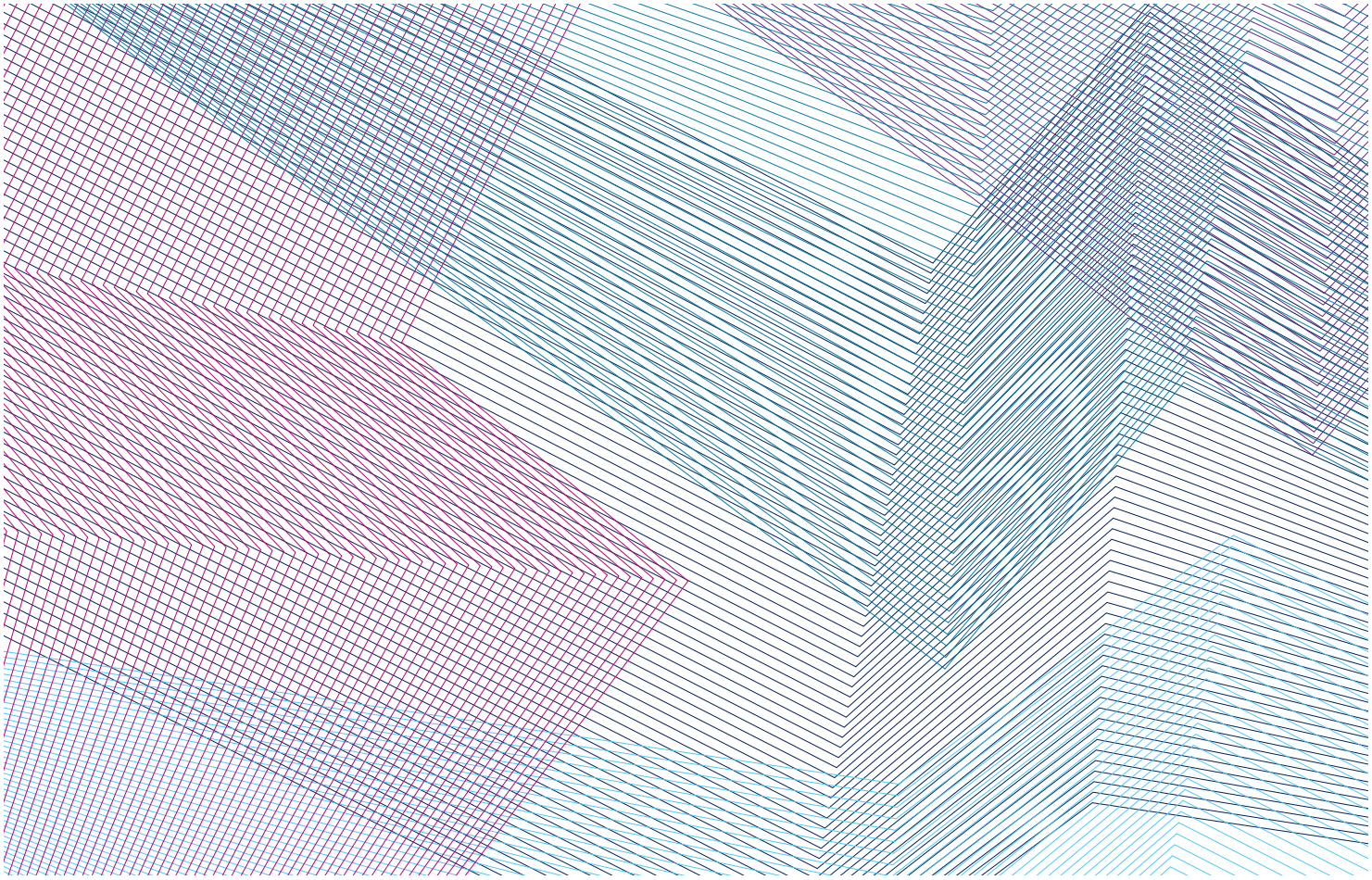
AI Task Force

Toward an AI-Ready University

Report & Recommendations

Delivered June 2025



UNIVERSITY OF TORONTO

DEFY GRAVITY

As an institution dedicated to the development of human potential, we are taking a thoughtful approach to these novel technologies, balancing the opportunities they offer with their risks. Our recommendations aim to establish a robust, flexible, and responsive AI ecosystem within the University.

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Executive summary

The University of Toronto established an AI Task Force in spring 2024 to develop a comprehensive vision and strategy for responding to the emergence of generative artificial intelligence (GenAI).

The University of Toronto is an institution dedicated to the development of human potential. We recognize AI's transformative capabilities and associated risks for our institution and society, which compels a thoughtful approach to this class of technologies.

The Task Force engaged six working groups to examine AI's impact on teaching and learning, research, student services, administration, operations, and institutional technology. This report integrates the recommendations of the working groups and identifies recommendations for becoming an "AI-ready" institution that can responsibly leverage these technologies to enhance human potential while maintaining alignment with U of T's core values and mission.

As we consider how to adapt to and integrate AI, we reaffirm our commitment to preserving human expertise, academic freedom, and institutional values. Building on these human-centered values, opportunities for U of T to lead include: personalized learning supports, streamlined research processes, enhanced student services, and improved administrative efficiency.

Key Working Group recommendations

Teaching & Learning: Focus on redesigning assessments to emphasize human critical thinking, developing comprehensive AI literacy programs, creating standards for AI tutoring systems, and establishing communities of practice for pedagogical innovation.

Research: Streamline research administration through AI tools, develop protocols ensuring AI use maintains research integrity, enhance cross-disciplinary collaboration capabilities, and provide training for responsible AI use in graduate research.

Student Services: Implement AI for administrative tasks like transfer credit assessment and early alert systems, create accessible AI tools for career exploration and student support, develop forecasting capabilities for service planning, and ensure equitable access through University-provided systems.

People Strategy & Administration: Automate transactional tasks while supporting human judgment, develop frameworks for manager-staff conversations about AI implementation, and create guidelines for responsible AI use in Human Resource (HR) processes.

Operations & Planning: Identify AI opportunities for planning and forecasting, develop solutions for document management and analysis, create frameworks for project management enhancement, and support automation of routine operational tasks.

Technology, Data Governance & Digital Trust: Establish robust governance structures with comprehensive risk assessment frameworks, develop secure AI development environments, create vetted tool collections for community use, and enhance data infrastructure to support AI initiatives.

Cross-cutting recommendations

1. **Build AI expertise:** Establish foundational AI literacy for all community members, create mechanisms for sharing effective practices across the institution, and provide targeted professional development and upskilling opportunities.
2. **Create AI Adoption Table:** Form a group to advise on AI decision-making, develop institutional guidelines and risk assessment frameworks, and coordinate U of T's input on external AI policies affecting higher education.
3. **Develop AI infrastructure:** Create an "AI kitchen" providing secure environments for AI projects with appropriate data access, establish a curated environment of vetted AI applications, and enhance technical frameworks for procurement and data handling.
4. **Establish AI response teams:** Provide technical and administrative support for AI project implementation, offering expertise in both business process improvement and AI technology, with support for development, validation, and assessment.

U of T is positioned to lead in higher education AI adoption by leveraging existing expertise, demonstrating AI readiness through robust infrastructure, convening discussions about AI in academia, establishing best practices in data governance, and maintaining commitment to environmental sustainability in AI deployment.

The Task Force recommends forming an interim AI Adoption Table and an AI Design Review Group to begin implementing recommendations immediately. This approach will establish protocols and frameworks for ongoing AI governance while maintaining U of T's values of academic freedom, scholarly excellence, and student-centered experience.

This report presents a step toward becoming an AI-ready institution that thoughtfully integrates AI technologies, when appropriate, to enhance teaching, research, and operations while sustaining the people and community essential to the University. Through thoughtful implementation of these recommendations, U of T can maintain its position as a global leader in both AI research and provide a model for responsible AI adoption in higher education.

U of T's AI Task Force

The University of Toronto is an institution dedicated to the development of human potential. Artificial intelligence, and specifically machine learning, is an entire class of technologies that is having a growing impact on society widely, including activities in the U of T community. These technologies have tremendous potential that is already being realized but they also carry substantial risks. The opportunities for accelerating scientific research, improving operational processes, and supporting human health and development are just beginning to emerge. At the same time, there are concerns about the potential negative impacts of these technologies on student learning, employment, the environment, and political stability. Rapid adoption of technologies in the past (e.g., automotive infrastructure, social media) had consequences for human communities that were not initially evident. The wise integration of AI into a community committed to the development of human potential requires consideration of the benefits, opportunities, and risks. Recognizing this pivotal moment in technological development, how do we guide integration to enhance the vibrant community of learners and discoverers at U of T?

The University's AI Task Force was established in spring 2024 to engage members of the community to develop a vision and strategy to guide the University's AI activities. The goal has been to support the thoughtful integration of AI within our teaching, learning, and administrative processes and frameworks, ensuring alignment with our core values and mission.

This report provides relevant context and considerations that shaped Task Force activities and led to its recommendations for how the institution might respond to the impact of this new technology.

Defining "AI" for the purposes of the U of T AI Task Force

Generative AI (GenAI) tools can interpret and generate text, code, and in many cases also structured data, images, video, and audio. The material generated is the result of complex statistical models that identify relationships within sets of training data to create new output that both interpolates and extrapolates from these relationships. Because these models incorporate probability and some level of randomness when generating output, AI-generated results are not fully predictable, fully explainable, nor easily replicable.

In its work, the Task Force considered both GenAI as well as other forms of machine learning (ML) that can predict, describe, and utilize patterns in data. Beyond generating novel text, images, or other forms of information—tasks that are relevant to the University's core teaching and research activities—these tools may be used for planning and forecasting, task automation and augmentation, and data analysis. Indeed, by enabling natural language interactions with computers, GenAI tools have the potential to act as a catalysts for other computational tasks by allowing users to conduct analyses and automation beyond what they may otherwise be able to accomplish independently.

Our discussion of AI in this report reflects this combination of new technologies and expanded access to existing technologies that, together, have the potential to transform all areas of work, practice, and human interaction within the University, both positively and negatively.

Activities leading up to the Task Force

For decades, scholars at the University of Toronto have been leaders of research into artificial intelligence. However, the impact of this work, which was having profound impacts in industry, was not acutely felt in higher education until 2022. Universities, including U of T, responded quickly to the release of OpenAI's ChatGPT in November 2022, developing resources and guidelines to support instructors, researchers, staff, and students in understanding and adjusting teaching practice to address the use of generative AI in university activities. These early responses were primarily focused on teaching and learning, but ultimately expanded to address a range of university activities. Since 2022, large language models (LLMs) and with them has come multimodal generative AI have developed rapidly, along with a growing awareness of the potential of these technologies.

In response to instructor questions about student use of the tool in academic work, the University established a Provost's Advisory Group on Generative AI in March 2023 to explore potential institutional responses to this new technology and coordinate the development of resources. This group reviewed AI tools and teaching and learning use cases, and developed templated syllabus statements for instructors. A set of FAQs addressing the use of Generative AI in the classroom for both students and instructors has been updated frequently. And offices across the University have provided feedback and direction on a range of AI-related projects and resources, including materials on copyright and AI developed by U of T Libraries. These resources have been maintained and remain important resources for instructors, staff, and students:

- Office of the Vice-Provost, Innovations in Undergraduate Education: Generative Artificial Intelligence in the Classroom: FAQs[1]
- University of Toronto Libraries: Generative AI Tools and Copyright Considerations[2]
- School of Graduate Studies: Guidance on the Appropriate Use of Generative Artificial Intelligence in Graduate Theses[3]

Also in spring 2023, the Office of the Vice-Provost, Innovations in Undergraduate Education sponsored a series of teaching and learning projects related to Generative AI as part of its Learning & Education Advancement Fund (LEAF). Those faculty who were awarded the LEAF funds worked together as a cohort to share findings and provide guidance to the University about working with these tools.[4]

Beyond these institutional activities, communities of practice have been created by faculty interested in the potential of AI technology. In addition, teaching and learning centres and other units across the institution have convened working groups and developed resources to support faculty, staff, and students. Examples include developing training materials for using AI tools, describing assessment approaches incorporating AI, and developing template syllabi statements addressing AI and academic integrity. However, the challenges, particularly in the assessment of learning in fields that include writing and coding as core competencies, remain and are growing.

When Professor Trevor Young took office as Provost in January 2024, he identified artificial intelligence as one of his priorities. Recognizing the transformative potential of AI, he emphasized the importance of integrating AI into the University's teaching, learning, and administrative processes. This included establishing the AI Task Force in spring 2024 to develop a vision and strategy for AI integration across the University within a framework of clear and consistent ethical principles.

1 Office of the Vice-Provost, Innovations in Undergraduate Education, University of Toronto. (2024, August 29). Generative Artificial Intelligence in the Classroom: FAQs. https://www.viceprovostundergrad.utoronto.ca/16072-2/teaching-initiatives/generative-artificial-intelligence/

2 University of Toronto Libraries. (2024, December 20). *Generative AI tools and Copyright Considerations.* https://onesearch.library.utoronto.ca/copyright/generative-ai-tools-and-copyright-considerations

3 University of Toronto School of Graduate Studies. (2025, March 31). Guidance on the Appropriate Use of Generative Artificial Intelligence in Graduate Theses. https://www.sgs.utoronto.ca/about/guidance-on-the-use-of-generative-artificial-intelligence/

4 Open UToronto. (n.d.) LEAF+ Generative AI in Teaching and Learning. https://ocw.utoronto.ca/leaf-ai/

Establishment of the Task Force

The establishment of the AI Task Force reflected the recognition that AI would have an impact on all activities within the University, beyond the initial teaching and learning focus of the earlier Provost's Advisory Group.

Specifically, the AI Task Force was asked to:

1. Establish working groups in areas such as teaching and learning, student services, research, and operations and administration to explore the differential implications of the technology in areas of activity at the University.
2. Synthesize the feedback and recommendations of each working group to articulate a unified vision, set of priorities, and strategic framework for AI activities across the University's mission and administrative areas of operation, including AI use, AI literacy and training, AI infrastructure development, and ongoing monitoring and evaluation.
3. Encourage dialogue, learning, and transparency by engaging a wide range of people in the U of T community in discussions on AI's potential and its implications for the University's mission and operations.
4. Identify potential risks from AI and identify appropriate risk-limiting strategies that align with institutional principles and values.
5. Consult on principles for responsible, accountable, and secure development, deployment, and use of AI within the University, and endorse best practices, statements, and principles that come from elsewhere in the higher education sector.
6. Ensure that existing institutional policies and guidelines reflect AI capabilities, and develop new policies, guidelines, and frameworks to promote responsible, accountable, and secure AI development, deployment, and use within the University, ensuring alignment with U of T's institutional values.

Working Groups in six areas—Teaching & Learning; Research; Student Services; People Strategy & Administration; Operations & Planning; and Technology, Data Governance & Digital Trust—began meeting in summer 2024. The co-chairs of each of these Working Groups are Task Force members. Additional areas critical to topics across the University were represented on the Working Groups and the task force: libraries, legal services, and graduate education.

The six Working Groups investigated the impact of AI on:

Teaching & Learning	Research	Student Services
• teaching and learning practices, and faculty, staff, librarians, and students involved in the educational mission of the University	• all aspects of the process of doing research and the research life cycle, including training, publishing, and writing grants	• provisioning and delivery of student services, including student life, health and wellness, recruitment, admissions, and registrarial processes

People Strategy & Administration	Operations & Planning	Technology, Data Governance & Digital Trust
• administrative work at the University by all U of T employees, including staff, faculty, and librarians	• planning, operations, and procurement processes and practices	• University systems and information technology, information security, and data governance

Each Working Group was asked to:

- Consult broadly with people in its focus areas
- Review and contribute to the creation of guidelines and frameworks for AI use in its focus areas, aligned with broader principles established iteratively with the Task Force
- Identify key principles describing the desired outcomes or characteristics of AI use, tools, or guidelines relevant to its focus areas
- Identify potentially high-impact applications of AI in areas relevant to its work, and identify high-priority or high-risk applications and guidance around the adoption of this technology
- Recommend training and communication frameworks and approaches to support people in the effective and responsible use of AI
- Identify any additional organizational structures or resources needed to support effective implementation of its recommendations, including structures for ongoing monitoring and evaluation
- Develop any additional recommendations, guidelines, or resources the working group determines to be relevant to its work

Members of the AI Task Force and its Working Groups are listed in Appendix A.

In March 2025, the Working Groups provided recommendations and reports to the AI Task Force (see Appendix C). A synthesis of these recommendations is reflected in this report, along with additional recommendations addressing AI decision-making and governance and recommendations about resources and support for AI initiatives. See Appendix B for Task Force activities.

The current landscape: GenAI and universities

While all technologies have social and ethical implications, generative AI has raised particular concerns within the university sector because it directly intersects with, and potentially transforms, core academic functions and practices. Generative AI can produce output that emulates, or polishes, work produced by students, researchers, and staff in their teaching, learning, research, and administrative work. This can make it difficult or impossible to identify the human (or machine) contribution to an academic product such as a paper—a question which may become moot in the future, raising other concerns. Additionally, the development and deployment of generative AI raises critical questions and concerns about data sovereignty, intellectual property, research and academic integrity, and sustainability—areas of deeply held values within the post-secondary sector.

Given this, universities have both practical and principled interests in shaping emerging norms for AI use in academic activities, and for addressing the broader social and ethical impact of these technologies.

Here we describe the current use of generative AI in academic activities, the opportunities and risks for higher education, and some tensions and areas of alignment between AI capabilities and university values. We explore how universities might become "AI ready" by aligning their approach to using generative AI with their activities and values.

Types of AI and their uses in universities

While generative AI is a new technology, with popular use beginning in late 2022 with the public release of ChatGPT 3.5, other forms of machine learning, natural language processing, and process automation have been in use for many years in universities. Webber and Zheng (2024)[5] describe four broad categories of applications of AI in universities: student-focused, teaching-focused, institution-focused, and applications in research. These categories roughly align with activity areas represented in the AI Task Force Working Groups.

An example of existing capabilities in each of these categories at the time of this report include:

- Student-focused: course specific chatbots
- Teaching-focused: course material and assignment generation
- Institution-focused: predictive analytics (e.g., early alert systems,[6] scheduling, admissions yield prediction)
- Research-focused: code generation; ML algorithms; unstructured data analysis, pattern recognition and simulations

However, there are many more. The emergence of readily accessible large language model (LLM) systems is having major impacts on higher education.

For example:

- The ability of GenAI to increasingly emulate sophisticated cognitive processes and outputs, including common forms of academic output, has raised existential questions about educational and scholarly activities and about how we assess and value these activities.
- GenAI allows those without coding skills to make natural-language queries of data and to develop scripts for data analysis, data management or labelling, and data visualization, expanding the scope of who performs those tasks, and of the analyses conducted.

5 Webber, K. L., & Zheng, H. Y. (2024). Artificial intelligence and advanced data analytics: Implications for higher education. New Directions for Higher Education, 2024, 5–13. https://doi.org/10.1002/he.20508

6 For example, see McKinsey & Company. (2023, October 15). Using machine learning to improve student success in higher education. https://www.mckinsey.com/industries/education/our-insights/using-machine-learning-to-improve-student-success-in-higher-education

- GenAI can also expand opportunities for task automation, by facilitating process discovery and by automating tasks that incorporate some level of cognitive processes or judgement, rather than being strictly rules-based.
- GenAI expands the capabilities and scope of AI systems, allowing for newly-generated responses informed by increased context through retrieval-augmented generation (RAG) or web-based content.

Much of the attention on AI has been on the unique capabilities of GenAI—namely, the ability to produce novel text, images, or other forms of information—and their relationship to the academic activities of the university, including teaching and learning, research, and the structures of academic peer review and governance. **These capabilities offer an existential challenge to some of the core assumptions that structure academic activities—assumptions such as**:

- Writing serves as a general proxy for a person's understanding, thinking processes, or intelligence
- A person's willingness to spend time on a cognitive or written task, like developing a letter of recommendation, is a proxy for investment in the beneficiary's success and career

In other cases, GenAI deeply exacerbates existing challenges in academic and research integrity by making questionable scholarly approaches by students and researchers much easier (and cheaper). For example:

- It is more difficult to be certain whether the output of scholarly work reflects the independent thought and work, and unique perspective, of the author
- Data or sources may be concocted, either intentionally or through AI hallucinations
- There may be flaws in analysis or conclusions, especially in areas where the author holds limited expertise

Given these concerns, much of the focus of the impact of AI on the university sector since late 2022 has been on GenAI and LLMs in particular.

It is worth noting that our description of the current state of AI and its impacts is likely to be outdated even within a few months of this report being published. We have attempted to mitigate this by focusing on likely trajectories for the technology as we imagine planning for the future; attempting to balance between vague prognostications (that are often either magical or dystopian) and very practical and specific recommendations that may quickly sound archaic.

Opportunities and risks for AI in the university sector

There are many use cases for AI, and the development and discovery of these technologies is part of the pathway to AI readiness and maturity within institutions and the sector as a whole.[7] Broadly speaking, we can identify some key potential opportunities in each of the four activity areas described by Webber and Zheng (2024). These opportunities are described within the AI Task Force Working Group reports, as well as in other relevant reports on AI in universities and the public sector, see Table 1.

7 Desouza, K. C. (2021). Artificial intelligence in the public sector: A maturity model. IBM Center for The Business of Government. https://www.businessofgovernment.org/sites/default/files/Artificial%20Intelligence%20in%20the%20Public%20Sector.pdf

Table 1. Examples of AI opportunities

Student-focused	Teaching-focused	Institution-focused	Research-focused
Enhance learning and the student experience by: • Building skills for AI use (e.g., professional skills, critical use of AI) • Personalized strategies and interactive supports for learning; interaction with course materials, career development, and academic and degree planning • Accessibility and adaptive technologies • Enhanced communications	**Extend teaching and feedback capacities through**: • Course material and teaching activity development (e.g., case studies) • Offering formative feedback • Scholarship about the impact of AI on teaching and learning • Understanding of student needs and learning patterns	**Improve forecasting, enhance service provision, and allow employees to reduce transactional or repetitive work by**: • Predicting use of services • Modelling potential impacts and needs • Tracking and auditing costs and outcomes • Document summaries and analysis • Records and data management • Project and process management and tracking • Automating transactional administrative tasks	**Extend the depth and quality of research by**: • Text and data analysis and coding of both structured and unstructured data • Research simulations • Identifying relationships in data to generate hypotheses • Identifying research and conceptual networks • Developing survey questions or other steps in the research process • Data verification • Robotic labs

Similarly, each of the Working Groups identified risks associated with AI. Many of these risks are not unique to the university environment, and are shared across activity areas, though their impact might shift with context. These include:

- Risks to individuals from the misuse of data or from biased models or outputs
- Risks to the quality of university work or services
- Financial and reputational risks, both from use and from delays in deployment
- Risks related to licensing, contracts, copyright, and IP
- Social and environment risks, including environmental impact and potential changes to jobs and communities

Beyond these more general risks—true in many organizations—are risks to core university activities, which have been explored in context by relevant Working Groups. These include:

- Risks to trust in the research output of universities
- Risks to the sense of identity for subject matter experts
- Risks to the value associated with university programs and credentials

The work of the Task Force is therefore to capture the opportunities afforded by AI while managing and mitigating the general risks described above, and developing an approach to these existential risks. The latter may be achieved by aligning universities' uses of AI with the unique values of the University.

University frameworks, guidelines, policies, and principles

Many universities have developed guidelines, frameworks, and policies describing appropriate use or other considerations for using GenAI in academic activities. An early survey, in spring 2023, indicated that, at that time, 60% of institutions had developed or were developing guidance addressing the use of GenAI.[8]

Higher Education Strategies Associates (HESA) has collected institutional guidelines and policies in its "AI Observatory" project, with a focus on Canadian institutions.[9] It has been noted that new, AI-specific, university-level policies are typically not necessary. Instead, institutions benefit from considering how existing policies (such as an academic integrity policy) might be interpreted or implemented in a new way given the presence of AI.

Joe Sabado, Deputy CIO at University of California Santa Barbara, has synthesized guidelines and policies from across several hundred institutions[10] (collected through his website, Campus AI Exchange[11]).

Sabado notes that such guidelines and policies typically address:

- Data privacy and confidentiality
- Academic integrity
- Transparency and disclosure
- Ethics and bias mitigation
- Human oversight
- Tool authorization and use
- Documentation and attribution

His synthesis also highlights common challenges with these guidelines including limitations in scope and audience (with minimal guidance on equity, AI literacy, and non-academic uses); ambiguity, delegation, or fragmentation in definitions of appropriate use, leading to inconsistencies; and a focus on risks and tools rather than broader principles for use.[12]

A number of reports have proposed areas that institutional guidelines or policies should address. These include reports specific to higher education, and many that are aimed at advising organizations and governments more broadly. See Table 2 for three examples.

8 Veletsianos, G. (2023). Generative artificial intelligence in Canadian post-secondary education: AI policies, possibilities, realities, and futures. Canadian Digital Learning Research Association. https://www.d2l.com/resources/assets/cdlra-2023-ai-report/https://www.d2l.com/resources/assets/cdlra-2023-ai-report/

9 Higher Education Strategy Associates. (2025). AI Observatory: Policies and guidelines. https://higheredstrategy.com/ai-observatory-home/ai-observatory-policies-and-guidelines/

10 See slide 5. Sabado, J. (2025). From AI policy to practice [Presentation slides]. Google Slides. https://docs.google.com/presentation/d/1YHYrXLHz929pgyhgNCy6GLT_ZhJeSXkI41BWGkYORuk/

11 Campus AI Exchange. (2025). Campus AI Exchange. https://campusaiexchange.com/

12 See slide 11. See slide 5. Sabado, J. (2025). From AI policy to practice [Presentation slides]. Google Slides. https://docs.google.com/presentation/d/1YHYrXLHz929pgyhgNCy6GLT_ZhJeSXkI41BWGkYORuk/

Table 2. Examples of policy areas suggested by external organizations

WCET: Developing Institutional Level AI Policies and Practices: A Framework[13]	EDUCAUSE Action Plan: Creating New Policies and Guidelines[14]	OECD: Assessing Potential Future AI Risks, Benefits and Policy Imperatives[15]
Areas of responsibility: **Governance** • Data governance • Evaluation of AI use across the institution • Promoting and monitoring faculty and staff usage of AI, including research • Inclusive, equitable access • Intellectual property • AI use and promotion, tenure and re-appointment practices **Operations** • Professional development (training and support) • Developing and maintaining infrastructure for AI • Review and recommend AI implementation to improve operational practices **Pedagogy** • Academic integrity • Assessment practices • Clear communication to students regarding AI expectations • Developing student AI competencies and skills/workforce preparation • Understanding algorithmic bias • Regular and substantive interaction • Learner accessibility	**Individual actions**: • Surface student voices and perspectives when developing new policies and guidelines • Recommend scenarios or issues for which additional guidance on AI is needed • Be transparent and open about AI usage to generate conversation, including documentation of new and emerging use cases **Departmental or unit actions**: • Regularly review academic programs and courses to determine where AI usage and/or literacy should be enhanced and supported • Develop new collaborations to break down silos • Establish clear policies and procedures for AI-related tenure and promotion issues **Institution actions:** • Ensure equitable access to AI tools across the campus • Hire leadership and/or staff specifically tasked with leading AI for the institution • Create a high-level AI governance structure (outside IT), including regular audits **Multi-institution actions**: • Build shared frameworks for evaluating internal and solution-provider AI products and models • Leverage the higher education community and common compliance standards to push AI solution providers to meet needs of higher education • Launch cross-institutional initiatives for advancing AI policies and standards	**Policy actions**: • Facilitate educational, retraining, and reskilling opportunities to help address the growing need for AI skills • Empower stakeholders and society to help build trust and reinforce democracy • Mitigate excessive power concentration • Take targeted actions to advance specific future AI benefits • Establish clearer rules, including on liability, for AI harms • Consider approaches to restrict or prevent certain “red line” AI uses • Require or promote the disclosure of key information about some types of AI systems • Ensure risk management procedures are followed throughout the lifecycle of AI systems that may pose a high risk • Mitigate competitive race dynamics in AI development and deployment that could limit fair competition and result in harms • Invest in research on AI safety and trustworthiness approaches, including AI alignment, capability evaluations, interpretability, explainability, and transparency

13 WICHE Cooperative for Educational Technologies. (2023, December 7). Developing Institutional Level AI Policies and Practices: A Framework. https://wcet.wiche.edu/frontiers/2023/12/07/developing-institutional-level-ai-policies-and-practices-a-framework/

14 Robert, J., & McCormack, M. (2024, May 23). 2024 EDUCAUSE Action Plan: AI policies and guidelines. EDUCAUSE. https://www.educause.edu/research/2024/2024-educause-action-plan-ai-policies-and-guidelines

15 OECD. (2024). Assessing potential future artificial intelligence risks, benefits and policy imperatives. OECD Artificial Intelligence Papers, No. 27. OECD Publishing. https://doi.org/10.1787/3f4e3dfb-en

More broadly, postsecondary organizations have collectively articulated principles for AI use. In September 2024, the U15 published the following framework of values, principles, and leading practices, which themselves are modeled on the Government of Canada guidelines on the use of generative AI and other literature at the time:[16]

Values	Principles	Leading practices
• Upholding integrity • Maintaining respect • Building trust • Ensuring ethical and legal application	**AI use must be:** • Accountable • Responsible use • Equitable • Secure • Transparent • Educated • Relevant	• Clear communication • Continued support • Collaborative construction of guidelines and policies • Regular dialog • Keeping current

The UK Russell Group[17] and the Australian Group of Eight[18] have issued similar principles, emphasizing the need to maintain excellence and integrity in teaching and research, including academic integrity; support for AI literacy and in developing guidance for AI use; equal access to AI technologies; and knowledge sharing.

In April 2025, the U7+ Alliance of World Universities issued a communiqué addressing "The Role of Universities in Advancing AI." This statement:

- Identifies universities as "independent actors guided by research, education, and service to our communities, [which] can support governments to navigate this radical change and increasingly uncertain political context," and whose goal is "to train and nurture the next generation of AI leaders"
- Argues that governments and institutions must collaborate on AI: that "governments have a key role to play in supporting universities through investments in AI" while "our institutions' extensive educational expertise and existing infrastructure can help governments create successful AI transition strategies"
- Argues that universities will play an important role in establishing "guidelines to manage the risks of AI technologies"
- Commits to establishing AI training pathways for students in all fields as well as knowledge-sharing and collaboration across institutions

16 See pages 3-5. U15 Canada. (2024, September). Navigating AI in teaching and learning: Values, principles and leading practices. https://u15.ca/wp-content/uploads/2024/08/Navigating-AI-in-Teaching-and-Learning-U15-Canada-September-2024.pdf

17 Russell Group. (2023, July 3). Principles on the use of generative AI tools in education. https://www.russellgroup.ac.uk/sites/default/files/2025-01/Russell%20Group%20principles%20on%20generative%20AI%20in%20education.pdf

18 Group of Eight. (2023, September). Group of Eight principles on the use of generative artificial intelligence. https://go8.edu.au/group-of-eight-principles-on-the-use-of-generative-artificial-intelligence

GenAI and the values of the University

Artificial intelligence has the potential to fundamentally transform the University of Toronto, enhancing the collective brilliance of our academic community while also changing the ways we learn and work. While some changes will be welcome, there are essential aspects of the university context where the effects of AI are unwelcome.

Identifying the values that inform our view, and alignment with the principles in the previous section, is critical to this distinction between where more AI integration is welcome and where it is not.

- U of T, as a publicly-funded Canadian university, has an inherent mandate to support the public good; this includes providing expertise and advice as society navigates the transition to an AI-enabled future, and supporting the development of the next generation of AI-knowledgeable leaders.
- The University exists to improve human capabilities and experiences, and to support the flourishing of communities and societies across the world. This includes demonstrating how to mitigate risks that stem from AI, and illustrating wise use of these technologies. It also speaks to the important role of the University in supporting AI-literacy in our community, and broadly in society.
- As part of its public orientation, the processes of scholarship and professional activities are intended to support the public interest. This includes a core focus on research integrity, research ethics, and the principles of open scholarship and data sovereignty.
- Academic freedom in teaching and research are "fundamental to the mandate of universities to pursue truth, educate students and disseminate knowledge and understanding."[19] At the University of Toronto, this core value is critical for guiding AI implementation in teaching and research.
- A defining characteristic and value of universities is their commitment to collegial governance and to the role of peer review in the institution's academic activities and in academic careers. The University, as a global leader in higher education, is in a position to substantially influence emerging standards for the ways these activities, such as peer review, evolve in response to AI.

Each of these core values at U of T has direct implications for shaping the University's response to the impact of GenAI:

- Institutional frameworks should place the well-being of the University community, the public, and the world more broadly at the centre of individual and institutional decisions about AI use. This means attending to the personal, environmental, social, and ethical impact of AI use.
- At the same time, the University must prioritize exploration of teaching and research with and about AI, in collaboration with faculty who wish to engage in this work. Academic freedom and peer review are informed by "the professional standards of the relevant discipline and the responsibility of the institution to organize its academic mission." As a result, we can anticipate that individual scholars' approaches to AI use will vary significantly by discipline. These approaches will also reflect their own personal and scholarly values and perspectives, all within the context of emerging and evolving disciplinary and institutional norms for AI use.
- We must endeavour to develop tools and processes for AI use that reflect principles of open scholarship, data sovereignty, and research integrity and ethics. The Royal Society has noted that "Industry's growing influence in setting key benchmarks, developing cutting-edge models, and steering academic publications is centralising control over AI ecosystems."[20] Open scholarship, data sovereignty, and research integrity and ethics are important counterbalances to this influence.

19 Universities Canada. (2011, October 25). Statement on academic freedom. https://univcan.ca/news/statement-on-academic-freedom/

20 See page 73. Royal Society. (2024, May). Science in the age of AI. https://royalsociety.org/-/media/policy/projects/science-in-the-age-of-ai/science-in-the-age-of-ai-report.pdf

- AI use must not compromise collegial governance and peer review, which rely on the unique, individual academic perspective of a given scholar. The same is true for the decisions about teaching and research reflected in the principles of academic freedom. Scholars and institutions must guard against the deterioration or dilution of these perspectives if generative AI is introduced into these processes.
- As an institution dedicated to the development of human potential, we centre the education and development of students in our systems and processes. This includes providing opportunities for students to practice and demonstrate their mastery of content and skills, and opportunities for research-engaged learning. The ubiquitous presence of AI necessitates a reimagining of:
  - How we teach, specifically how we assess student learning both with, and also independent from, machine assistance
  - How we ensure opportunities for student involvement in activities such as research when "entry level" research activities may become increasingly automated or replaced by AI
  - What we teach to ensure that students are continuing to graduate with the literacies they require to be successful in the life-paths they choose

What does it mean for a university to be "AI-ready"?

A key concept guiding the work of the AI Task Force is the idea of becoming an "AI-ready" institution. Being AI-ready does not mean uncritically embracing AI. Rather, it means the institution can respond to AI opportunities and risks on its own terms, guided by its values and priorities. An AI-ready institution can respond quickly to AI developments, leveraging existing tools, infrastructure, data, policies, and processes. When needed, it uses clear decision-making frameworks to acquire or develop new technologies or processes.

AI-readiness frameworks assess capabilities across various domains, including IT infrastructure, data governance, and institutional policies. Some frameworks use the term "maturity" instead of "readiness" to describe these capabilities. These frameworks typically define progressive levels of capability. This helps institutions assess their current state and identify specific steps needed to achieve full readiness.

Such frameworks go beyond technical and data readiness to include human and institutional factors. For example, the "CRAFT" framework proposed by the Association of Pacific Rim Universities[21] describes considerations related to culture, rules, access, familiarity, and trust. IBM's Center for the Business of Government[22] describes a maturity model defined by technical elements (data, systems, and analytical capacity) and organizational elements (innovation climate, governance and ethical frameworks, and strategic visioning). The EDUCAUSE Higher Education Generative AI Readiness Assessment addresses strategy, governance, technology, workforce, and teaching and learning (that is, whether courses and curriculum are also AI-ready).[23]

21 APRU. (2025, January). Generative AI in higher education. Retrieved from https://www.apru.org/wp-content/uploads/2025/01/APRU-Generative-AI-in-Higher-Education-Whitepaper_Jan-2025.pdf

22 Desouza, K. C. (2021). Artificial intelligence in the public sector: A maturity model. IBM Center for The Business of Government. https://www.businessofgovernment.org/sites/default/files/Artificial%20Intelligence%20in%20the%20Public%20Sector.pdf

23 EDUCAUSE. (2025, March 10). Higher Education Generative AI Readiness Assessment. https://library.educause.edu/resources/2024/4/higher-education-generative-ai-readiness-assessment

The current landscape: GenAI and U of T

In general, these frameworks emphasize the need to consider several dimensions of readiness:

- Technical: AI tools and broader IT systems
- Data: governance, access, organization, and structure
- Human: skills to use AI and to assess its outputs
- Organizational: governance structures and policy frameworks

An AI-ready organization will:

- Offer access to AI tools or capabilities appropriate to given needs, and have the infrastructure to support this use
- Have robust data governance frameworks and data infrastructure with characteristics (e.g., interoperability) that make it readily available to AI analysis
- Have AI expertise and literacy
- Have clear pathways for AI-related decisions and planning, and a shared and apparent set of values driving AI decisions and planning

Our recommendations in "Recommendations: Becoming an AI Ready Institution" are aimed at ensuring our AI readiness across these areas.

Surveys of AI use, hopes, and concerns

Two surveys (the Student Experience in the Research University (SERU) survey, conducted in spring 2024, and a Pulse survey, conducted by the University's Division of People Strategy, Equity & Culture on behalf of the AI Task Force in fall 2024) provide us with insight into the use of AI by students in their curricular and co-curricular learning and in administrative activities at the University. We recognize that this is a rapidly changing landscape and the information may be dated almost as soon as the data were compiled, but they provide a useful snapshot of where we were in 2024.

The responses below likely capture intentional use of standalone AI tools (such as ChatGPT or Microsoft Copilot). However, AI tools and agents are increasingly becoming embedded within existing systems (e.g., in Office 365, in research tools such as Scopus AI, and across administrative systems) and therefore we expect both the frequency and types of uses of AI to broaden to include more frequent, smaller scale or even unknowing use of AI across most computer-based tasks.

	Use by U of T employees in their administrative work	Use by U of T students
Frequency of use	• 17% use several times/week or daily • 52% never use	• 19% use several times/week or daily • 34% never use
Common uses	• Text generation and editing • Search • Transcription • Image and video generation, and editing	• Research • Brainstorming • Drafting and revising writing

The Pulse survey also gathered information about hopes and concerns about the use of AI in administrative work at the University.[24] Faculty, staff, and librarians expressed hope that AI would increase efficiency, especially with routine administrative tasks and transactional tasks, such as submitting reimbursement requests. They were hopeful that the University would identify ways to effectively balance opportunities for automation with human input and oversight. Survey respondents also saw opportunity for AI to support professional development, by identifying learning opportunities and pathways. Finally, they saw the opportunity for AI to improve our understanding of student needs.

At the same time, respondents expressed concerns about

- The quality, accuracy, and nature of AI output
- The impact of AI on the environment
- Information security
- The potential for AI to erode human opportunity and relationships

Our conclusion from these surveys, combined with our observations and the consultations we held, is that AI use and awareness is uneven across the institution. As a global epicentre for AI research, we have members of the community working with AI at the deepest levels, and many other community members who are choosing to explore and use it in interesting ways. We also have many people who are choosing not to use AI in their work and learning, and people who are unaware of the functionalities that are available or whether they are allowed to use it. Whether people choose to use these technologies (or not), or do so simply because they are now a reality of our world, it is imperative that members of our community have some basic understanding of the technology, the opportunities, and its limitations.

Use of AI in U of T activities

Through consultations and other input, each Working Group gathered detailed information about current and potential AI use in activity areas across the University, and these are described in detail in each Working Group report, and summarized in our projections for 2030 in A vision for AI at U of T: An AI-ready university.

We also explored examples of U of T community members who are using AI in representative or exemplary ways. For example:

- The Centre for Teaching Support & Innovation (CTSI) has gathered examples of GenAI in assessment and classroom activities. These include using GenAI to simulate interactions with those with vaccine hesitancy in a Microbiology course or to generate a logo for a proposed business.[25]
- A Community of Practice has been established for instructors who are developing and deploying AI tutoring chatbots in their courses. This CoP, supported by CTSI and other offices, is helping the institution work toward standards for these systems.
- Researchers at U of T regularly develop novel approaches to using AI; using AI to review existing research,[26] support survivors of sexual violence,[27] or develop early medical warning systems for those in hospital.[28]

24 University of Toronto AI Task Force. (2024, December 17). AI Task Force survey: AI use in administrative work by U of T staff, faculty and librarians. https://utoronto.sharepoint.com/sites/dvpp-ai/SitePages/AI-Task-Force-survey--AI-use-in-administrative-work-by-U-of-T-staff,-faculty-and-librarians.aspx

25 University of Toronto Centre for Teaching Support & Innovation. (n.d.). Teaching U of T: Generative AI at U of T: U of T Teaching Examples. Retrieved from https://teaching.utoronto.ca/teaching-uoft-genai/at-u-of-t/

26 Zou, B. (2025, March 14). Researchers use AI to speed reviews of existing evidence. University of Toronto News. https://www.utoronto.ca/news/researchers-use-ai-speed-reviews-existing-evidence

27 Segal, A. E. (2025, January 14). Global activist - now a U of T PhD student - uses AI to combat sexual violence. University of Toronto News. https://www.utoronto.ca/news/global-activist-now-u-t-phd-student-uses-ai-combat-sexual-violence

28 Miller, A. (2024, September 23). AI tool reduces risk of unexpected hospital deaths by 26 per cent: Study. University of Toronto News. https://www.utoronto.ca/news/ai-tool-reduces-risk-unexpected-hospital-deaths-26-cent-study

- Through workshops and web resources, U of T's student services teams are helping students develop the skills to use AI effectively to support the job search process, and develop the acumen to decide when AI use supports learning and when it does not. Some units are piloting AI tools to support administrative tasks including notetaking and the development of communication materials.
- University of Toronto Libraries has undertaken a project as part of an Ontario Council of University Libraries initiative to use AI to create searchable metadata for a large collection of government documents. This project will increase the ability of researchers to identify relevant documents.[29]

AI research centres

U of T is home to world-leading AI research, ranging from labs leading AI model development, to groups exploring the application of AI in a range of disciplinary contexts, to institutes addressing the social impact of AI. The activities taking place in departments and centres are essential to our ability to lead in AI research and provide us with access to leading AI expertise across many disciplines.

In addition to the research going on in many departments, U of T's AI-related research centres include:

- Acceleration Consortium for AI in Materials Research
- Centre for Analytics & Artificial Intelligence Engineering
- Data Sciences Institute
- Digital Humanities Network
- Rotman School of Management: Creative Destruction Lab
- Schwartz Reisman Institute for Technology and Society
- Temerty Centre for Artificial Intelligence Research and Education in Medicine
- Vector Institute for AI Research (U of T-partnered organization)

As we proceed with AI adoption and adaptation, it will be critical to engage scholars in these centres to provide important advice on a wide range of issues including:

- Anticipated developments in AI capabilities
- Potential social and environmental effects
- Legal and ethical considerations
- Emerging AI use cases and effective practices

29 Ontario Council of University Libraries. (2024). AI and Machine Learning Program. Retrieved from https://ocul.on.ca/aiml-program

Tools, resources, and guidelines for use

Currently Microsoft Copilot is available to all faculty, librarians, staff, and students, and is approved for use with administrative, student, and research data up to Level 3 in the University's data classification standard.[30] With a few additional exceptions (as of the writing of this report), other tools are considered to be outside of the University's "walled garden," and users are responsible for ensuring that the tools comply with information security and other U of T policies and practices.[31] The need for a greater range of vetted tools, and for a process to assess potential tools for risks was a frequent topic of conversation in Working Group discussions and in consultations. This will be increasingly important as tools become agentic, capable of carrying out tasks fully or semi-autonomously.

At an institutional level, guidelines for AI use in teaching and learning were developed in early 2023 through the Office of the Vice-Provost, Innovations in Undergraduate Education as a series of FAQs and a document of recommended syllabus statements.[32] Teaching and learning centres across the University have also developed guides and resources for instructors and students reflecting the recommendations in these FAQs.[33] Additionally, the School of Graduate Studies has developed Guidance on the Appropriate Use of Generative Artificial Intelligence in Graduate Theses.[34]

In late 2024, the Centre for Research & Innovation Support developed a webpage for Generative AI Considerations in Academic Research,[35] addressing opportunities, risks, academic perspectives, and external policies and guidelines (e.g., from the Government of Canada research funding agencies, publishers, etc.).

Additional resources on copyright, intellectual property, and data security were developed by the University of Toronto Libraries[36] and the Office of Information Security.[37]

We expect that information about AI use and best practices around its use will become embedded in guidelines throughout the institution as the technology becomes ubiquitous.

30 Office of the Chief Information Security Officer. (2019, April 30). Data Classification Standard. University of Toronto. Retrieved from https://security.utoronto.ca/governance/standards/data-classification-standard/

31 Centre for Teaching Support & Innovation. (2025). Generative AI Tools. University of Toronto. Retrieved from https://teaching.utoronto.ca/teaching-uoft-genai/genai-tools/

32 Office of the Vice-Provost, Innovations in Undergraduate Education. (2024, August 29). Generative Artificial Intelligence in the Classroom. University of Toronto. Retrieved from https://www.viceprovostundergrad.utoronto.ca/16072-2/teaching-initiatives/generative-artificial-intelligence/

33 For example, see Centre for Teaching Support & Innovation. (n.d.). Teaching with Generative AI at U of T. University of Toronto. Retrieved from https://teaching.utoronto.ca/teaching-uoft-genai/; Centre for Teaching and Learning. (n.d.). Using GenAI: Faculty. University of Toronto Scarborough. Retrieved from https://www.utsc.utoronto.ca/ctl/using-genai-faculty; Robert Gillespie Academic Skills Centre. (n.d.). Building AI Literacy. University of Toronto Mississauga. Retrieved from https://q.utoronto.ca/courses/79548/pages/building-ai-literacy; A&S Teaching & Learning. (2024). Assessment Design and Generative AI. Faculty of Arts & Science. Retrieved from https://q.utoronto.ca/courses/242937/pages/assessment-design-and-generative-ai; A&S Teaching & Learning. (2025). Generative Artificial Intelligence Policies and Resources. Faculty of Arts & Science. Retrieved from https://q.utoronto.ca/courses/242937/pages/generative-artificial-intelligence-policies-and-resources

34 University of Toronto School of Graduate Studies. (2025, March 31). Guidance on the Appropriate Use of Generative Artificial Intelligence in Graduate Theses. https://www.sgs.utoronto.ca/about/guidance-on-the-use-of-generative-artificial-intelligence/

35 Centre for Research and Innovation Support. (2025). Generative AI Considerations in Academic Research. University of Toronto. Retrieved from https://cris.utoronto.ca/guides/genai_considerations/

36 See University of Toronto Libraries. (2024, December 20). Generative AI Tools and Copyright Considerations. Retrieved from https://onesearch.library.utoronto.ca/copyright/generative-ai-tools-and-copyright-considerations and University of Toronto Libraries. (n.d.). Citing Artificial Intelligence (AI) Generative Tools (including ChatGPT). Retrieved from https://guides.library.utoronto.ca/c.php?g=251103&p=5296636

37 Office of the Chief Information Security Officer. (n.d.). Use AI Intelligently. University of Toronto. Retrieved from https://security.utoronto.ca/governance/guidelines/use-ai-intelligently/

Elements of our context that shape our use and the AI Task Force recommendations

While all post-secondary institutions are responding to the changes, opportunities, risks, and demands of AI, several unique characteristics of U of T have informed both our perspective on AI's impact, and our responses and recommendations. These aspects also inform our opportunities for leadership at the University, as described in Opportunities for leadership.

U of T is home to many AI experts who conduct research on artificial intelligence technologies, who are deploying advanced AI in their work, and who are examining the use and impact of AI. U of T's scholars of teaching are exploring new AI-informed pedagogies. Our librarians are at the leading edge of discovering the capabilities of AI and putting them to use. All of this expertise positions us to develop uniquely informed approaches and applications.

While U of T is a global leader in AI expertise, its financial context is more constrained than some of its global peers,[38] informing our approach to investments in AI initiatives and infrastructure. Our investments will need to be strategic, prioritizing impact and accessibility.

With over 100,000 students across three campuses, we operate at a scale that is among the largest globally. This means that any institutional solution or approach must be scalable, with flexible approaches that can be adapted across diverse contexts while maintaining consistency and coherence.

Our institution is one of great academic diversity, with over 900 undergraduate and graduate programs. Our students are also diverse, coming from over 178 countries and reflecting Toronto's racial and ethnocultural diversity, with approximately 42% of students identifying as a racialized person and/or person of colour in the U of T Student Equity Census.[39] Given our context, AI implementation at U of T will need to be inclusive, accessible, and culturally responsive.

U of T typically takes a highly decentralized approach to institutional change. Initiatives, with flexible frameworks or goals developed at the institutional level, provide significant autonomy to administrative and academic units to implement solutions. Our approach to AI adoption will need to navigate this same balance of institutional principles and unit-level innovation and customization.

We set a global standard in data availability, data management, and data governance. The University of Toronto Libraries Map & Data Library, for example, oversees extensive data collections and hosts Borealis, a Canada-wide research data repository, and Scholars Portal, a collections and tools repository. Experts in the Libraries support data management and data analysis.

Additionally, U of T has a robust data governance framework, overseen by its Institutional Research & Data Governance (IRDG) office. This program provides U of T with a strong foundation of data literacy and data management that make it well positioned to respond to the emerging data needs and risks associated with AI.

U of T is currently ranked #1 for sustainability in the QS World University Rankings. The University's commitment to sustainability and its existing mechanisms for emissions tracking and mitigation, along with other sustainability initiatives, will be important in assessing and responding to the environmental and emissions impacts of AI.

38 Usher, A. (2024, September 25). OECD Education at a Glance 2024, Part 2. Higher Education Strategy Associates. https://higheredstrategy.com/oecd-education-at-a-glance-2024-part-2/

39 Office of the Vice-Provost, Students. (2025). Student Equity Census Dashboard. University of Toronto. Retrieved from https://www.viceprovoststudents.utoronto.ca/news-initiatives/u-of-t-student-equity-census/student-equity-census-dashboard/

A vision for AI at U of T: An AI-ready university

The overlap between GenAI capabilities and academic activities, as well as the potential impact of GenAI on data sovereignty, intellectual property, research and academic integrity, and sustainability all contribute to the need to approach decisions about AI use with a firm grounding in institutional and academic values. In its work, the University of Toronto AI Task Force is guided by and affirms the values, principles, and leading practices for Navigating AI in Teaching and Learning identified by our U15 colleagues.[40]

The best approach to foregrounding these values, principles, and practices is to centre human, community, and institutional well-being in decisions about AI implementation, use, and direction at U of T. Recognizing that alongside potential benefits there are concerns about the human and environmental impact of AI use, any decisions about deploying AI should reflect informed consideration of anticipated impact and anticipated risks, prioritizing AI use that:

- Augments opportunities to build thriving University communities that provide opportunities for human presence, judgment, development, and collaboration
- Leverages the ways that AI can enhance or expand human capacity to strengthen and support teaching, administration and research, and student, faculty, and staff experience and development
- Foregrounds digital trust: AI infrastructure and approaches that embed security, privacy, and ethical use as core principles

The Task Force considered a vision for what this might look like across our core activities, including teaching and learning, research, student services, administration and operations, as well as in our technology and data landscape.

In determining whether to deploy AI, individuals and units like academic departments and administrative offices should identify benefits aligned with the University's mission to offer "transformative education," "innovative, cutting-edge research," "vigilant protection for individual human rights, and a resolute commitment to the principles of equal opportunity, equity and justice,"[41] as well as the University's commitment to environmental protection and sustainability.[42]

An important component of a human-centred approach in the University context is the role of individual expertise in University activities. While AI can provide insight to support decision-making, many University activities are defined by specific individuals, and their perspectives should be reflected in decisions related to the activities. For example:

- Instructors designing courses and assessing students
- Faculty and staff assessing applications for admission
- Researchers designing, conducting, and communicating the results of research
- Academics assessing their peers in the context of disciplinary norms and expectations
- Advisors and counsellors supporting students
- Principal investigators managing a research group
- Administrative leaders making decisions relevant to their professional responsibilities and the University

40 U15 Canada. (2024, September). Navigating AI in Teaching and Learning. Retrieved from https://u15.ca/wp-content/uploads/2024/08/Navigating-AI-in-Teaching-and-Learning-U15-Canada-September-2024.pdf

41 The Governing Council of the University of Toronto. (1992). University of Toronto Statement of Institutional Purpose. University of Toronto. Retrieved from https://governingcouncil.utoronto.ca/secretariat/page/university-toronto-statement-institutional-purpose

42 University of Toronto. (n.d.). Sustainability. Retrieved from https://sustainability.utoronto.ca/

Individual members of our community are in the positions they hold not only because we trust they are fair and responsible, but also because of the unique perspectives that they bring to their roles. In identifying appropriate uses of AI within their own practice areas, faculty and staff teams are best positioned to balance opportunities for operational efficiencies and new insights offered by AI with practices that centre human expertise and unique perspectives on scholarly and administrative work and decisions. At an institution with our range of roles and activities, encouraging individuals to discover their own AI uses and approaches will enrich the digital landscape that will ultimately emerge.

Imagining 2030: The future state of U of T activities

To bring the Task Force's vision to life, we decided to imagine a collective future in five years—the year 2030—based on the recommendations in the Working Group reports. Five years in terms of AI development is a difficult time horizon to imagine given the speed of technological innovation. While some recent reports paint a bleak picture of 2030, we imagine more positive outcomes for the U of T community.

Teaching and learning in 2030

In 2030, our perception of high-impact teaching practices and principles remains the same: active and experiential learning, accessible and inclusive teaching approaches, and teaching that emphasizes relationships and builds community. U of T continues to offer meaningful and transformative learning for students.

Instructors, with the support of teaching centres, lead the way in the development of innovative pedagogies that enhance foundational learning while drawing on resources provided by sophisticated AI tools. In addition to foundational learning, 2030 has brought an increased emphasis on the development of metacognitive skills and self-regulated learning to prepare students for how they will work and live as technology evolves. There is also a renewed emphasis on unique human perspectives, critical thinking (including analysis and critique of AI-generated work), and judgement.

Students now have access to an array of learning supports, from both people and AI tools (e.g., chat systems and agents) that respond to them as individuals. Through guidance, students in 2030 are better equipped to recognize when AI use is resulting in de-skilling versus when it supports learning. AI tools built into the Learning Management System allow students to interact with course materials (e.g., "chatting" with readings and homework helpers) and to create personalized study aids. Instructors and AI agents collaborate to support student learning. Students receive AI-generated formative feedback on assignment drafts, and in some units, instructors have incorporated small-scale AI-marked work (such as problem sets) to enable more frequent and timely feedback.

Course materials and assessments have changed in the five years since 2025. Using AI, instructors curate and generate relevant, up-to-date course materials. Assignments and classroom activities allow students to engage in deliberate practice to build foundational disciplinary knowledge, equipping them with the conceptual understanding and critical frameworks needed to evaluate both human- and AI-generated content, decisions, and actions. Faculty members, instructors, and TAs have redesigned essays, projects, and other assessments, drawing on approaches developed by disciplinary peers and disseminated through communities of practice and the scholarship of teaching and learning (SoTL).

Students belong to hybrid study groups consisting of other students and AI avatars (that are invited into the group by the students). These avatars get to "know" the group and its learning preferences. They provide support for student learning and provide the instructor(s) and/or TAs with information on how the students are doing and where they might be having difficulty, with sound data security and privacy protections. Assessments in all forms, including not only tests and exams but also presentations and active learning activities where AI is not assisting the student, are incorporated throughout the course to help instructors and students monitor learning.

As academic units review and renew programs and courses, faculty members gather research and feedback on how AI is shaping both pedagogy and disciplinary content and practice. This scholarly reflection specifically examines the human skills and perspectives that define each field being reviewed, and the expertise needed to develop them. These insights inform updated program and course learning outcomes, and are communicated to students and the public through course and program descriptions that clearly articulate learning goals. New programs and courses are under development, and outdated ones are considered for closure, using the results of collegial reflection and review processes, as they always have been.

Research in 2030

Building on the deep expertise and experience within the institution, U of T remains a research leader in AI in 2030. The AI-related research centres at U of T are attracting outstanding experts and students to the University, and are at the leading edge of the field.

The University has also emerged as a leader in establishing and aligning norms for the use of AI in research across Canada and among international peer institutions. In 2030, U of T has contributed to or led scholarly discussions that establish principles and practices addressing AI and research integrity—for example, including AI in each step of the publication process. U of T is also a leader in best practices for open scholarship in the age of AI and in protocols for human research ethics in studies involving AI. Taking advantage of AI capabilities, researchers at U of T have pioneered new forms of research dissemination, which make their work discoverable and accessible rapidly to a wider audience.

Within the University, research administration processes have been streamlined with AI support. Researchers and research administrators use secure, tested systems that assist with grant proposal development and monitoring, data management, ethical and regulatory oversight, and research reporting. AI is also used to build research networks, identifying potential collaborators and reviewers from around U of T and across the globe.

Using AI for knowledge translation and interpretation, researchers are better able to collaborate with people from disciplines outside of their own and across languages. New insights and exciting areas of work are opening up as scholars bring methods and learnings from one field into another. And areas that were potentially under-researched due to disparate information and sparse data are now being actively and fruitfully explored.

Individual researchers across disciplines draw on AI tools and AI capabilities embedded in research applications to deepen and augment their work, including: literature analysis, writing assistance, image generation, spoken language generation, and coding assistance. Researchers are using discipline-specific agentic information systems to learn new concepts, share learnings with collaborators, and manage information. The use of AI-enhanced tools for literature discovery, data validation, visualization and management, and research project coordination, is common while maintaining excellence in academic integrity, citation practices, and vetting of ideas. Dissemination of work takes place through traditional media, such as journals and conferences, and also through other AI-generated media (e.g., podcasts, summaries in a language of choice, or video).

Even researchers who do not extensively use AI are AI-literate, which enables them to assess the quality of AI-generated output. In 2030, researchers have also determined appropriate boundaries for responsible AI use in their own scholarship and in evaluating the work of others. Similarly, graduate students across all disciplines receive guidance and training for the responsible and critical use of AI within their research, and form the first generation of scholars to have worked with AI throughout their graduate training.

Student services in 2030

Much of AI use in student services in 2030 operates behind the scenes: AI tools and AI-driven data analysis expedite transfer credit assessments, alert advisors when a student is struggling, facilitate case management, and enhance scheduling and enrolment planning. These tools also support student services staff in their daily work, facilitating notetaking, resource development, and student-staff communications. Forecasting tools are helping both admissions and student life staff plan for admission yields, student housing, and service delivery.

Students interact directly with carefully selected AI tools to support their co-curricular learning and engagement in 2030. These institutional AI systems, connected to relevant student and institutional data, help students explore career paths and academic opportunities. AI tools function as study aids and provide enhanced accessibility through image recognition, and screen readers. For students with disabilities, this functionality, which is now more widely available in courses, has removed the need for some bespoke assistance. AI services for students with accessibility needs include notetaking, lecture transcription, and text-to-speech. These tools were available in 2025, but were not as widely used or as reliable. Where appropriate, AI systems help students find answers to routine questions, request information or assistance with wayfinding, and connect them with the right staff person when needed or desired.

Because these AI tools are provided through the institution in 2030, access is equitable and student information is protected. The University's selection and deployment process for AI tools assesses each tool's impact on equity, potential bias, and environmental impact.

Through learning strategists, courses, and co-curricular programming, students have access to training and learning opportunities to develop their understanding of AI systems, responsible AI use, and practices that comply with academic integrity principles. As part of their AI literacy, students also learn when and how they can offer or withhold consent for AI interactions.

Administration and operations in 2030

In 2030, AI is incorporated into administrative work in ways that support the University's mission, values, and communities. Across administrative roles, AI automates or expedites transactional tasks, while AI-generated insights support human judgment and professional development. University employees use AI as they create and edit text, images, and code; search for and query documents; and perform other tasks. Internal and public-facing chatbots and agents help employees and community members find and navigate University resources as well as aggregate information for unique needs.

Beyond language models, AI tools employ machine learning for pattern discovery and data analysis. These tools support faculty and staff in planning, task automation, and compliance verification. In 2030, these tools (some of which predated generative AI) have achieved wider adoption by accommodating unstructured information and enhancing data management, labelling, and metadata. In many cases, staff have worked with flexible AI systems to customize the tools and agents to their own preferences while maintaining common standards of operation and performance.

U of T oversees these uses of AI through a decentralized approach. Many of the common use cases in 2030 have been identified by individual employees in the course of their work, supported by foundational AI literacy training that is available to all employees and encourages responsible AI use. When employees identify use cases that are beyond their skills or tools to implement, these use cases are channeled through AI governance structures for feedback. Priority cases receive implementation support from a team with expertise in both business process improvement and AI/automation technology, with approaches designed to scale across relevant University areas. These small teams of business process experts combined with IT specialists work with the staff member group to develop and deploy a solution, which they are empowered to maintain and enhance.

For example, onboarding support identifies as an area that requires improvement. The business process (i.e., Operational Excellence) team examines this use case and implements improvements to the standard practice we use. They also recommend an AI solution that serves as an interlocutor for U of T business practices for new staff. The AI provides assistance and refers the new staff member to relevant resources to do their job. It keeps itself updated as practices and guidelines change. Use cases like this also inform the identification of additional new AI tools and support needs.

Concurrently, leaders across University functions—finance, HR, student services, and others—now adapt and refresh institutional templates and guidelines for their specific areas using AI tools. These frameworks reflect broad institutional direction while accommodating variations in professional norms and external regulations. The University provides easy-to-find and specific guidance for manager-staff conversations about AI use in particular roles, as well as services to assess work outputs from AI tools and advice on other aspects of responsible AI implementation.

Technology, data governance, and digital trust in 2030

By 2030, the University has achieved "AI readiness" in its data and technology landscape. This means we can deploy AI tools and agents to address business needs as new technology and needs emerge. Our responses are driven by operational requirements rather than tool or data limitations and we are not overly constrained by human resources or digital access issues.

U of T's AI readiness comprises four components in 2030:

- Effective structures for AI oversight and decision-making
- A prepared pool of individuals with high-level expertise
- Appropriate IT and data infrastructure
- Enhanced data management and governance frameworks

Our expert AI Adoption Committee—comprised of some of the most knowledgeable faculty, librarians, staff and students at U of T—guides institutional decision-making about AI, providing direction on University-wide AI policies and offers specialized feedback on new AI applications. Their decisions are informed by a robust AI risk assessment matrix and through collaboration and consultation with students, offices, specialists, and subject matter experts across the University.

AI expertise at the University is both deep and broad. Beyond core AI literacy and skills development for all community members, strategic upskilling and hiring have expanded AI implementation and data analysis capabilities institutionally. People with these skills are now available in and across divisions and units to address local needs and structures.

Using an enterprise architecture approach, institutional IT planning in 2030 anticipates AI's specific requirements. Our IT infrastructure supports the scalability, security, role management, interoperability, and optimized data handling and structures needed for AI projects. Users with approved use cases access an "AI kitchen"—a secure environment integrating relevant data with AI tools and support for developing, implementing, validating, and assessing projects. All users have access to the University's "AI ecosystem," a collection of vetted AI tools and AI-enhanced software suitable for various tasks. For licensed tools, an enhanced procurement process addresses AI-specific considerations such as reliability and bias.

A key success at U of T by 2030 has been conceptualizing data, IT architecture, and AI as interdependent and building our data infrastructure alongside access to AI tools. This rests on our robust data governance framework, which reflects AI's expanded data uses and definitions, while incorporating AI-relevant concepts into our data literacy and management approaches.

This 2030 visioning exercise describes a world-class University that has taken a principled approach to adopting AI across its many varied activities, and in support of its core mission and values. The Task Force recommendations articulate key next steps to put us on a path to collaboratively realizing this vision.

Recommendations: Becoming an "AI ready" institution

The Task Force's Working Groups identified numerous opportunities to implement AI across various University activities. However, several gaps need to be addressed at the University level to become truly ready for responsible and effective AI use in the ways depicted in the 2030 vision.

We use the term "AI-readiness" to describe the ability to deploy AI-augmented solutions or capabilities as they emerge for University activities in a nimble way—without extensive additional time, expertise or reconfiguring of our technology. If we are AI-ready, we have the ability to implement the intentional, value-driven approach to AI outlined above, shaping AI use deliberately, rather than reactively or based on the restrictions of our data structures or available technology infrastructure configurations.

The Working Groups highlighted several areas of need:

- AI literacy training for faculty, librarians, staff and students, and specialized upskilling for IT staff
- Wider access to suitable AI tools and to structured and unstructured data for AI-driven analysis
- Support for implementation, reflecting both business and IT expertise aligned with University activities, goals, and values
- Transparent structures for guidance, support, and project prioritization to ensure that University resources go to where they are needed most and will have the most positive impact
- Structures and practices that encourage and allow for the translation and scaling of grassroots activities and discoveries

AI use is expected to evolve rapidly, with significant variation in norms and practices across administrative and academic areas at U of T. As a large and complex institution committed to academic freedom, U of T's practices and frameworks must be defined by flexibility and responsiveness to local and contextual needs.

Nonetheless, as an institution, we can provide guidance to encourage all of our community members to use AI responsibly, in ways that are aligned with our mission and values. Therefore, the role of University-wide administration should include:

- Internally, maintaining a strong AI ecosystem at U of T through literacy, technology, and support for research and experimentation into AI and its use
- Externally, being a leading voice for AI in universities by tracking and responding to changes in our external and regulatory environment

The recommendations that follow align with these goals.

1. Recommendation: Support and grow AI expertise at U of T

1.1 Sustain and build AI leadership

U of T is a leader in many areas of artificial intelligence. We are home to brilliant researchers of AI technologies and of AI's impact on society. Our institution has incorporated AI into University activities in novel ways, sharing experiences in scholarly contexts. Our libraries offer world-leading expertise in data and AI-enhanced research discovery.

Our institutional infrastructure, specifically our data structures and IT configurations, are not ready to take advantage of AI opportunities. In addition, many areas of our community are seeking additional training on AI tools so they can decide when, to what degree, and how to responsibly use it, if it would be advantageous.

Building an AI-literate community, AI-ready data and IT infrastructures, and principle-based practices that integrate AI into our processes where appropriate are critical for U of T to sustain its leadership role in higher education. Sustaining this leadership will require ongoing investments in AI research, infrastructure, and use.

1.2 Build AI literacy and share emerging practices

To create an environment that encourages our community to explore and assess AI use in context, and to share this learning with others, U of T should:

- Offer support to develop foundational AI literacy for all members of the U of T community. Foundational literacy includes: a basic understanding of AI technology; the ability to use common AI tools effectively and to evaluate AI outputs critically; and engagement with the ethical and societal implications of AI use.
- Establish mechanisms to: 1) promote and support sharing of effective practices across academic and administrative areas, and 2) seek input from the University community on use cases, tools, priorities, and approaches.

1.3 Provide professional development and upskilling to build AI expertise

Beyond basic AI literacy, the University can develop staff capacities across multiple roles—including local business analysts, teaching and research support centres, and IT staff—through upskilling initiatives and strategic hiring. These institutional AI experts will partner with units to implement AI projects.

2. Recommendation: Establish an AI Adoption Table (AIAT) and adopt established processes

An institutional committee, or 'table,' is needed to advise leadership on AI decision-making and planning so that they align with U of T's mission, values, and priorities. The engagement of faculty, librarians, and students will be critical to this work. The AIAT should draw expertise from all three campuses, including specialists in privacy, legal, ethics, data governance, information security, AI, data and analytics, research data management, technology, business process optimization, and procurement. We will need to consider carefully how to formulate a group that has this range of expertise and is also agile.

The AIAT should collaborate closely with faculty members who are relevant subject matter experts from academic units when AI is applied to teaching and research, and with administrative staff who are relevant subject matter experts as AI is deployed to support operational and administrative work.

While the table's role will evolve over time, in the near future, it would have at least three roles:

2.1 Provide guidance and feedback on potential use cases to support responsible use that aligns with U of T's value and mission. This is critical for AI adoption in units and offices where AI can impact staff, faculty, librarian, and student experience.

2.2 Develop institutional guidelines and frameworks for implementation within academic and administrative areas. This would include:

a. Creating a risk or impact assessment framework for proposed AI projects

b. Establishing protocols for testing AI tool outputs for quality, accuracy, and bias (e.g., for course tutor chatbots).

c. Developing a framework to assess and prioritize potential AI use cases and tools at the institutional level

d. Identifying foundational AI competencies for faculty, librarians, staff, and students, to be developed through AI literacy or training initiatives

e. Creating communication resources about AI initiatives, and supporting transparency regarding the AIAT's work

f. Developing decision-making and communication tools for managers to explore AI use within their units

g. Working with academic and administrative leaders to develop divisional and function-specific guidelines for AI use in multiple areas: teaching, research management, operations, administration, student services, etc.

2.3 Coordinate U of T's input on AI issues or policies affecting the academic sector beyond the University (e.g., changes to copyright or privacy legislation, collaborative data or technology projects, etc.). The table could solicit input from AI experts across the institution, propose responses to external developments, and establish U of T as a hub for discussions of norms and approaches.

The AIAT table could also serve as a hub for situational awareness—a clearinghouse for information about emerging AI technologies, regulations, and trends. As we learned during the pandemic, this type of situational awareness, and the coordination it affords, is essential in periods of rapid change.

In addition to the work of the AIAT, there is a need to more broadly adjust current processes in response to emerging AI opportunities, as described below.

2.4 Enhance technical, data, and procurement frameworks

New and renewed data and IT infrastructure should incorporate the scalability, security, role management, interoperability, and optimized data handling needed for AI projects through aligned governance frameworks.

Building these resources requires updating software procurement by:

- Incorporating legal and procurement perspectives into AI tool decisions
- Regularly reviewing contracts and renewals containing AI clauses
- Developing ideal or standardized contract language
- Aligning, with appropriate flexibility, processes for assessment and acquisition of AI tools across the University

In addition to AI tools, high-quality data is essential for sophisticated and safe AI use. While our data governance and management frameworks are robust, new data types, uses, and interoperability will require further adjustments and enhancements. Changes to our data configurations will enable us to nimbly adopt AI tools and agents as they become available.

3. Develop an "AI kitchen" and AI tool availability

Effective AI implementation may require sharing confidential information with AI tools, creating risks of unintentional disclosure or surrendering copyright and commercialization opportunities. Appropriate AI infrastructure can mitigate these risks while enabling responsible use for applications in teaching, research, student services, administration, and operations.

3.1 Develop an "AI kitchen"

An "AI kitchen" would offer a secure virtual environment equipped with AI tools and data access to test and implement advanced AI projects with technical and process support from U of T. Access would be granted on a project-by-project basis, determined through tri-campus processes (including, if relevant, the AIAT). Approved projects—reflecting research, teaching, and administrative uses—would receive access to relevant tools and data, along with support for development, implementation, validation, and assessment. The AI kitchen would provide strong security for projects using sensitive data, and the ability to evaluate and compare AI tools' performance against technical, ethical, and environmental criteria. We imagine the kitchen being used for projects related to teaching and learning, administration, operations, research,[43] and possibly student groups once the kitchen has reached a level of maturity.

43 Noting that there will continue to be a need for research computing that goes beyond what is offered in the AI kitchen for those who are working at the leading edge of the technology.

3.2 Provide access to AI tools

For projects not requiring the full resources of the AI kitchen, there would be a curated list of AI tools (or AI capabilities embedded within other tools or software) that have been licensed, vetted, or otherwise approved for U of T community use. Similar to a "fabrication lab" (i.e., fab lab, or makerspace, which provides tools for makers), this toolbox would include information about each application's capabilities, strengths and limitations, and environmental impact to help users select appropriate tools for their activity.

4. Provide access to AI support through AI response teams

Successfully implementing AI projects requires both skilled advice to identify and plan effective AI use, and appropriate support to configure AI tools and data for safe, accurate operation.

We propose establishing an AI response team with diverse expertise to provide technical and administrative support for the development and implementation of selected AI projects.

Other universities have tried soliciting AI projects from their community and are reporting that the vast majority of projects proposed for AI can be addressed with automation or improved business processes without deploying AI. Creating teams that include both industrial engineering and IT capability will allow us to use the intake process to improve our administrative and operational processes more broadly. This team could be comprised of dedicated staff members supplemented by temporary secondments from other University roles. Access to the response team could be determined by the AIAT, or through a separate request process, to assess project needs and allocate support resources accordingly, drawing on the AI kitchen.

Opportunities for leadership

Implementing these recommendations can sustain and strengthen U of T's position as a leader in AI within higher education in Canada and beyond. Specifically, we will lead by:

- **Leveraging AI expertise to inform our practices**. By drawing on existing AI expertise across the institution and continuing to build this knowledge base, we can ensure our AI practices reflect leading scholarship in areas ranging from AI models to AI ethics. The frameworks we develop can help others leverage their own local expertise.
- **Establishing best practices in AI-ready data governance, data access, and data use**. Building on our existing foundation in data governance, data management practices, and data repositories and curation, U of T is well-positioned to lead the protection and responsible use of administrative, student, and research data in an AI-enhanced environment.
- **Demonstrating AI-readiness**. To be AI-ready our data and IT infrastructure needs to be configured to quickly integrate AI-based technologies as opportunities emerge. In addition, providing AI literacy opportunities for our community is critical to AI-readiness.
- **Demonstrating equitable and inclusive AI access at scale**. Our large size necessitates scalable approaches to ensure equitable AI access for students and to build AI literacy across diverse roles and communities. The approaches we develop will be transferable to other organizations seeking efficient and equitable AI deployment models.
- **Demonstrating our commitment to the environment**. Aligned with our commitment to becoming carbon negative by 2045, U of T should provide information to our community about the capabilities and environmental impact of AI tools to support critical decision-making about use.
- **Acting as a convenor or hub for discussions about AI**. Building on existing networks, including our AI research hubs, U of T should convene academics and experts to address shared AI questions. Our size, diverse perspectives, and robust infrastructure position us to contribute to and shape the direction of and emerging norms regarding the use of AI across many disciplines and professional areas.

Next steps

The next phase of AI planning at U of T will work towards the implementation of these recommendations, with two groups operating in parallel:

1. **An interim AI Adoption Table that would**:
   - **a.** Consider significant institutional AI projects and use cases, advise on implementation, and access to resources.
   - **b.** Develop protocols, risk assessment frameworks, and guidelines for ongoing use by an AI Adoption Table and for other contexts across the University.
   - **c.** Provide guidance and recommendations for full implementation of the AI Adoption Table.

2. **An institutional AI Design Review Group that would review Working Group and AI Task Force recommendations and facilitate their institutional implementation by**:
   - **a.** Identifying which recommendations are ready for University-wide implementation (e.g., an AI literacy strategy and action plan). The Design Review Group would identify and liaise with associated project leads; provide opportunities for consultation; and monitor progress toward the goals.
   - **b.** Identifying infrastructure projects for implementation at an institutional level (e.g., the AI kitchen). The Design Review Group, working with offices (e.g., ITS, AVP-VP Digital Strategies, IRDG, CISO, Libraries, etc.) would identify a project team and other resources as needed. The Design Review Group will provide monitoring toward the goals.
   - **c.** Identifying recommendations or considerations requiring further consultation or discussion (e.g., addressing environmental and ethical concerns). The Design Review Group will develop a consultation plan and offer updated recommendations or associated projects.

Conclusion

In setting out a vision and strategic plan for AI activities, the University of Toronto has articulated what is possible in terms of the effective implementation of AI to support healthy communities of scholars and learners.

As an institution dedicated to the development of human potential, we are taking a thoughtful approach to these novel technologies, balancing the opportunities they offer with their risks. Our recommendations aim to establish a robust, flexible, and responsive AI ecosystem within the University. Through expert guidance, literacy, support, and technology, this ecosystem will allow for research into and experimentation with AI while emphasizing digital trust and principle-based use. Additionally, we emphasize that U of T will act as a leading voice for responsible AI use in the higher education sector.

We recognize that, as with many technologies, we may have limited agency in the way that artificial intelligence will reshape the world. However, as a leader in higher education, and an epicentre of AI research, U of T can demonstrate how to prioritize the advancement of human knowledge and social development, and utilize technology in alignment with our mission.

AI acknowledgement

AI tools were used in a limited capacity in the preparation of this work. Specifically:

- No AI was used for the conceptual development of report content or creating initial drafts.
- Microsoft Copilot and Claude 3.7 Sonnet were used for suggesting alternative phrasing and providing recommendations for revision on human-authored content.
- The Executive Summary was drafted using Claude 3.7 Sonnet, followed by human editing.

Appendices

A: Task Force and Working Group members

AI Task Force Members

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B: Task Force activities

The AI Task Force and Working Groups met approximately monthly beginning in spring 2024 through January 2025. Co-chairs and other members of each Working Group arranged consultations with offices and individuals relevant to their work. Additionally, Working Groups and the Task Force gathered relevant examples of protocols, frameworks, and guidelines from U of T and other universities and organizations to inform their work and discussions.

In addition to the many smaller consultations arranged by each Working Group (as outlined in the Working Group reports), several large-scale consultations informed AI Task Force activities:

- Pulse survey on administrative use of AI: The People Strategy & Administration Working Group worked with the University's People Strategy, Equity & Culture team to develop a "Pulse" survey on the use of and sentiments about AI in administrative work. The findings from this survey are outlined in Surveys of AI use, hopes and concerns and in the Working Group's report.
- Teaching & learning town halls: The Teaching & Learning Working Group hosted two virtual town halls. The first town hall was open to faculty and librarians, addressing AI in assessment and learning outcomes, while the second was open to faculty, staff, and librarians and focused on AI support and resources for courses and classrooms, among other topics. Approximately 200 participants attended each town hall.

A monthly **AI Roundup**, hosted by Susan McCahan and open to all U of T faculty, staff, and librarians, offered an opportunity to review AI advances and explore their potential impact on work at the institution. Typically well over 150 attend each AI Roundup session, with over 500 members of the U of T community requesting an invitation as of April 2025.

An **AI Task Force Updates Sharepoint site**,[44] open to all members of the U of T community, hosted information about Task Force organization and members along with periodic updates about Task Force activities. AI Roundup links and recordings were also archived on this site.

Beyond events organized on behalf of the AI Task Force, members participated in many AI-related workshops, panels, and other events designed to build AI literacy and to discuss the impact of AI across the institution and in a broader academic context. A few examples among many include:

- Workshops held for academic departments, administrative units, and other University groups, including the School of the Environment, Teaching in Higher Education (THE500), U of T's Registrar's Conference, the UTSC Campus Leadership Forum, and People Strategy, Equity & Culture, among many others
- Programming through the Centre for Teaching Support & Innovation and other U of T teaching and learning centres, and the Centre for Research & Innovation Support
- Appearances on AI podcasts including The Hub[45] and AI Dialogues[46]
- Participation in the AAC&U Institute on AI, Pedagogy, and the Curriculum[47]
- Participation in the Schwartz Reisman Institute's Absolutely Interdisciplinary conference[48]

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C: Reports

Teaching & Learning Working Group

Research Working Group

Student Services Working Group

Operations & Planning Working Group

People Strategy & Administration Working Group

Technology, Data Governance & Digital Trust Working Group

Graduate Education

Libraries

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