

Artificial Intelligence in the Academic Library: A National Study of STEM Librarians' Practices and Perceptions

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Abstract

Background: Artificial intelligence (AI) has rapidly transitioned from a speculative concept to a pervasive force in higher education, disrupting traditional academic practices and prompting critical ethical discussions. Generative AI tools and specialized research applications present both opportunities for innovation and significant challenges to established norms. As stewards of information literacy, academic librarians are at the forefront of evaluating these tools and re-evaluating instructional methodologies. Despite growing interest in AI within library literature, institutions continue to grapple with integration amidst varying professional opinions and a lack of clear consensus.

Purpose/Hypothesis: This study investigates how academic librarians are adapting to and shaping the discourse around AI in the higher education landscape. The primary purpose is to explore librarian usage of AI tools and their perceptions of institutional and library dispositions toward the technology. Specifically, the research aims to illuminate the adoption of AI technologies in information literacy-centric areas such as research, reference, and instruction. Ultimately, the study seeks to provide understanding and consensus for librarians during a period marked by mixed opinions and a lack of cohesive action.

Method/Design/Scope: The researchers employed a survey methodology to collect data from a diverse array of academic librarians at various institutions across the United States. The survey instrument, created in Qualtrics, included four sections covering demographics, AI knowledge, institutional responses, and AI usage. Recruitment targeted professional association email distribution lists, resulting in 289 total responses, with 246 selected for detailed review and the analysis of the STEM librarians (n=71) included in this paper. Quantitative data were analyzed using descriptive statistics, while qualitative free-response data underwent a manual iterative, interpretive analysis to identify recurring themes and patterns.

Results: The findings reveal a vast spread of personal dispositions toward AI, ranging from enthusiastic adoption to total aversion among librarians. While a plurality of respondents characterized their institution's stance as positive, a significant number reported that their college or university had not yet provided formal guidance on AI use.

Conclusions: Academic libraries do not appear to be nearing a consensus on best practices for responding to the proliferation of AI technologies. Rather than a single "best practice," libraries are likely to identify many unique solutions tailored to specific environmental and institutional challenges.

Introduction

Artificial intelligence (AI) has swiftly transitioned from a speculative concept to a pervasive force, reshaping various sectors, including higher education. The advent of generative AI tools, such as ChatGPT, Gemini, Claude, and Microsoft Co-Pilot, have introduced significant disruptions to traditional academic practices, prompting critical discussions around credibility, accessibility, and ethical considerations. Other AI tools such as scite.ai, elicit.com, and Research Rabbit which uncover seminal resources promptly provide alternatives to researchers in lieu of typical academic databases.

Academic librarians, as long-standing stewards of information literacy and digital scholarship, find themselves at the forefront of navigating these changes. The integration of AI technologies into academic environments presents both opportunities for innovation and challenges to established norms. Librarians are tasked with evaluating AI tools, re-evaluating instructional methodologies, and developing policies that uphold the core values of equity and critical inquiry.

This article investigates the responses of academic librarians to the evolving AI landscape and examines how they are adapting to and shaping the discourse around AI in higher education. By exploring the librarian's usage of AI tools and the perception of their library and school, this study aims to illuminate the adoption of AI technologies by academic librarians. The following literature review will contextualize this investigation within existing scholarship, identifying current trends and gaps in the field.

Literature Review

In an atmosphere marked by corporate hype, ethical concerns, and differences in use, institutions are reckoning with the integration of generative AI technologies (ChatGPT, CoPilot, etc.) in higher education [1], [2]. In recognition of this shift, many researchers are turning their attention from the potential of AI for higher education to AI's applications and associated effects. A systematic review of 21 works studying ChatGPT's integration in the classroom found that many are using AI tools for "task assistance and general learning support" [3]. While some found that AI aids students in these areas and promotes student learning [4], others have seen that the benefits offered by such new tools are not without nuance [5]. Further works are now appearing that question the claims made by AI proponents [6]. In research, there are clear applications for AI technologies at a variety of stages in the research process [7], yet there remains disagreement over what constitutes appropriate use [8].

These mixed results, differences in perception [9], and general lack of consensus [10] are not new to followers of the conversation around AI. Even in STEM fields, instructors see multiple pros and cons to AI use, with a number of faculty excited about pedagogical and research applications, yet raising concerns over accuracy, bias, and cost [11], [12], [13], [14]. Though the tension between idealistic hopes and realistic actions never truly goes away, one thing that is agreed upon is a recognition of the societal need for AI literacy [2], [15], [16].

Artificial Intelligence in the Academic Library

A sustained interest in AI has marked LIS literature for several years [17]. Recently, a number of researchers have explored the area of AI-as-helper in academic libraries: assisting in reference services such as library chat [18], [19]; cataloging and technical services [20], [21]; helping with literature reviews [22] or even advancing the work of evidence synthesis [23], [24]. While optimism is a continuing thread, familiar considerations such as adequate funding, infrastructure investment, training and upskilling, and readiness for AI integration in academic libraries also surface [25], [26], [27]. Like the broad range of responses to AI in higher education, many works have shown a full spectrum of opinions on AI in academic libraries [27], [28], [29], [30]. Whether pro-, anti-, or ambivalent about AI's role, the library is increasingly seen as critical, even central, to the AI-powered environment [27], [31], [32], [33].

A number of studies have solicited opinions about AI in the LIS profession over the years since OpenAI's launch of ChatGPT in November 2022. A small ($n = 19$) Association of Research Libraries poll in 2023 showed some optimism (53% "somewhat positive" views) in the potential impact of AI, but results were more nuanced when it came to implementation or even plans for such things [34]. In April 2024, a *Library Journal* article documented the continuous evolution of librarian interactions with AI, noting a "sharp upswing in terms of AI interest" and highlighting examples of AI LibGuides, AI communities of practice, and AI in library instruction [35]. A 2025 Clarivate survey of librarians and library workers ($n = 2,032$) found 67% were at the early exploration or implementation stage of AI in their home libraries, though common challenges such as budgets and concerns over privacy persist [27]. Finally, a 2026 article examined differences in librarian use and perception of AI in 2019 vs. 2025, noting an increase in some AI-powered activities in libraries but continued questions around purpose, perception, and potential [30].

AI Literacy and STEM Librarian Roles

As LIS professionals ponder their use of AI in libraries, several authors see a strong connection between the proper and ethical use of AI tools and the traditional work of librarians in information literacy [36], [37], [38], [39], [40]. Indeed, an article from Matthews et al. explores the collaboration between STEM faculty and STEM librarians, a partnership bound by a shared understanding of the importance of AI literacy [41]. The authors, two librarians and two professors, all worked together to stress the strengths and limitations of AI tools in research for students in engineering and sports science, with librarians discussing topics like AI hallucinations, source coverage, and prompt engineering, and faculty following up with subject-specific knowledge. One of the two faculty members noted that the "library's involvement in sessions help[ed] students to cast a critical eye over AI outputs, as well as to construct effective AI prompts" [41]. Prompt engineering surfaces as a possible topic for AI instruction in many libraries [36], [37], with Robinson et al. specifically proposing a prompt engineering framework for PICO (Population, Intervention, Comparison, Outcome) principles, often utilized in medical libraries for systematic reviews [42]. Carroll and Borycz also propose a framework, but for highlighting AI's common pitfalls: results that are Incomplete, Inconsistent, Incoherent, Illogical, and/or Indulgent [43]. This framework served as a backdrop for AI library instruction in engineering, biology, and technology classes, where the librarians focused on effective use of these tools in research. Carroll and Borycz assessed the possibility of students using AI technologies in the future, finding that more students reported an interest in using these tools after this presentation from a librarian [43]. These results and opinions from others [44] suggest

that the future of search may be hybrid (that is, a mixture of traditional and AI-powered tools), but some have been more critical of AI's presence in the library space [45]. Thus, the importance of perception and associated use remains a question for all academic libraries.

The present study joins a population of survey- and/or interview-based works centered on intentional work with AI in libraries. Similar surveys have been conducted, from the larger examination of researcher attitudes toward AI [9] and the Association of Research Libraries (ARL) members' poll on AI in libraries [34], to more detailed examinations of librarian and information professionals' interactions with and understanding of AI [30], [37], [46], [47], [48]. Specifically, Lo's 2024 work [47] gathers responses from 760 academic library workers and notes better grasp of AI and its impact in libraries, yet a lack of preparedness for institutional implementation. It includes a framework for AI literacy in academic libraries, underlining the importance of critically approaching methods of training and exploration around AI. Peekhaus's article [30], which builds on results from Hervieux and Wheatley's 2019 survey [49], showcases responses from 294 librarians in North America. Peekhaus points out that "librarians are using AI for a range of activities in the library, though not to the extent one might expect" [30]. A comparable study was done at Carnegie Mellon [46], where 71 librarians were surveyed with a focus on instructional roles and their use of AI in library sessions. They discovered a wide variety of approaches to discussing AI as well as a wonderful diversity of AI topics being covered in library classes [46]. Last, Del Castillo and Kelly polled LIS professionals on their attitudes toward ChatGPT and use of that tool in library instruction [48]. They found a wide variety of opinions on and use of AI, where some respondents found ChatGPT quite useful and others were concerned that it was unreliable [48].

None of these similar works have focused on the opinions of STEM librarians and their implications for work with students, faculty, and staff in the sciences. This paper gathers and reports on academic librarian perspectives about AI, particularly those related to information literacy-centric areas of librarianship (research, reference, and instruction). It focuses on the results and their meaning for the work of science librarians. Its aim is to provide understanding and consensus in a time of much discussion, mixed opinions, and lack of cohesive action.

Methods

The researchers sought to discover details about academic librarians' responses to the evolving AI landscape. A survey methodology was chosen to collect data from a large number of participants at a range of institutions. The survey instrument was created in Qualtrics and featured the following question types: [multiple choice, check box, yes-no-N/A, Likert scale, and free response]. The survey was divided into four main sections:

- Demographics (3 questions)
- Knowledge of AI and AI tools (5 questions)
- Responses to AI (4 questions)
- Use of AI (6 questions)

The questions were developed based on the authors' experience with AI in academic libraries, as well as the literature. Some questions were displayed to a limited number of

respondents based on their previous answers. None of the questions forced a response in order to capture all data regardless of whether respondents finished the survey.

The survey was piloted by two practicing academic librarians who were not participants in the study. The pilot respondents completed an initial draft of the survey in Qualtrics and provided the researchers with feedback. The survey was then revised using their feedback prior to dissemination.

Applications to the institutional review board (IRB) at each college/university were submitted and granted.

Institution	IRB Number
Elon University	24-2939
North Carolina Agricultural and Technical State University	HS24-0008
Wake Forest University	IRB00025391

To recruit a diverse array of respondents at institutions across the United States, recruitment messages were sent to various ALA Connect Communities and professional association email distribution lists, including: ACRL Members, ACRL Instruction Section, ACRL University Libraries Section, ACRL Distance and Online Learning Section (DOLS), ACRL Science and Technology Section (STS), ALA Library Instruction Roundtable, North Carolina Library Association (NCLA), South Carolina Library Association (SCLA) Roundtable for African American Concerns (RAAC), American Society for Engineering Education (ASEE) Engineering Libraries Division, Association of Southeastern Research Libraries (ASERL), PAMnet, and SPARC Open Education Forum. The survey was active for one month beginning May 21, 2024, and reminders were sent to distribution lists after two weeks. The survey closed on June 17, 2024.

All quantitative survey results were analyzed in Excel using descriptive statistics. The qualitative data were analyzed manually using an iterative, interpretive process. After initial transcription and review, the data were examined line by line to identify recurring ideas, patterns, and themes. A combination of open coding and thematic grouping was employed to organize and interpret participants' responses. All data visualizations were performed in Excel.

Results

Demographics

The survey had a diverse response, with 289 submissions. Of those 289 submissions, 246 surveys met the 95% or more completion. Claude Code was used to extract the 71 survey results where the respondent selected STEM liaison. Since the survey was intended for academic librarians, we asked participants to tell us about their institution in terms of Carnegie classification and institution size. Over half of the responses came from librarians at doctoral universities (63.38%), signifying substantial representation from research-focused institutions. Other types of institutions represented included 16.90% of respondents from master's colleges or

universities, 9.86% from associate's colleges, and 8.45% from baccalaureate colleges. A very small number of responses were from librarians working in special focus institutions (1.41%).

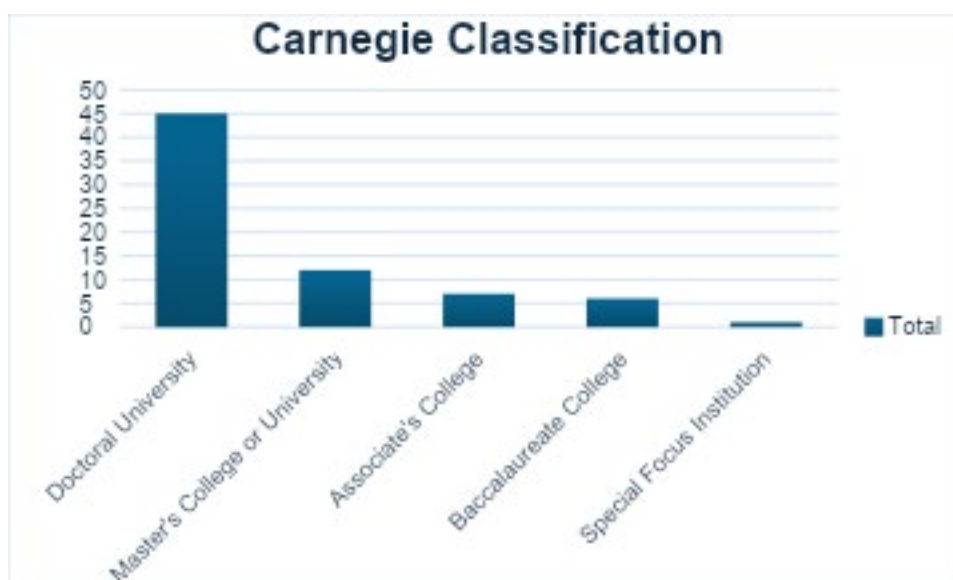


Figure 1. Carnegie Classification of Respondents.

Most respondents came from very large (>20,000 FTE) institutions or medium (3,000-9,999 FTE), representing 36.62% and 30.99% of the responses respectively. 16.90% of respondents came from large (10,000-19,000 FTE) institutions, 12.68% from small (1,000-2,999 FTE) institutions, and 2.82% from very small (<1,000 FTE) institutions.

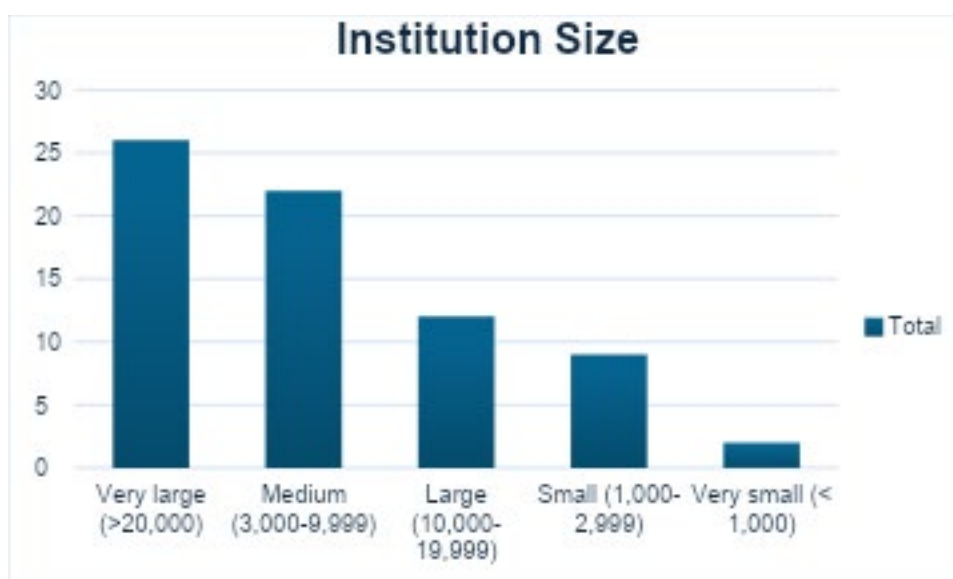


Figure 2. Respondents by Institution Size.

In terms of professional roles, respondents identified predominantly as instruction or research/reference librarians. Due to the cross-functional nature of many librarian roles, respondents were able to select as many role descriptors as they felt applied to their position. The

two highest responses of instruction and research/reference librarians saw 64 and 65 selections respectively. Of the academic librarians that identified as STEM librarians, 12 individuals also selected arts/humanities liaison and 8 social science liaison. Administrators and supervisors were also represented with 7 responses, and 5 librarians identified as working in technical services. 7 respondents also selected the “other” response in this field and identified additional roles in scholarly communication, OER, copyright and licensing, collections, and as a graduate student liaison.

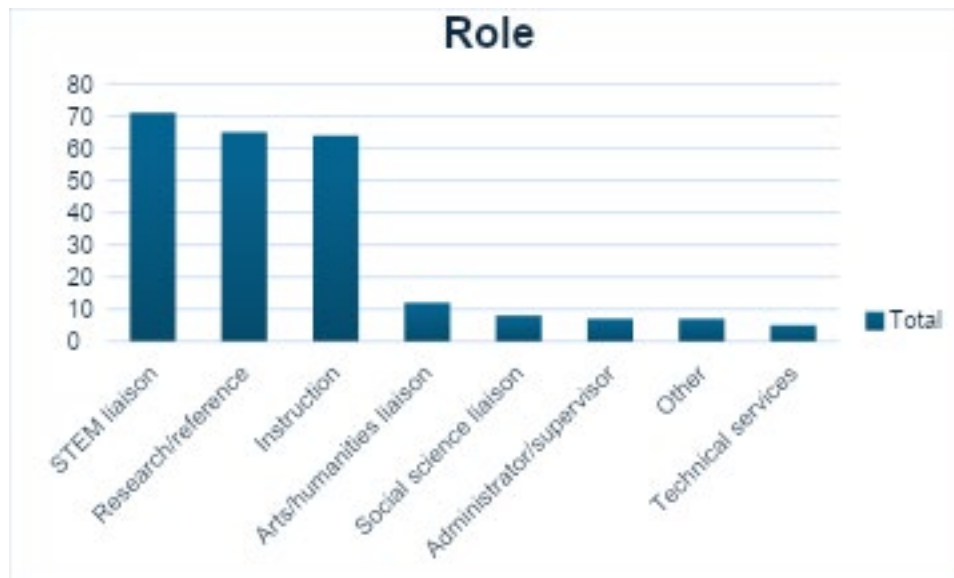


Figure 3. Respondents grouped by their role into categories.

Knowledge of AI: Institutional, library, and individual responses to AI

Three open-ended questions asked the individual to characterize their institution, library, and their own individual responses to AI. Sentiment regarding institutional approaches to AI varied. A plurality of respondents characterized their institution's stance as mixed (31.88%), followed by positive (24.64%), neutral (20.29%), and negative (17.39%) sentiments with 4.35% of the respondents not responding and 1.45% marked as undetermined.

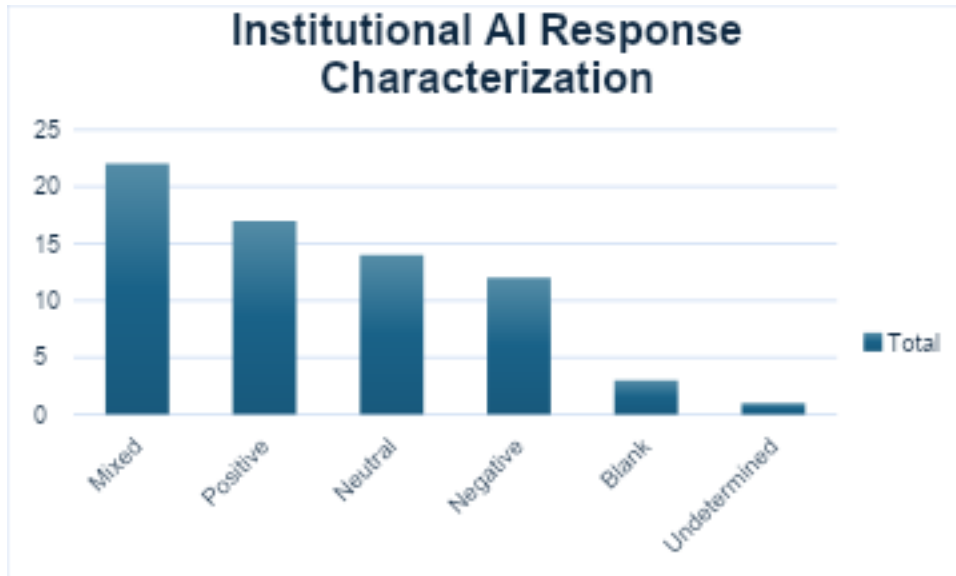


Figure 4. Respondents' characterization of institutional disposition toward AI

Sentiment regarding the library's approaches to AI varied as well. The respondents characterized their library's responses as positive (36.62%), followed by mixed (29.58%), neutral (25.35%), and negative (4.23%) sentiments with 4.23% of the respondents not responding. The respondents' personal sentiment regarding AI varied with the majority of the respondents being positive (32.39%) filled by mixed (26.76%) and with negative (22.54%) and neutral (14.08%) responses switching positions and 4.23% not responding.

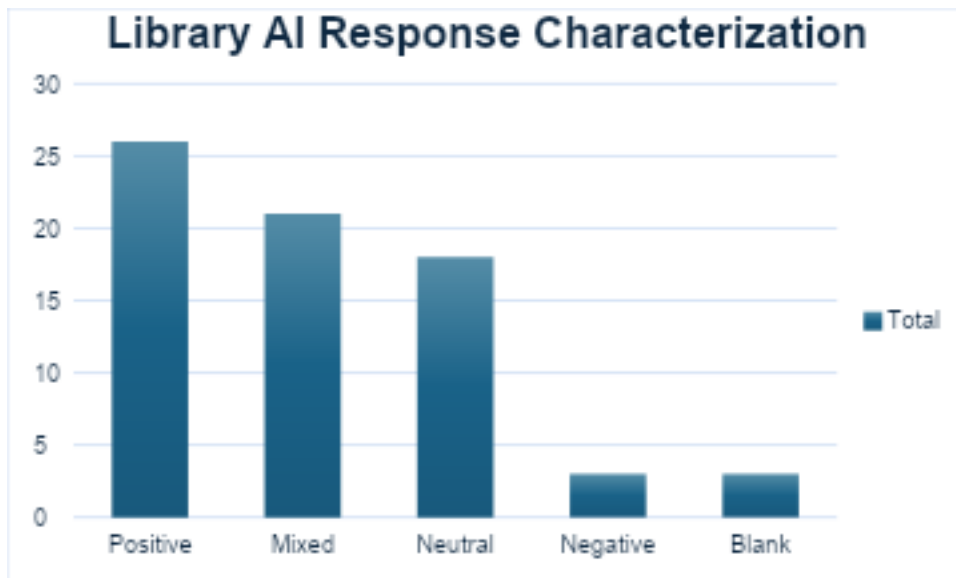


Figure 5. Respondents' characterizations of their library's disposition toward AI

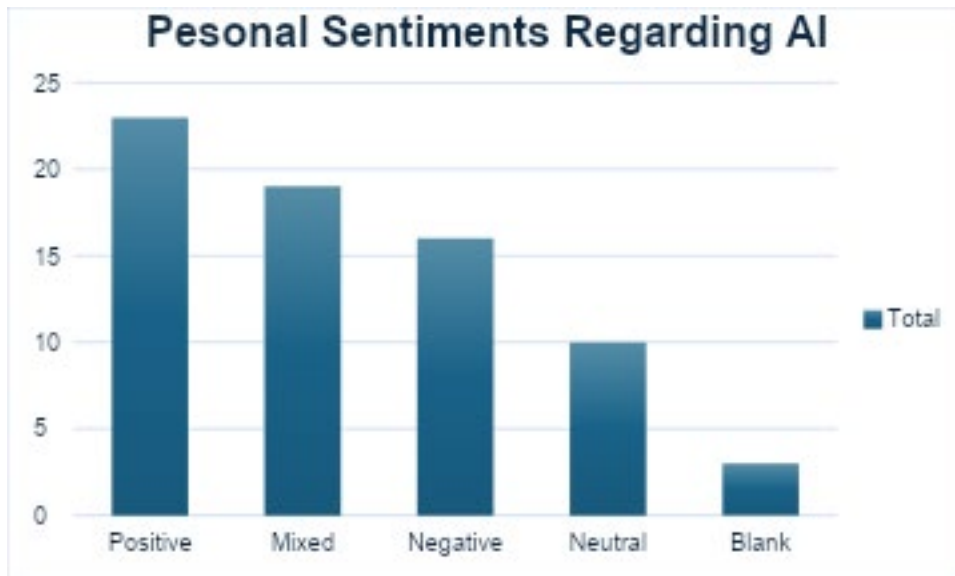


Figure 6. Respondents' individual dispositions toward AI

Certain respondents mentioned whether their institution provided guidance on the use of AI at their college/university. Among the 65 respondents who addressed the question of institutional guidance on AI, 42.03% reported that their college or university had not yet provided any formal guidance, while 20.29% indicated that guidance was currently in development. Only 8.70% stated that their institution had already issued official guidance on the use of AI.

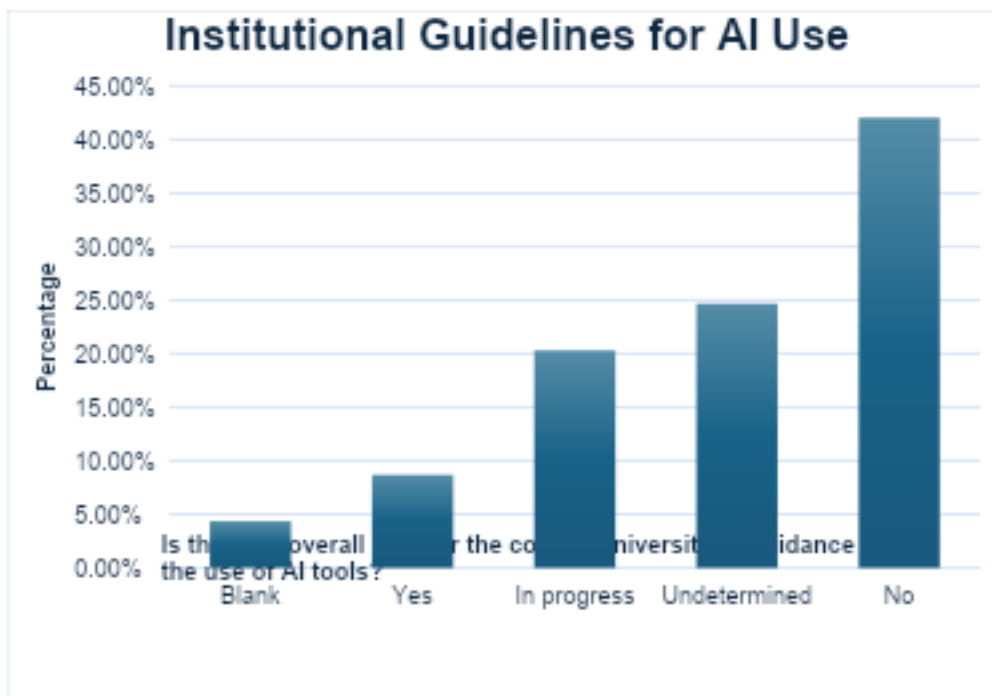


Figure 7. Institutional guidelines for appropriate AI use

Use of AI

The final section of the survey was targeted at librarians with instruction responsibilities. It was designed to gauge whether academic librarians incorporate AI tools or topics into their instruction sessions, workshops, and consultations. Of the 71 respondents, 47 (66.20%) have “incorporated AI tools and/or a discussion of AI into your class visits/sessions” and 25 (35.21%) have “taught a workshop, class, or session specifically focused on AI concepts or tools.” In terms of research consultations, 37 (52.11%) have “incorporated AI tools and/or a discussion of AI into these conversations.” For all three questions, very large (full-time enrollment >20,000) and large (full-time enrollment 10,000-19,000) had the highest proportion of “yes” answers.

We also asked questions regarding collaboration with other campus groups. When asked “Have you collaborated with other campus departments or groups on AI-related initiatives?”, 27 (38.03%) respondents selected “Yes.” Of those that answered yes, the most common campus group that librarians collaborated with was their institution’s center for teaching and learning (19 or 27.76%) (see Table 1).

Campus Departments or Groups	Count
Center for teaching and learning (or similar group)	19
Instructional technology (or similar group)	9
Writing center/tutoring center	11
Specific academic department	9
IT department	7
Other	5
Total	60

Table 1. Librarian collaborations with campus departments or groups.

Respondents shared specific reasons why they did or did not use AI in instruction sessions, workshops, and consultations. The most common themes surrounding the use of AI included that respondents incorporated AI into class visits at their own discretion or at an instructor’s request, respondents mentioned AI in consults when relevant, respondents were invited for or planned AI-specific workshops, and respondents mentioned only ethics and citation when discussing AI. Specific responses may be viewed in Appendix B.

Discussion

Diversity of Responses

There was a vast spread of personal experiences, perspectives, and dispositions towards AI captured in these responses. Respondents indicated unequivocal enthusiasm for AI tools, total aversion to all AI use, and virtually every permutation of acceptance and skepticism between those poles. Institutional responses and positions -both at the library and university levels- were similarly mixed, with nearly all positions on the spectrum from support to condemnation represented in our sample.

Given the state of flux surrounding AI and its use, it is unsurprising that the sample yielded neither clear institutional consensus nor a set of heterodox beliefs and practices among

individual librarians. The future of AI in academic libraries -and higher education and all libraries- remains contested; respondents mirrored the state of the question, and a broad range of responses does not present an obvious issue for the direction of the profession.

While the implications of this lack of agreement remain open to interpretation, the authors identify potential strength in this openness. The diversity of survey responses reflects the diversity of the patrons served, the institutions represented, and the roles within libraries filled by respondents. None of these groups are monolithic, and being able to offer both support and resistance as needed to the adoption, incorporation, and promotion of AI in higher education positions libraries to strengthen our commitments to their stakeholders and lead in critical conversations to come.

Trends and Influences

The attitudes of individuals and institutions regarding AI are likely overdetermined and cannot be adequately parsed on the basis of this survey's results. However, some factors were clearly of greater salience than others. Most significantly, access to support and established infrastructure predicted AI use. When an institution removed financial or logistical barriers to exploration, librarians were more likely to investigate AI programs and incorporate them into their practice. Likewise, individual perspectives on AI and willingness to try new tools are tied to one's overall comfort with technology. There is an intuitive logic to this, but it might bear further scrutiny. While marketing efforts (e.g., advertising, AI "voice assistants," etc.) have created a distinct and complex affective relationship between consumers and AI technologies [50], the underlying mechanisms and the actual use of AI is more similar to commonly used library software than many imagine. Exploring this tension may be a fruitful area for future research.

Several areas of low salience for predicting AI use were also revealed by the responses. Size and Carnegie Classification were not indicative of the type or extent of institutional response. Further, an institution having a robust AI policy was not predictive of an individual's response or comfort level with AI.

Conclusion

The clearest indication from the responses is that academic libraries do not appear to be nearing consensus about how best to respond to the proliferation of AI technologies across higher education. Multiple strategies reflecting nearly every conceivable disposition towards AI are already in effect with strategies of open embrace and total refusal yielding both successes and failures. Given the pace of advancement in AI technology and the accelerating rate of adoption among students, faculty, and staff, this survey suggests academic libraries may ultimately identify many solutions tailored to unique environmental challenges before a single "best practice" can emerge.

Responses touched on a number of areas without substantiating them enough for conclusions here. Drawing on those implications, the authors identified the following areas for future research: first, where do AI technologies "live" on campus? That is, do subscriptions to AI services belong in the library or do they fall outside the purview of library collections? Academic libraries may default to the assumption that only items with content belong within their collections, but AI -empty of content as such, but clearly capable of *generating* content as well as

quickly finding relevant resources- may present the most substantial challenge to this notion yet encountered. Second, while the questions did not necessarily imply these dimensions, respondents made a number of ethical claims about AI and its use. There is an existing body of literature on the ethics of AI in higher education (see, e.g., [16], [51], [52], [53]), but studies centering ethical practice around AI in the library are fewer in number [54], with some calling for librarians and faculty to work together and build their own AI ethics for STEM library work [55].

Lastly, based on the limited trends in the responses, the authors suggest academic libraries pursue several exploratory activities in the near future. First, we recommend both internal and external listening sessions around AI use. Internal conversations can offer the chance to take stock of current library staff AI use and create an inventory of existing attitudes, skills, and capacities to inform library policies and practices, while hearing from students, staff, and faculty can help libraries gauge alignment between their interests and interests across campus. The authors also recommend earmarking time for group investigation of AI tools of interest. Playing with AI programs as a library staff offers an opportunity to remove significant barriers to individual exploration such as technology anxiety, while opening space for further reflections about what your campus needs and how the library is best suited to meet those demands.

Appendix A. Survey Questions

Demographics

Q1 What is your institution's Carnegie Classification? ([Look up here](#) if needed)

- ☐ Doctoral University (1)
- ☐ Master's College or University (2)
- ☐ Baccalaureate College (3)
- ☐ Associate's College (4)
- ☐ Special Focus Institution (5)
- ☐ Tribal College (6)

Q2 What is your institution's size (full-time enrollment)? ([Look up here](#) if needed)

- ☐ Very small (< 1,000) (1)
- ☐ Small (1,000-2,999) (2)
- ☐ Medium (3,000-9,999) (3)
- ☐ Large (10,000-19,999) (4)
- ☐ Very large (>20,000) (5)

Q4 Which of the following describe your role? (Select all that apply.)

- ☐ Research/reference (1)
 - ☐ Instruction (2)
 - ☐ Technical services (3)
 - ☐ STEM liaison (4)
 - ☐ Arts/humanities liaison (5)
 - ☐ Social science liaison (6)
 - ☐ Administrator/supervisor (7)
 - ☐ Other (write in below) (8)
-

Knowledge of AI and AI Tools

Q22 Which of the following AI chatbot tools are you familiar with?

	Never heard of it (1)	Heard of it, no desire to use (2)	Heard of it, would like to use (3)	Experimented with it (4)	Used it extensively (5)
ChatGPT (1)	☐	☐	☐	☐	☐
Google Bard (2)	☐	☐	☐	☐	☐
Claude (3)	☐	☐	☐	☐	☐
Bing (4)	☐	☐	☐	☐	☐
Perplexity.ai (5)	☐	☐	☐	☐	☐
Chatsonic (6)	☐	☐	☐	☐	☐
Other (write in below) (7)	☐	☐	☐	☐	☐
Other (write in below) (8)	☐	☐	☐	☐	☐

Q19 Which of the following AI literature search tools are you familiar with?

	Never heard of it (1)	Heard of it, no desire to use (2)	Heard of it, would like to use (3)	Experimented with it (4)	Used it extensively (5)
Semantic Scholar (1)	☐	☐	☐	☐	☐
Scite.ai (2)	☐	☐	☐	☐	☐
Research Rabbit (3)	☐	☐	☐	☐	☐
Inciteful (4)	☐	☐	☐	☐	☐
Connected Papers (5)	☐	☐	☐	☐	☐
Elicit (6)	☐	☐	☐	☐	☐
Litmaps (7)	☐	☐	☐	☐	☐
Consensus (8)	☐	☐	☐	☐	☐
Other (write in below) (9)	☐	☐	☐	☐	☐
Other (write in below) (10)	☐	☐	☐	☐	☐

Q20 Which of the following AI article analysis/summary tools are you familiar with?

	Never heard of it (1)	Heard of it, no desire to use (2)	Heard of it, would like to use (3)	Experimented with it (4)	Used it extensively (5)
Humata (1)	☐	☐	☐	☐	☐
ChatPDF (2)	☐	☐	☐	☐	☐
Other (write in below) (3)	☐	☐	☐	☐	☐
Other (write in below) (4)	☐	☐	☐	☐	☐

Q23 Which of the following AI art/image-based tools are you familiar with?

	Never heard of it (1)	Heard of it, no desire to use (2)	Heard of it, would like to use (3)	Experimented with it (4)	Used it extensively (5)
DALL-E (1)	☐	☐	☐	☐	☐
Adobe Firefly (2)	☐	☐	☐	☐	☐
Canva Magic Studio (3)	☐	☐	☐	☐	☐
Midjourney (4)	☐	☐	☐	☐	☐
Other (write in below) (5)	☐	☐	☐	☐	☐
Other (write in below) (6)	☐	☐	☐	☐	☐

Q7 How have you learned about AI? (Select all that apply.)

- ☐ Experimented with AI tools (1)
- ☐ Talked to peers (2)
- ☐ I have read some general articles in the public media about AI (3)
- ☐ I have read some in-depth articles about AI in libraries or higher education (4)
- ☐ I have attended or participated in an workshop/training about AI delivered by my institution (5)
- ☐ I have attended or participated in an workshop/training about AI delivered by a professional organization (6)

☐

Other (write in below) (7)

Responses to AI

Q8 How would you characterize the response of your institution to the new/evolving AI landscape?

Q9 How would you characterize the response of your library to the new/evolving AI landscape?

Q10 How would you characterize your response to the new/evolving AI landscape?

Q12 Would you consider yourself proactive (taking action without being prompted) or reactive (responding after being prompted/asked) when it comes to educating your community about AI?

- ☐ Very proactive (1)
- ☐ Proactive (2)
- ☐ Reactive (3)
- ☐ Very reactive (4)
- ☐ I am not educating my community about AI (5)

Use of AI

Q13 If your work as a librarian involves library instruction: have you incorporated AI tools and/or a discussion of AI into your class visits/sessions?

- ☐ Yes (1)
- ☐ No (2)
- ☐ My role does not involve instruction (3)

Q14 If your work as a librarian involves library instruction: have you ever taught a workshop, class, or session specifically focused on AI concepts or tools?

- ☐ Yes (1)
- ☐ No (2)
- ☐ My role does not involve instruction (3)

Q17 If your work as a librarian involves research consultations: have you incorporated AI tools and/or a discussion of AI into these conversations?

- ☐ Yes (1)

- ☐ No (2)
- ☐ My role does not involve consultations (3)

Q19 Please use this space to discuss your use of AI in the situations above. How did you include AI? Why did you include it? If you did not include it, why not?

Q20 Have you collaborated with other campus departments or groups on AI-related initiatives?

- ☐ Yes (1)
- ☐ No (2)

Q21 Which group(s) or department(s) did you collaborate with? (Check all that apply.)

- ☐ Center for teaching and learning (or similar group) (1)
- ☐ Instructional technology (or similar group) (2)
- ☐ IT department (3)
- ☐ Writing center/tutoring center (4)
- ☐ Specific academic department (5)
- ☐ Other (write in below) (6)

Open to Interviews

Q22 Would you be open to being interviewed or participating in a focus group about this topic?

- ☐ Yes (1)
- ☐ No (2)

Q23 So that we can contact you, please enter your email address using this form: https://ncat.az1.qualtrics.com/jfe/form/SV_doOuCNniGrumTBQ

Appendix B. Sample Responses on AI Non-Use or AI Use

Zero Use	Little or Mixed Use	Broad Use
“When I teach or work in research consultations, I want to know what students think. I don't want them to give answers they think I want to hear. I want them to just talk to me about where they're at and what they need. AI seems like a quick way to get out of doing the hard work.”	“I have very limited time in classrooms and AI is a big topic...When prompted, I will bring it up.”	“My work involves the usage of the Adobe Creative Cloud suite of products. All include some AI component that I point out how it can be used in their creation of posters or class assignments. I also talk about copyright and how to cite these tools.”
“If anything, I might add some reasons to NOT use AI in my upcoming instruction sessions, but no more than that. I do not want me or the library to be perceived as advocating for the use of AI.”	“I mention that library tools already use AI, and thus need to be verified by a human (e.g., citation creators or auto-translate in online databases)”	“I include discussion of AI tools in my information literacy classes because we need to acknowledge students are using AI. They need to be informed about how to use AI to aid their research, how to critically analysis AI-created content, and how to be leaders in AI as they move into professional settings.”
“...I just haven't felt prepared, personally, and with no push from higher up, it hasn't been a priority to incorporate it into instruction. It almost feels taboo, in a way, to talk about it.”	“I've been asking every class I work with how they are currently using AI and, at minimum, explaining how ChatGPT works to them. I don't have time to go into more depth in many classes, but I feel like developing that baseline understanding is critical for these tools, and a good chunk of students are unaware of how these tools work.”	“I have been an early adopter of AI by personally using tools such as Scite and Scholarcy to streamline the research process. I have one lesson on AI in a credit bearing IL course I teach. I discuss AI now in every instruction session - when to use (brainstorming and outline) and when not to use (to find specific resources). I would like to ramp up my instruction even more...”

Zero Use	Little or Mixed Use	Broad Use
“Because of the lack of institutional direction regarding AI, I have been hesitant to address it in classes.”	“I have generally not proactively included AI in these sessions, but have fielded questions about AI from both students and faculty in a number of sessions.”	“We created several online tutorials for use by students, two libguides (one for students, one for instructors), and we've come up with several FAQs for our LibAnswers system related to generative AI.”
“I only discuss AI insofar as I caution students and faculty to use it with caution, if at all. I will never endorse actually using AI tools in a class or research appointment (except perhaps to demonstrate their inappropriateness for scholarship).”	“I have just discussed AI tools with students -- as in, acknowledge they exist, discuss their pros-and-cons--and also reminded students that every professor has their own policy Re using AI for class, research projects, etc. I have yet to be in a situation where actually using an AI tool in class makes sense -- that will likely change soon. In Re why do this: we must. This is the future. We need to prepare our students.”	“...I will suggest potentially using PerplexityAI as a brainstorming tool...I've also been transparent...I have tried to include mention of the drawbacks and ethical/environmental issues with GenAI. ...I use buckets to physically show what you can find in a Google Search vs. what you can find in a library search. I'm planning to ask students how they would design an AI bucket--what would it look like? What would be inside? ...For students struggling to understand scholarly articles I've suggested ChatPDF to summarize or find places discussing their topic.”
“I have not included AI when teaching because to do so would require an entire additional conversation... It's easier to just not go down that rabbit hole unless they ask, which so far, nobody has.”	“I included AI because it was part of the assignment...I talked about how AI chatbots work (using a local historical society blog post in which a patron had received incorrect information from a chatbot doing its probabilistic thing),	“I have delivered multiple training seminars introducing various AI tools and functions to our faculty, staff, and students. I recently concluded a series on AI usage covering ethics, generative AI for educators, AI-assisted data analysis, linguistic/ELL implications, and basics

Zero Use	Little or Mixed Use	Broad Use
	about my use of AI, and showed results on a class topic from a chatbot.”	of AI. I also have melded the old "coursepack" approach with generative AI to construct class units using library resources, and trained faculty in how to use generative AI to build library resources into a class framework.”

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