

Whose Job is it Anyway?

The Role of Libraries in AI Literacy

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Agenda

- Context: AI in the library
- Intro to AI literacy
- Establishing professional boundaries
- Ideas for implementation

**Discussion slides throughout


Context

- Library workers from across sectors are called upon to engage with, reject, or embrace AI in a variety of ways.
 - Examples: Machine-generated misinformation at the reference desk, tracking down fabricated citations, AI-powered search engines, AI "enhanced" workflows.
- Gap: A robust conversation about how AI interacts with library workers' established values and responsibilities.



Context

- As leader and member of the Teaching and Learning Team in an academic library, we've asked ourselves how the proliferation of AI in higher education intersects with our established responsibility of teaching information literacy.
- As librarians, we've also explored our professional values related to AI and set boundaries in our work.



AI Literacy: A set of competencies needed to navigate information environments where AI tools and content are ubiquitous.

Components of AI Literacy

- Functional literacy: How does AI work?
- Ethical literacy: What ethical implications do we need to consider?
- Rhetorical literacy: When is AI an effective tool for our goals?
- Pedagogical literacy: What impact does AI have on teaching and learning?

Adapted from "[Understanding AI Literacy](#)" by [Stanford Teaching Commons](#). [CC BY-NC-SA 4.0](#)



Discussion Questions

- How has AI impacted your work?
- What support for AI learning do you have?
- What pressures related to AI use do you experience?

Boundary #1

We are not here to promote any specific tool or company.



Boundary #1

We can tell users relevant information like that our institution has a specific license with a tool, providing added functionality and privacy, but it is not our role to promote any tool (or AI in general) as right for all use cases. AI tools are the products of companies with all the associated concerns that may bring.

Boundary #2

AI literacy does not equal AI acceptance or AI fatalism.

Boundary #2

We approach AI with the critical lens we use for every information tool. Is this the right tool for the task, based on our knowledge of the tool's functionality? Do the costs/risks associated with using the tool outweigh the benefits? AI use is not mandatory or inevitable because it "can do everything" / "is the future" / "is what everyone is doing."

Boundary #3

We reject AI hype.

Boundary #3

- We assess tools based on what they currently do, not what they might do in some hypothetical future.
- We evaluate claims about AI using information literacy.
- Who is making the claim? What is the bias? What evidence are they giving? Do other sources agree or disagree? Whose perspective is not represented?
- Our policies and processes are human-centered.

[Making Sense of GenAI Amidst AI Hype and AI Personalization](#) by Sarah Morris (2026), published by [In the Library With The Lead Pipe](#), [CC BY](#).

[Policy Priorities for Generative AI and Open Education: A Report for the DOERS Community](#) © 2025 by Meredith Jacob and Will Cross, [CC BY-NC-SA 4.0](#)



Discussion Questions

- How do your professional values interact with AI?
- What support do you have for setting boundaries?



Ideas for Implementation

- Programming for library users
- Incorporating AI literacy into reference and instruction
- Handouts for library users on the basics of AI



Discussion Questions

- How can your library promote AI literacy?
- How do we have conversations about AI in spaces where we disagree on roles and responsibilities?

Thank you.



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