IF questions addressed at working tables:

Q1. What should CFLA-FCAB do to support intellectual freedom principles generally, and how should CFLA-FCAB support libraries when faced with intellectual freedom challenges?

Q2. What can libraries do at the local level to be prepared to respond to the broad range of intellectual freedom challenges e.g. collections, programs, internet access, art exhibits, room bookings?

TABLE 3

Q1.
- Position statement
- Resources for each sector (K-12 has other layers of issues here - considering the approach and tools to help educators)
- IF Fund
- Media training and kits for dealing with controversy
- A Plan to help smaller organizations (defense fund, media relations, etc.)
- Federation response to local challenges that have negative political and media reaction. (Support)
- Ensure library education and training embeds IF and Freedom of Expression (are we sure that is still happening?)

Q2.
- Educate and engage other decisions makers: city councils, boards of education
- Withstand controversy, remain true to principles of intellectual freedom even if it is unpleasant and difficult
- Support our colleagues: when controversy hits the media, write letters of support to your city councillor, to the media (not polarizing, but engagement)
- Prepare your stakeholders in advance so they do not have knee-jerk reactions
- Have discussions about 'safe' and 'social justice' in context of IF (but not overriding IF)

TABLE 4

Q1.
- Toolkit on IF for libraries
- Who do you talk to? How to respond
- Examples are very powerful
- Libraries like to avoid conflict, can we help people deal with difficult situation
- Need to use language that is more accessible
- Keep in mind the audience
- Document informal for internal usage to understand trends
- Speak out in support

Q2.
- Get libraries of all types to support
- Have a mechanism for other library institutions

TABLE 5
Q1.
- Yes, when requested. Speaking on behalf of specific cases where the local library needs assistance in looking at Intellectual Freedom challenges. It should also investigate situations when local libraries back down in the face of challenges and look at whether the governance needs to reconsider their decisions.
- If the CFLA-FCAB has the resources to get involved is assisting libraries with challenges then they should. Potentially responding to public situations. The Intellectual Committee should also contribute to putting out information on dealing with censorship challenges.
- The CFLA-FCAB should retain a database of legal best practice and judgements. Create a living document of censorship issues and how to deal with them.

Q2.
- Policies and procedures in place
- Staff training on censorship
- Templates with key messages and scenarios on how to deal with censorship
- Libraries should all have a link to the CFLA-FCAB Statement on Intellectual Freedom attached to their websites

TABLE 6
Q1.
- Make the CFLA statement broadly known - but rewrite it for the public so that our Board members and the public can understand it (plain language)
- Maybe the language to be used isn't "Intellectual" but instead, thoughts, beliefs, opinions, and expression (just like the Canadian Charter of Rights and Freedoms)
- Create a "case database" to keep record of materials and concepts or experiences that have been challenged, the actions taken (reviews found, letters prepared), and how it all worked out (lessons learned)
- Keep doing the annual survey but make it easier - we get public internet complaints daily, at times
- Advocacy toolkit to assist libraries
- Gaining the understanding of school libraries engaging in dialogue with those who lead and represent them. We need to better understand that context.

Q2.
- Adopt the CFLA statement at the Board level (public library) with complete understanding of the implications. That this doesn't just apply to content that meets an "intellectual" test.
- Board education about library values
- Are the protections in place to resist Board or Political influence?
- Book displays and readings in the library to ensure those who wish to be informed will be
- Marketing - - year round -- that these are our values and why it is important
- Helping staff understand how to create a respectful approach to public education about these issues. They tend to put up controversial book covers that get a reaction, but with no ability to manage the dialogue or further the understanding of principles.

TABLE 7

Q1.
- No association or public library came out and supported EPL when they were challenged
- CFLA should reach out and ask what can we do to help
- Easy to feel alone
- Embracing the controversy
- Helping libraries look at a community challenge not as something that a library has done wrong but as an opportunity to educate the public about the Library role in supporting intellectual freedom
- Easier to defend views that we were sympathetic to - harder to defend others
- Collection strive to have balance – must strive to have balance in programming, exhibits etc.
- Where does intellectual freedom fit relative to neutrality – libraries do have positions and beliefs – deeply held social values –Articulate public education
- There is hypocrisy – we espouse the importance of intellectual freedom and neutrality – we believe in both but the concepts are in actually opposing
- 5 people on social media that are driving a conversation – silent majority or less vocal people who represent the majority we don't hear from

Q2.
- Policy Development – selection policy for example, programming policy, room booking policies etc. CFLA could also help with this
- Staff at all levels need to be prepared to articulate why intellectual freedom is so important and why libraries take it so seriously
- Regular staff conversations – scenarios – role playing – personalize it and support staff in practice using the language and the ideas
- Take risks – with programming – to educate the public and to build understanding with staff and the public about the library's role in supporting intellectual freedom

TABLE 8

Q1.
- Provide a resource to respond to media and politician inquiries
- Provide a national scope on what we all agree
- Common speaking points, marketing tools
- Help us capture the big picture so as not to react only to the immediate PR threat
- Template policy for intellectual freedom
- Need support for the employees under fire in these situations
- Framework or test to determine whether some things should be disallowed--violence, threats, unacceptable behaviour--where it offends others' right to freedom of expression--mobbing--personal attacks-offending human rights
- Where does it cross a line?
- Guidelines to respond to the complaining party--how to acknowledge their real concerns about social justice but invite them to another remedy, outlet, or discussion

Q2.

- Relationships with experts and community to help you respond
- Good moderator
- Expert community-based curation eg of art exhibits
- Good policy, procedure and communication, training for trustees
- Prepared comments
- Need for reconsideration form and response procedure

TABLE 9
Q1.

- It is difficult to educate the public about intellectual freedom when some library staff are not supportive. There is a tension between social justice and IF alive and well in our institutions. If we can't reconcile this tensions within our institutions how do we convey the principles to the public? We're navigating our way through the discussions and debate from a perspective of privilege. We are not neutral, but is it worth striving for, or is that in dispute with some library workers?
- The last US election has raised the importance of social justice, and lowered the desire to defend IF. Some people are equating the two. A balanced response is not considered acceptable in some communities currently. There is a lack of civility in the discussions around IF currently, particularly in the US.
- When there is a challenge to a specific library, it is important for others in the library community to join the conversation and help to defend IF with the library facing the challenge. Link the particular issue back to the values shared by the profession.
- Does CFLA have someone working on the Freedom to Read committee?
- More publicizing of the annual challenge survey and the presence of the database would be helpful.

Q2.

- One needs to separate personal from professional values.
- We need to develop really strong, confident voices in our institutions and in society to clearly articulate why we provide space for all perspectives; why is it important to strive to be open and neutral, to open the door to both sides, and let society hear the dialogues. One path which makes this less contentious is if the two sides are not presented simultaneously. What is the balance between courageous conversations versus divisive encounters?
- It is more difficult to respond to these issues in social media as opposed to in face to face discussions; training in media relations, managing IF issues on social media would be helpful.
- Training for frontline library staff, like that done at EPL, will better equip staff to respond to challenges. Role playing might be useful. Working with Communications and the President's Office or the Mayor's Office, in advance of a particular crisis, will ensure a measured, rapid response.

TABLE 10
Q1.
- Talking points about why intellectual freedom matters. Association supporting the library by providing a letter in specific situations.
- Media should not drive policy. Need to be able to take time before changing policy and support libraries when they take that time.
- Think it's time to look at the Intellectual Freedom statement again and reflect on whether it still works for this environment. Policy could allow for censorship because it leaves that door open for some Boards, it's very general.
- Toolkit: messaging for libraries, talking points, examples of challenges and how people deal with them successfully, sample policies for meeting rooms, collections, how to handle social media situations. Small libraries don't have communications staff who guide them in how to respond to social media or media queries, CFLA can provide that type of media guidance to libraries, e.g. You don't have to answer the question. What is the training that larger libraries can provide to staff that smaller libraries should know? Message like by having us silence this voice, you risk that someone else silences yours.
- Share history of how silencing a voice doesn't support democracy.
- How do we support a library that applies community standards or has to deal with political pressure and decides that a certain speaker will be cancelled?
- How do we address intellectual freedom in the context of TRC and valuing Indigenous voices? Pressure to remove non-Indigenous histories. Can we address this through consultation? Correct through re-classification?

Q2.
- What libraries can do to be prepared to respond:
- Need to have a Board policy. Staff don't look at the policy very often, maybe once a year. Need key value statements that staff can remember and use to respond. Need to give them the toolkits to start conversation at the local level.
- Media training, offer it outside of the individual situation as well as within it.
- What more can we do to educate politicians and communities, elected officials about intellectual freedom. Make sure board really gets it. Having conversations repeatedly teaches the value system, e.g. At the Board. Constant vigilance to talk about the issues. Libraries who can, take opportunity to educate City staff, a sheet that goes to City council about intellectual freedom.
- Think about community standards.

TABLE 11
Q1.
- The CFLA Statement on Intellectual Freedom is helpful. it needs to be better marketed, and made into more practical talking points to help local libraries, staff on the front line. Could CFLA develop a marketing plan on IF and the importance of it? Advocacy plan, social media toolkit, best practices, key messages.
- CFLA could use the TR Committee Report and recommendations as a model for Intellectual Freedom Committee report. A broad model of ideas and recommendations that provincial associations and local libraries could implement (on a granular, practical level). OLA and The Partnership could assist in taking the broad recommendations and making practical ideas for local libraries - marketing tools, advocacy tip. Training modules?
- CFLA could collect best practices - IF-related policies such as room booking policies.

Q2.
- Have your library board endorse the IF Statement, make it library policy. Ensure Board members understand it. Make sure staff are trained on IF. Make IF part of staff training. Could CFLA assist in making best practices, advocacy kit?

TABLE 12
Q1.
- Develop guidelines for libraries on how to manage communication when controversy arises
- Develop guidelines on things libraries can do to proactively prepare for IF challenges. Resources for staff training
- Be a connecting point that can connect a library in crisis with someone who has dealt with a similar issue in the past. Maybe a list of "veterans/experts" to direct libraries to for advice.

Q2.
- Have your policies and procedures in place; but also have your communication plan in place. Role play te conversations with a patron for staff so they are not learning it in real time the first time it happens. Media training for the staff who are the public voice of the library when reporters show up.
- Have your rationale and reasons for saying yes (or no) in advance. Be prepared for the controversy before it begins.
- We need to advocate for making public space for dialogue and learning. Don't shy away from the controversy. Controversy has the potential to be a learning experience where people change their minds.
- Analyse patron requests and ILL for evidence of underrepresented perspectives in the collection

TABLE 13
Q1.
- Develop a framework on Intellectual Freedom declaring it a Fundamental right and support libraries with a statement on where CFLA stands on the issue (human right)
- Pilar mentioned that there was no support from a higher level
- Find a Statement of intellectual freedom and support it for Canada. Considers the laws of Canada
- Take the heat off – by supporting individual libraries – be an advocate. Should reference the charter of rights and freedom, criminal code and universal human rights. Take care of public education part, when there is an incident don't need to marshal limited resources. CFLA could support financially. Provide a consistent treatment by libraries.

TABLE 14
Q1.
- Statement of Intellectual Freedom with communication why it's important (self realization, advancement of knowledge and sustaining democracy)
- Make it more visible, advocate a little more with the general public and board members/governance members of the library
- Highlight digital freedom/online position statement as well as online information literacy instruction/training
- Being proactive with knowledge of Intellectual freedom and education for ex. Corporate sponsorship cannot influence content/programs, etc
- Needs to be more support from the CFLA to support local libraries with challenges - for example advice for practices, policies, advocacy, publishing precedents to help libraries not feel so isolated. In extreme cases lobby/mediate with public, politicians and founders about the importance of Intellectual freedom and the library.

Q2.
- Policy, policy, policy
- Train staff members on what it means and how to deal with challenges.
- Make opportunities **equitable** for all voices
- Education to general public (and governance of the library) about Intellectual Freedom and what the libraries stand for.
- Allowing safe space for dialogue on different positions

TABLE 16
Q1.
- Standard talking points, statement, guidelines; what is the definition of hate speech in the Charter - for institutions that haven't had to deal with this. Develop statement that explains how social justice and intellectual freedom can be married.
- Maybe we need to work on intellectual freedom literacy (like James' point)
- Special challenges for establishments with Catholic history, associations
- Is neutrality even possible?
- Do certain voices have to be nurtured more, rather than just opening up the soapbox to everyone?

Q2.
- Come up with guidelines, practices, get people to think about what freedom of speech is and is not. Work to make staff more comfortable with the topic, the issues. Have better resources for dealing with challenges when they come up and tools for doing education on the topic. For academic libraries, work to get institutions to adopt, embrace IF policies that are informed by social justice
- Need to be aware of different views for those coming from other countries -- e.g. China, where there is no opportunity for intellectual freedom, no predisposition to the idea, for many

TABLE 17
Q1.
- Toolkits for employee orientation and board onboarding. Real implications for the public library setting; in terms of collections, events, places, etc. Nuanced examples or cases, showing how cases have been resolved in the past. There should be contacts for the issue: someone media trained and well respected who can speak on behalf of the community, on a national basis.

Q2.
- Policy and training are key. Important so that you are not reacting 'in the moment' -- sober policy should guide reactions and decisions.
- Continue the Challenges survey, creating a clearinghouse of examples of challenges and what transpired.
- Public librarians do not think that they should court controversy either by bringing in controversial speakers that are truly unwelcome in their community setting (e.g. would offend a local ethnic community).

TABLE 18
Q1.
- CFLA will investigate promoting and supporting annual Freedom to Read Week and be a co-sponsor with the Book and Periodicals Council.
- CFLA will be available as a public voice for drafting letters of support for libraries facing IF challenges
- CFLA will have a webform for libraries to submit IF challenges so that they can be added to a database

Q2.
- Libraries will have CFLA's IF statement accessible to the public
- Libraries can educate their boards and staff about IF and either refer to CFLA's statement or their local IF statement

Table 19
Q1.
- Creating public awareness and educating them on intellectual Freedom
- Have a global Freedom to Read week/month
- Provide help and support through a communication expert when libraries are facing with challenged by being champion and an advocate.

Q2.
- Policy, procedures, terms & conditions are all aligned – made your library policies consistent and look at all the policies & procedures in a holistic manner
- Collections with books that were purchased many years and represent Indigenous and other diverse populations in a negative and/or stereotypical manner need to be evaluated in face of challenges depending on whether they are contained in a public or academic library. Academic libraries often keep a collection of challenged material whereas public libraries may want to err on the side of caution and weed them.
- Some public libraries have to adhere to school division policies
- Celebrate Freedom to Read
- Articulate the criteria for selection and acquisition remembering to ensure it is coming from a diverse perspective

Table 20
Q1.
- A larger library has the marketing department and so on to deal with challenges; it's a different matter for a small library that doesn't have the money etc to deal with challenges. Come up with best processes for dealing with challenges. Where there are libraries that are both public and school libraries, it's particularly hard.
- Rewrite the CFLA IF statement in plain language that the public can understand, not intellectual language that sets up barriers
- Keep doing the annual survey and make it easier — do it more all along the way, throughout the year, not just at end when people don't really remember things
- CFLA needs to be more aggressive with the IF statement — use CFLA's TRC report as an intellectual freedom best practices model
- Try to ensure that libraries across the country have the new CFLA IF statement, not old CLA one, in their policies
- Positions on intellectual freedom in libraries are very good for written expression — books, collections, etc. — but it's very different with actual people, with speakers that people want to stop from speaking for whatever reason
- Self censorship is a problem for libraries and librarians, because we're afraid of the attack that might happen if we host a contentious speaker. CFLA really needs to show people how to deal with intellectual freedom challenges, make a toolkit that individual libraries can use, especially the smaller ones that don't have publicity departments/positions

Q2.
- Staff training and empowerment are needed for libraries. How to deal with someone addressing you very forcefully. Libraries need to not set up deliberate, contentious debates, which don't work.
- Approaching intellectual freedom in a more linear fashion and get more of the spectrum of ideas, not just right vs. Wrong
- Have a person with one point of view give a talk, tell a story, and then have open questions at the end of the presentation. Exploring options for different points of view
- Teach our staff how to be comfortable with being uncomfortable over questions like this
- Intellectual freedom is about ebb and flo and shift — it's shades of grey, not black and white. Take a stand and explain why you made the decision, but be open to other points of view
- Giving people a chance to express their opinion, even if it's against somebody else's. What about people's visceral responses. Teach people how to be critical of the status quo giving everyone the opportunity to express themselves. Everything's malleable. There are no absolutes — what one society says at one point
- BEING CONSTRUCTIVE about the whole thing, not nasty and confrontational, hence the idea of doing things one opinion at a time, not two diametrically opposed opinions with totally entrenched people holding those diametrically opposed opinions