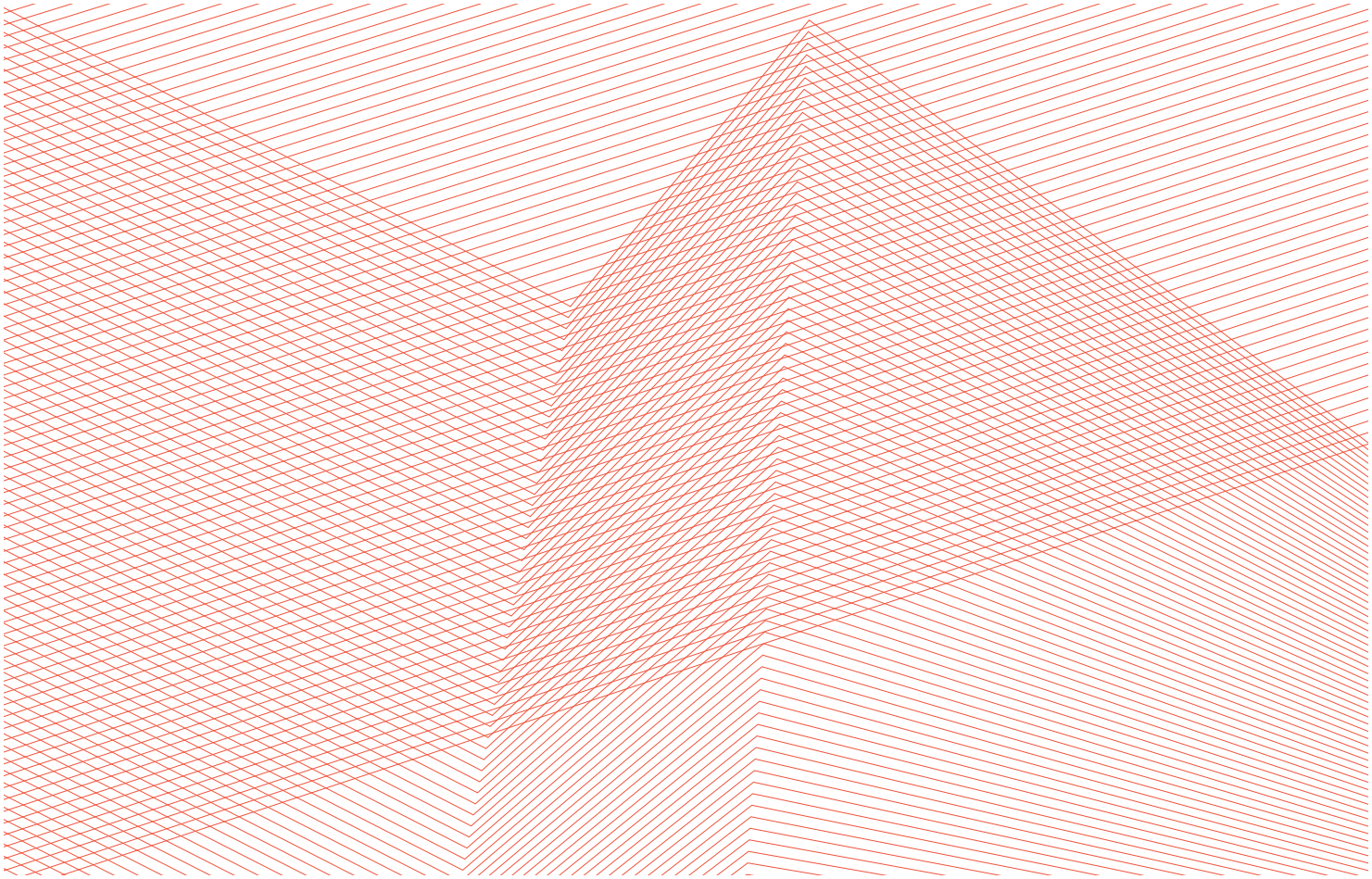
AI Task Force

People Strategy & Administration Working Group

Report & Recommendations

Delivered June 2025



UNIVERSITY OF TORONTO

DEFY GRAVITY

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Executive summary

The People Strategy & Administration Working Group explored the impact of AI on administrative work at the University by all U of T employees, including staff, faculty and librarians.

When we surveyed U of T employees, we heard their hopes that AI would offer the opportunity to find new, more efficient ways to work, and to offer insights that would support human judgement in administrative decision-making. At the same time, we recognize the need to ensure that AI is used judiciously, with an understanding of its limitations, and in ways that uphold University values, vision and mission, while supporting and enhancing the work experience of U of T employees.

Within this context, we identified two key goals to help structure our work:

1. Supporting U of T people-leaders and employees in effectively using AI in their administrative work
2. Ensuring that use of AI in administrative work at the University supports the mission, as well as the values and communities of the institution

Our report describes some of the novel opportunities and notable risks and concerns that AI use introduces into administrative work. At the same time, we recognize that AI is one technology among many (internet search, web applications, word processing, etc.) that can be deployed within administrative work and that can be used to support process improvement. We highlight this to recognize that many of the existing approaches we currently use to assess and implement new technologies and processes will also apply to AI—this is not an entirely new world.

Additionally, as AI technology evolves, we have already noted a shift from the primary use of standalone AI tools (such as ChatGPT) to the expanded use of AI capabilities embedded within a range of systems and software, including several made available to employees by the University. This means that AI use and output might become an increasingly embedded and integrated step within other work processes. This aligns with our observation that, in many of the contexts we explored, AI output will represent information that we might use within our work in the normal course, and AI use will be one step within a workflow rather than a standalone task or product.

Given this context, and with the expectation that AI technologies and associated uses will continue to evolve rapidly over the next few years, we believe that the following principles can help inform specific guidelines and/or approaches to AI use in the realm of administrative work. The recommendations in this report are intended to help us institutionally, as a university, and as a large employer of a diverse group of administrative employees to:

- Ensure that institutional and divisional policies and guidelines address how to judiciously and effectively use AI in administrative work
- Uphold high standards (including those set out in institutional policies and/or guidelines), norms (such as collegial governance and peer assessment), and oversight and compliance in respect of processes and workflows
- Continually assess the impact of AI and AI initiatives on administrative work, with the ability to continually adjust its use, as well as our own plans and goals. This includes monitoring AI output for bias, accuracy, and other variables.
- Leverage the professional and academic expertise about AI that exists in the U of T community to inform U of T AI guidelines and practices
- Recognize and incorporate the contributions and expertise of individuals at all levels of the institution in identifying potential AI use cases, opportunities, and risks, and in contributing to frameworks to explore, implement and make decisions about AI at U of T
- Facilitate sharing of best practices and effective use cases across divisions

The approaches we recommend to establish these principles reflect substantial variations in how AI is likely to be used across different functional areas within the University, across types of tasks, and across the wide range of roles that exist at the institution. At the same time, institutional-level guidance and frameworks can provide broad direction and consistency, as well as identify essential limits that inform local planning. With these goals, principles, context and approaches in mind, we have developed the following recommendations:

Recommendations

1. Encourage appropriate use of AI in administrative work

- Encourage employees to explore and innovate with AI in their work, within limits established by the institution and their Faculties/divisions
- Ensure employees are aware of their responsibilities if using AI in the course of their administrative work, including:
  - Protecting institutional data and intellectual property by following all relevant Policies and guidelines
  - Ensuring that while AI may be used to help inform some decision-making, that human judgement is used to make, review and approve administrative decisions
  - Ensuring that appropriate guidelines and frameworks are followed when using AI, based on the frameworks established by respective University portfolios, Faculties and divisions

2. Create guidelines and frameworks for use of AI in administrative work

We anticipate substantial variation in AI use across different functional areas within the University, across types of tasks, and across the wide range of roles that exist at the University. These variations reflect professional and disciplinary norms, potential external regulations or expectations that will emerge, and the wide variety of potential applications for and impacts of AI, among other factors. Functional leads, in consultation with relevant stakeholders (e.g. People Strategy, Equity & Culture, Office of University Counsel, etc.) are therefore best positioned to develop relevant guidelines and use cases, leaving space for Faculties/divisions to assess the current and potential impact of AI use within their units or areas.

Below, we outline approaches to support institutional functional leads in establishing frameworks that will foster judicious and responsible AI use by U of T employees. Additionally, we suggest how the institution can support managers and people leaders in enacting these recommendations.

Institutional guidelines

Recognizing variation in norms, needs and priorities across functional areas, the Working Group affirms the value of divisional decision-making in establishing expectations, limitations and practices related to AI use in alignment with broader institutional requirements and guidelines.

To support decision-making about AI use within divisions, we recommend that the University:

- Ensure that institutional structures to support AI decision-making and implementation include a clear pathway for individual users and units to identify potential use cases for implementation or AI tools for adoption; to receive feedback on their plans (including feedback from IT, information security, and legal) and to receive approval to deploy AI locally; and to have use cases considered for broader implementation and support across the institution
- Endeavour to ensure that aspects of University research, teaching, and work that are governed by legislative or regulatory frameworks are compliant with regulations set by those external bodies that inform or restrict the use of AI. Similarly, the University should endeavour to ensure that non-regulatory guidelines or standards set by relevant external organizations that reflect best practices are reflected in University practices.
- Develop guidelines and tools for managers, people leaders and academic administrators to speak with staff about when and how to use AI within their roles, including how to leverage AI and an understanding of appropriate limitations that may constrain their usage
- Develop templates or guidelines to support safe and responsible AI use. Among many potential examples, this includes templates and/or guidelines for:
  - Declaring or describing individual AI use in administrative work
  - Communicating when an administrative process or decision has been supported by AI
  - Facilitating conversations about AI use between employees and managers/leaders

2.1 Function-specific guidance:

Each function lead (e.g., Finance, HR) across the institution is strongly encouraged to develop guidance and frameworks outlining appropriate use of AI in the course of applicable work.

The integration of AI into a business process should be accompanied by approaches to monitor the impact of that integration. This might include an assessment of AI output for bias and an assessment of the impact of AI integration on employee work or on decisions made within a particular division, following templates and guidance developed for this purpose.

Institutional structures to support AI decision-making and implementation should include guidance and resources for periodic and/or continuous monitoring and assessment, including checkpoints and processes to ensure that monitoring takes place.

3. Activating or acquiring AI tools

3.1 To support opportunities for safer experimentation with AI, the University should offer access to and/or provide support for tools and enterprise systems that offer data security and other risk mitigation features and that have undergone an institutional information security risk assessment and legal review.

3.2 As part of procurement and licensing practices for new software or when AI capabilities are integrated into existing systems and software, the University should look to divisions to share their feedback about the potential value of these capabilities and to identify opportunities for integration with business practices. Such feedback will be used by representatives from relevant leadership portfolios at the institutional level, alongside additional operational and technological considerations, to determine whether or not to activate these functions within enterprise systems and software.

4. AI literacy and training

4.1 AI training and support for AI literacy should be available to U of T employees. This training and literacy should be developed within a University-wide framework for AI competencies that reflects and communicates consistent institutional values on AI, including:

- General AI literacy
- Secure and ethical AI use
- Critical thinking about AI output
- Openness and adaptability to AI usage
- Leading change in AI adoption (for managers and leaders)

Additionally, we anticipate the need for training targeted to different function areas and roles.

4.2 In consultations, we heard a desire for AI literacy materials that focus on potential use cases and that include guidance about incorporating AI into a given business process. AI literacy and training materials should include information developed to address common or exemplar use cases as they emerge across the University.

4.3 AI literacy resources, training, guidance and templates should be developed and deployed at an institutional level within a framework that upholds the University's values and mission, and reflects varied needs and practices across divisions and specific functions/roles.

Working group membership and approach

Membership

Erin Jackson (Co-Chair)
Assistant Vice-President, University HR, Division of People Strategy, Equity & Culture

Kelly Lyons (Co-Chair)
Professor, Faculty of Information and Department of Computer Science, Faculty of Arts & Science; Faculty Affiliate, Schwartz Reisman Institute for Technology & Society

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Professor Kathi Wilson
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Mandate and goals

As part of U of T's AI Task Force, the People Strategy & Administration Working Group was tasked with developing recommendations to respond to the impact of AI on administrative work at the University by all U of T employees, including staff, faculty and librarians.

For staff, this refers to the day-to-day administrative responsibilities within their position. For faculty and librarians, this work can include administrative tasks completed in academic administrative and service components of their roles, as well as administrative work related to teaching and research, or professional practice in the case of librarians.

While the majority of roles at the University include some administrative components, we did not focus our discussions on administrative responsibilities primarily related to teaching and learning, research, or interactions with students, as these were the focus of other AI Task Force working groups.

As a Working Group, we identified two key goals that structured our work:

1. Supporting U of T people leaders and employees in effectively using AI in their administrative work
2. Ensuring that use of AI in administrative work at the University supports the mission, as well as the values and communities of the institution

These objectives are further informed by needs and principles described in the Recommendations section.

Meeting schedule and approach

The Working Group met approximately monthly from June 2024 through January 2025. We began our work by reflecting on the wide range of individuals who perform administrative work at the University, with a focus on different roles and tasks within the institution. This allowed us to identify illustrative potential use cases, to identify areas of opportunity and risk, and to articulate a set of principles to inform our recommendations.

We developed a consultation plan, a major component of which was the launch of a Pulse Survey, distributed to all appointed U of T employees (including faculty, staff and librarians) in September, 2024. This survey was designed to gather input from the U of T community about how our community was already using AI in their roles, as well as their hopes and any concerns about leveraging AI in administrative work at the University. A summary of the survey results is provided in Appendix A.

Additionally, we conducted consultations with key leadership portfolios (the offices of the Vice-Provost Faculty & Academic Life and the Vice-Presidents People Strategy, Equity & Culture and Operations & Real Estate Partnerships) and with other working groups, to understand what questions about the administrative use of AI were emerging in their own working group discussions.

Lastly, an environmental scan was conducted of peer institutions and relevant organizations where we sought to understand the discussions that had taken place in those organizations thus far related to AI, as well as any guidelines and frameworks that had been built to support their workforce. More information on the findings resulting from this scan is noted in this report.

Through discussions, consultations and reviews of activities and recommendations at other institutions and organizations, the Working Group used meetings throughout the fall to generate a series of recommendations, described in detail below. These recommendations are intended to provide a framework within which University leaders can build out and anchor their own AI strategies.

Our current landscape: AI opportunities, risks, and use in university administrative work

As a group, we felt it was important to foreground our own discussions about the opportunities and risks presented by AI by noting a few observations about this technology, as we currently understand it, and its relationship to administrative work at U of T:

- AI is one technology among many that can be deployed within administrative work and that can be used to support process improvement. While AI presents new and unique opportunities, it does not necessarily represent a fundamental change in how we think about technology's role in administrative work.
- As the technology matures, we note a shift from the primary use of standalone AI tools (such as ChatGPT) to the expanded use of AI capabilities embedded within a range of systems and software. When we think about making decisions about using AI in our work, we recognize that this deeper, and sometimes invisible, integration of AI capabilities within existing tools and software may mean that a decision about whether or not to use AI might be less relevant than an assumption that AI is in use, noting that it will remain critical to ensure human judgement is applied in administrative decisions.
- Given the above, in many cases, AI output will represent information that we might use within our work, or as one step within a workflow (rather than a standalone task or product)

Evolving norms and effective practices

While many institutions are exploring guidelines for AI use (see, for example, the list of institutional policies and guidelines compiled by Higher Education Strategy Associates in their "AI Observatory"[1]), most such guidelines focus on AI in the university's academic functions, especially teaching and learning.

A number of institutions, including McMaster,[2] the University of Michigan,[3] and Cornell,[4] have developed guidelines focused on the administrative use of AI within the university. In general, these guidelines and recommendations:

- Acknowledge the potential for AI to change how administrative work is done in many areas of the university
- Identify opportunities to leverage AI to increase the efficiency or quality, or to enhance the experience, of administrative work
- Advocate for structured and transparent discussions between supervisors and their teams about AI use within the context of individual roles
- Emphasize the importance of data and information security and protection of intellectual property
- Identify risks to individuals and to institutions associated with the use of AI
- Describe ethical considerations that might inform decisions about use or implementation
- Offer templates or approaches to discussing or planning for integrating AI into administrative work
- Describe training and other resources available to support AI use

1 Higher Education Strategy Associates. (n.d.). AI Observatory. https://higheredstrategy.com/ai-observatory-home/ai-observatory-policies-and-guidelines/

2 McMaster University Office of the Provost & Vice-President (Academic). (2024, July 30). Provisional Guidelines on the Use of Generative AI in Operational Excellence. https://provost.mcmaster.ca/office-of-the-provost-2/generative-artificial-intelligence-2/generative-ai-for-staff/provisional-guidelines-on-the-use-of-generative-ai-in-operational-excellence/

3 University of Michigan Generative AI Resources. (n.d.). U-M Generative AI Guidance for Staff. https://genai.umich.edu/resources/staff

4 Cornell University AI Initiative. (2024). Generative AI in Administration: Cornell University Task Force Report. https://ai.cornell.edu/generative-ai/

Beyond individual institutions, a recent report from the U.S. Government on Navigating Artificial Intelligence in Postsecondary Education[5] focuses one of its recommendations on AI in postsecondary administration and operations, advocating for transparency in AI use. Additional recommendations—addressing AI infrastructure and the assessment of AI tools—also address administrative use of AI within postsecondary institutions.

Beyond the university sector, position papers offer recommendations on the use of AI in administrative work more broadly, especially in the public sector where additional regulations as well as responsibilities for ethical use may shape AI implementation.

For example, the Government of Canada's *Guide on the use of generative artificial intelligence*[6] distinguishes between low-risk uses (e.g., "editing a draft document that will go through additional reviews and approvals") and high-risk uses (e.g., "deploying a tool (for example, a chatbot) for use by the public"); high risk uses may be subject to additional guidelines and restrictions. An associated document, *Directive on automated decision-making*,[7] identifies responsibilities and requirements for the use of tools "that either assists or replaces the judgment of human decision-makers," which includes the requirement to conduct an impact assessment, transparency, quality assurance, recourse and reporting.

Similarly, while not specifically focused on the postsecondary or public sector, an Organization for Economic Co-operation and Development (OECD) report on *Using AI in the workplace*[8] offers a comprehensive overview of potential workplace risks associated with AI. This report looks in detail at potential social change and change to work roles and environments from AI, with policy recommendations to address opportunities and risks.

Popular and business writing on AI use in administrative work also synthesizes relevant approaches and developments. An article from Ethan Mollick, a professor of Management at Wharton School of Business, titled "AI in organizations: Some tactics,"[9] informed our thinking about the importance of encouraging individual experimentation with AI, while organizations like Thomson Reuters (in their *Future of professionals report*[10]) synthesize surveys and AI practices to offer perspective into how AI has been adopted in different contexts.

5 Cardona, M., & Rodriguez, R. (2025, January). Navigating Artificial Intelligence in Postsecondary Education: Building Capacity for the Road Ahead. Office of Educational Technology, Department of Education. https://digitalpromise.dspacedirect.org/items/59750c29-2cd4-4050-a850-2b77ef1ca219/full

6 Government of Canada Digital Government Innovation. (2024, October 15). Guide on the use of generative artificial intelligence. https://www.canada.ca/en/government/system/digital-government/digital-government-innovations/responsible-use-ai/guide-use-generative-ai.html

7 Government of Canada Policies, Directives, Standards and Guidelines. (2023, April 25). Directive on Automated Decision-Making. https://www.tbs-sct.canada.ca/pol/doc-eng.aspx?id=32592

8 Organisation for Economic Co-operation and Development. (2024, March 15). Using AI in the workplace: Opportunities, risks and policy responses.https://doi.org/10.1787/73d417f9-en

9 Mollick, E. (2025, January 26). AI in organizations: Some tactics. https://www.oneusefulthing.org/p/ai-in-organizations-some-tactics

10 Thomson Reuters. (2024, July). Future of Professionals Report. https://www.thomsonreuters.com/en/c/future-of-professionals (No longer available online)

Opportunities and hopes

Through our discussions, consultations, and in reviewing relevant reports and research, the Working Group identified a range of potential use cases relevant to university work.

For those using available general-purpose Large Language Models (LLMs) (e.g. Microsoft Copilot), we noted potential uses for text and image generation and editing (e.g., drafting and editing emails and reports, generating variations of standardized or structured documents, etc.). We also noted interest in using AI tools to "query" documents (i.e., using Retrieval Augmented Generation). Another common use case is in coding, working with an LLM to draft or revise code in a range of programming languages.

With more specialized skills and tools, the Working Group noted the potential for AI to support tasks including:

- Pattern discovery and data analysis to support planning
- Task automation, reducing manual and repetitive tasks or generating variations of common documents
- Ensuring that a given process is following policy or other requirements

Finally, the Working Group envisioned a future where, more generally, AI is used to automate or expedite many of the transactional tasks that form part of administrative work at U of T, leaving more time for strategic and creative work.

Indeed, when we asked U of T employees to share their hopes about AI use in administrative work through the Pulse Survey (see results in Appendix A), the most prevalent hope was that AI would help increase efficiency with routine administrative and transactional tasks, and that AI insights could support human judgement. Employees also expressed hope that AI tools would offer new opportunities or support for professional development, and that AI-driven analysis would deepen our understanding of student needs to enhance University services.

As U of T expands its capacity related to AI and its use in administrative work within established limits, it will be essential to provide individual employees with the opportunity to identify potential use cases relevant to their own work. Mollick notes that, unlike other approaches to process improvement, seeking external expertise (e.g., from consultants or vendors) is not feasible with AI, because knowledge about effective use of AI, especially within a particular organizational context, is still scarce.

Instead, Mollick advocates for turning to "the Crowd," encouraging individual employees to experiment with AI and creating frameworks to learn from and share those discoveries across the organization.[11] We note that many of the opportunities associated with leveraging AI in administrative work at U of T have yet to be discovered and the University will need to create channels for employees to bring use cases forward for consideration.

11 Mollick, E. (2025, January 26). AI in organizations: Some tactics. https://www.oneusefulthing.org/p/ai-in-organizations-some-tactics (No longer available online).

Risks and concerns

With a focus on U of T employees in their roles at the University, and to administrative work at the University more broadly, we identified some risks that AI introduces or makes more likely, as well as a number of concerns related to AI implementation shared through our consultations:

- We recognize a number of potential risks related to data and information security and privacy. Specifically:
  - There is a risk that data or information shared with an AI tool (via upload, or in a prompt) will become part of the training data for that tool, which may expose confidential or sensitive information
  - In particular, if an AI tool is deployed that uses the U of T Microsoft Graph (or another repository of University information) to ground its inference, it may surface information that a user would not otherwise have access to or discover in their normal course of work
    - If data sets are combined or analyzed by AI, there is the potential for anonymized data to become re-identified, or to otherwise expose individual information that was intended to be private
    - Users might not have insight into how data is being stored or shared if AI capabilities are embedded in third-party tools
- Recognizing that AI tools can produce inaccurate results, there are potential risks from AI output inaccurately representing institutional policies or decisions. Similarly, AI may not accurately capture professional and academic standards, norms and nuances in administrative processes or decisions.
- Recognizing as well that there are biases in the models and outputs of AI tools, there is a potential for harm or inequity, including if some areas of the University adopt tools that others do not, having variable downstream effects
- Many members of our community expressed ethical concerns related to AI use, including environmental impact, unlicensed use of copyrighted material or intellectual property, and the potential broader social impact of AI. This also could create variable impacts and inequity.
- Finally, we discussed the potential for disruption to existing roles or to administrative work at U of T more broadly as a result of AI implementation. For example, AI alleviating or automating repetitive or transactional elements of work could result in changes to some jobs.

Our hope is that the recommendations we have provided will help to minimize or mitigate these potential risks. We also offer recommendations for the ongoing monitoring of the impact of AI to identify potential emerging risks and opportunities.

Recommendations

Pillars and principles

The recommendations of this working group reflect two key goals:

1. Supporting U of T people-leaders and employees in effectively using AI in their administrative work
2. Ensuring that use of AI in administrative work at the University supports the institutional mission, as well as the values and communities of the institution

In order to use AI effectively in their work, U of T employees require:

- Information about appropriate AI use, including:
  - Areas for and limitations to appropriate use
  - Institutional and unit-level priorities for AI adoption
- Opportunities to experiment with and learn about AI, including:
  - Opportunities to experiment safely with AI
  - Access to mechanisms for cross-functional sharing of effective and emerging practices
  - Access to AI literacy and training
  - Frameworks for assessment of AI initiatives, and the understanding that in some cases experimentation and uses will be discontinued

In order to ensure that use of AI in administrative work supports institutional values and community, institutional frameworks for AI use must:

- Ensure that institutional and divisional policies and guidelines address how to judiciously and effectively use AI in administrative work
- Uphold high standards (including those set out in institutional policies and/or guidelines), norms (such as collegial governance and peer assessment), oversight, and compliance in respect of processes and workflows
- Continually assess the impact of AI and AI initiatives on administrative work, with the ability to continually adjust its use, as well as our own plans and goals. This includes monitoring AI output for bias, accuracy, and other variables.
- Leverage the professional and academic expertise about AI that exists in the U of T community to inform U of T AI guidelines and practices
- Recognize and incorporate the contributions and expertise of individuals at all levels of the institution in identifying potential AI use cases, opportunities, and risks, and in contributing to frameworks to explore, implement and make decisions about AI at U of T
- Facilitate sharing of best practices and effective use cases across divisions

The recommendations of the Working Group are intended to support these goals and reflect these principles.

Recommendations

1. Encourage appropriate use of AI in administrative work

- Encourage employees to explore and innovate with AI in their work, within limits established by the institution and their Faculties/divisions
- Ensure employees are aware of their responsibilities if using AI in the course of their administrative work, including:
  - Protecting institutional data and intellectual property by following all relevant Policies and guidelines
  - Ensuring that while AI may be used to help inform some decision-making, that human judgement is used to make, review and approve administrative decisions
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Below, we outline approaches to support institutional functional leads in establishing frameworks that will foster judicious and responsible AI use by U of T employees. Additionally, we suggest how the institution can support managers and people leaders in enacting these recommendations.

2.1 Institutional guidelines

Recognizing variation in norms, needs and priorities across functional areas, the Working Group affirms the value of divisional decision-making in establishing expectations, limitations and practices related to AI use in alignment with broader institutional requirements and guidelines.

To support decision-making about AI use within divisions, we recommend that the University:

- Ensure that institutional structures to support AI decision-making and implementation include a clear pathway for individual users and units to identify potential use cases for implementation or AI tools for adoption; to receive feedback on their plans (including feedback from IT, information security, and legal) and to receive approval to deploy AI locally; and to have use cases considered for broader implementation and support across the institution
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- Develop templates or guidelines to support safe and responsible AI use. Among many potential examples, this includes templates and/or guidelines for:
  - Declaring or describing individual AI use in administrative work
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  - Facilitating conversations about AI use between employees and managers/leaders

2.2 Function-specific guidance:

Each function lead (e.g., Finance, HR) across the institution is strongly encouraged to develop guidance and frameworks outlining appropriate use of AI in the course of applicable work.

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3.2 As part of procurement and licensing practices for new software or when AI capabilities are integrated into existing systems and software, the University should look to divisions to share their feedback about the potential value of these capabilities and to identify opportunities for integration with business practices.

Such feedback will be used by representatives from relevant leadership portfolios at the institutional level, alongside additional operational and technological considerations, to determine whether or not to activate these functions within enterprise systems and software.

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Additionally, we anticipate the need for training targeted to different function areas and roles.

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4.3 AI literacy resources, training, guidance and templates should be developed and deployed at an institutional level within a framework that upholds the University's values and mission, and reflects varied needs and practices across divisions and specific functions/roles.

Conclusion and next steps for AI at U of T

The Working Group recommendations include guidelines and frameworks for responsible AI use, alongside AI literacy training for all U of T employees. Both components are intended to support our community in exploring potential AI use cases, identifying opportunities to use AI to enhance administrative work at the University in ways that reflect and support institutional communities, priorities and values.

We are grateful to those who shared their perspective through consultations and the Pulse Survey. This input was essential to our ability to identify principles that underpin the recommendations and that we expect to remain relevant as both AI technologies and their uses evolve at U of T.

Our recommendations emphasize the need for institutional leadership, and for each division to explore what AI use looks like in their own context. We expect that this approach will lead to a rich diversity of use cases and effective practices that can be shared, scaled and adapted across the University. We expect that this emerging shared knowledge will be one way that U of T will provide leadership in AI use within higher education.

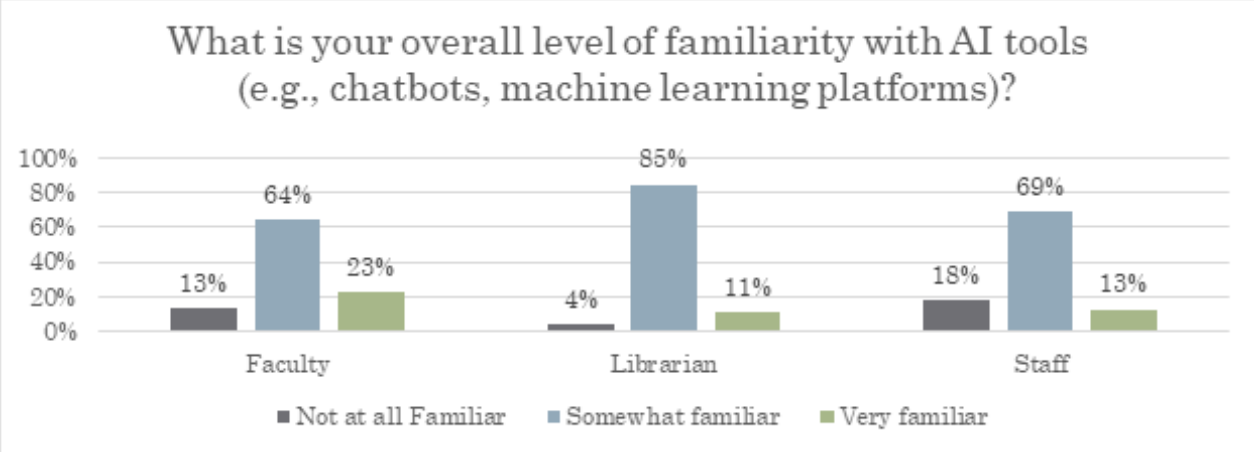
Appendix A: AI use in administrative work at U of T: Pulse Survey results

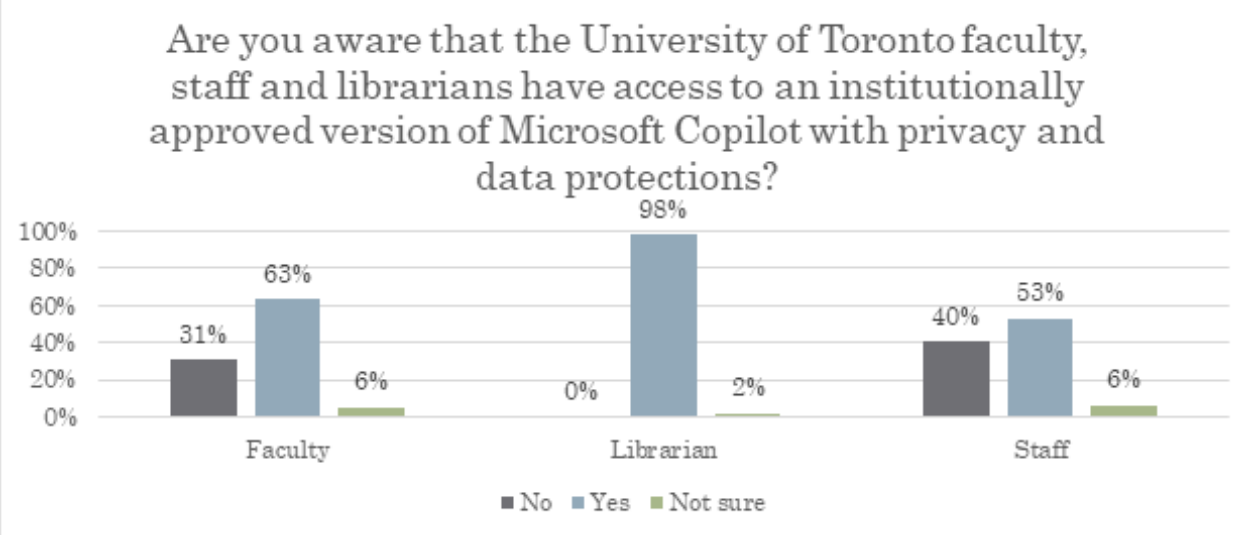
In fall 2024, as part of the work of the AI Task Force, a survey addressing use and perception of AI in administrative work was distributed to U of T faculty, staff and librarians. We received over 2,000 responses to the survey, representing a response rate of approximately 17%.

Qualitative survey responses were summarized with support from Microsoft Copilot.

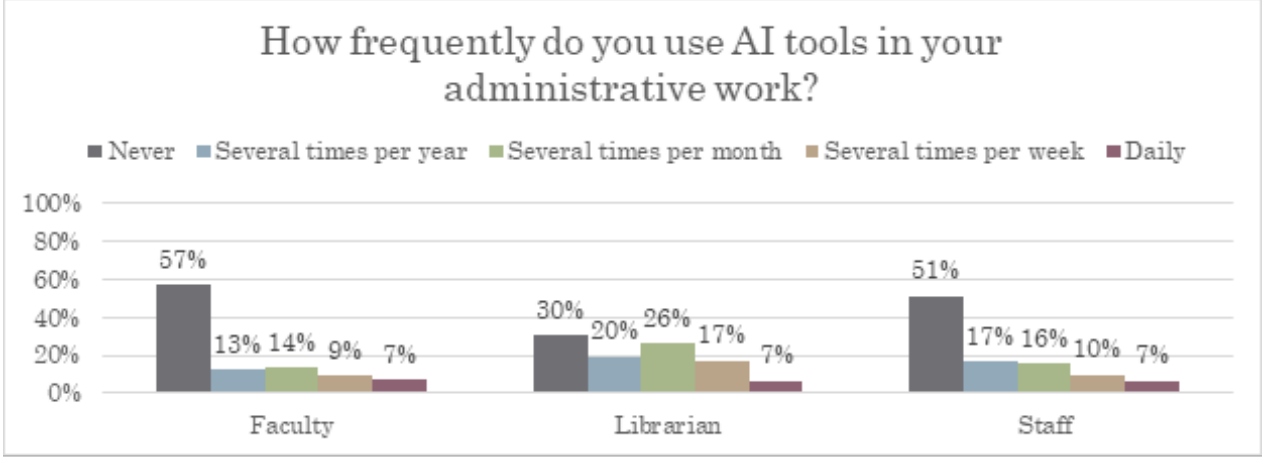
The Pulse Survey results are available online at: https://utoronto.sharepoint.com/sites/dvpp-ai/SitePages/AI-Task-Force-survey--AI-use-in-administrative-work-by-U-of-T-staff,-faculty-and-librarians.aspx

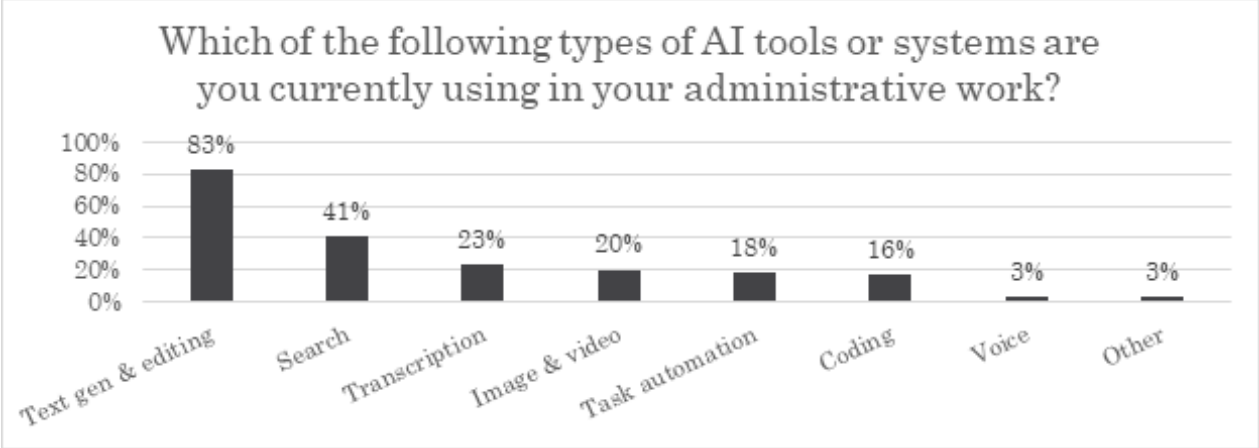
Familiarity with AI tools



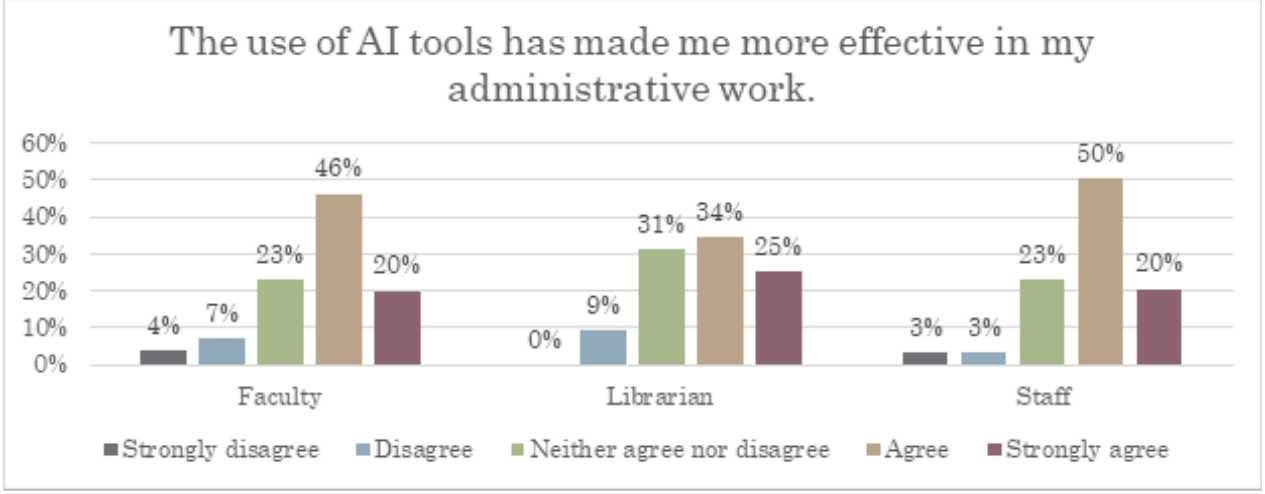


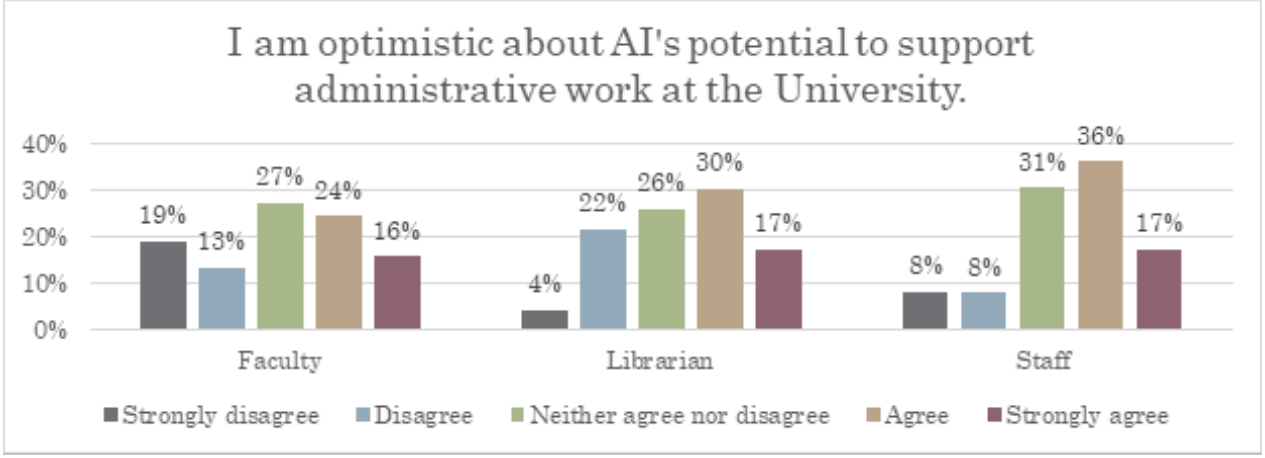
Use of AI tools

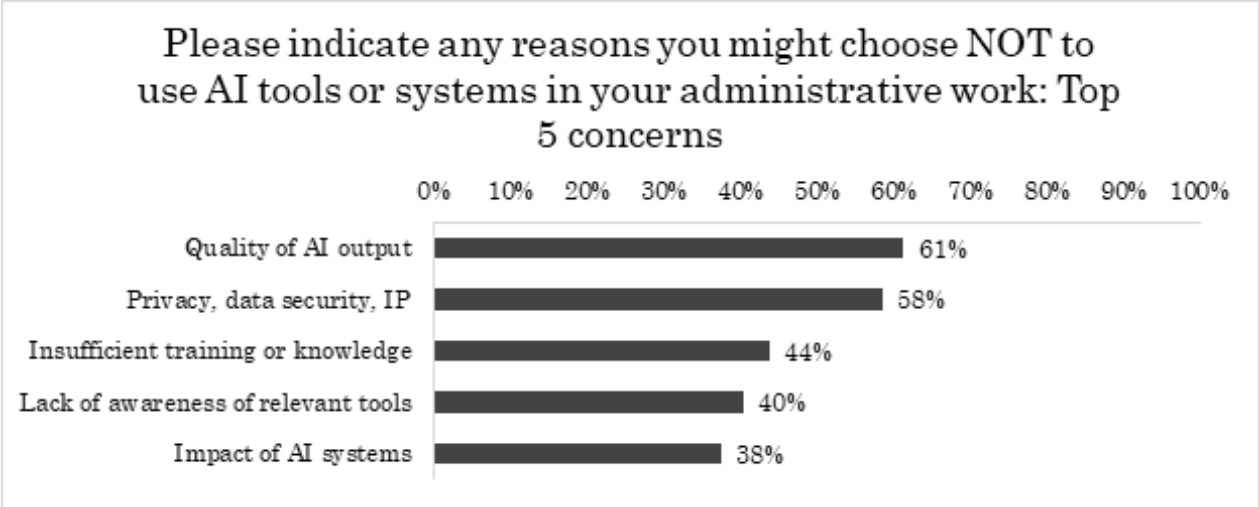




AI sentiments







Hopes and concerns for AI in administrative work

Open-ended question: What are your hopes and concerns about AI as it relates to your administrative work at the University?

Faculty, librarians and staff expressed hopes and concerns related to:

- **Administrative workload**: Respondents expressed **hope** that AI would help increase efficiency with routine, administrative and transactional tasks, but expressed **concern** that AI would increase administrative workload (from low-quality AI output, managing AI-generated student work, and inefficiencies introduced through AI)
- **Bias and fairness**: Respondents expressed **concern** that AI would generate biased output and about AI's potential social impact
- **Privacy and security**: Respondents expressed **concern** about sensitive information being shared with AI tools
- **Quality and accuracy**: Respondents expressed **hope** that AI could contribute to fair assessment of student work and a helpful balance of automation with human judgment, and **concern** that the quality, accuracy, and homogeneity of AI-generated output
- **Human interactions and skills**: Respondents expressed **hope** that AI could support professional development and **concern** about AI replacing jobs and reducing human interaction, about deskilling due to overreliance on AI
- **Environmental impact**: Respondents expressed **concern** with AI's potential impact on the environment
- **Human oversight and AI literacy**: Respondents expressed the need for guidelines, training, and general AI literacy, as well as critical analysis of AI output and decisions about AI use
- **Providing University services**: Respondents expressed **hope** that AI would predict student needs, support teaching and learning, and identify efficiencies and **concern** about implementation without adequate consultation

AI training and support

Open-ended questions: What information or skills would best prepare faculty, staff and librarians for the increasing availability and use of AI in the workplace? What additional training or resources would help you in your use of AI tools in your administrative work at the University?

Faculty, librarians and staff indicated that the following training and information would support AI learning and use:

- **Self-serve use cases**: Details about use cases related to administrative tasks, research and teaching, data analysis and visualization, project management, and student support with "self-serve" information about implementation, including tutorials and case studies
- **Technical support**: Access to AI tools, including API access and enterprise licenses, and sandbox environments; help desks and support teams
- **Support for safe & ethical implementation**: Information about ethical and practical considerations, including privacy, data security, bias, transparency, and environmental impact
- **Sharing effective practices**: Opportunities for collaboration, including communities of practice and feedback and sharing mechanisms
- **Training & workshops**
- Support for **custom solutions** for individual and unit needs

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