



# Artificial Intelligence **ACADEMIC IMPLEMENTATION REPORT**

Submitted by the Academic and Research AI Taskforce

*FINAL / April 8, 2026*

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# Executive Summary

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Fanshawe has made significant progress in implementing the **2024 Artificial Intelligence Academic Framework**. A cross-College Academic and Research Artificial Intelligence (AI) Taskforce is actively guiding this work, and each recommendation from the 2024 framework has been translated into clear action items with defined owners and timelines.

## Action Items and Commitments

Action items to implement the **2024 Artificial Intelligence Academic Framework** recommendations are organized by the following themes, with an overview of progress across these areas provided in this report. A detailed **Action and Commitments Tracker** can be found in Appendix A.

- Curriculum and Assessment
- Teaching and Learning Tools and Technology
- Faculty and Student Literacy and Training
- Academic Integrity, Ethics, and Copyright
- Research
- Privacy and Cybersecurity

## Institutional Readiness Overview

### Strengths

- High faculty engagement through AI professional development sessions and the Community of Practice (CoP)
- Updated **Teaching and Learning Hub** resources and AI permissibility guidance ready for deployment
- Foundational policy language completed in Policy **A131: Evaluation of Student Learning**
- Cross-College work underway on AI learning tool procurement, evaluation, and consistent guidance

### Vulnerabilities

- Inconsistent implementation of course and assignment level AI expectations across programs
- Variable faculty readiness for assessment redesign, creating uneven student experience
- Enterprise AI tool decisions and support models not yet fully standardized

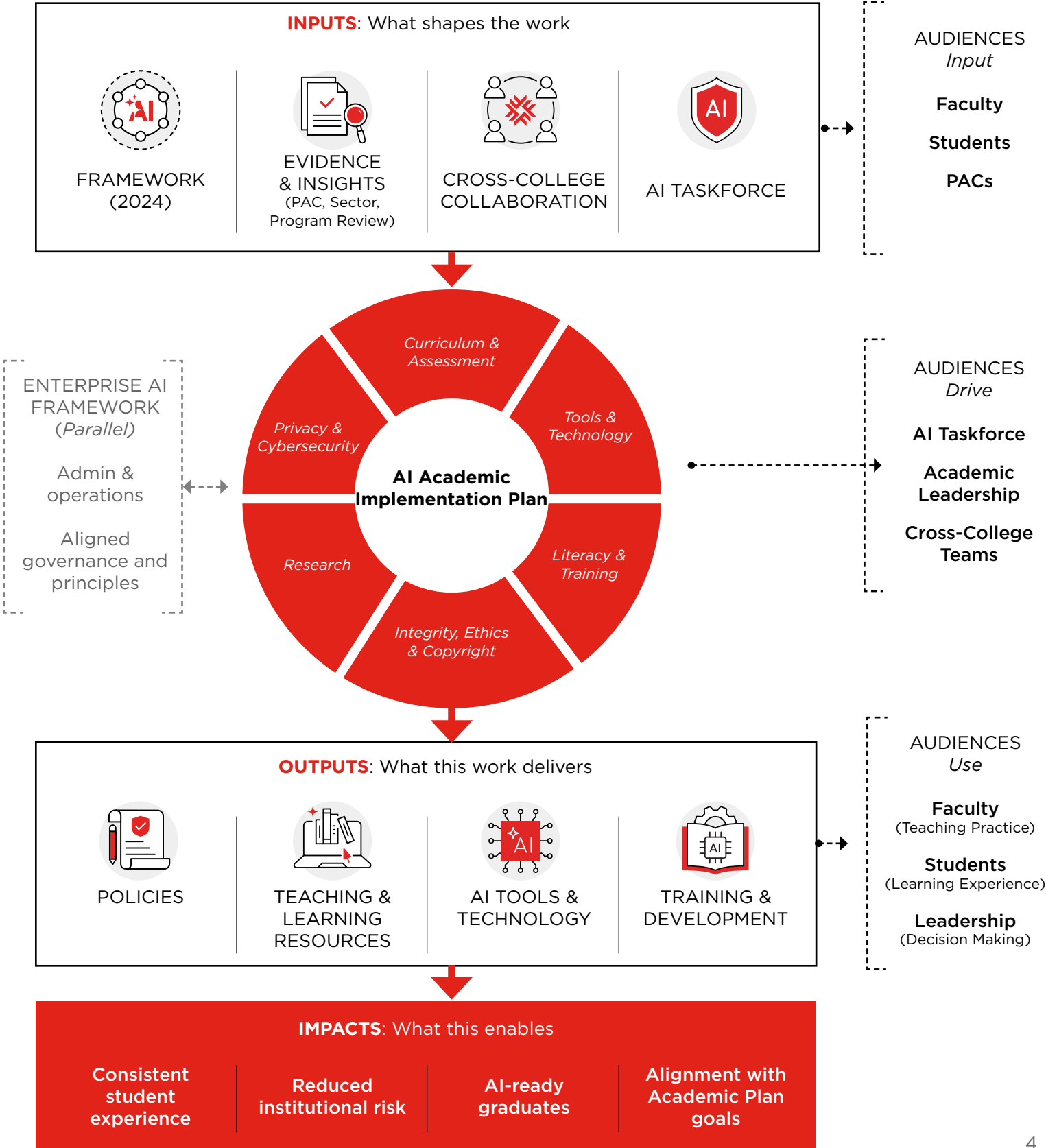
## Next Steps

Priorities for 2026/27 focus on transitioning from planning to execution. This includes finalizing and operationalizing governance structures, completing scheduled policy updates, scaling faculty and student literacy and training, and publishing and maintaining the approved AI learning tool inventory.

Continued leadership support is required to confirm governance decision-making authority, sustain faculty development and assessment redesign capacity, and ensure consistent communication and adoption across academic units. These steps are essential to addressing current vulnerabilities, reducing institutional risk, and advancing the Academic Plan in an increasingly AI-enabled learning and labour market environment.

# FROM INPUT TO IMPACT

From input to impact, we are building an **academic** environment that enables responsible AI use, strengthens teaching and learning, and prepares students for the future.



# Message from the Senior Vice-President Academic

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The implementation of Fanshawe's Artificial Intelligence Academic Framework advances the Academic Plan 2026 to 2029 by strengthening our capacity to deliver future-ready learning supports, academic quality, and workforce readiness. Supporting ethical and transparent use of AI is essential to preparing graduates for meaningful work in rapidly evolving labour markets including health care, information technology, skilled trades, business, and advanced manufacturing.

This Framework's focus on ethical use, assessment redesign, faculty readiness, and student digital literacy reinforces our commitments to experiential learning and program innovation. By embedding responsible AI practices across curriculum, teaching, and research, we are improving the delivery of learning and services, evolving and strengthening our contributions to industry so that every graduate is prepared for work and life today and tomorrow.

I extend appreciation to the members of the Artificial Intelligence Academic and Research Taskforce for their commitment to this project. Their cross-College collaboration and expertise ensure that Fanshawe advances with responsible, ethical, and forward-looking AI implementation aligned with our Academic Plan.

## Taskforce Membership

- **Dr. Susan Cluett**, Senior Vice-President Academic
- **Dr. Lyndsay Fitzgeorge**, Director, Centre for Teaching and Learning
- **Tony Mallette**, Dean, Faculty of Health, Community Studies, Nursing & Public Safety
- **Moby Onuoha**, Executive Director, Information Technology
- **Dr. Dev Sainani**, Associate Dean, School of Information Technology
- **Jessica Bugorski**, Director, Library & Ancillary Services
- **Dr. Assem Kroma**, Senior Manager, Immersive Technologies & Simulation
- **Linda Young**, Senior Manager, Learning Systems Services
- **Craig Reed**, Senior Manager, Information Security
- **Samantha Harrison**, Manager, Academic Integrity
- **Dr. Sepideh Sarmast**, Research Lead, Engineering Laboratories
- **Dr. Christina Ionica**, Faculty, School of Arts and Language
- **Dr. Derek Noon**, Faculty, Lawrence Kinlin School of Business
- **Dr. Magdalene Ravichandran**, Faculty, School of Information Technology
- **Graeme Thomas**, Faculty, School of Health Sciences

# Project Purpose, Scope and Methodology

The Taskforce, guided by **TOR43: Artificial Intelligence Academic Framework Task Force**, leads Fanshawe's implementation of the 2024 Artificial Intelligence Academic Framework across teaching, learning, and applied research. Its mandate is to convert the Framework's recommendations into an actionable plan that supports ethical, transparent, and effective AI use and prepares students for employer expectations in AI-enabled environments.

While this report focuses on academic and research use of artificial intelligence, non-academic use of AI within the College workplace is intentionally out-of-scope. In parallel, work is underway to develop an enterprise AI roadmap, strategy, and governance model to support administrative, operational, and service use cases across the institution. This enterprise work will align with the principles, risk posture, and governance approach established through the work outlined in this document to ensure consistency, clarity, and responsible use of AI across the College.

## In-Scope

- Assess higher education practices and the College's internal readiness for AI adoption in academics and research.
- Review and update policies and guidelines across academic delivery and research.
- Consolidate and develop faculty and student training resources.
- Recommend a professional development plan for faculty and identify minimum expectations where appropriate.
- Ensure applied research contexts are fully included.
- Engage stakeholders including faculty, administrators, students, and PACs.
- Establish mechanisms for ongoing review to keep pace with rapidly evolving AI technologies.

## Out of Scope

- Non-academic use of AI in the College workplace

## Methodology and Evidence Sources

This report is grounded in multiple evidence streams, including:

- Review of the 2024 Artificial Intelligence Academic Framework and appendices
- Synthesis of AI-related findings from Program Advisory Committee (PAC) minutes, Program Excellence Self-Study (PRESS) annual submissions, and formal Program Review action plans
- Sector scan of policies, tools, and approaches from Ontario Colleges and comparable institutions
- A cross-College taskforce and consultations involving Centre for Teaching and Learning (CTL), Information Technology Services (ITS), Learning Systems Services (LSS), Library Learning Commons (LLC), Immersive Technologies & Simulation Laboratories, Centre for Research and Innovation (CRI), Academic Services Leadership, and at least one faculty representative from each of our four Academic Faculties





## Governance Overview

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Fanshawe's approach to academic AI governance is designed to support responsible innovation while safeguarding academic integrity, student rights, and institutional accountability. The governance approach advances the 2024 Artificial Intelligence Academic Framework by clarifying decision authority, establishing appropriate oversight based on risk, and supporting transparency across teaching, learning, and research.

The oversight will be guided by a risk-informed approach. Lower-risk academic uses are expected to be managed within academic Schools, while uses that carry greater potential impact for students, assessment, or personal data requires additional College review and oversight as appropriate. Existing academic escalation, review, and appeals processes continue to apply, with AI-related considerations incorporated as appropriate.

Supporting operational procedures, guidance, and implementation materials are being used to assist with early implementation and are maintained as internal working documents within the Artificial Intelligence Academic Framework Implementation Taskforce. This work is expected to continually evolve, ensuring that governance remains responsive, sustainable, and aligned with institutional priorities, while this report remains focused on readiness, accountability, and strategic direction.

# Academic and Research Policy Review

The rapid emergence of AI in education has introduced new complexities for instructional design, authentic evaluation, academic integrity, copyright, and research practice. Several Fanshawe policies require updates to ensure clarity, consistency, and alignment with the 2024 Artificial Intelligence Academic Framework. The goal is to embed expectations for ethical AI use, student and faculty responsibilities, and institutional safeguards directly into policy while pairing those updates with faculty development and practical guidance.

## Environmental Scan

Most Colleges in Ontario address AI within existing academic integrity or technology policies. Seneca College has a dedicated GenAI policy, which is limited in scope and focused on risk mitigation. The CTL recommends embedding AI expectations across existing high impact policies rather than creating standalone documents, so guidance aligns with academic integrity, educational technology, research practices, and copyright obligations.

## Key Policy Gaps at Fanshawe

- **A136: Academic Integrity** requires explicit language on AI-related offences and expectations for responsible use. The policy review is scheduled for May, 2026.
- **A115: Online Learning and Educational Technology** requires updates to incorporate expectations for AI use in program delivery, course design, and instructional practices. To support timely implementation, this review has been accelerated to January 2026.
- **A201: Scholarship, Research and Creative Activity** requires revisions to incorporate expectations for AI use in research documentation, verification, and disclosure. While the scheduled review is January 2028, this policy will be prioritized for earlier review.
- **A204: Copyright** requires updates related to attribution, ownership, and responsible use of AI-generated or AI-assisted materials. Review is scheduled for Winter 2028. Updates may signal further changes to **A205: Intellectual Property** and **A206: Commercialization**.

## Short-Term Recommendations

- Amend A136 to include explicit language on AI-related academic integrity offences and expectations for student acknowledgment and citation when AI is used.
- Develop a Faculty Reference Guide for reporting and managing AI-related academic integrity offences. Housing the process on the CTL SharePoint site allows for ongoing updates as AI capabilities evolve.
- Amend A115 to require faculty to clearly communicate the permitted level of AI use in their courses and to align with the institutional AI permissibility icons.
- Proceed with scheduled reviews for A201 and A204 with an emphasis on ensuring AI expectations cascade appropriately to A205 and A206.

## Long-Term Strategy Recommendations

- Build sustained faculty training on ethical AI use, academic integrity expectations, and the limitations of AI tools as it relates to policy.
- Provide structured guidance for assessment design to reduce vulnerability to inappropriate AI use and improve transparency for students.



# Industry and Faculty Use



Evidence from PACs, PRESS, and formal Program Review demonstrates that employers expect graduates to understand appropriate and ethical AI use while maintaining strong foundational skills in analysis, documentation, and problem solving. PRESS and Program Review feedback also indicate that program teams are increasingly interested in integrating AI into curriculum and redesigning assessments in response to changing learner behaviour and industry expectations. AI-related insights and recommendations from **PACs** (Appendix B), **PRESS** (Appendix C), and **Program Reviews** (Appendix D) have been compiled and synthesized to identify emerging trends, opportunities, and potential risks. These summaries are posted on the CTL SharePoint site to support transparency and evidence-informed decision-making across Academic Services.

## Common Themes in Evidence

1. AI literacy is becoming a core graduate capability across disciplines
2. AI should enhance digital and data foundations, not replace them
3. Clear guidance on ethical, privacy-aligned, and responsible use is required
4. Faculty readiness and consistent expectations directly influence student experience
5. Assessment redesign should support authentic, applied, and reflective learning

## Implications

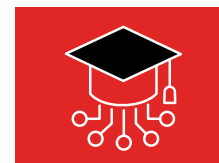
Supports must prioritize transparent AI expectations at the course and assignment level, assessment design support, consistent policies and processes, and continuous feedback through program review cycles to maintain alignment with industry expectations.



# Detailed Action Items and Commitments

A detailed tracking of all actions, owners, timelines, and status updates is available in **Appendix A: Action and Commitments Tracker**. This appendix serves as the reference for the College's implementation work and should be consulted alongside the section-by-section overviews that follow. The snapshot summaries below offer a high-level view for executive decision-making.

## Curriculum and Assessment



### Status at a Glance

Fanshawe has the necessary components in place to support faculty in clearly communicating AI permissibility at both the course and assignment level, with integration prepared through a standardized FanshaweOnline (FOL) course template. CTL-led faculty development and the Community of Practice (CoP) are strengthening assessment redesign supports and capabilities. Next priorities focus on enabling broad adoption of the standardized template, establishing a structured annual feedback cycle to inform assessment redesign support, and developing a searchable repository of vetted authentic evaluation practices, curriculum resources, and recommendations.

Curriculum and assessment form a central pillar of the 2024 Artificial Intelligence Academic Framework, ensuring that AI-enhanced teaching practices strengthen learning outcomes and uphold academic integrity. Faculty require

consistent guidance on when and how AI tools may be used. The College will support ethical integration through frameworks that clarify faculty and student expectations and promote authentic assessment.

AI permissibility icons and assignment-level guidance is ready for integration into the CTL and LSS-endorsed FOL course template. This ensures students receive AI directions across courses and evaluations. Faculty development, including workshops, resources, and the CoP, supports adoption of AI-resilient and AI-enhanced assessments.

An iterative feedback loop through PRESS and Program Review will identify faculty needs, resource gaps, and emerging themes. The **Teaching and Learning Hub** will continue to scale AI-related supports, and the College will intentionally recognize faculty champions who model effective and ethical AI integration into curriculum through the highlighting exemplars.

| COMPLETE                                                                                                                                                            | IN PROGRESS                                                                                                                                                                                                     | NOT STARTED                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>AI permissibility icons finalized</li><li>Assessment redesign workshops and supports available</li><li>CoP launched</li></ul> | <ul style="list-style-type: none"><li>AI permissibility integration aligned with standardized FOL template (endorsed by CTL and LSS)</li><li>Annual feedback loop design via PRESS and Program Review</li></ul> | <ul style="list-style-type: none"><li>Searchable repository of vetted best practices (exemplars)</li></ul> |

### College Impact

A shift from faculty guidance to faculty adoption to ensure consistent student experience and academic integrity. This approach embeds responsible AI adoption into core academic processes, strengthening consistency, confidence, and institutional capacity.

# Teaching and Learning Tools & Technology



## Status at a Glance

The overarching goal is to develop a clear process for implementing new AI tools. This includes intake processes for requesting, approving, purchasing, and piloting/testing. The College is finalizing an institution-wide inventory of approved AI tools, developing a standardized intake workflow for new learning tools, and updating guidance for AI features in enterprise platforms. Next priorities include publishing the inventory, completing intake processes, and establishing routine reviews. Teaching and learning technologies are critical for responsible AI adoption. Fanshawe will maintain a coordinated approach to selecting, enabling, and supporting AI tools to ensure faculty and students have access to reliable and privacy-aligned options. All guidance, inventories, and workflows will be updated regularly, with coordinated communication to faculty, students, and academic leaders.

| COMPLETE                                                                                                                                                                                                                                                                                   | IN PROGRESS                                                                                                                                                                                                                                 | NOT STARTED                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Learning tools procurement workflow drafted with privacy, security, accessibility, academic integrity, and pedagogy checks</li><li>• Guidance in development for AI features in existing platforms such as Copilot and Zoom AI Companion</li></ul> | <ul style="list-style-type: none"><li>• College-wide inventory of approved tools (capabilities, access pathways, support models)</li><li>• Evaluation of AI features in current systems to determine enable/pilot/defer decisions</li></ul> | <ul style="list-style-type: none"><li>• Routine publication cycle and change log for inventory and guidance</li><li>• Scheduled quarterly review process</li></ul> |

## College Impact

A transparent inventory and intake process reduce risk, control costs, and support consistent experiences.

# Faculty and Student Literacy and Training



## Status at a Glance

Faculty and student AI literacy development is advancing, with several foundational resources now complete. Early achievements include the launch of the faculty CoP, the development of initial student-facing materials, and the start of a needs analyses for both faculty and students. Current faculty training offerings emphasize responsible, ethical, and policy-aligned use of AI, while also providing early supports for assessment redesign.

The Faculty and Student Literacy and Training domain is focused on building a scalable, tiered model that support faculty and students at beginner, intermediate, and advanced levels. Faculty programming includes workshops, online modules, department-specific training, and the faculty CoP, which provides a structured mechanism for sharing emerging practices and fostering ongoing professional learning. Student literacy supports are being strengthened through refreshed Academic Integrity training that explicitly addresses appropriate AI use, updated needs analyses,

and the development of the **H5P AI Orientation for Fanshawe Students** module for integration across programs.

Training will be delivered through multiple formats, including group sessions, open educational resources, and just-in-time supports that provide flexible asynchronous access. Programming will explicitly highlight faculty-developed exemplars that demonstrate effective and ethical AI use in teaching and learning, supporting peer learning and practical application. All programming integrates ethical use, academic integrity, policy alignment, privacy, and cybersecurity considerations. Engagement with the Fanshawe Student Union ensures that student-facing materials reflect learner needs. Future work includes establishing tracking mechanisms for participation, expanding advanced discipline-specific training, developing consultation processes for student tools, and assessing whether dedicated human resources are required for long-term sustainability.

| COMPLETE                                                                                                                                                                                                                                                                                                                                                                                                                                                            | IN PROGRESS                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | NOT STARTED                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Faculty Community of Practice established</li><li>• Introductory workshops, online modules, and foundational faculty professional development sessions available</li><li>• Early development of student facing literacy materials, guides, and open educational resources</li><li>• Development of the <b>H5P AI Orientation for Fanshawe Students</b> resource for use in first semester or introductory courses</li></ul> | <ul style="list-style-type: none"><li>• Department and school specific AI supports and consultations</li><li>• Integration of AI related scenarios into the revised student Academic Integrity module</li><li>• Inventory of AI enabled accessibility tools and tools used by faculty and students</li><li>• Review of student facing supports with input from the Fanshawe Student Union</li><li>• Increase uptake and implementation of resources and training supports</li></ul> | <ul style="list-style-type: none"><li>• Formal reporting cycle for monitor training and resource uptake</li><li>• Expansion of advanced level offerings aligned with discipline specific needs</li><li>• Review of staffing models or dedicated roles to support literacy development</li><li>• Adoption and tracking of <b>H5P AI Orientation for Fanshawe Students</b> across the college</li></ul> |

## College Impact

Building and scaling tiered literacy for both faculty and students, supported by mechanisms for tracking participation, is essential for establishing consistent expectations, strengthening academic integrity, and supporting readiness across the institution.



# Academic Integrity, Ethics, and Copyright

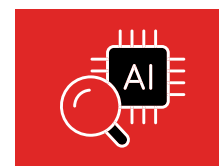
## Status at a Glance

Policy language in **A131: Evaluation of Student Learning** has been updated, with reviews of **A136: Academic Integrity** and **A115: Online Learning and Educational Technology** scheduled to incorporate AI expectations, citation requirements, and detection tool posture. Student resources and AI acknowledgment templates are being refreshed. Next steps include confirming the Turnitin AI position and expanding faculty development. Clear expectations and consistent processes ensure that faculty and students understand appropriate and accountable use of AI. Copyright updates will address attribution, permissions, and ownership of AI-supported materials.

| COMPLETE                                                                                                                                                                                                                                                                                                                                                      | IN PROGRESS                                                                                                                                                                                                                                                     | NOT STARTED                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• A131 updated to prohibit faculty submission of student work to AI graders and to define conditions for licensed detection tools</li><li>• Faculty resources including <b>AI Use Acknowledgement Template, Interpreting Data Around Student GenAI Use, and FAQs for AI Detection and Student Assignments</b></li></ul> | <ul style="list-style-type: none"><li>• Reviews of A136 and A115 to embed expectations for student AI acknowledgement, citation, and clear faculty responsibilities</li><li>• Updates to student academic integrity module with AI-specific scenarios</li></ul> | <ul style="list-style-type: none"><li>• Consolidated Faculty Reference Guide for AI-related offences (on CTL SharePoint)</li><li>• Update language in A204 to address AI use (until full policy review in 2028)</li></ul> |

## College Impact

Embed expectations through policy and faculty development to ensure consistent, enforceable practice.



## Status at a Glance

The Centre for Research and Innovation has defined a comprehensive approach to supporting responsible AI use in research. This includes planned updates to Policy A201: Scholarship, Research and Creative Activity and the development of AI-informed research application and ethics review processes.

The emergence of AI introduces new ethical, methodological, and governance questions that existing research frameworks were not originally designed to address. This work responds by establishing clear institutional standards for responsible AI use while preserving research integrity, human oversight, and accountability. The approach balances support for AI-enabled research and innovation with a low tolerance for risk to participants, data, partners, and the College's research reputation.

| COMPLETE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | IN PROGRESS                                                                                                                                                                                                                                                                | NOT STARTED                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Centre for Research and Innovation AI Implementation Plan, including:                             <ul style="list-style-type: none"> <li>Updated Fanshawe definition of research that explicitly addresses AI</li> <li>Responsible AI use guidance across the research process</li> <li>Dual audience ethics review framework</li> <li>Associated governance model</li> </ul> </li> <li>Dual audience ethics guidance, including:                             <ul style="list-style-type: none"> <li>Researcher facing AI application requirements</li> <li>Reviewer facing AI assessment rubric</li> </ul> </li> <li>Researcher Quick Reference summarizing AI-related obligations at each stage of a research project</li> </ul> | <ul style="list-style-type: none"> <li>Planning for endorsement, internal sequencing, and communication of research AI expectations to Deans, Associate Deans, and faculty</li> <li>Revision of policy <b>A201: Scholarship, Research and Creative Activity</b></li> </ul> | <ul style="list-style-type: none"> <li>Revision of Research Ethics Board (REB) application forms to include AI-specific sections and reviewer guidance</li> <li>Pilot testing and Collegewide rollout of AI-enabled research ethics review processes</li> <li>Development of partner notification and permission requirements for AI use in externally partnered research projects</li> <li>Creation of researcher-facing AI tool assessment checklists embedded into REB workflows</li> <li>Integration of AI documentation, disclosure, and human verification requirements into research application intake and project deliverables</li> <li>Implementation of faculty AI research training modules covering the full research lifecycle, disclosure expectations, equity considerations, and funding compliance</li> </ul> |

## College Impact

Establish consistent standards for AI-enabled research to strengthen ethics oversight, protect research partners and participants, and reduce reliance on individual interpretation. Collectively, this work enables responsible AI-enabled research and innovation while mitigating ethical, legal, equity, and reputational risks by positioning the College as a responsible and credible research institution.



# Privacy and Cybersecurity



## Status at a Glance

Privacy and cybersecurity considerations for AI use are embedded within existing software purchase, intake, and review processes at the College. AI-specific questions have been incorporated into intake questionnaires to trigger additional privacy and security review where required. Due to semi-decentralized purchasing mechanisms (e.g., P-Card usage), not all AI-enabled tools are centrally visible, reinforcing the need for continued awareness, education, and governance maturity. Work is underway to strengthen standardization, visibility, and alignment with enterprise AI governance.

| COMPLETE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | IN PROGRESS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | NOT STARTED                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Privacy, security, and cybersecurity considerations integrated into the College's software intake and purchasing processes, including AI-specific screening questions</li><li>• Established collaboration between Information Technology Services and the Privacy Office for review of AI-enabled tools involving institutional or personal data</li><li>• Use of existing enterprise privacy and cybersecurity controls as the baseline for assessing AI-enabled technologies</li></ul> | <ul style="list-style-type: none"><li>• Increased socialization and guidance to academic and research users to improve early identification of AI tools acquired outside centralized procurement pathways</li><li>• Development of a centralized view of AI tools already reviewed and approved from a privacy and cybersecurity perspective to support safer defaults</li><li>• Planning for a broader enterprise AI strategy, including a review of current Privacy Impact Assessment practices to identify opportunities for improvement, informed by external analysis from a vendor</li></ul> | <ul style="list-style-type: none"><li>• Publication of formal AI-specific privacy and cybersecurity standards and best practices for academic and research use</li><li>• Explicit integration of AI risk tiering with the enterprise cybersecurity monitoring and risk management model</li></ul> |

## College Impact

Embedding privacy and cybersecurity into AI intake and governance processes enables responsible adoption while protecting student, faculty, and research data. Advancing enterprise-wide AI strategy work, strengthening visibility into decentralized tool acquisition, and modernizing PIA practices will reduce institutional risk and support consistent, scalable, and defensible AI use across the College.

# Risk Assessment

Fanshawe's most significant academic AI-related risks over the next year are operational, curricular, and reputational. These relate to finalizing governance structure, achieving consistent program level adoption, and managing expectations around detection tools and assessment redesign. Mitigations are underway and require continued leadership support for governance approvals, training capacity, and clear communications across academic units.

## Detailed Risks

| RISK TYPE           | RISK DESCRIPTION                                                      | IMPACT                                                                 | MITIGATION STRATEGY                                                                                                                                |
|---------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Operational         | Fragmented adoption, unclear decision rights, inconsistent tool use.  | Inconsistent decisions, unclear roles, unapproved tools in use.        | Standardize intake workflow, maintain tool inventory, establish governance, communicate roles and timelines.                                       |
| Curricular          | Curriculum and assessments not aligned with evolving AI capabilities. | Unclear expectations, uneven assessment quality.                       | Embed AI permissibility in FOL templates, expand assessment redesign training                                                                      |
| Reputational        | Inconsistent expectations or inappropriate AI use.                    | Complaints, negative attention, loss of trust.                         | Strengthen governance, publish clear guidance, align policies, provide training                                                                    |
| Financial           | Unplanned tools, resources, or support costs.                         | Unexpected licensing costs, pressure on training capacity.             | Use enterprise licenses, maintain inventory prioritize low-cost options and in-house training from experts.                                        |
| License & Contracts | Tools used without coordinated license/contract oversight.            | Compliance issues, overuse charges, potential privacy/copyright issue. | Coordinate decisions via ITS and procurement processes, consult privacy officer when in doubt, apply vendor checklist, provide licensing guidance. |
| Process             | Slow or complex approvals hinder adoption.                            | Delays, user frustration, reduced innovation, lack of user compliance. | Keep processes proportional, use tiered risk model, publish clear timelines and processes.                                                         |
| Environmental       | Increased energy use from cloud-based AI tools.                       | Higher data center energy consumption.                                 | Prefer enterprise/centrally hosted tools, review sustainability practices, integrate sustainability into procurement.                              |

# Estimated Expenses

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Anticipated resource requirements are primarily associated with employee time to support governance activities, faculty and student teaching and learning development, faculty assessment redesign, AI learning outcome integration, and the review, administration, and support of educational technologies. As implementation progresses, there may also be incremental costs related to select AI-enabled learning tool licences, as well as faculty time to engage in and support pilot projects or program-level initiatives that demonstrate clear academic value.

To manage expenses responsibly, the College will continue to rely on internal expertise, leverage existing enterprise licences where possible, and scale successful pilots only after evidence of effectiveness, sustainability, and alignment with institutional priorities. Decisions related to new tool adoption or expanded supports will be routed through established intake, governance, and procurement processes to ensure costs are transparent, justified, and controlled.

Wherever feasible, AI-related work will be embedded into existing academic and operational processes rather than creating parallel structures. This approach enables the College to advance responsible AI implementation while maintaining financial discipline and flexibility as technologies, tools, and institutional needs continue to evolve.

# Conclusion

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Fanshawe has made substantial and measurable progress in planning the implementation of the 2024 Artificial Intelligence Academic Framework. The establishment of a cross-College AI Academic Framework Implementation Taskforce, the development of clear action plans with assigned accountability, and the integration of evidence from PACs, PRESS, and Program Review demonstrate a coordinated and responsible approach to AI-enabled teaching, learning, and research.

The College has now completed much of the design and planning phase required for sustainable AI adoption within teaching and learning. The next phase of work is primarily operational, requiring executive approvals, a sustained investment in employee time for faculty teaching and learning development and assessment redesign, and to ensure a coordinated adoption across Academic Services is necessary.

Delaying governance decisions or inconsistent implementation would increase the risk of uneven student experiences, unclear faculty expectations, reputational exposure, and fragmented AI use across programs. Deliberate execution of the identified next steps positions Fanshawe to lead sector practice in responsible, ethical, and transparent academic AI implementation.

With continued leadership support, Fanshawe is well positioned to embed AI in ways that strengthen academic quality, protect integrity and trust, and prepare graduates for work and life in AI-enabled industries. This work advances the Academic Plan and reinforces Fanshawe's role as a College that adopts innovation with purpose, accountability, and care.

# Appendix A:

## Action and Commitments Tracker

| TOPIC      | ACTIONS TO IMPLEMENT 2024 AI ACADEMIC FRAMEWORK                                                                                                                                                  | RESPON-SIBILITY                                      | TIME-LINE | STATUS      | OUTCOME                                                                                                                           | REVIEW CYCLE          |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-----------|-------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Governance | Establish the AI Academic Framework Governance body with Terms of Reference, escalation path, and decision artifacts.                                                                            | ALT, AI Academic Framework Implementation Task Force | S26       | Not Started | Operating model established with predictable cadence.                                                                             | One time              |
| Governance | Launch an AI Use Case Registry (system of record) and define mandatory annual renewal, re-review triggers (new data/ model/ integration/ user population, scope expansion, incident/ complaint). | AI Academic Framework Implementation Task Force      | S26       | In Progress | Single source of truth for what AI is used, where, by whom, and under what controls.                                              | Annually, Summer term |
| Governance | Publish a Risk Standard.                                                                                                                                                                         | AI Academic Framework Implementation Task Force      | S26       | Not Started | Reduces backlog by focusing review by tier.                                                                                       | One time              |
| Governance | Publish an “Approved Tools / Approved Use” list (e.g., Copilot, Gemini) with permitted data types, retention rules, and prohibited uses.                                                         | ITS                                                  | F26       | Not Started | Reduces unauthorized use of AI significantly (unintentional non-compliance) and gives staff/ faculty a safe default set of tools. | Every term            |
| Governance | Incident playbook, monitoring KPIs for Tier 2-3 (quality, bias/fairness signals where relevant, security events, misuse), rollback plan and post incident review.                                | AI Academic Framework Implementation Task Force, ITS | S26       | Not Started | Ability to detect misuse and respond consistently rather than improvising.                                                        | Every term            |

| TOPIC                          | ACTIONS TO IMPLEMENT 2024 AI ACADEMIC FRAMEWORK                                                                                                     | RESPON-SIBILITY | TIME-LINE | STATUS      | OUTCOME                                                                                                                                                                                                    | REVIEW CYCLE          |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Industry and Faculty Use Cases | Track, document, and communicate annual program team recommendations related to AI to leadership.                                                   | CTL             | 26W       | In Progress | Summarize and communicate AI related PRESS and Program Review recommendations to leadership, program teams, and the broader College community to support resource allocation, and curriculum modification. | Annually, Summer term |
| Industry and Faculty Use Cases | Professional development and resources to support program teams develop AI enhanced approaches are offered with each program review cycle.          | CTL             | 26F       | In Progress | Increase awareness and uptake of AI supports available.                                                                                                                                                    | Annually, Summer term |
| Industry and Faculty Use Cases | Track, document, and communicate annual program advisory committee (PAC) recommendations related to AI to leadership and broader College community. | CTL             | 26W       | Complete    | Summarize and communicate AI related PAC recommendations to leadership, program teams, and the broader College community to support resource allocation, and curriculum modification.                      | Annually, Summer term |
| Curriculum and Assessment      | Launch a faculty community of practice (CoP) focused on teaching and learning with AI.                                                              | CTL             | 26W       | Complete    | A CTL guided faculty support network and forum to share experiences, strategies, and effective instructional approaches.                                                                                   | Monthly               |
| Curriculum and Assessment      | Update the AI Permissibility Icons to be compatible with FOL.                                                                                       | CTL             | 26W       | Complete    | Re-formatted AI permissibility icons to be better integrated into FOL.                                                                                                                                     | Annually, Summer term |
| Curriculum and Assessment      | Embed AI permissibility icons into College-wide FOL course template, track use with PRESS and Program Review.                                       | CTL, LSS        | 26S       | In Progress | Embed permissibility icons into the CTL and LSS endorsed FOL template to clearly communicate expectations for AI and technology use.                                                                       | Annually, Summer term |

| TOPIC                     | ACTIONS TO IMPLEMENT 2024 AI ACADEMIC FRAMEWORK                                                                                                                  | RESPON-SIBILITY | TIME-LINE | STATUS      | OUTCOME                                                                                                                                                                                                                                                                                                                                                                                                                                                               | REVIEW CYCLE          |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Curriculum and Assessment | Enable the use of AI permissibility icons for individual assignments within the CT endorsed FOL course template, track use with PRESS and Program Review.        | CTL, LSS        | 26S       | In Progress | CTL and LSS endorsed FOL template will include assignment instruction template with designated location for AI permissibility.                                                                                                                                                                                                                                                                                                                                        | Annually, Summer term |
| Curriculum and Assessment | Include updated language in policy A131 Sections 2.1.4.1 and 2.1.4.2.                                                                                            | CTL             | 26W       | Complete    | 2.1.4.1. Submission of student work to artificial intelligence in large language models (e.g. ChatGPT or Microsoft Copilot) for the purposes of assigning grades is not permitted, regardless of whether the College holds a licensing agreement.<br>2.1.4.2. Submission of student work to online plagiarism or AI detection software with which the College holds a licensing agreement that outlines privacy and data use is permitted during the grading process. | 5 years or as needed  |
| Curriculum and Assessment | Establish a faculty feedback loop to identify and communicate the resources and professional development required to support teaching and learning in this area. | CTL             | 26S       | In Progress | A mechanism for faculty to identify and communicate to CTL the resources and professional development they require.                                                                                                                                                                                                                                                                                                                                                   | Annually, Summer term |
| Curriculum and Assessment | Identify AI teaching champions to document best practices in teaching with AI.                                                                                   | CTL             | 26S       | In Progress | AI teaching and learning champions and best practices are recognized and highlighted through the CTL AI Community of Practice.                                                                                                                                                                                                                                                                                                                                        | Every term            |



| TOPIC                                      | ACTIONS TO IMPLEMENT 2024 AI ACADEMIC FRAMEWORK                                                                                                                                                                | RESPON-SIBILITY | TIME-LINE | STATUS      | OUTCOME                                                                                                                                                                                                                                                                                                                                             | REVIEW CYCLE          |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Curriculum and Assessment                  | Faculty Professional Development Workshop Series: AI & Authentic Assessments, AI as Co-Creator in Classroom.                                                                                                   | CTL             | 26W       | Complete    | Professional Development workshops created. Requires socialization and uptake.                                                                                                                                                                                                                                                                      | Monthly               |
| Curriculum and Assessment                  | Document effective and ineffective practices for designing assessments intended to limit or avoid AI use.                                                                                                      | CTL             | 26F       | In Progress | A mechanism for faculty to report their findings on both effective and ineffective practices, perhaps through the CTL SharePoint site. Content could be vetted and then presented for faculty use in a searchable database.                                                                                                                         | Monthly               |
| Curriculum and Assessment                  | Updating the AI and Ed Tech section of the Teaching and Learning Hub (e.g., Teaching with AI).                                                                                                                 | CTL             | 26W       | Complete    | Centralized faculty facing web resources that outline available support and information for AI to use in the classroom.                                                                                                                                                                                                                             | Every term            |
| Teaching and Learning Tools and Technology | Update the existing process to include an inventory of approved AI Tools, outlining what each tool is used for, and how to access it, including AI-enabled student accommodation tools (e.g., Text-to-Speech). | LSS             | 26F       | In Progress | 1) A centralized, up-to-date Inventory of AI Approved Tools that clearly defines purpose, approved use cases, access instructions, and support contacts.<br>2) Clear guidance on student AI accommodation tools (e.g., TTS, voice dictation), including what's supported, how students access them, and how they align with accessibility services. | Every term            |
| Teaching and Learning Tools and Technology | Develop a clear and consistent process for requesting, approving, purchasing, piloting/ testing, and implementing AI tools.                                                                                    | LSS             | 26F       | In Progress | A standardized tool intake and approval workflow (request → review → risk/ privacy/accessibility checks → decision).                                                                                                                                                                                                                                | Annually, Summer term |

| TOPIC                                      | ACTIONS TO IMPLEMENT 2024 AI ACADEMIC FRAMEWORK                                                                                                                  | RESPON-SIBILITY                              | TIME-LINE | STATUS      | OUTCOME                                                                                                                                                                                                  | REVIEW CYCLE          |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Teaching and Learning Tools and Technology | Review technical readiness for Grammarly Go & Support Model.                                                                                                     | LSS                                          | 26F       | In Progress | Generate a College recommendation related to Grammarly Go and support model.                                                                                                                             | One time              |
| Teaching and Learning Tools and Technology | Update/clarify guidance: when Grammarly Go & Copilot is allowed for coursework.                                                                                  | LSS, CTL, LLC, Manager of Academic Integrity | 26F       | In Progress | Clear course-use guidance for Copilot & Grammarly Go. Factoring in the Copilot was implemented campus-wide in August 2024. Zoom AI Companion launched in October 2024. Grammarly Go was not implemented. | Annually, Summer term |
| Teaching and Learning Tools and Technology | Review Zoom AI Companion.                                                                                                                                        | LSS                                          | 26F       | In Progress | Review of features in Zoom AI Companion.                                                                                                                                                                 | Annually, Summer term |
| Teaching and Learning Tools and Technology | Review the AI features (not yet enabled) in our current tools, including use cases, access risk, accessibility, privacy, and support requirements.               | LSS                                          | 26F       | Not Started | A vetted list of AI features in current systems, each marked Enable / Pilot / Defer / Do not enable.                                                                                                     | Annually, Summer term |
| Faculty and Student Literacy and Training  | Conduct a needs analysis to assess demand for in-person or hybrid AI-focused faculty professional development.                                                   | CTL                                          | 26F       | In Progress | A process for faculty and hiring managers to submit professional development requests to the CTL.                                                                                                        | Annually, Summer term |
| Faculty and Student Literacy and Training  | Establish a CoP for faculty around AI, department-specific training, workshops, and asynchronous training modules to reflect different levels.                   | CTL                                          | 26F       | In Progress | A suite of AI training and supports for varying skillsets.                                                                                                                                               | Monthly               |
| Faculty and Student Literacy and Training  | Review existing supports and update the needs analysis for student support and training with a focus on how to use tools rather than on AI detection prevention. | LLC                                          | 26F       | In Progress | An up-to-date student needs analysis for support and training related to AI.                                                                                                                             | Annually, Summer term |

| TOPIC                                     | ACTIONS TO IMPLEMENT 2024 AI ACADEMIC FRAMEWORK                                                                                              | RESPON-SIBILITY                    | TIME-LINE | STATUS      | OUTCOME                                                                                                                                                      | REVIEW CYCLE          |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-----------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Faculty and Student Literacy and Training | Review and revise the academic integrity module for students with a focus on AI.                                                             | Manager of Academic Integrity, CTL | 26F       | In Progress | Updated Academic Integrity module.                                                                                                                           | Annually, Summer term |
| Faculty and Student Literacy and Training | Develop an Introduction to AI H5P teaching resource for faculty to embed in introductory courses. Assess uptake in Program Review and PRESS. | CTL                                | 26W       | Complete    | An FOL-ready teaching resource for faculty to use to support Introductory AI education.                                                                      | Annually, Summer term |
| Faculty and Student Literacy and Training | Develop an inventory of AI-enabled accessibility tools that support student learning.                                                        | CTL, LSS                           | 26W       | Complete    | Develop a comprehensive inventory of existing student focused resources to improve accessibility and inform future student and faculty resource development. | Every term            |
| Faculty and Student Literacy and Training | Develop an inventory of AI tools currently being actively used by faculty in the classroom and by students.                                  | CTL, LSS                           | 27W       | In Progress | Develop a comprehensive inventory of existing resources to inform future students and faculty resource development.                                          | Annually, Summer term |
| Faculty and Student Literacy and Training | Develop a consultation plan once selection of student tools is finalized.                                                                    | LLC, LSS, FSU                      | 27S       | In Progress | Feedback plan for student use tools.                                                                                                                         | Annually, Summer term |
| Faculty and Student Literacy and Training | Add selected topics to the training framework and plan.                                                                                      | CTL                                | 27W       | In Progress | An updated training plan.                                                                                                                                    | Every term            |
| Faculty and Student Literacy and Training | Review the need for dedicated faculty support for AI and explore what is feasible at the School/ Department level.                           | ALT, ASLT                          | 26F       | In Progress | A consistent approach for effective AI Academic Implementation.                                                                                              | Annually, Fall term   |
| Academic Integrity, Ethics, and Copyright | Add language to A113: Programs and Courses - Guideline C 3.2.7 to acknowledge the acceptable use of AI in projects.                          | Manager of Academic Integrity, CTL | 26F       | In Progress | Update policy and AI acknowledgement template.                                                                                                               | Annually, Summer term |
| Academic Integrity, Ethics, and Copyright | Review and update the Cognitive Offloading statement in COMMS.                                                                               | CTL, Manager of Academic Integrity | 26S       | Not Started | Updated COMMS statement to signal AI permissibility options.                                                                                                 | Annually, Summer term |

| TOPIC                                     | ACTIONS TO IMPLEMENT 2024 AI ACADEMIC FRAMEWORK                                                                                                                         | RESPON-SIBILITY                                       | TIME-LINE | STATUS      | OUTCOME                                                                                                                                 | REVIEW CYCLE          |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-----------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Academic Integrity, Ethics, and Copyright | Provide training to mitigate attempts to bypass the copyright guardrails.                                                                                               | CTL, Manager of Academic Integrity, Copyright Officer | 26F       | In Progress | A document resource for faculty and students surrounding any concerns about AI and copyright (protecting student work).                 | Every term            |
| Academic Integrity, Ethics, and Copyright | Draft a section on AI use to be used in updated A136 and A204 policies                                                                                                  | Manager of Academic Integrity, CTL                    | 26S       | In Progress | Further develop resources for students around best practices surrounding proper AI citation.                                            | Annually, Summer term |
| Academic Integrity, Ethics, and Copyright | Create AI acknowledgement template for student use (best practice).                                                                                                     | Manager of Academic Integrity, CTL                    | 26W       | Complete    | Create a best practice document for AI acknowledgement for when AI use is acceptable.                                                   | Annually, Summer term |
| Academic Integrity, Ethics, and Copyright | Showcase positive use of faculty and student AI.                                                                                                                        | CTL                                                   | 26S       | In Progress | Creation of a resource bank of exemplar AI use.                                                                                         | Every term            |
| Academic Integrity, Ethics, and Copyright | Add section on AI use in A136: Academic Integrity. Review the use of the Turnitin AI Score and whether it should still be utilized. What has been adopted provincially. | Manager of Academic Integrity                         | 26F       | In Progress | College decision whether Turnitin Ai feature should remain in effect.                                                                   | Annually, Summer term |
| Academic Integrity, Ethics, and Copyright | Complete environmental scan and recommend next steps for policy as it relates to AI (A136 and A115).                                                                    | CTL, Manager Academic Integrity                       | 25F       | Complete    | Recommendations for Policies A115 and A136.                                                                                             | Annually, Winter term |
| Research                                  | Revise REB application form to include an AI-specific section. Develop internal reviewer guidance for consistent assessment of AI applications.                         | CRI, REB                                              | 26F       | Not Started | REB process is equipped to review AI research applications consistently. Faculty have a clear, supported pathway through ethics review. | Annually, Fall term   |
| Research                                  | Develop a partner (external organization) notification and permission process for research projects using AI tools.                                                     | CRI                                                   | 26S       | Not Started | All externally partnered research projects have a documented AI permission confirmation on file before data collection begins.          | Annually, Fall term   |

| TOPIC                      | ACTIONS TO IMPLEMENT 2024 AI ACADEMIC FRAMEWORK                                                                                                                                                                                                                                                                             | RESPON-SIBILITY | TIME-LINE | STATUS      | OUTCOME                                                                                                                                                                                                | REVIEW CYCLE         |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Research                   | Develop a researcher-facing AI tool assessment checklist prompting researchers to consider data governance, terms of service, funder and publisher AI disclosure requirements, and partner permissions before using any AI tool in their research. Embed in REB application package and publish on Research Office website. | CRI, REB, IT    | 26F       | Not Started | Researchers have a practical, self-serve tool to vet AI tools independently before use. Responsibility for vetting sits with the researcher, supported by institutional guidance.                      | Annually, Fall term  |
| Research                   | Develop Faculty AI Research-Specific Training and Support Pathway                                                                                                                                                                                                                                                           | CRI, REB        | 27F       | Not Started | Faculty at every experience level can access structured research-specific training before a project and hands-on support during a project. Research quality and compliance improve across the College. | Annually, Fall term  |
| Research                   | Ensure proposal reviewer guidance and faculty advisory support include explicit assessment of whether AI tools or research designs could produce unintended EDI consequences.                                                                                                                                               | CRI, REB        | 27W       | Not Started | All AI research applications are assessed for potential EDI implications. Faculty are equipped to identify and address bias in AI tools and research designs.                                          | Annually, Fall term  |
| Research                   | Update policy A201 with expectations of ethical and appropriate AI-related conduct.                                                                                                                                                                                                                                         | CRI             | 27F       | Not Started | Understanding that AI-related research misconduct has formal consequences under existing College policy. No grey area exists around AI misuse in research.                                             | 5 years or as needed |
| Privacy and Cyber Security | Privacy, security, and cybersecurity considerations integrated into the College's software intake and purchasing processes, including AI specific screening questions.                                                                                                                                                      | IT              | N/A       | Complete    | Updated PIA process that tests for the privacy impact of AI embedded in new software.                                                                                                                  | Annually             |

| TOPIC                      | ACTIONS TO IMPLEMENT 2024 AI ACADEMIC FRAMEWORK                                                                                                                                                          | RESPON-SIBILITY | TIME-LINE   | STATUS      | OUTCOME                                                                                                                                                           | REVIEW CYCLE                                                       |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Privacy and Cyber Security | Established collaboration between Information Technology Services and the Privacy Office for review of AI enabled tools involving institutional or personal data.                                        | IT              | N/A         | Complete    | Single PIA process incorporating both Privacy and Cybersecurity elements.                                                                                         | One-Off                                                            |
| Privacy and Cyber Security | Use of existing enterprise privacy and cybersecurity controls as the baseline for assessing AI enabled technologies.                                                                                     | IT              | N/A         | Complete    | Single PIA process incorporating both Privacy and Cybersecurity elements.                                                                                         | One-Off                                                            |
| Privacy and Cyber Security | Increased socialization and guidance to academic and research users to improve early identification of AI tools acquired outside centralized procurement pathways.                                       | IT              | Fall 2026   | In Progress | Clear pathway to obtain approval for AI-enabled tools socialized with faculty/instructors.                                                                        | Annually                                                           |
| Privacy and Cyber Security | Development of a centralized view of AI tools already reviewed and approved from a privacy and cybersecurity perspective to support safer defaults.                                                      | IT              | Winter 2027 | In Progress | Repository of AI embedded tools developed and socialized with faculty/instructors to reduce the proliferation of tools and allow for reapplication of technology. | Ongoing - The list would be a living document.                     |
| Privacy and Cyber Security | Planning for a broader enterprise AI strategy, including a review of current Privacy Impact Assessment practices to identify opportunities for improvement, informed by external analysis from a vendor. | IT              | Fall 2026   | In Progress | Development of a Minimum Viable Strategy for Enterprise-wide use of AI.                                                                                           | One-Off; Strategy updated/refreshed as needed (after 24-36 months) |
| Privacy and Cyber Security | Publication of formal AI specific privacy and cybersecurity standards and best practices for academic and research use.                                                                                  | IT              | Winter 2027 | Not Started | Guidelines (practical steps or tips) for enterprise AI use published, socialized, and accessible to all within the college.                                       | One-off (refreshed as needed)                                      |
| Privacy and Cyber Security | Explicit integration of AI risk tiering with the enterprise cybersecurity monitoring and risk management model.                                                                                          | IT              | Fall 2026   | Not Started | Guidelines (including risk-tiering) for enterprise AI use published, socialized, and accessible to all within the college.                                        | One-off (refreshed as needed)                                      |

# Appendix B:

## AI PAC Recommendation Summary

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Program Advisory Committee (PAC) recommendations and discussion data related to AI was collected from PAC meetings held between May 2023 through December 2025. 156 AI related discussion topics and/or recommendations were collected via PAC minutes uploaded to CTL's [Program Data Archive](#).

### Number of Recommendations by School/Campus

| DEPARTMENT   | NUMBER OF AI RECOMMENDATIONS |
|--------------|------------------------------|
| BUS & LKS    | 60                           |
| ITY          | 20                           |
| LSC & THS    | 18                           |
| GEN          | 14                           |
| HLT          | 10                           |
| HUM          | 9                            |
| OXF          | 8                            |
| MAN          | 8                            |
| PSF          | 7                            |
| BLD          | 1                            |
| AVI          | 1                            |
| JNA          | 0                            |
| NRS          | 0                            |
| STE          | 0                            |
| <b>Total</b> | <b>156</b>                   |

### What PACs are telling us

Across disciplines, PAC members are not asking for wholesale replacement of foundational skills. Instead, they emphasize:

- Graduates who understand how and when to use AI tools appropriately
- Strong foundational digital, data, and critical thinking skills alongside AI
- Clear ethical, privacy, and governance guidance
- Faculty who are confident, supported, and consistent in how AI is addressed

# Key Cross Disciplinary Themes

## 1. AI Literacy as a Core Graduate Capability

PACs consistently stressed that students should graduate with a baseline understanding of AI concepts, including:

- What AI can and cannot do
- Interpreting and validating AI generated outputs
- Appropriate use of generative AI tools in professional settings (appropriate with their industry expectations)
- Understanding limitations, bias, and risks associated with using AI

This feedback appeared across both technical and nontechnical programs, indicating that AI literacy is viewed as a foundational skill, similar to digital or information literacy.

## 2. Strengthening Digital and Data Foundations (Not Replacing Them)

PAC members emphasized that AI should augment, not replace, core competencies such as:

- Excel and data analysis
- Industry standard software and workflows
- Reporting and documentation
- Problem-solving and decision-making

Feedback cautioned against students becoming overly reliant on AI without understanding underlying processes, data quality, and approach to communications.

## 3. Ethical, Privacy, and Responsible Use Expectations

PACs raised concerns about:

- Data privacy and confidentiality
- Ethical decision making and accountability
- Use of AI with sensitive or regulated information
- Professional standards and employer expectations

There is a clear call for consistent guidance and shared expectations rather than program by program interpretation.

## 4. Faculty and Staff Readiness Is Critical

PAC feedback frequently referenced the need for:

- Faculty training on AI tools relevant to their discipline
- Support in redesigning assessments and learning activities
- Guidance on how to discuss AI use with students
- Shared understanding of what is and is not permitted

PACs recognize that uneven faculty readiness can lead to inconsistent student experiences.

## 5. Assessment and Academic Integrity in an AI Enabled Environment

PACS acknowledged that AI is changing how students complete work and recommended:

- Assessment redesign that emphasizes application, reflection, and decision making
- Reduced reliance on purely transactional or easily automated tasks
- Transparency around acceptable AI use
- Embracing AI in the classroom versus policing its use

PACs framed this as a teaching and learning challenge, not just an integrity issue.



## College Level Recommendations for Consideration

Based on repeated feedback across disciplines, the following recommendations are best addressed at a College-wide level:

### 1. Establish a College Wide AI Framework

- Completed in 2024/25

### 2. Invest in Faculty and Staff Professional Development

- Provide role specific training (faculty support, administrative roles)
- Curate approved tools, use cases, and teaching strategies
- Create communities of practice to share approaches

### 3. Develop Clear Ethical and Responsible Use Guidelines

- Align with privacy legislation and sector expectations
- Provide practical guidance for working with student data and sensitive information
- Ensure consistency across programs and delivery modes

### 4. Support Assessment and Curriculum Adaptation

- Offer resources and consultation for AI informed assessment design
- Encourage authentic, applied, and reflective learning tasks
- Avoid placing the burden solely on individual faculty or programs

### 5. Enhance Student Supports Related to AI

- Integrate AI literacy into academic skills supports
- Provide guidance on appropriate AI use for learning and employability
- Ensure equitable access and clear expectations

# Appendix C:

## PRESS 2024-25 AI Themes Review

### Data Overview

Program Excellence Self-Study (PRESS) received 131 program responses in the 2024-25 academic year. Analysis of the minutes show that about 50% (64) of the programs discussed AI during their team meetings. Broadly speaking, the discussion surrounding AI was discussing just 8 themes:

| THEME                            | NO. OF PROGRAMS |
|----------------------------------|-----------------|
| Incorporate AI into curriculum   | 45              |
| Adjust assessments to embrace AI | 32              |
| Need universal standards         | 4               |
| Faculty training                 | 2               |
| Plagiarism                       | 1               |
| Need to limit AI use             | 1               |
| Limit AI abuse                   | 1               |
| Administrative tasks             | 1               |

### General Description of Themes

#### Incorporate AI into curriculum

Programs that discussed this theme were mainly focused on interest in incorporating AI into their curriculum in some manner. These suggestions may have come from Program Advisory Committees, faculty, and/or industry trends. Examples are below:

- “The suggestion from faculty is to include a module in our computer applications courses to teach students about the proper use of AI and how to use it to increase efficiency while working in the legal profession” – LCK2
- “Noted importance of AI for industry relevance; potential for AI integration at a fundamental level.”  
– BMK, BAM, MKM, CRM

#### Adjust assessments to embrace AI

This theme covers two similar scenarios. One, where it is acknowledged that AI is impacting the way students’ complete assessments – but not always in a negative manner and therefore assessment methodology needs to change to explicitly state where AI is allowed. Two, AI is empowering students to commit academic integrity offences through assessments and therefore assessment methodology needs to change. Examples are below:

- “Assignments could be changed to allow for more student creativity that does not allow for AI input.”  
– PSW6J/PSW9J
- “Priority – Evaluation and Assessment methods reviewed considering AI and high percentage of academic offences.”  
– ECE1/6/7

#### Need universal standards

Some programs discussed the need to see cross-College standards in regard to AI use and limitations in their programs.

# Appendix D:

## Program Review 2024/25

### Recommendations by Theme

#### Data Overview

This program review data is reflective of 49 programs that underwent program review in 2024/25 academic year. Program reviews are completed between September through June. The data for this report was compiled in Fall 2025.

#### 2024/25 Program Reviews by Credential

| CREDENTIAL                   | NUMBER OF PROGRAM REVIEWS |
|------------------------------|---------------------------|
| Ontario College Certificates | 5                         |
| Diplomas                     | 16                        |
| Advanced Diplomas            | 3                         |
| Degrees                      | 0                         |
| Graduate Certificates        | 15                        |
| Local Certificates           | 3                         |
| Apprenticeships              | 7                         |
| <b>Total</b>                 | <b>49</b>                 |

#### 2024/25 Program Reviews by Completion Status

| STATUS DETAILS                                                       | NUMBER OF PROGRAM REVIEWS |
|----------------------------------------------------------------------|---------------------------|
| Completed by June 2025                                               | 42                        |
| Postponed mid-review re: STO / new standard release (apprenticeship) | 7                         |
| <b>Total</b>                                                         | <b>49</b>                 |

#### Priority Recommendations Mapped by Theme

The table below presents the type and frequency of themes that surfaced from the 2024/25 priority recommendations (N= 42 program codes). Note, typically 3-5 action items are selected as priorities for each program within the executive summary of the final report.

| THEME                                                                                                         | COUNT |
|---------------------------------------------------------------------------------------------------------------|-------|
| Curriculum (e.g., new content, new course(s), online delivery, course sequencing, evaluation updates)         | 39    |
| Enhancing experiential learning opportunities (e.g., capstone partnerships, clinical placements, simulations) | 16    |
| Incorporating Artificial Intelligence                                                                         | 11    |
| Student supports (e.g., communications, peer tutoring, program specific resources)                            | 10    |
| Program marketing (e.g., program differentiation, domestic enrolment)                                         | 7     |
| Increased PAC engagement                                                                                      | 7     |
| Pathways                                                                                                      | 4     |
| Accreditation or professional certifications                                                                  | 3     |
| Suspend program (CE program)                                                                                  | 1     |

## Program Review AI Recommendations

For AI recommendations, all completed reviews were reviewed with all AI related recommendations pulled from final action plan reports.

| THEME                                                    | COUNT | %    |
|----------------------------------------------------------|-------|------|
| Total program reviews analyzed                           | 39    | 100% |
| Total program reviews with AI-related recommendations    | 16    | 41%  |
| Total program reviews without AI-related recommendations | 23    | 59%  |

## Key AI Themes Identified

AI recommendations from Program Review were primarily advisory and exploratory, focusing on curriculum enhancement and student preparedness rather than prescriptive implementation.

### 1. Preparing Students for AI-Integrated Workplaces

- Emphasis on ensuring graduates understand how AI is currently used in industry
- Focus on employability and workforce readiness rather than technical AI development

### 2. Ethical and Appropriate Use of AI

Recommendations to address:

- Ethical considerations
- Responsible use
- Academic integrity
- Framing AI as a professional tool requiring judgment and boundaries

### 3. Curriculum Integration (Awareness vs. Mastery)

Suggestions to:

- Integrate AI concepts into existing courses
- Use AI to support learning (e.g., examples, simulations, navigation of tools)

- No expectation that programs teach advanced AI development unless (discipline-specific and appropriate to industry)

### 4. Instructional Use of AI Tools

Suggestions to incorporate AI in:

- Simulations and virtual environments
- Generating examples or supporting instructional design
- Seen as an enhancement to teaching and learning, not a replacement

### 5. Program-Level Strategy and Faculty Discussion

Several recommendations point to:

- Program-wide discussions
- Collective decisions on how and where AI fits into the program
- Indicates recognition that AI integration requires intentional planning, not ad-hoc adoption

## Overall Observations

AI recommendations are emerging but not yet universal across Program Reviews. Feedback reflects a measured, cautious approach, focused on:

- Student readiness, ethical considerations, and alignment with industry practice
- Program Review data suggests AI is being viewed as a quality enhancement and curriculum currency issue, rather than a compliance requirement at this stage