

April 21, 2026: AiDiEx Summary

Featured topics:

- Resource Sharing
- Research Data Management

The sessions began with brief overviews of the key issues related to the impact of artificial intelligence (generative or otherwise) on the featured topic, followed by specific questions. The following notes are brief recaps of each discussion.

Discussion 1: Resource Sharing

1. Has AI/automation features changed the nature of ILL/Resource Sharing work? If so, how.

- Shifting responsibilities to more complex tasks, more troubleshooting
- Verifying/validating hallucinated citations: tracking citations has always been part of the work, but hallucinated citations are deceptively accurately formatted and there is a greater volume since they are so easily generated
- The amount of workload may be the same, but more difficult tasks make it feel like more work
- Risk of losing problem-solving expertise as systems get easier
- Print-only resources reduction? Less likely to be found via LLM search
- More time spent educating users about hallucinated citations and GenAI
- Benefits/potential benefits:
 - i. increase in accessibility, automatic OCR
 - ii. AI could increase the discoverability of real citations, more requests
 - iii. Automation potential to load-balance requests by institution, figure out ideal time zones to fill requests
 - iv. Possible future benefits: better metadata, which will lead to better discoverability

2. Has AI changed how users make requests?

- Growing trend: online items privileged over print?
- Possible future direction: publishers paying to be prioritized in LLM results, may lead to uptick in requests from one publisher over another
- LLMs may be suggesting students use ILL from their library when it brings up a citation

3. How are next generation systems (Rapido, Tipasa, etc.) using AI to help (or hinder) you or your users?

- Great deal of hidden labour behind the scenes

- AI-driven workflow may help balance the load
 - Automation and machine-driven aspects hindering staff by removing the human relationships? Loss of networking and personal relationships with peers at partner libraries
- 4. What systems offer AI features that most appeal to you/your library? Which features?**
- Estimated delivery times—patrons are used to this from retail, they may come to expect this
 - Flagging copyright infringement potential concerns
 - Auto OCR to save time and meet equity and accessibility requirements
- 5. Are you considering or creating policies or safe guards around preventing requests for hallucinated materials?**
- Manually searching is using up a lot time
 - What could a policy look like?
 - i. Attaching an educational piece for users who submit requests for multiple hallucinations?
 - Challenge of dealing with faculty who don't like their expertise to be challenged or feel insecure about the use of AI

Discussion 2: Research Data Management

- 1. How do you decide whether an AI tool is too risky for a data task? Does your institution have clear guidance for students, staff and faculty on data sensitivity and risk? On evaluating AI integrations and privacy policies?**
- Several participants expressed reluctance to use an AI tool if the data could be considered sensitive in any way
 - Concerns over not knowing what happens to the data once it is uploaded to the tools, what it will be used for, who will be able to access it
 - Task dependent: is AI necessary to accomplish what is needed? Is it the best tool for the job?
 - i. Questionable reliability of the tool and its generated results
 - Guidance found via ethics committees, online guidelines from Sensitive Data Toolkit, etc.
 - i. AI tool evaluation rubric being developed at one institution
 - Resources shared:
 - i. [Sensitive Data Toolkit](#)
 - ii. Michael Geist: "[Is Data De-Identification Dead?: Why the AI Privacy Risk Isn't What It Learns, But What It Figures Out](#)"
 - iii. [Map and Data Library Transcription options](#)
 - iv. [Using R for Transcription with WhisperAI](#)
 - v. [McMaster Privacy Policies and Data Usage](#)
 - "I think it is great that these resources exist, but I think the real issue is how to get students/faculty to read this stuff and then actually do the evaluation."

2. Do you have a favourite or know of people at your institution using AI tools for research or data work? What criteria do you use when choosing an AI tool?

- Feelings of isolation, siloed work on this from various departments at institutions
- People choosing the approved tools (e.g., IT departments, administration) may not understand research and data needs or the privacy implications of the tools themselves
 - i. Enterprise versions of approved tools like Co-Pilot introduced with little or no training, researchers not inclined to use them
- Resources shared:
 - i. [AI in Library Licensed Platforms Rubric v3](#)
 - ii. [The AI Turn in Academic Research](#) (OER)
 - iii. Data cleaning horror story: "[When two years of academic work vanished with a single click](#)"
 - iv. [aTrain transcription tool](#)
- Critical AI Literacy modules in development at one institution, with future plans to possibly be public-facing
- Danger in using these tools if you don't already know how to navigate your data well; have to be able to spot mistakes in generated results

3. Are students and faculty members asking for training on using AI tools for data management or analysis?

- Impact of vocational awe; feeling the need to fill the gap in AI training and literacy
- Majority of respondents have not had these requests, general sense of not wanting to position the library as the experts in this
- Data privacy and ethical concerns seem to be top questions
 - i. Risk management concerns for student researchers, especially undergrads working with sensitive data in honours theses
- Ok to stand up and say "PAUSE" when we don't know about the implications of this technology—no Luddites, but intentional and thoughtful in implementing this technology

4. What conversations is your library having with other units about AI tools and data? Are campus IT or the research office supporting researchers in the evaluation and adoption of AI tools? Are there competing voices on campus?

- Willingness to adopt vs. caution or outright rejection seems to vary both between and within departments/units
- Questions of governance: no one seems to want to be responsible for AI guidance
- Frustration in trying to reach consensus on how to best approach the issues
- Graduate studies as particularly interesting case study, surprisingly slow to adopt
- Libraries seem to be holding the ethical and critical literacy ground in conversations
- Administration pushing for AI leadership, but without guidance

- Career-readiness for industry: what is the role of education in preparing students for AI readiness in the workplace?
- What is the role of collective bargaining in helping frame expectations of AI use

5. What questions do you have for Data Management Librarians?

- Still waiting on government regulations on AI use and data
- Concerns from researchers about AI data scraping of public repositories
 - i. Borealis doing work on this, but access to data may be more difficult in the future as a trade-off
 - ii. Big concern for Indigenous data
 - iii. Problem of data deposit requirement of grants vs. researcher concerns over AI scraping and data privacy
- Problem of hallucinated data and how to educate users about determining reliable data
- Importance of human connection to overcome these challenges, everyone needs to work together to create effective approaches and policies (researchers, librarians, Tri-Agency, etc.)

Follow-up survey:

Please answer this one-question [survey](#) to share your thoughts on how these discussions could evolve.