

Generative Artificial Intelligence Leadership Task Force Report

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Toronto
Metropolitan
University

TMU Generative Artificial Intelligence Leadership Task Force Report

Acknowledgements

In late March 2025, the university established a Leadership Task Force on Generative Artificial Intelligence to guide TMU in navigating the opportunities and challenges presented by rapidly evolving AI technologies. The task force was convened to develop a report for the Executive Group through the Provost & Vice-President, Academic and the Vice-President, Administration & Operations.

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Thank you to the Task Force and working group members for their time and expertise, and to the community members who participated in the consultations.

Executive Summary

In 2025, Toronto Metropolitan University established the Leadership Task Force on Generative Artificial Intelligence to guide TMU in navigating the opportunities and challenges presented by rapidly evolving AI technologies. The Task Force brought together academic leaders, educators, researchers, staff, students, and administrators to ensure that the university's approach to generative AI reflects our values of innovation, integrity, equity and inclusion.

This report provides advice, recommendations, and guidance on how the university may adapt to generative AI technologies and support the responsible use of such technologies for human

flourishing across all aspects of university operations (learning and teaching; scholarly research and creative activities; student experience; and administration and operations) while ensuring compliance with all relevant laws, regulations, and university policies.

The report proposes a set of institutional principles and a framework for adaptation to AI that provides structure rooted in common institutional values and flexibility in crafting local guidelines to enable the pursuit of new knowledge, the dissemination of knowledge through scholarly communication and teaching, and the achievement of operational efficiencies and improvements. This approach is respectful of academic freedom, mitigates potential risks, and prepares the university to take advantage of the opportunities associated with AI technologies.

The proposed principles for AI adaptation include the following:

- Commitment to human flourishing
- Responsible innovation and continuous evaluation
- Equitable access and inclusion
- Ethical and responsible use
- Transparency
- Accountability and human oversight
- Data privacy, security, and regulatory compliance

The framework includes three strategic areas of focus:

1. Adaptation and innovation in learning and teaching
2. Catalyst for scholarly research and creative activity
3. Safe and secure operational efficiencies

The task force conducted a preliminary analysis of existing Senate and administrative policies to identify gaps and opportunities for future policy revisions. Because AI adaptation in higher education cuts across so many different areas of the university's mission, this report advises that AI adaptation can best be facilitated by updating existing policies rather than attempting to establish a single, standalone policy.

This report makes numerous recommendations grouped in five themes:

1. Policy, Guidelines, and Governance
 - a. Establish university-wide AI principles and the development of guidelines for learning & teaching, SRC, and administrative uses
 - b. Update relevant Senate and administrative policies to ensure alignment with institutional principles of generative AI
 - c. Create an advisory committee on artificial intelligence
 - d. Create an AI web portal
 - e. Review license agreements for restrictions on AI use
 - f. Monitor sector practice and legal status of copyright and AI
2. Technological Infrastructure
 - a. Establish secure AI environments for experimentation and innovation

- b. Collaborate on shared platforms and computing infrastructure
 - c. Enable expanded access to advanced institutional AI tools
 - d. Exercise prudence and caution in the adoption of new enterprise AI software and services
 - e. Adhere to clear procurement protocols for AI technologies
- 3. Training and Professional Development
 - a. Offer comprehensive AI fluency training opportunities
 - b. Create internal AI knowledge base
 - c. Expand and enrich AI communities of practice
- 4. Learning, Teaching, and Student Success
 - a. Continue and expand support for digital learning, teaching development, and curriculum development programming in CELT
 - b. Expand support for assessment security and academic integrity
 - c. Support pedagogical research on artificial intelligence in higher education
 - d. Explore the integration of AI in student success services
 - e. Integrate accessibility and inclusive design in AI adaptation
- 5. Scholarly Research & Creative Activity
 - a. Create an AI Action Lab as a neutral cross-disciplinary hub connecting faculty and students experimenting with AI in scholarly research and creative activity
 - b. Build or adopt AI tools for grant proposal development
 - c. Expand and update research ethics training on AI

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Introduction

Innovations in information technologies have historically led to disruptions and transformations of higher education. Those changes, however, occurred over long periods of time.¹ In many ways, the advent of generative artificial intelligence is a constitutive component of the digital revolution in information technologies that higher education has been confronting since the latter half of the twentieth century. It has had some immediate effects on universities, primarily in its disruptions to the learning environment and academic integrity. Peer review and research integrity have also experienced some initial disruptions. And there are several examples of promising applications of AI for discovery and research acceleration. A deeper consideration of the histories of universities and information technologies suggests that any potential transformational changes to higher education are more likely to occur over the long term and intersect with other threads of technological change and adaptation over the past century.

Though the effects of generative AI on higher education are uncertain, and likely to manifest over many years, they still necessitate preparation and adaptation across all the functions of a university. In particular universities need to prepare for changes in the learning environment, the research enterprise, and administrative functions.

TMU has demonstrated good preparedness and leadership concerning the effects of AI on the university and its operations. Our Senate Learning & Teaching Committee was engaged on this issue as early as the summer of 2022, prior to the public release of ChatGPT, and has remained active on questions about AI in learning and teaching ever since. In August 2023, the Centre for Excellence in Learning & Teaching (CELT) published the university's first guidance on AI and updated that guidance (in collaboration with our Senate Learning and Teaching Committee) into more formal principles and guidelines in 2024. CELT also established a cross-campus working group on AI in Learning and Teaching and a community-of-practice. The Academic Integrity Office has led revisions to Senate Policy 60 to clarify language concerning academic misconduct involving AI tools. CELT has provided numerous workshops, resources, and consultations for faculty and contract lecturers to help with adapting teaching to a learning environment that has been disrupted by AI. Student Life and Learning Support (SLLS) has offered co-curricular programming to help students navigate learning and AI and TMU Libraries has launched an AI fluencies badging program. The Senate has now held several committee-of-the-whole discussions on the topic of AI in higher education.

In March 2025, the task force was established and convened to develop a report for the Executive Group through the Provost & Vice-President, Academic and the Vice-President, Administration & Operations.

¹ For example, the invention of typography and the printing press in Europe in the mid-fifteenth century had transformational effects on Western universities that did not begin to fully materialize for over a century. And the most recent effects of the information revolution associated with digitization and computing that began in the mid-twentieth century are still being felt in universities today. See Gavin Moodie, *Universities, Disruptive Technologies, and Continuity in Higher Education* (Palgrave Macmillan, 2016), chap. 3, eBook.

The task force established four working groups focused on the following areas of university operations:

- Learning and teaching
- Scholarly research and creative activities
- Student experience
- Administration and operations

Additionally, the task force consulted the TMU community including faculty, contract lecturers, students, and staff. During the Winter 2026 semester, the task force received 88 written responses to an online feedback survey. There were also 129 registrants for four in-person town hall meetings and one virtual town hall meeting. The task force chairs also engaged in direct outreach consultations with other groups and invested parties across the university during the course of the Winter semester, including the faculty association executive and the contract lecturers union executive. Working groups did further consultations with staff in functional units related to their areas of focus.

For the purposes of this report, the task force considered AI technologies that can generate text, code, images, video, audio, and other outputs from prompts based on deep-learning models (including Large Language Models, Diffusion Models, and others). The scope of this report is also inclusive of agentic AI tools and systems capable of autonomous tasks and multistep workflows.

This report endorses the view of the Council of Ontario Universities AI Task Force regarding adaptation as the appropriate response of the sector to AI technologies and their effects on higher education. As the COU report notes, adaptation refers to “reimagining institutional practices, operational structures, and expectations in response to AI mediated knowledge and work, not simply adopting or scaling new tools.”² The primary objective of any adaptation to AI at TMU should be to support and reinforce human flourishing for the fulfillment of our broader institutional mission.

This report is broken down into seven sections. The first offers a set of common institutional principles based on the analysis of the task force working groups and consultations with our community. The second section proposes a framework for AI adaptation at TMU, outlining the key areas where the university will need to make adjustments to mitigate the effects of AI on higher education and harness potential opportunities. The third section reviews existing policies and guidelines providing advice on future revisions and identifying gaps. The fourth section summarizes existing AI training offered at TMU and proposes future directions for supporting the development of AI skills and competencies for all community members. Section five surveys the opportunities ahead for TMU as it adapts to a higher education sector in which AI may play an

² Council of Ontario Universities, *Charting a Path Forward for Ontario Universities in the Age of AI* (Council of Ontario Universities, 2026), accessed June 24, 2026, <https://ontariosuniversities.ca/report/charting-a-path-forward-for-ontario-universities-in-the-age-of-ai/>

increasing role in our work and how it might advance the university's mission. Section six follows that discussion of opportunities with reflections on some of the critical challenges TMU faces in adapting to an AI-disrupted sector. The final section summarizes the task force's findings by offering a series of recommendations.

Principles

Adaptation to AI at TMU will take many forms, depending on the function of any given unit or office at the university. Academic departments/schools vary greatly by discipline. Administrative offices can serve vastly different functions. As such, the way they adapt to and use AI will look different across the university. The task force, therefore, recommends that TMU adopt common principles for AI adaptation and use that will guide the development of local guidelines appropriate to the needs and functions of the diverse academic disciplines and administrative units of TMU. Those principles should reflect broader institutional values and priorities while allowing local flexibility.

These prospective principles build upon existing principles and guidelines at the university including the [Generative Artificial Intelligence in Learning and Teaching at TMU: Principles and Guidelines](#) and [YSGPS Guidance on the Use of Generative Artificial Intelligence \(GAI\) in Graduate Studies](#).

Based on the work of the task force, its working groups, and its consultations with the community, we recommend the following institutional principles for adaptation to AI:

Commitment to Human Flourishing

As an institution of higher education we are committed to the development of human potential. Accordingly, we prioritize uses of AI that amplify human intellect and agency over those that merely optimize for transactional efficiency. Ultimately, we value augmentation over automation, such that AI serves to unlock human potential and does not ultimately displace learning and knowledge creation.

In practice:

-  Relying on generative AI to aggregate and summarize research papers without researchers or students reading and critically analyzing the source material
-  Generating alt-text for images in presentations to improve accessibility

Responsible innovation and continuous evaluation

TMU supports and encourages responsible innovation with and continuous evaluation of the application of generative AI technologies and the potential benefits and opportunities. The university will lead in the development and application of these technologies across a wide range of disciplines. It will also lead in the critical evaluation and critique of AI and its effects on

society.

In practice:

- ✗ Licensing proprietary AI solutions under terms that prohibit or restrict the university's ability to independently audit the system for accuracy, algorithmic bias, or data privacy
- ✓ Create policies that enable researchers from different fields to work together using AI, while giving them access to a variety of AI systems that are secure and used responsibly

Equitable access and inclusion

Inclusion must be foundational in AI governance and application at TMU. Our emphasis should be on fostering equitable opportunities for students, researchers and employees to engage in learning, scholarly research and creative activities, and experimentation. The principle of equity should extend to access to training on AI fluencies as well. At the same time, we must recognize that AI systems can replicate and reinforce existing societal biases and systemic inequities embedded within their training data and design. Training for all university members should raise critical awareness of these algorithmic risks and promote strategies for their mitigation. TMU will serve as a vital hub for scholars, creators, and students to study, critique, and work to address such inequities, ensuring that this technology ultimately serves the public good and supports human flourishing.

In practice:

- ✗ A course instructor expects students to use sophisticated AI tools in their course work but does not address access or training.
- ✓ An academic program ladders AI fluencies into the curriculum ensuring that no graduate of the program gets left behind

Ethical and responsible use

Generative AI technologies must be used ethically and responsibly at TMU. AI has inherent limitations and biases, including those that reinforce dominant perspectives. When used uncritically, AI can undermine learning, compromise academic and research integrity, and disrupt the operations and mission of the university. These risks must be considered carefully when evaluating AI tools for adoption or continued use.

In practice:

- ✗ Relying on AI tools to scan resumes, evaluate cover letters, and automatically rank or filter out applicants before a human recruiter ever sees them
- ✓ Treating AI outputs as potentially biased and requiring manual verification, especially regarding marginalized histories or niche topics.

Transparency

TMU community members should disclose the use of AI technology whether in academic work, research, or administrative purposes. Proper and clear disclosure ensures clarity for all about the role of AI in generating content or insights, and facilitates verification and critical reflection.

In practice:

- ✗ Using an AI model to clean, sort, or identify patterns in a massive scientific dataset but omitting this methodology when publishing the research
- ✓ Providing clear guidelines in a course outline for students on how to disclose AI use in assignments and sharing information about the instructor's own use of AI

Accountability and human oversight

Human judgement and intelligence must remain at the centre of our work. Authorship is ownership. Individual users are accountable for any outputs generated using AI. Because these technologies are based on probabilistic statistical models, their outputs are unpredictable and cannot be replicated. As such, it is critical to review and revise all outputs for accuracy, safety, and security.

In practice:

- ✗ Treating AI-generated data or code as stable and reproducible, leading to systematic failures when the probabilistic model yields entirely different outputs upon subsequent attempts
- ✓ Human review of AI-generated meeting notes prior to distribution to team members

Data privacy, security, and regulatory compliance

TMU community members must exercise caution in using sensitive, private, or proprietary data with generative AI technologies. All uses must be in compliance with existing data privacy and security policies at TMU. Generative AI use must also comply with all legislated requirements and regulations including those concerning privacy, cybersecurity, copyright, employment, and human rights. Because deep learning models rely upon data collection from users, TMU community members should be mindful of the data they input into AI tools and, where appropriate, use university-approved applications.

In practice:

- ✗ Uploading a spreadsheet containing student names, student ID numbers, emails, and final grades into a non-university-approved AI platform to analyze academic performance trends
- ✓ Analyzing non-proprietary research data using institutionally supported tools with data privacy protection of the institutional license agreement

Framework for AI Adaptation³

Unlike other kinds of institutions or sectors of the economy, universities need to consider several frameworks simultaneously, each with their own distinct concerns and considerations. In an op-ed piece, James L. Norrie argues that,

Effective governance requires a clearer distinction... between...academic and administrative uses of AI, each of which introduces different strategic, operational, and ethical considerations....These domains overlap, but they are not interchangeable. Conflating them produces reflexive over-reaction, weak policy, uneven implementation, and institutional confusion.⁴

We can go further and distinguish within the academic context between the domain of learning and teaching on the one hand, and the domain of research on the other.

The task force proposes three areas of strategic focus as the foundation of a framework for adapting to AI at TMU:

1. **Adaptation and Innovation in Learning and Teaching**

TMU's approach to generative AI in learning and teaching is grounded in a set of [existing principles](#): fostering AI literacy, supporting ethical and transparent use, encouraging learner-centred innovation, protecting academic rigour, advancing equity and accessibility, and connecting learning to disciplinary and professional contexts. These commitments are important because the university's response to AI cannot remain primarily reactive. The task now is to move toward a more intentional approach that helps instructors, students, support staff, departments/schools, and programs make thoughtful decisions about how AI should, and should not, shape teaching and learning.

A central principle is responsible experimentation. AI is already reshaping how students learn, how instructors design learning experiences, and how knowledge work is practiced across professions. For this reason, TMU's response should not be limited to risk mitigation or academic integrity enforcement, though those concerns remain critical. The university also needs to create the conditions for ethical, evidence-informed, and pedagogically purposeful experimentation. Designated [Teaching Fellowships](#) focused on emerging applications of AI in teaching and assessment, along with [Students as Partners in Generative Artificial Intelligence grants](#), can play an important role in this work. These targeted programs will help ensure that innovation is grounded in the practical realities of teaching and learning, while also reinforcing a culture of trust and shared responsibility.

³ See Appendix A for a summary table outlining this framework.

⁴ Norrie, James L., "Students are becoming AI fluent. Universities aren't", University Business, April 10, 2025. Accessed July 6, 2026.
<https://universitybusiness.com/students-are-becoming-ai-fluent-universities-arent/>

At the same time, we must recognize that the educational impact of AI varies significantly across disciplines. Broad university-wide principles are necessary, particularly in areas such as privacy, transparency, equity, accessibility, academic integrity, and responsible use. However, the implementation of those principles needs to be discipline-specific. Programs need to be supported to develop guidance that reflects their own learning outcomes, accreditation requirements, professional standards, assessment cultures, and emerging workplace expectations. This approach allows local experimentation to remain connected to shared institutional values without reducing AI guidance to a one-size-fits-all model. CELT can play a critical role in sharing emerging strategies across the institution, and building a repository of effective pedagogical practices and interventions.

AI literacy and competency should also be integrated into curriculum and program design where appropriate rather than treated as separate or supplemental skills. CELT can support this work through the [Periodic Program Review](#) process, targeted department/school consultations, and individual course-design support. TMU Libraries' liaison librarian program can also be leveraged to scaffold AI literacy classes and/or asynchronous learning modules into the curriculum in alignment with program and course learning outcomes. These processes can help programs consider where AI-related competencies belong in the curriculum, how they connect to existing learning outcomes, and how they should be developed across courses. In this sense, AI competencies should become part of the university's academic fabric, relevant to the learning outcomes of our programs, not an additional training requirement that sits outside the curriculum.

Perspectives on AI across our teaching community are diverse and our approach to these technologies in learning and teaching must be inclusive of this broad spectrum of views. Community consultations revealed both a high degree of skepticism, concern, and resistance *and* a high degree of ambition, optimism, and innovation concerning the use of AI in the learning environment. Guidelines, policies, training, and resources must be respectful of academic freedom, recognizing the multitude of approaches that our teaching colleagues will take toward the use of AI in the curriculum, which will vary by discipline, level of study, and local course contexts.

Assessment reform is especially important. To secure assessments and support authentic learning, TMU will need to prepare for growing demand for in-person assessments. While some secure and identity-verified assessments will continue to have a place, "AI-proofing" alone is increasingly insufficient as a long-term strategy. The more important question is what kinds of learning, judgment, expertise, and professional discernment students need to demonstrate, and how programs can design assessment systems that provide confidence in those competencies. This may involve a program-level "assurance spine" of key assessment points, such as oral defences, in-class labs, applied demonstrations, supervised exams, or other forms of authentic

verification. It may also involve more creative and authentic assessments that ask students to demonstrate critical judgment, authentic voice, disciplinary reasoning, ethical decision-making, and complex problem-solving.

The goal is not solely to prevent inappropriate AI use. The deeper goal is to ensure that students continue to develop meaningful academic, professional, and human capacities in a context where AI is becoming part of the broader knowledge environment. This requires programs to ask what students must be able to do independently, what they should learn to do with AI support, and what forms of judgment they need in order to use these tools responsibly.

It is also imperative that TMU approach AI literacy as a dynamic and evolving skill set. Students, faculty, and staff will require different forms of support. For students, this includes developing the capacity to make ethical and effective decisions about when, how, and whether to use AI, such as effective use, understanding and evaluation of AI technologies (see [TMU Libraries's AI Fluency Badges](#)). For faculty, this includes support for assessment redesign, course design, data privacy, transparency with students, and the modeling of appropriate AI use. These supports need to recognize that members of the university community are at very different stages of readiness and comfort with AI technologies.

CELT will continue to play a central role in advancing the work of AI adaptation in learning and teaching in partnership with the Libraries, the Chang School, Academic Accommodation Support, Student Life and Learning Support, academic programs, and other institutional partners. Supports may include online modules, course design and assessment resources, facilitated departmental sessions, communities of practice, working groups, and hands-on collaborative design support. This approach recognizes that institutional capacity will not be built through one-time training alone. Expertise will need to scale through sustained professional learning, peer exchange, student partnership, and discipline-specific application.

It is also vital that AI adaptation in learning and teaching is supportive of the accessibility needs and benefits that students may yield through the use of AI as an assistive technology. The use of AI technologies for accessibility hold great potential for expanding access to learning and fulfilling the promise of higher education for all students.

In summary, TMU's approach to AI in learning and teaching should be guided by responsible innovation, academic rigour, ethical use, disciplinary relevance, student partnership, and continuous capacity-building. Rather than imposing a single model of AI adoption, the university should create the conditions for thoughtful and context-sensitive experimentation across programs and departments. This will allow TMU to respond to AI not only as a challenge to be managed, but as an opportunity to strengthen teaching, learning, assessment, and the relationship between university education and the

changing world of professional practice.

2. Catalyst for Scholarly Research and Creative Activity

Encouraging innovation, creativity, and critical thinking in the use of AI in university research is crucial for advancing knowledge and addressing complex societal challenges. An open approach, however, must be carefully balanced with reflexivity and robust frameworks for security, privacy, and ethics to prevent misuse, protect sensitive data, ensure the equitable and responsible use and development of AI technologies, and protect the integrity and quality of research outputs. This includes recognizing the limitations of AI tools and identifying strategies to minimize these when using and developing AI tools. Striking this balance fosters an environment where academic freedom and groundbreaking research can flourish while upholding public trust and minimizing potential risks.

Ontario universities are driving the province's AI innovation ecosystem. We are at the forefront of investing in and supporting the next generation of research talent, innovations, and intellectual property arising from AI technologies.

The recently released report on AI from the Council of Ontario Universities reinforces the requirements for research, including infrastructure, tools, secure computing and data sovereignty. It lays the groundwork for strengthening and sustaining AI research talent, skills development and collaboration across the sector on shared multi-modal and scaled platforms. The report addresses the opportunities to improve administrative efficiencies and the adaptation of AI tools that can improve the staff experience and allow institutions to redirect time and resources toward higher-value activities, including student support, strategic planning, partnership development and support for research.

3. Safe and Secure Operational Efficiencies

To yield operational efficiencies from AI technologies, TMU will need to balance administrative progress with rigorous risk management to foster safe innovation and application of AI technologies to administrative work at the university. Central to this approach will be the establishment of safe experimentation spaces, which will offer hosted, expert-guided workshops (such as targeted sessions on utilizing centrally supported tools like Gemini and NotebookLM) to help staff safely experiment with prompt engineering and output verification.

Operational safety can be further reinforced through a tiered approval model that categorizes administrative tasks by risk level. While low-risk applications, such as formatting data, summarizing meeting notes, or drafting routine internal memos, should be permitted using approved tools without individual sign-offs, higher-risk use cases involving student records, human resources, or software development will require formal management review and explicit authorization. A university-wide community of practice

would support these initiatives and encourage collaborative knowledge-sharing, provide an avenue to distribute peer-supported prompt libraries, and highlight successful innovative projects to promote continuous institutional improvement.

The safe use of AI tools for operational efficiencies requires five components: (1) Data governance and classification guidelines to explicitly detail which tiers of data (public, confidential, or highly sensitive) can be entered into approved tools without compromising information security; (2) a centralized use-case registry and tool repository to maintain complete institutional visibility and eliminate shadow IT procurement; (3) clear approval chains to define precise escalation workflows for evaluating new departmental AI initiatives, ensuring a human remains in the loop for high-risk deployments; (4) vendor AI assessments to enforce strict procurement controls, requiring third-party disclosures of AI integrations and ongoing vendor risk evaluations; (5) an AI incident response guide to address algorithmic errors or data security lapses, alongside comprehensive training and education programs that equip university staff with the skills to identify AI-related risks and champion responsible use.

Adaptation of university operations to AI should also ensure that efficiencies contribute to the broader institutional mission, including supporting student success. Special attention must be paid to areas of operations that are student-facing with particular focus on advising and counselling where human-interaction is essential and risks associated with data privacy and security are paramount.

Policies & Guidelines

TMU currently has several academic and administrative policies that are relevant to the governance of AI use. These include policies covering academic integrity, SRC integrity, course management, grade appeals, information technology use, cybersecurity, and privacy. The university has also developed guidelines for AI use, mainly in the areas of learning and teaching for undergraduate and graduate studies.

As the COU AI task force found, “rather than introducing new policies, institutions are interpreting and adapting existing frameworks for AI-related issues.”⁵ TMU has followed a similar course of action and we suggest that the university continue to modify and adapt existing policies rather than establish standalone AI policies. There is a need, however, for further guidelines on AI use, especially for administrative purposes. To support this work, an AI rubric should be established for academic and administrative policy reviews to help guide future policy updates.

The following table lists all existing senate policies, administrative policies, and guidelines that currently govern or could govern AI use at TMU. The comments include notes for review or

⁵ Council of Ontario Universities, *Charting a Path Forward for Ontario Universities in the Age of AI*.

revisions.

Document Name	Type	Comments
Policy 51: Ethical Conduct for Research Involving Human Participants	Senate Policy	The Policy may include additional considerations for data management, use, and storage, including additional details on a data management plan and data analysis pertaining to the use of AI tools.
Policy 60: Academic Integrity	Senate Policy	Governs all matters of academic misconduct; recent revisions embedding specific language regarding AI in Appendix A, Sections 5.5 and 5.6.
Policy 118: Scholarly Research and Creative Activity (SRC) Integrity Policy	Senate Policy	Policy recently updated, but may need some additional review to consider potential implications of AI.
Policy 162(a): Grade Reassessment and Grade Recalculation	Senate Policy	Outlines the formal procedures for students to request a review of a course component grade or final grade calculation. May need updates to account for requests for grade appeal based on use of AI in assessment.
Policy 166: Course Management Policy	Senate Policy	Provides the framework for course outlines, assessment, and the handling of missed tests/exams. Could potentially stipulate restrictions on use of AI for assessing students.
Policy 168: Grade and Standing Appeals	Senate Policy	Sets out the principles and procedures governing formal appeals of academic standing and final grades after informal resolution options are exhausted. Grounds may have to be updated to account for use of AI to assess students.

Policy 170 (b): Graduate status, enrolment, and Evaluation Policy	Senate Policy	The Policy might include language pertaining to requirements for master's MRP, thesis, and PhD dissertation requirements, and to submission and deposit requirements for theses and dissertations.
Policy 171: Scholarly Research and Creative Activity (SRC) Intellectual Property Policy	Senate Policy	New draft language to application and scope concerning AI to be added at a future date.
CELT Principles and Guidelines on Generative Artificial Intelligence in Learning and Teaching at TMU	Guideline	Guidance from the Centre for Excellence in Learning & Teaching (in collaboration with Senate Learning & Teaching Committee) for faculty and students on responsible and ethical GenAI use in the classroom. May need to be updated to include more information guiding instructor uses of GenAI.
YSGPS Guidance on the Use of GenAI in Graduate Studies	Guideline	Specific direction for graduate students and supervisors on using Generative AI (GenAI) in research and academic milestones. May need to be updated to include more information guiding instructor uses of GenAI.
YSGPS Thesis, MRP, and Dissertation Submission Guidelines	Guideline	The Policy might include language pertaining to requirements for master's MRP, thesis, and PhD dissertation requirements, and to submission and deposit requirements for theses and dissertations.
Generative Artificial Intelligence and Research Integrity Module	Guideline	Research integrity training for faculty specific to the application of AI technologies in SRC activities.
Acceptable Use of Information Technology Policy	Administrative Policy	Sets the rules for using university IT resources, including computers, networks, and software. Review for relevance to AI use.

Minimum Cybersecurity Controls	Administrative Policy	Defines the minimum security requirements for protecting university information systems and data. Review for relevance to AI use.
Information Protection Policy	Administrative Policy	Establishes how university information must be classified, handled, and protected based on sensitivity. Review for relevance to AI use.
Records Management Policy	Administrative Policy	Defines the requirements for the creation, maintenance, retention, and disposition of university records. Review for relevance to AI use.
Network and Server Security Management Policy	Administrative Policy	Focuses on the security standards and management of the university's network infrastructure and servers. Review for relevance to AI use.
Privacy and Access to Information Policy	Administrative Policy	Governs the collection, use, disclosure, and protection of personal information held by the university. Review for relevance to AI use.
Information Classification Standard and Handling Guidelines	Guideline	Defines the information classifications scheme and directs information custodians on appropriate protection of university information;
TMU Brand Standards and Style Guides	Guideline	Governs communication, voice compliance, and visual representation; review for potential impacts of AI use on institutional reputation and brand.

The task force identified key gaps in guidelines for AI use at the university:

- Specific guidance on instructor uses of AI including a focus on the assessment of student work and disclosure of use.
- Guidelines for the use of AI by researchers.
- Specific guidelines for administrative uses of AI for staff.
- Guidelines that address AI in graduate supervision.
- Protocols for disclosing AI use in research output.
- Specific guidelines for students on ethical and responsible use of AI with a focus on learning support.

AI Training and Resources

A key recommendation of this report is for TMU to expand training opportunities for all community members to build AI skills and competencies (more below). The task force working groups compiled the following information about the current state of AI training opportunities at TMU:

1. [Generative Artificial Intelligence in Learning and Teaching at TMU](#)

CELT maintains this resource website as a key repository for supports and resources relating to AI in learning and teaching. This includes written guides, video tutorials, access to a community-of-practice, consultations, workshops, and events. It also hosts Principles and Guidelines for Generative AI in Learning and Teaching, a resource developed by the Senate Learning & Teaching Committee.

2. [TMU Google AI Tools Help Centre](#)

CCS has developed this resource to support all TMU community members with access to AI tools available through our institutional Google Workspace license including Google Gemini and Google NotebookLM. It includes information about data privacy, responsible use guidelines, practical use guides, and FAQs.

3. [YSGPS Guidance on the Use of Generative Artificial Intelligence \(GAI\) in Graduate Studies](#)

The Yeates School of Graduate and Postdoctoral Studies has established guidance addressing common questions and concerns about the use of generative AI in graduate student scholarship, research, and creative activities. The guidance aims to support graduate students, supervisors, committees, program directors, and faculty involved in graduate education.

4. [FAQs: Academic Integrity and AI Use at TMU](#)

This resource was developed by the Academic Integrity Office to support students and faculty/contract lecturers address common questions about AI and the university's Senate Policy 60 on academic integrity.

5. [AI Community-of-Practice](#)

The Academic Integrity Office maintains an email listserv group as a community-of-practice for faculty/contract lecturers and staff focused on AI.

6. [Artificial Intelligence Fluency Badges](#) / Navigating GenAI Module Project

TMU Libraries offers a synchronous online badge workshop program to all TMU community members focused on the development of four AI competencies: delegation, description, discernment, and diligence. TMU Libraries is currently working on the Navigating GenAI Module Project with The Chang School on the development of an asynchronous version of these workshops built in D2L for seamless integration into courses where the instructor chooses to adopt. This will be rolled out to a small group of Chang School courses in the 2026/27 academic year and may serve as a potential model for wider adoption.

7. [CELT AI Workshop Series](#)

CELT offers ongoing workshops addressing different aspects of AI in learning and teaching. Past workshops are archived and available online.

8. [Generative AI and Research Integrity eLearning Module](#)

The Office of the Vice-President, Research & Innovation (OVPRI) offers an eLearning module focused on generative AI and research integrity. This complements existing training on research integrity offered by OVPRI.

9. HR GenAI Guidelines & FAQ Document

Internal guidance, use cases, and prompt libraries developed by Human Resources for initial departmental governance.

10. [Privacy and Security Assessment Framework](#)

The existing process of conducting individual privacy and security reviews for new applications, incorporating targeted assessments of AI utilization.

11. Office of General Counsel and Board Secretariat (GCBS) Internal Guidelines on Generative AI Use

Internally developed guidelines in GCBS based on guidance from external legal authorities.

12. Information Handling Guidelines

Financial Services' application of the university's core Information Classification Standard and Handling Guidelines to departmental data structures.

13. Driving Results with AI

A professional development learning opportunity for TMU leaders offered by the Talent Management Centre of Expertise (TMCoE) in HR focused on using Google Gemini for productivity.

Opportunities

AI technologies have the potential to enhance the core research and educational missions of universities. Knowledge generation could be vastly expanded and potentially accelerated, increasing our capacity to understand the world and address key problems and challenges. Learning could be further enhanced by the thoughtful, responsible, and ethical application of AI technologies, better preparing our students for future careers and expanding their ability to make positive change. And the operation of universities could be made more efficient with the use of human-centred AI applications to improve services and institutional planning.

Furthermore, universities have the opportunity to play key roles in both innovations in AI technologies and broadening knowledge and understanding of the effects of AI on society, the economy, and the environment. Universities were fundamental players in the development of the foundational technologies that now drive generative AI. They continue to innovate and improve upon those technologies. They are also at the forefront of the emergence of novel applications of AI in a range of fields and industries, particularly in healthcare. There is substantial opportunity for TMU to make contributions to this work, further enhancing and reinforcing the societal importance of universities.

All such applications of AI technologies require careful attention to critical challenges and risks (which we outline in the following section), but they also offer important opportunities likely to be yielded over the long term.

Scholarly Research and Creative Activities

There are opportunities for applications of AI technologies to expand, accelerate, and improve knowledge generation at all stages of the research lifecycle within and across disciplinary contexts:

Brainstorming and ideation: This initial stage of research involves generating novel ideas. Researchers can engage AI in the process of ideation and leverage the technology to organize ideas, identify terminology, aid in the creative process, and structure a preliminary plan. AI tools can also help researchers locate relevant existing literature and data.

The continued integration of AI functionality in search and discovery environments (such as search engines and research databases) will likely make the use of AI in search a standard component of research for faculty and students. As such, the integration of these skills into undergraduate and graduate education will become more important over time.

Development of Grants: AI tools can serve as collaborative aids in the process of drafting research grants, helping reduce the time spent on administrative and writing tasks. They can also assist in optimizing grant applications and budgets with potential to improve application success rates (see [Automated Grant Feedback at Western University](#)). There is no single, universal policy on the use of AI in the development of grant proposals. Applicants should consult the specific policy of the funder in question. If in doubt as to a grant funder's policy, it is prudent to assume that transparency and disclosure are required.

Data Collection & Analysis: The application of new AI tools could also complement existing research methods for large data analysis, whether applied to numerical, textual or other types of data. Researchers systematically gather relevant information through various methodologies then rigorously process and interpret that data to identify patterns, draw inferences, and test hypotheses. AI may also validate data, identify inconsistencies, produce metadata, mine large corpuses of text, or transcribe interviews. Use of AI tools should be disclosed as part of the description of a data collection protocol in the research methodologies.

Content Creation: AI tools are also being used as an aid in drafting and revising content through writing, data visualization, and image generation. Publisher policies vary as to whether and to what extent AI tools can be used in generating content. Most publications permit the use of such tools in formatting and copy editing. Authors are generally required to disclose any use of AI tools in their manuscripts, detailing which tools were used and for what purpose. Publishers also typically emphasize that authors remain fully responsible for the accuracy, originality, and ethical soundness of their work, even if parts were generated or assisted by AI.

In addition to the application of AI tools through the research lifecycle, TMU has deep pockets of specialized research in machine learning and advanced applied AI. Examples include:

- [Responsible Artificial Intelligence Project](#)
- [Creative AI Hub](#) (Creative School)
- [Advanced Artificial Intelligence Initiative Laboratory](#)
- [Image Analysis in Medicine Lab](#)
- [Quantitative Image Analysis in Medicine](#)
- [The Dais](#) (AI reports)
- [Other areas of AI associated research](#) at TMU

Such research has the potential to lead to breakthroughs and transformational knowledge generation that can make contributions to industry and society.

TMU researchers also have the opportunity to lead in innovations that expand and improve AI technologies. Universities were essential to the development of the underlying technologies that support new generative AI tools today. Our basic research should continue to improve upon those technologies and lead the way to future discoveries and innovations. This research should also include the development of new computing infrastructure that is more energy efficient and conserves water to address the environmental effects of the compute capacity needed to support AI technologies.

Finally, across a wide range of disciplines, there is an urgent need and opportunity for critical scholarship on the social, economic, and environmental effects of AI. Today we are grappling with understanding the effects of AI on society. Is AI replacing entry-level jobs? How is AI transforming the way we think and learn? What are the social effects of AI on existing and underlying inequities in society? In what ways have AI technologies begun to alter politics? These questions are opportunities for our researchers to generate new knowledge that can make significant contributions to how people will confront and adapt to technological change and disruption.

Learning & Teaching

AI technologies have had some of their most immediate effects on higher education in the realm of learning and teaching. As previously mentioned, they have disrupted the learning environment by challenging traditional methods of assessment of student learning and undermining academic integrity. However, these technologies also present some opportunities to potentially improve learning and teaching and further enhance the relevance of university education.

Students now widely use AI to support their learning.⁶ In many ways, these technologies show significant promise to improve self-directed learning and study. Students can quickly generate study support materials (flash cards, practice tests, summaries of notes, etc...). They can also work with AI tools as collaborative learning partners (brainstorming, Socratic dialogues, simulations). AI tools can expand accessibility for study support by offering timely help. Some students may also benefit from and prefer seeking anonymous tutoring support from AI assistants. However, such applications of AI for learning require educational scaffolding to

⁶ A recent report by Anthropic reveals the extent and character of student uses of AI chatbots for learning, “Anthropic Education Report: How university students use Claude,” accessed on April 15, 2025, <https://www.anthropic.com/news/anthropic-education-report-how-university-students-use-claude>

counter cognitive offloading and support cognitive augmentation.⁷ This also requires clear communication and training on academic integrity.

There are several opportunities to improve accessibility in learning environments through the use of AI technologies. Translation of course materials into more accessible language, the generation of alt-text for images and video, AI-assisted notetaking, and other AI-powered assistive technologies are just a few examples of the ways in which AI could aid TMU students and help the university achieve its accessibility goals and obligations.

Academic programs have the opportunity to be more responsive to student learning needs and changes in professions and fields by integrating AI competencies and skills into curriculum where it is appropriate. Several undergraduate and continuing education programs at TMU are already beginning to take these steps:

Selected Undergraduate Programs with Integrated AI Competencies		
Faculty	Program	Details & Context
The Creative School	Image Arts (Film & Photography)	Explicit curriculum modifications made to address AI.
	Creative School Experience courses	Included a formal dimension to address AI.
	Journalism	Currently integrating AI considerations into the curriculum.
	Graphic Communications Management	Currently integrating AI considerations into the curriculum.
Faculty of Engineering and Architectural Science	All undergraduate engineering programs	Use of AI tools a component of graduate attributes for the use of engineering tools. AI foundations taught in several courses (ie. ELE 888 and ELE 900).
Ted Rogers School of Management	Business Technology Management	Implemented curriculum modifications addressing AI several years ago. Added new concentration in AI & Analytics.

⁷ Jason M. Lodge and Leslie Loble, "Artificial Intelligence, Cognitive Offloading and Implications for Education," (Centre for Social Justice and Inclusion/Network for Quality Digital Education, 2026), accessed March 26, 2026, <https://doi.org/10.71741/4pyxmbnjq.31302475>

	Hospitality and Tourism Management / Health Services Management	Modifications implemented that address AI in relevant professions.
Faculty of Science	Computer Science & Cyber Security	Integrated explicit coursework dedicated to dealing with AI issues and teaching AI foundations.
	Biomedical Science, Biology, Chemistry, Mathematics	Changed curriculum and instructional approach to contend with the impact of AI.
Faculty of Arts	Liberal Studies	Select courses consider the role of AI within the context of Society, Ethics, Culture, etc.
The G. Raymond Chang School of Continuing Education	Data Science, Machine Learning, and Applied AI certificate	Certificate program recently updated to enhance and emphasize applied AI.
	Master AI-Assisted Python Coding Course	New course integrated into Game Development Certificate and the Cybersecurity, Data Protection and Digital Forensics Certificate
	AI for Productivity Curv Microcredentials	Stackable competency-based microcredentials in data analysis, data visualization, presentations, reports, and prompting.
	AI Powered Futures program (partnership with Coalition of Innovation Leaders Advancing Respect)	Industry sponsored partnership program for technical training, mentorship, professional networking, and career development.

As programs continue with the cycle of Periodic Program Reviews, there are further opportunities to enhance the relevance of TMU degree programs through curriculum modifications that integrate critical AI skills and competencies based on changing professional expectations and standards. These modifications also have the opportunity to emphasize and reinforce the uniquely human capabilities that AI cannot replace (empathy, critical thinking, emotional intelligence, collaborative teamwork, physical craft, ethical decision-making), but are essential for preparing future-ready graduates. Such curriculum modifications will better prepare students to adapt to AI-influenced labour markets.

The disruption that AI has instigated in the learning environment also presents opportunities for renewed and enhanced teaching methods. This is particularly important for methods of assessing learning. There are opportunities to revise and update assessment methods to focus

on process over product and enhance authentic assessment based on applied learning and simulations.

Student Experience

Across a range of services that support student success, there are potential opportunities and benefits to improve the student experience at TMU through the use of AI tools. These include services that cut across a number of different areas particularly in the Registrar's Office and Student Affairs. Potential benefits include:

- Administrative efficiency and faster response times for student services
- More consistent communications and document preparation
- Enhanced staff productivity and effectiveness
- Better student preparation for workforce expectations regarding AI
- Customized approaches for student support and engagement
- Improved access, inclusivity, and innovation in the learning environment

There are several ways in which AI tools could be deployed to support student career readiness. Career services may use tools that help to improve job interview preparation, modifications to resumes and cover letters, and simulations for job preparedness. AI tools may also assist students with job searches and career planning.

In student learning support, there are several opportunities to enhance training for students to better guide the way that students may use AI in their learning. As noted above, students now commonly use AI tools to support their learning in a variety of ways. However, student use of AI for learning must be scaffolded and supported with sufficient training to ensure that AI is augmenting their cognition rather than replacing it. Such training and support will help students to responsibly leverage AI tools for tutoring, problem-solving, planning, and to help better manage their busy academic and non-academic workloads. There are further opportunities to improve student accommodation supports with AI technologies. There are numerous assistive technologies that utilize AI to the benefit of the student experience and learning.

The university also has the opportunity to take advantage of AI technologies for administrative processes that may significantly improve the student experience at TMU. This may include technologies to support better registrarial services like scheduling, calendar planning, admissions, curriculum management, and communications. AI-powered data analysis could further enhance student success by expanding institutional capacity to assess and identify service needs that could improve degree progress, student persistence, and graduation rates.

Administration and Operations

There are several opportunities that will allow TMU to streamline administrative workflows, enhance staff support, and maintain robust data sovereignty, data privacy, and cybersecurity. Responsible deployment of AI tools for administration and operations could lead to improvements in operational efficiency, institutional knowledge management, policy navigation,

data-informed decision-making and strategic planning, enhanced service delivery, and communication.

The integration of AI into the day-to-day operations of the university offers the opportunity to reduce the administrative burden of staff and eliminate bottlenecks in repetitive tasks. Using AI to prepare drafts of correspondence, standard operating procedures, meeting minutes, and memos can help to significantly reduce turnaround times for high volume documentation. Any such AI integrations must always ensure human oversight and authoritative review of outputs for accuracy and maintenance of institutional reputation. There is also the potential to securely implement AI triage tools to categorize and route complex inquiries in dense administrative units, reducing manual sorting and data management. Further efficiencies could be achieved through the adoption of AI summary tools to capture meeting notes and generate summaries and action items to keep teams aligned and make progress on institutional priorities.

TMU has a vast collection of Senate and administrative policies, collective agreements, and guidelines that are essential to its operations. The development of AI policy assistants could provide secure internal facing tools trained exclusively on TMU documents to allow staff to quickly locate and interpret complex institutional regulations, improving service levels and turnaround times. Further, AI tools could also be used to improve employee onboarding, professional training support, and standard operating procedures.

Institutional planning and analysis could be further enhanced by leveraging AI technologies to improve data informed decision support and strategic planning. AI systems can assist with rapid pattern analysis empowering administrative planners to identify trends in enrolment, space utilization, and operational expenditures.

There are significant opportunities to improve service delivery and communication with the support of AI technologies. Chatbots and other tools could be deployed to support 24/7 basic inquiries and services for community members answering questions and providing timely feedback.

Finally, AI supported coding could assist in the work of CCS and other units across the university. Locally developed internal applications can now be easily created and deployed using AI coding tools, which opens up the possibility of creating highly specialized custom applications for a wide range of uses across the university, both for individuals and small teams. Such applications in the past may have been financially infeasible to develop or not available in the market. With AI supported coding, the cost and time of development for such applications is significantly reduced. AI code review could also help support cybersecurity efforts at the university, identifying vulnerabilities and fixes. AI-generated applications, however, require significant cybersecurity assessment and should be approached with caution.

Critical challenges

Higher education faces several critical challenges to adapting to new AI technologies. From disruptions to the learning environment, environmental impacts, research integrity, and more. TMU will have to adapt in order to confront these different challenges and fulfill its academic mission and its broader contributions to society. AI is a technological reality; how universities adapt to this technological reality, however, is not an inevitability. There are key decisions we must make in order to mitigate the adverse effects of technological change while harnessing the potential advantages.

It is important to note how divisive AI has become in our society in just a short period of time. Many members of the TMU community have informed concerns about labour displacement, environmental damage, academic integrity, intellectual property rights, misinformation, and misrepresentation. There are also concerns and mistrust about the influence of large technology corporations, many of which are based abroad. Canada's new artificial intelligence strategy similarly highlights concerns about foreign-owned technology corporations and their influence over the development of AI, calling for the country to dedicate resources to the development of sovereign AI infrastructure.⁸ The divisiveness of AI itself creates its own critical challenges for universities, which must be considered. Perspectives on AI across the TMU community are diverse and our approach to adapting to these technologies must be respectful of this broad spectrum of perspectives.

Scholarly Research and Creative Activities

In the absence of adequate guidance, training, and resources, AI technologies can present significant challenges to research integrity. There are several elements of the research enterprise where AI tools may undermine research integrity. These include the development and assessment of research grant applications, peer review, communication of research findings, data validation, research ethics, intellectual property protections, and the creation of creative works.

While AI tools have potential to aid researchers in the development of grant proposals, reviewing drafts and providing feedback, they may also undermine that process if researchers offload critical cognitive and analytical work to machine assistance. There is significant risk of the inadvertent inclusion of factual errors in AI-generated grant proposals as it is well established that LLM-based AI systems that fabricate plausible text can generate inaccurate information. External funding agencies have already established AI guidelines that TMU researchers should consult when preparing grant applications. For example, the Canadian research funding agencies have published specific guidance concerning the use of AI in grant proposals. While it recognizes that “generative AI may be a valuable tool to applicants in the preparation of grant applications, including the potential to improve efficiency, assist non-native

⁸ Government of Canada, “Canada’s National Artificial Intelligence Strategy: AI for All” accessed July 2, 2026, <https://ised-isde.canada.ca/site/ised/en/canadas-national-artificial-intelligence-strategy-ai-all>

English and French speakers, and streamline the proposal writing process,” it also cautions that “applicants are responsible for ensuring that information included in their grant applications is true, accurate and complete and that all sources are appropriately acknowledged and referenced.”⁹ Other funding agencies, such as the National Institutes of Health, prohibit substantial use of AI and “will not consider applications that are either substantially developed by AI, or contain sections substantially developed by AI, to be original ideas of applicants.”¹⁰ Furthermore, most guidance prohibits the use of publicly available online AI tools for the review of grant applications as they may breach conflict of interest and confidentiality agreements.

There are similar challenges in the communication of research findings through scholarly publication and peer review. Academic journals have been struggling to confront the complicated challenges associated with both AI-generated manuscripts as well as the use of AI in peer review. To some extent, both applications of AI may undermine the academic enterprise. Most journals have established their own guidance concerning the use of AI in publications and many prohibit or severely limit the use of AI in peer review. For example, *Journal of the American Medical Association* precludes the inclusion of nonhuman machine authors and requires transparent disclosure of the use of AI tools in the preparation of manuscripts for publication. It also cautions authors that they are responsible for the integrity of all content submitted for publication. Its editors further limit the use of AI in peer review, noting the high risk for inaccuracies and confidentiality breaches.¹¹

Peer review is an especially sensitive domain for AI application. In a study of the implications of the use of LLM technologies in peer review, Hosseini and Horbach found,

LLMs have the potential to substantially alter the role of both peer reviewers and editors. Through supporting both actors in efficiently writing constructive reports or decision letters, LLMs can facilitate higher quality review and address issues of review shortage. However, the fundamental opacity of LLMs' training data, inner workings, data handling, and development processes raise concerns about potential biases, confidentiality and the reproducibility of review reports. Additionally, as editorial work has a prominent function in defining and shaping epistemic communities, as well as negotiating normative frameworks within such communities, partly outsourcing this work to LLMs might have unforeseen consequences for social and epistemic relations within academia.¹²

⁹ Government of Canada, “Guidance on the use of Artificial Intelligence in the development and review of research grant proposals” accessed July 3, 2026, <https://science.gc.ca/site/science/en/interagency-research-funding/policies-and-guidelines/guidance-use-artificial-intelligence-development-and-review-research-grant-proposals>

¹⁰ National Institutes of Health, “Supporting Fairness and Originality in NIH Research Applications” accessed July 5, 2026, <https://grants.nih.gov/grants/guide/notice-files/NOT-OD-25-132.html>

¹¹ A. Flanagan, J. Kendall-Taylor, K. Bibbins-Domingo, “Guidance for Authors, Peer Reviewers, and Editors on Use of AI, Language Models, and Chatbots,” *JAMA*. 2023; 330(8): 702–703. doi:10.1001/jama.2023.12500.

¹² M. Hosseini and S.P.J.M. Horbach, “Fighting reviewer fatigue or amplifying bias? Considerations and recommendations for use of ChatGPT and other large language models in scholarly peer review” *Research Integrity Peer Review* 8, 4 (2023). <https://doi.org/10.1186/s41073-023-00133-5>

Given the significance of these challenges and limitations to the use of AI tools in the preparation of scholarly manuscripts and peer review, it will be important for the TMU research community to remain engaged in these issues both within the university and across specific disciplinary communities and contexts.

Just as AI tools used in peer review raise concerns about confidentiality and privacy, so too do the use of these tools in research methods. AI transcription tools, for instance, have the potential to improve and expand the capacity to process audio recordings from interview subjects, but the use of such tools must be subject to rigorous research ethics review. Most publicly available consumer AI chatbots collect user input to further train LLMs and thus present significant data privacy risks. Use of locally hosted and open source models may offer more ethical and responsible applications of AI in research methods.

The legality of using copyrighted material to train or prompt LLM-based AI tools is a rapidly evolving area of law currently being tested in the courts. At the heart of the debate is whether using copyrighted material as AI input constitutes fair dealing. This remains an area of uncertainty and risk assessment in Canada. Courts in the U.S. have held that training of LLMs is a highly transformative use of existing content.¹³ Accordingly, the Library Copyright Alliance in the US has stated its position that the training of an LLM using existing works could be considered fair use.¹⁴ With fewer court precedents to rely on in Canada, there is even less clarity. In the absence of definitive legal rulings, most Canadian institutions, including TMU, advise against inputting copyrighted material into public LLMs. Complicating matters is the fact that the majority of electronic scholarly publications in academic libraries are licensed content, and these licenses come with their own restrictions above and sometimes beyond copyright. Open access material is an exception; generally it is understood that openly licensed content may be used in LLMs. Other institutions have gone further and suggested that vetted tools within an institution's "walled garden" are appropriate for use with copyrighted content up to a prescribed data classification standard. The complexities of copyright, fair dealing, as well as terms of vendor license agreements makes it challenging to advise students and researchers on when and what is permitted.

The capabilities of AI technologies go beyond the generation of text and include the generation of images and video. Caution must be exercised when integrating the use of AI tools into the production of creative works. Creators must be transparent and disclose AI use in any creative

¹³ In June 2025 in *Bartz v. Anthropic*, Judge William Alsup issued a summary judgement ruling that read, in part, "the purpose and character of using copyrighted works to train LLMs to generate new text was quintessentially transformative. Like any reader aspiring to be a writer, Anthropic's LLMs trained upon works not to race ahead and replicate or supplant them – but to turn a hard corner and create something different." See *Bartz v. Anthropic PBC*, No. 3:24-cv-05417 (N.D. Cal. Aug. 19, 2024) (PACER); Tori Noble, "Two Courts Rule on Generative AI and Fair Use – One Gets it Right" Electronic Frontier Foundation, accessed July 8, 2026, <https://www.eff.org/deeplinks/2025/06/two-courts-rule-generative-ai-and-fair-use-one-gets-it-right>

¹⁴ Library Copyright Alliance, "Statement on Copyright and Generative Artificial Intelligence", Oct. 2025, Accessed, July 5, 2026, https://www.librarycopyrightalliance.org/wp-content/uploads/2025/11/GAI-positions_4.0.pdf

works and refrain from presenting creative works generated wholly or in part by AI tools as their sole work.

AI technologies are also having downstream effects on the scholarly ecosystem which must be monitored. For instance, the use of AI tools in scholarly writing is reportedly increasing the volume of published research. While this may seem positive, there is a concern that it comes at the expense of quality. LLMs could amplify the "worst incentives of academia," such as the pressure to publish frequently, leading to a glut of low-quality, AI-generated papers.¹⁵ This increase in volume directly impacts the attribution of ideas and the fundamental norms of scholarly culture. The core of academia rests on the acknowledgment of sources and the proper citation of ideas. However, AI models "ingest" vast amounts of text, and the knowledge they produce is a synthesis of countless sources, making it difficult (if not impossible) to trace the origin of a specific idea. If AI models begin to extensively reuse and synthesize information without proper citation, traditional citation counts could become artificially depressed. As the *Scholarly Kitchen*¹⁶ notes, we may need to develop new "alternative impact indicators" to account for AI reuse, ensuring that the influence and importance of a work are accurately measured even if it is not formally cited in the traditional sense.

Similarly, there are reports of a dramatic increase in grant applications. The National Institutes of Health (NIH) has recently implemented a cap of six grant applications that may be submitted by a principal investigator per year. This is due to an increase in applications that have created strains on the application review process. ([NIH policy](#))

Learning and Teaching

AI technologies in higher education, in many ways, present their greatest challenges for adaptation in the learning environment. As discussed above, AI has had its most immediate effects on the assessment of learning and academic integrity. Across the university, faculty and contract lecturers have been confronting the challenges with assessing student learning in the context of student AI use in the submission of coursework. Further to this challenge, students are concerned about instructor uses of AI, suspicious that course materials have been generated with AI tools and that their work is being assessed by AI technologies without disclosure and sufficient human oversight.¹⁷ This combination of challenges undermines trust within the classroom between students and instructors and necessitates clear articulation of expectations and transparency about AI use in the classroom. Furthermore, both instructors and

¹⁵ França, Thiago F. A., and José Maria Monserrat. "The artificial intelligence revolution...in unethical publishing: Will AI worsen our dysfunctional publishing system?" *The Journal of General Physiology* 156, no. 11 (2024): e202413654.

<https://rupress.org/jgp/article/156/11/e202413654/277011/The-artificial-intelligence-revolution-in>.

¹⁶ Stephanie Decker, "The Open Access AI Conundrum: Does Free-to-Read Mean Free-to-Train?" *The Scholarly Kitchen* (blog), April 15, 2025.

<https://scholarlykitchen.sspnet.org/2025/04/15/guest-post-the-open-access-ai-conundrum-does-free-to-read-mean-free-to-train/>.

¹⁷ See, for example, LSE Students' Union, "A Student Manifesto for Assessment in the Age of AI" (London School of Economics and Political Science, 2025), accessed October 28, 2025,

<https://info.lse.ac.uk/staff/divisions/Eden-Centre/Assets-EC/Documents/PKU-LSE-Conf-April-2025/LSE-PKU-Student-Manifesto.pdf>

students share concerns about cognitive offloading and intellectual atrophy as a result of overreliance on AI tools.

Upholding academic integrity is, perhaps, the primary challenge concerning AI in learning and teaching. This view is broadly shared among faculty and contract lecturers across the university in all disciplines. The Academic Integrity Office (AIO) has seen both an increase in the number of cases of academic misconduct involving inappropriate uses of AI and a transformation of the academic misconduct ecosystem itself.¹⁸ Previous forms of academic misconduct (plagiarism, contract cheating, etc.) have quickly been supplanted by AI misuse. The core challenge is identifying assessed coursework that does not represent the knowledge, understanding, and performance of the student. AI detection software remains unreliable, and the AIO continues to advise against the use of such technologies for the detection of academic misconduct. For these reasons, the task force has identified any form of assessed or graded coursework or program requirements to be high risk when using AI. Instructors should use scaffolded approaches to learning when integrating AI use in assessed work and ensure they are using a variety of methods for assessment security.¹⁹ All instructors should include clear guidelines and expectations concerning AI use in course outlines and make use of [CELT resources](#) for this purpose.

The task force sees a need for expanded guidelines on instructor uses of AI in courses to improve transparency and build trust with students. AI tools can be useful in creating course materials, making those materials more accessible, and reducing the administrative burden of faculty/contract lecturers. However, any use of AI tools in courses should be disclosed to students in a transparent manner. This disclosure also creates the opportunity for instructors and students to engage in dialogue about academic integrity, ethics, and trust.²⁰

The use of AI tools in the assessment of student learning is a high risk activity. Current TMU guidelines advise against the use of AI in grading. There are significant risks associated with this activity and uncertainties about the efficacy and effects of AI on the instructor-student relationship. We advise that the university continue to monitor the scholarship on this issue and support a range of pedagogical research on the effects of AI on learning and teaching.

While AI tools have the capacity to support student learning they also create the risk of undermining learning. Across the TMU community there is shared concern among instructors

¹⁸ The AIO reported a 12.47% year-over-year increase in suspicions of academic misconduct in 2024-25 and found that “the vast majority of cases of academic misconduct involve the unauthorized use of Generative AI.” See “Academic Integrity Office Annual Report to Senate: September 1, 2024 - August 31, 2025,” <https://drive.google.com/file/d/1deuTp0BaSCBUR70QI1daAYSBEFDnWCtk/view?usp=sharing>

¹⁹ Lodge and Loble, “Artificial Intelligence, Cognitive Offloading and Implications for Education,” accessed March 26, 2026, <https://doi.org/10.71741/4pyxmbnjq.31302475>; Jorge Cordero, Jonathan Torres-Zambrano, and Alison Cordero-Castillo, “Integration of Generative Artificial Intelligence in Higher Education: Best Practices” *Education Sciences* 15, no. 1 (2025): 1-16. <https://doi.org/10.3390/educsci15010032>;

²⁰ Jiahui Luo (Jess), “How does GenAI affect trust in teacher-student relationships? Insights from students’ assessment experiences,” *Teaching in Higher Education*, 30:4 (2025), 991-1006, <https://doi.org/10.1080/13562517.2024.2341005>.

and students about the long-term effects of AI use on learning. Both students and faculty/contract lecturers see risk with overdependence on AI tools for cognitive offloading that may result in intellectual atrophy. Use of AI tools in learning can also result in bypassing foundational knowledge students require to gain competency in their disciplines. As such, instructors should communicate with their students about these potential risks and assess the potential effects of AI use on student achievement of course- and program-level learning outcomes. This may result in the integration of AI skills and competencies into courses to guide student learning. It may also result in the considered prohibition of AI tools to protect and ensure student learning.

Student Experience

AI technologies present a range of challenges across the student experience at TMU. These challenges intersect with learning and teaching, SRC training, and operations. The task force identified challenges relating to advising, accessibility and accommodations, mental health and well-being, and access to other services. There are also considerable data privacy concerns to consider when it comes to student information. In community consultations, there was optimism about the potential for adopting AI systems to improve student services, but many in the community saw a need to ensure that there is always a human touch in the services TMU provides to students.

Although current Senate policy provides clarity on permissible uses of AI in learning much is left to the discretion of faculty/contract lecturers to delineate guidelines for individual courses. There is a need to improve communication with students about expectations and appropriate uses of AI in learning. Furthermore, students have raised concerns about unauthorized uses of AI detection tools and false suspicions of academic misconduct involving AI. As the university community continues to adapt to an AI-influenced learning environment it will be important to continue to monitor and address these concerns to ensure that TMU follows its principles of fairness and natural justice when it comes to the maintenance of academic integrity.

As with other areas with potential for improved service through the deployment of AI tools, student services may see benefits and risks with AI use. This is especially true in the areas of academic advising, accessibility and accommodations, and mental health and well being services. While AI chatbots may be useful for triaging low level inquiries and freeing up staff time for more meaningful high-level interactions with students, other student-facing services may not be suitable for the use of AI technologies. Factual errors and inaccuracies create significant risk for the use of AI automations and chatbots for academic advising. Academic accommodations and accessibility services also rely upon the provision of timely, accurate advice and guidance. The task force also draws particular attention to the high risk area of the use of AI for mental health and well-being services. Although it is recognized that significant numbers of students currently use AI chatbots as informal mental health aids, this behaviour can be risky and inadvisable. TMU will need to continue to devote attention to these mental health risks and provide students with appropriate support and guidance.

All university operations are subject to privacy laws and regulations and, of course, student information can be some of the most sensitive private data. Therefore, it will be especially important for the university to safeguard that data, and ensure its operations are compliant with regulations. The protection of student data can be aided by consistent use of institutional software and services and strong data privacy protections in the procurement and adoption of any AI technologies.

Administration and Operations

Institutional adaptation to AI technologies will involve addressing significant and critical operational and technical challenges. These include challenges with data and integration, cybersecurity vulnerabilities, and data privacy risks. Additionally, there are several other challenges to consider in this realm such as shadow AI proliferation, training and AI competency gaps, software-as-a-service feature governance, client side AI interactions, cost controls, and vendor lock-in.

The adoption of any new AI tools will inevitably involve complicated data and integration hurdles. The complex technical and financial requirements of operationalizing selected tools via API integration with legacy ERP systems will require careful implementation to avoid exposing data perimeters. There is also inherent risk of introducing security vulnerabilities, dependencies, or unvetted scripts through unreviewed AI-assisted code generation. Rigorous cyber security review and protocols will be essential to the safe implementation of AI systems at the university. And strict data privacy reviews and processes will be essential to ensuring that TMU continues to meet its statutory and regulatory privacy obligations.

As TMU integrates AI technologies into its operations, it will be important to manage the administrative risk of staff utilizing unauthorized personal AI subscriptions for institutional work, leading to data leakage and introducing security vulnerability across unmanaged jurisdiction. Some of these risks can be avoided through comprehensive training and up-skilling for staff in data privacy and security.

Another major operational challenge to consider is the need to determine how to govern, monitor, and selectively enable or disable automated AI features embedded inside vendor supplied SaaS platforms within the universities ecosystem. For example, Google Workspace offers a variety of AI integrations (in Gmail, Docs, Slides, Sheets, Calendar), some of which could pose significant risk of data leakage. Other vendor systems used across the university (library databases, for example), may automatically activate AI features without notification or providing choice.. Finally, TMU will need to establish clear guidelines for professional units on how to guide, interact with, or evaluate client groups who are opaquely or transparently using AI to construct requests or interact with institutional teams. AI technologies present a series of risks in highly sensitive operational activities and environments including risks for data privacy, cybersecurity, and institutional reputation. Administrative units will have to determine the boundaries of appropriate, permissible uses of AI, depending on their operational functions at the university. For example, University Relations may need to consider a different approach to

the use of AI for drafting text or creating images than Human Resources or Finance. Guidelines will need to be crafted to match the operational function of different units.

Recommendations

To aid TMU in achieving its broader goals and support the proposed framework for AI adaptation, the task force makes recommendations in the following five areas:

1. Policy, guidelines, and governance
2. Technological infrastructure
3. Training and professional development
4. Learning, teaching, and student success
5. Scholarly research and creative activity

Policy, Guidelines, and Governance

Recommendation: Establish university-wide AI principles and the development of guidelines for learning & teaching, SRC, and administrative uses.

We recommend the adoption of the proposed principles above. These should then inform the development or updating of guidelines for learning and teaching, SRC, and administrative uses of AI. Guidelines in each area should be established by the appropriate committees and offices. Where guidelines already exist, they should be updated to ensure alignment with the proposed principles.

Recommendation: Update relevant Senate and administrative policies to ensure alignment with institutional principles on generative AI.

The “Policies & Guidelines” section above provides a list of current senate and administrative policies that may govern or be implicated by AI use at the university. These policies should be reviewed to update language and ensure they are aligned with the suggested institutional principles for AI adaptation at TMU. In particular, policies and guidelines should have strong and clear language concerning disclosure and transparency.

Recommendation: Create an advisory committee on artificial intelligence.

We recommend establishing an advisory committee to support the Provost and the Vice President, Administration and Operations with implementing recommendations from this task force, monitoring progress, sharing results, and further engaging the community. The composition of this committee should include leaders with primary responsibilities identified in

this report including the Office of the Vice President, Research and Innovation, the Office of the Vice-Provost Students, the Office of the Vice-Provost Academic, the Chief Information Officer, and Dean of Libraries. This could be established as a subcommittee of the Advisory Committee on Academic Computing (ACAC). There may also be a need for a dedicated role to coordinate the activities of this committee and provide direction on issues in AI in higher education.

Recommendation: Create an AI web portal.

The university should build upon the existing [AI website](#) using it as a portal to collate institutionally supported AI tools, policies, guidelines, training, and other resources to support work across all functional areas.

Recommendation: Review license agreements for restrictions on AI use.

The Libraries must continue to provide guidance to the TMU community on the use of copyrighted and licensed material with AI tools, while at the same time assessing license agreements to minimize unnecessary restrictions on researchers' abilities to text and data mining (TDM). Furthermore, the Libraries should actively participate in national advocacy efforts to prevent vendor contracts from overriding established fair dealing rights.

Recommendation: Monitor sector practice and legal status of copyright and AI.

The university should ensure that fair dealing rights are appropriately described, exercised and upheld by continuing to monitor the evolving legal landscape related to copyright and AI. Guidance on such matters should continue to be updated and evolve with the changing policy environment and emerging case law. The Libraries, General Counsel, and Central Computing Services should continue to collaborate on updated guidelines.

Technological Infrastructure

Recommendation: Establish secure AI environments for experimentation and innovation.

Across learning and teaching, SRC, and operations, there is a need for locally hosted AI tools to experiment and innovate. We recommend that TMU investigate the feasibility of establishing locally hosted AI sandbox tools, using multiple models, including open source models (see example of [Vanderbilt University's Amplify platform](#) and models provided by the [TMU Libraries Collaboratory](#)). This could allow for a range of custom AI applications and innovations and could have benefits for the development of TMU's research and entrepreneurship ecosystem. In

addition to making these tools available, we recommend the establishment of secure, isolated, and locally hosted virtual environments (e.g. similar to U of T's "AI kitchen") to facilitate experimentation with these technologies in strict compliance with privacy regulations, safeguarding data leaks and intellectual property.

Recommendation: Collaborate on shared platforms and computing infrastructure.

The [COU AI Task Force Report](#) (p. 21) provides excellent guidance on the potential advantages of Ontario universities collaborating on the development of shared multi-model AI platforms and high-capacity computing infrastructure. TMU should lead and participate in any such consortium arrangements. There are also opportunities for both provincial and federal investments in sovereign AI compute capacity for which a collaborative approach may prove advantageous.

Recommendation: Enable expanded access to advanced institutional AI tools.

Our Google Workspace AI tools have premium tiers and additional advanced features. We recommend that these be made available at cost to users (similar to expanded Google Drive storage options). This expanded access could also include Gemini API access for advanced research purposes, application development, and administrative uses. This could also include support for AI coding assistants for software development. Researchers also require extensive latitude for AI experimentation and applications, which should allow for the use of a range of AI tools following robust privacy and data security assessments. In order to encourage experimentation TMU's financial policies should take a flexible approach to the reimbursement of AI tools beyond Gemini.

Recommendation: Exercise prudence and caution in the adoption of new enterprise AI software and services.

Enterprise AI software and services are nascent technologies. Hundreds of new educational technology companies have developed products for universities from AI tutors to chatbots to student information systems and more. TMU should exercise extraordinary caution when evaluating the adoption of new AI technologies as these software and services are still in early development and there is a high degree of risk of vendor lock-in. Many of these new products are of unclear value and quality. The long-term outlook for such software and services is uncertain and any adoption of new tools should undergo rigorous evaluation, erring on the side of caution. There is no urgency to making new investments in enterprise AI software and services while the market is still in an uncertain growth phase. TMU would be best positioned to monitor and observe developments across the sector and among other large enterprises to further assess where strategic investments may best be made.

Recommendation: Adhere to clear procurement protocols for AI technologies.

The university should establish the following criteria for adopting any AI tools:

- Prohibition on Training: Absolute contractual prohibition against the vendor utilizing TMU data, records, inputs, or prompts to train public or proprietary models.
- Legislative Compliance: Explicit alignment with provincial and federal privacy legislations, (i.e. FIPPA), employment law (Employment Standards Act (ESA), human rights law, alongside professional licensing obligations.
- Audit Logging and Trails: Comprehensive capabilities for tracking, logging, and auditing all AI interactions to ensure absolute accountability.
- Core System Compatibility: Any tools adopted outside or alongside core platforms must feature verified, safe, and cost-effective API compatibility with TMU's underlying technology stack and legacy core Enterprise Resource Planning (ERP) systems, specifically Oracle EBS.
- Accessibility compliance: ensuring AODA requirements and TMU accessibility standards are met.
- Vendor submission of third party reports (i.e. PIA, TRA, SOC 2) and demos of AI service / technology where feasible and/or appropriate.
- Contract / vendor management provisions addressing notice of changes, disclosure, compliance with industry standards, privacy / security, submission of updated third party reports, vendor accountability.

Training and Professional Development

Recommendation: Offer comprehensive AI fluency training opportunities.

There is a need for a range of AI fluency training opportunities for faculty/contract lecturers, staff, and students to advance AI readiness and ensure equity of opportunity. Training should be designed for the needs and roles of different users at the university, supporting learning and teaching, SRC, administration, and student career preparation services. These opportunities should be offered across the university, led by the appropriate service providers including CELT, TMU Libraries, OVPRI, HR, CCS, The Chang School, and Career Services.

Recommendation: Create internal AI knowledge base.

We recommend the creation of a central repository for AI documentation, guidance memos, tool updates, and industry-specific advancements to serve as a resource for university leaders, faculty/contract lecturers, and staff. This will support users across the university with access and information about institutional AI tools and future developments of these technologies.

Recommendation: Expand and enrich AI communities of practice.

In 2023, the AIO established an [AI community of practice](#) with a focus on learning and teaching. This operates largely as an email list for sharing resources. We recommended expanding AI communities of practice across the university based on the three strategic focus areas of the framework identified above (Adaptation and Innovation in Learning and Teaching, Acceleration of Scholarly Research and Creative Activity, and Safe and Secure Operational Efficiencies). During our consultations, we heard from many members of our community a desire for more opportunities to meet, discuss, and share ideas, concerns, and questions about AI in all university operations. The conversations we had with colleagues during the consultations were excellent and demonstrated a need for continued community engagement and collaboration on these matters.

Learning, Teaching, and Student Success

Recommendation: Continue and expand support for digital learning, teaching development, and curriculum development programming in CELT.

CELT offers a range of programming to support faculty/contract lecturers with adapting learning and teaching to generative AI. This includes programs like the [Digitally Enhanced Learning Partnership Grants](#) and [Students as Partners in Generative Artificial Intelligence](#) program. It also includes long-standing programming that aids faculty/contract lecturers with course design and assessment planning. These services are essential to facilitating the redesign of the assessment of learning in programs across the university. Furthermore, services from the Curriculum Quality Assurance unit in CELT support programs with reviewing and updating program-level learning outcomes to make discipline-appropriate curriculum changes to adapt AI competencies and skills in academic programs.

Recommendation: Expand support for assessment security and academic integrity.

The commercial release of ChatGPT and other AI chatbot services has had an immediate effect on academic integrity in the learning environment in higher education across the sector. Traditional forms of academic misconduct including plagiarism and contract cheating have seen significant decline while academic misconduct involving the use of AI chatbots to misrepresent one's authentic knowledge and skills has grown significantly, challenging the ability of instructors to authentically assess student learning. Faculty/contract lecturers are deploying a variety of strategies to adapt methods of assessment to this new reality and we recommend that resources continue to be devoted to services that support such adaptations. There is a heightened need for secure assessment environments, which has led to a growth in in-person assessments and exams. TMU will need to expand capacity to support in-person assessments both during the formal exam periods and during the Fall and Winter semesters for midterm

exams. We also recommend that the university continue with the advice of the Academic Integrity Office (AIO) to avoid the use of AI detection software as it remains unreliable. Instead, we advise continued support for the educational initiatives and outreach activities of the AIO and Student Life and Learning Support (SLLS).

Recommendation: Support pedagogical research on artificial intelligence in higher education.

While there have been immediate effects of AI on academic integrity, further impacts of these new technologies on the learning environment remain uncertain. The university can play a leading role in expanding knowledge and understanding of the effects of AI on learning and teaching in higher education through expanded pedagogical research. TMU's teaching fellows program is an excellent model for supporting pedagogical research, including research that investigates the effects of AI in the learning environment in universities. We recommend that this support continue and that the university appoint fellows whose work focuses particularly on generative artificial intelligence.

Recommendation: Explore the integration of AI in student success services.

Integrating AI into student-facing services such as academic accommodations, well-being supports, and registrarial functions presents an opportunity to enhance service delivery and improve the overall student experience. Strategic use of AI tools can help reduce wait times for routine inquiries, streamline processes related to admissions and transfer credits, and offer timely support in areas like academic advising. The university should also position AI as a tool that enhances human support but does not replace it. Use AI to streamline administrative processes, improve student engagement, and reduce staff workload, while retaining and safeguarding human judgment in sensitive areas such as mental health or advising.

Recommendation: Integrate accessibility and inclusive design in AI adaptation.

AI tools must meet accessibility standards and be compatible with assistive technologies. Policies and accommodations should formally recognize AI's role in supporting students with accommodations without penalizing its use under academic integrity frameworks. If AI-supported accommodations are made available, they should be explicitly referenced in university policies with clear guidance for faculty to distinguish between legitimate accessibility use from misconduct.

Scholarly Research & Creative Activity

Recommendation: Create an AI Action Lab as a neutral cross-disciplinary hub connecting faculty and students experimenting with AI in scholarly research and creative activity.

The university could establish an AI Action Lab where identified innovators in scholarship and professional practices are supported in developing an AI project contextualized within their own scholarly or education disciplinary culture. Participants would be provided with access to tools, expertise, and a structured community to engage in cross-disciplinary exchange, knowledge sharing, and collaboration in critical experimentation of AI. The university could consider appointing an AI SRC specialist role to coordinate the Lab. This Lab could be modeled on proven initiatives like [Columbia University's aiX Faculty Fellowship Program](#), and [University of Virginia's AI Literacy and Action Lab](#). The University may consider building upon the strengths of existing innovation spaces such as the TMU Libraries' Collaboratory.

Recommendation: Build or adopt AI tools for grant proposal development.

Building on projects like [Automated Grant Feedback at Western University](#), TMU should consider piloting a similar tool available for researchers to provide them with feedback on draft grant proposals. Such tools have the potential to expand service capacity to support faculty research and improve grant application success rates.

Recommendation: Expand and update research ethics training on AI.

AI technologies present some unique challenges for research ethics. The university should expand and update research ethics training on AI. This could include training for TMU researchers as well as members of TMU's research ethic boards.

Appendix A: Framework for AI Adaptation at TMU

Strategic Focus	Key Components	Goals & Actions	Outcomes	AI Training	Infrastructure and Tools
Adaptation and Innovation in Learning and Teaching	Grounded in existing principles: literacy, ethics, transparency, learner-centred innovation, rigour, equity, accessibility, and discipline connection	Support instructors, students, and departments to make thoughtful, pedagogical AI decisions	A robust repository of effective pedagogical practices and interventions hosted by CELT	Multi-stage support for diverse readiness levels Faculty: Support for assessment redesign, course design, data privacy, and modeling appropriate AI use via CELT, Libraries, and the Chang School Students: Developing ethical decision-making, use, understanding and evaluation (e.g., TMU Libraries' AI Fluency Badges)	Institutionally supported AI tools (Gemini, NotebookLM) Multi-model AI Sandbox environment on local server with open-source models for experimentation Centralized pedagogical repository hosted by the Centre for Excellence in Learning and Teaching (CELT) to scale up and share emerging strategies across the institution Expanded facilities access for invigilated in-person assessments
	Non-reactive, intentional, and discipline-specific guidance	Offer Designated Teaching Fellowships & Students as Partners in GenAI grants	Active local experimentation grounded in shared institutional values		
	Academic freedom and inclusive representation of diverse teaching views	Integrate AI competency directly into curriculum and program design (via PPR, department consultations)	Development of program-level learning outcomes inclusive of AI competencies and skills		
	Assessment reform & secure	Establish program-level	Shift from reactive		

	evaluations	"assurance spines" (oral defences, in-class labs, supervised exams) and authentic, creative assessment redesign	"AI-proofing" to long-term authentic learning & verified student competencies		
Strategic Focus	Key Components	Goals & Actions	Outcomes	AI Training	Infrastructure and Tools
Catalyst for Scholarly Research and Creative Activity	Open approach balanced with security, privacy, and ethics	Invest in and support the next generation of AI research talent, innovations, and intellectual property	Breakthrough research and advanced knowledge created in a public-trust-aligned environment	Continuous skill development and talent-cultivation pipelines across the research ecosystem Training in reflexivity, recognizing algorithmic limitations, and implementing secure research data management practices	Shared, multi-model, and scaled platforms across the Ontario university sector High-performance secure compute infrastructure Data sovereignty tools to safeguard IP and sensitive research inputs
	Academic freedom matched with reflexivity to prevent misuse and protect sensitive data	Leverage AI tools to address complex research questions and solve intractable societal problems	Improved administrative efficiencies, allowing researchers and staff to redirect time/resources to higher-value activities (student support, strategic planning, and partnership development)		
	Recognition and minimization of AI tool	Expand access to AI models and tools to	Broadened research opportunities and		

	limitations	support SRC	discovery potential		
	Sector-wide collaboration	Drive the provincial AI innovation ecosystem and participate in shared AI infrastructure initiatives	Leverage shared resources from expanded AI capacity and data sovereignty		
Strategic Focus	Key Components	Goals & Actions	Outcomes	AI Training	Infrastructure and Tools
Safe and Secure Operational Efficiencies	Risk management balanced with administrative efficiencies	Create expert-guided, safe experimentation spaces Permit low-risk use cases	Improved operational efficiency and adoption of AI tools to support improved service levels and response times	Expert-guided workshops on prompt engineering and output verification Broad staff training on identifying AI-related risks and championing responsible, safe use	Centrally supported tools (e.g., Gemini, NotebookLM) Centralized Use-case Registry and Tool Repository Data governance and classification guidelines
	Tiered approval model categorizing tasks by risk level	Enforce formal management review, explicit authorization, and human-in-the-loop oversight for high-risk use cases	Ensure safety and compliance with policies, laws, and regulations	Peer-supported prompt libraries and collaborative knowledge-sharing through a university-wide community of practice	AI Incident Response Guide
	Collaborative community of practice	Regular opportunities for staff to share and learn about operational uses	Build capacity and support AI competencies		

		of AI for efficiency			
	Core Safety Components: Data governance, centralized registry, clear approval chains, vendor assessments, and incident response	Establish staff guidelines for AI use	Clarity of permissible use to enable innovations and efficiencies		

Appendix B: Use of Artificial Intelligence Disclosure and Methodology

The task force used AI tools to support its work throughout various stages in the process of developing this report. Those tools included:

- Google Gemini
- Google NotebookLM
- Mentimeter

Both Google AI tools used during the course of the task force's work are covered by TMU's [Google Workspace for Education Terms of Service](#), which provides enhanced data privacy and security. All activities using these tools are not used to train Google's AI models.

The task force used Google AI tools to synthesize and summarize meeting notes, surveys, and consultation feedback notes. Those outputs were reviewed and analyzed by members of the task force and its working groups. These tools were also used to generate presentation slides and images used in presentations.

During the in-person town hall consultation sessions, moderators used Mentimeter, a web-based live polling and surveying tool, which includes AI features to summarize and group survey feedback.

This report was written by members of the task force based on notes from the working groups and the community consultations. Members of the task force reviewed early drafts and made suggestions and subsequent revisions.

AI tools were used for minor and technical assistance. Tables were formatted using AI tools based on original content. No AI tools were used for the conceptual development of this report or drafting content.