? Redefine our principles - update - for instance data collection
- Would be nice to dive into this further - what are the real benefits and risks? How can we define this further? Comment on how we look at our values and ethics and define ourselves at our institutions.

Q2.

- Libraries can offer subject specialists - AI Committee on CFLA for instance, create a position statement?
- Partnerships with ALA/IFLA

- Make sure that our voices are heard - make sure values, ethics and standards are built in and can be upheld - we have a voice in this as Information Professionals
- Create coursework/curriculum which trains student librarians and ongoing training for library professionals
- Connection with legal orgs as there are legal implications for some of this
- Partner with advocacy groups
- CFLA/Libraries can play a part in creating not only policy within libraries, but Canadian Public Policy with regard to AI
- Partner with Coders
- Partner with large universities, CIFAR

TABLE 16

Q1.

- We're great translators, being liaisons between esoteric, complicated stuff, contextualizing it. We've done great with Internet tech, dealing with digital divide.
- Public education, like Makerspace
- Acad. libraries → could be used to better understand student experience; we need to have better control of algorithms than we currently do in discovery tools (etc.) -- work of Chris Bourg, Code4lib discussions around bias in our systems and algs are promising
- Augmenting our staff's effectiveness -- as presented by panelist
- Focus on our social role, spend more time interacting with our community, our users
- Difference between learning from a book vs. learning from people

Q2.

- Library schools -- selecting the right people for the job; selecting for diversity; ensuring that those focusing on tech get ethics training, get embedded in those conversations
- Educating policy makers
- Start with money or policy
- Need help in developing policies that integrate AI
- Need access to grants to test this AI stuff
- CIFAR
- Work on having coordinated message
- Ongoing education
- Give tools to education library worked and the public
- Take a position
- Talk to retailers (Amazon, telecom companies)
- Need to regain control over our tools so that we can truly benefit from AI (can we convince vendors, ILS developers to make the most of AI, or will we be better positioned if we do it ourselves?)
- Raise the questions no one else is asking

TABLE 17

Q1.

- Offering policy forums would be great for public libraries to do, to further citizen awareness and education. Also education and training courses relating to how algorithms works, the basics of statistics that are necessary to understand, etc. These could address different age groups. Also, be signaling and supporting the need to look ahead at the job market changes (and lower income jobs especially disappearing)that are inevitable.
- We need to be sure that our values and our policies are up to date, remaining and strong as technologies evolve, and that the public is aware of the values we can champion on their behalf.
- But also, re making it work for us, we could engage with developers, asking their assistance in helping solve problems (so they see libraries as a possible market).

Q2.

- CFLA - Librarians need to understand it (at least at a high level) first, then get out and be assertive that libraries have a solid values basis to bring to bear on these challenges of the positive societal deployment of algorithms. We need then to connect with people of influence. We could start with better understanding what the CIFAR program is looking at related to ethics and privacy; can we contribute somehow? Need to defend equitable access to information, and libraries are trusted voices.
- So CFLA can produce position statements and talking points to support those positions to our boards, local politicians, etc.

TABLE 18

Q1.

- K-12 sector should have more AI embedded in the curriculum. Children are very adept with using technology and being educated about information retrieval will greatly impact their student success in post-secondary school and beyond. Advocating legislators about this will also assist.
- Having additional questions on library card applications about programming ideas will assist with data collection for new programs. Ensure that privacy of applications is maintained.

Q2.

- CFLA should investigate establishing an AI committee and discuss special needs that libraries can bring to how AI can benefit communities. A committee will draft a position statement.

Table 19

Q1.

- Public Library will be the bridge in the same as computer literacy and if we don't the expertise then we need to partner or train people to do this.
- Do we integrate in MLIS curriculum or do we hire AI experts who are not librarians? We suggest integration in to the curriculum.
- If we don't integrate into this conversation, we find ourselves sidelined

- Two-pronged approach – yes integrate it into the curriculum and also bring experts into the library to work with librarians (as well as maybe interested them in librarians).
- Start the conversation about AI and then librarians will be the source of information remembering that AI is not any one thing but it is integrated into so many different areas. It is creeping into our life without us even knowing.

Q2.

- Yes, CFLA-FCAB has a role to play in shaping policy with the federal government.
- CFLA-FCAB should partner with library or business school, STEM (Science, technology, engineering and Math)
- great thesis topic or project.

Table 20

Q1.

- Libraries have very important role to bringing people together— to bring this conversation into our users' lives and getting them algorithmically literate. A social role. In QC, some public libraries did 8 citizen cafes on AI : scenarios sketched for each table at the café, such as AI in health, AI in private life, etc. They discussed things such as what don't we want about AI? People point out principles they want to be respected, and recommendations for doing that. Libraries are a good place, ethical people in a neutral ground to get together around a really critical issue like AI. People at these cafes thought libraries were really the best place for this sort of discussion

Q2.

- Creating standards for different library associations to use — core competencies extended from regular literacy to algorithmic literacies
- Replicate truth and reconciliation ideas for getting together over AI
- Create a forum on AI. Public libraries all thought they were good places to build discussions with the public on AI
- Each table at the citizen cafes had 20-30 users, with a limit of 300 per café: we in Saskatchewan could do what they did in Quebec. But don't need to go with that many people. E.g. aboriginal libraries group in Saskatchewan. Replicate Northern Reading Program for Aboriginal libraries that create info package to then inform how proceed. An actual physical package, because not everybody can use Internet, particularly in the North and in aboriginal communities
- Informing our users through these AI cafes — In Quebec, they had librarians come to see how they might do something similar in their own libraries