

THE STATE OF

AI at Queen's

A Teaching & Learning Community Update

Dr. Eleftherios Soleas · Special Advisor to the Provost on Generative AI · June 3rd, 2026

WHERE THIS STARTS

Right now, somewhere on this campus



A student

using ChatGPT to understand a concept the textbook didn't explain well



A professor

grading at the kitchen table, wondering if a person wrote the essay



A librarian

building the next AI workshop, hoping it stays current during the hour she delivers it



A TA

asking what an academic integrity case even looks like now



A staff member

wondering if a tool could help them do more for the people who depend on them

This talk is about all of them. And about you.

We are not just reacting to AI at Queen's.

We have been **thinking** about this since **late 2022** and **leading** at this since **early 2024**.
The questions Ontario's university sector is now asking out loud are the same ones we started answering quietly two years ago.

Where we are

What our community told us

What we've built

What's hard

What comes next



Our north star

AI at Queen's is to be used in service of our community, **augmenting our people's capacity**, and **living our values**.

When we choose to use AI, we use it to be the best version of ourselves.

AN HONEST LANDSCAPE

2,244 voices, July to October 2025

2,244

community members
responded to the needs
assessment

1,154

educators answered the
teaching & learning section

1,242

students shared how they
actually use AI

From principled objection to real enthusiasm



Principled objection

Caution

Real enthusiasm

All of it lives here... and we respect all of it.



We are having our fair share of discussions... as we should be.

The most common position:

“yes, but thoughtfully.”

PART ONE

What our faculty and students actually told us

Community voice first. Institutional response second.

What faculty want most is practical

- Best-practice guides for using AI in teaching — named by half of respondents
- Workshops on using AI tools in educational contexts
- General and disciplinary case studies
- Guidance on designing assessments
- Ethical and equitable use training

30%

told us they do not wish to integrate AI at all — and want that position respected.

We hear that. It is represented in our planning.

Our students are not asking us to be permissive

- 1 Clear rules on when and how AI can be used in courses
- 2 Clear instructions from instructors on permitted use
- 3 Guidance on how to reference AI-generated content
- 4 Help understanding the risks of relying on AI



**They are asking us
to be clear.**

THE THEMES THAT RECUR

Five things came up over and over

1



Integrity & learning erosion

Worry that AI undermines effort, reading, writing, critical thinking

2



Policy vacuum

Rules vary across courses; both groups want a coherent, trustworthy

stance

3



Ethics, IP & environment

Provenance, consent, bias, hallucination, climate, water, energy

4



Discipline specificity

“Writing equals thinking” — resistance where composing is the learning

5



Readiness & workload

Faculty underprepared and overburdened; fear of degraded

human feedback

PART TWO

What Queen's has built for teaching and learning

I want to start in the classroom, because that is where this talk lives.

CLASSROOM INTEGRATION

QUAN chatbots, now in five courses

Central support, curated use cases, and a shared library of expert-built prompt templates.



MINE 272



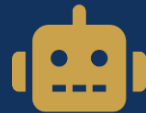
ELEC 392



APSC 200



MECH 203



GLPH 271

Different disciplines. Different rationales. Different guardrails.

LIBRECHAT — ENTERPRISE AI FOR EVERYONE



28,000+

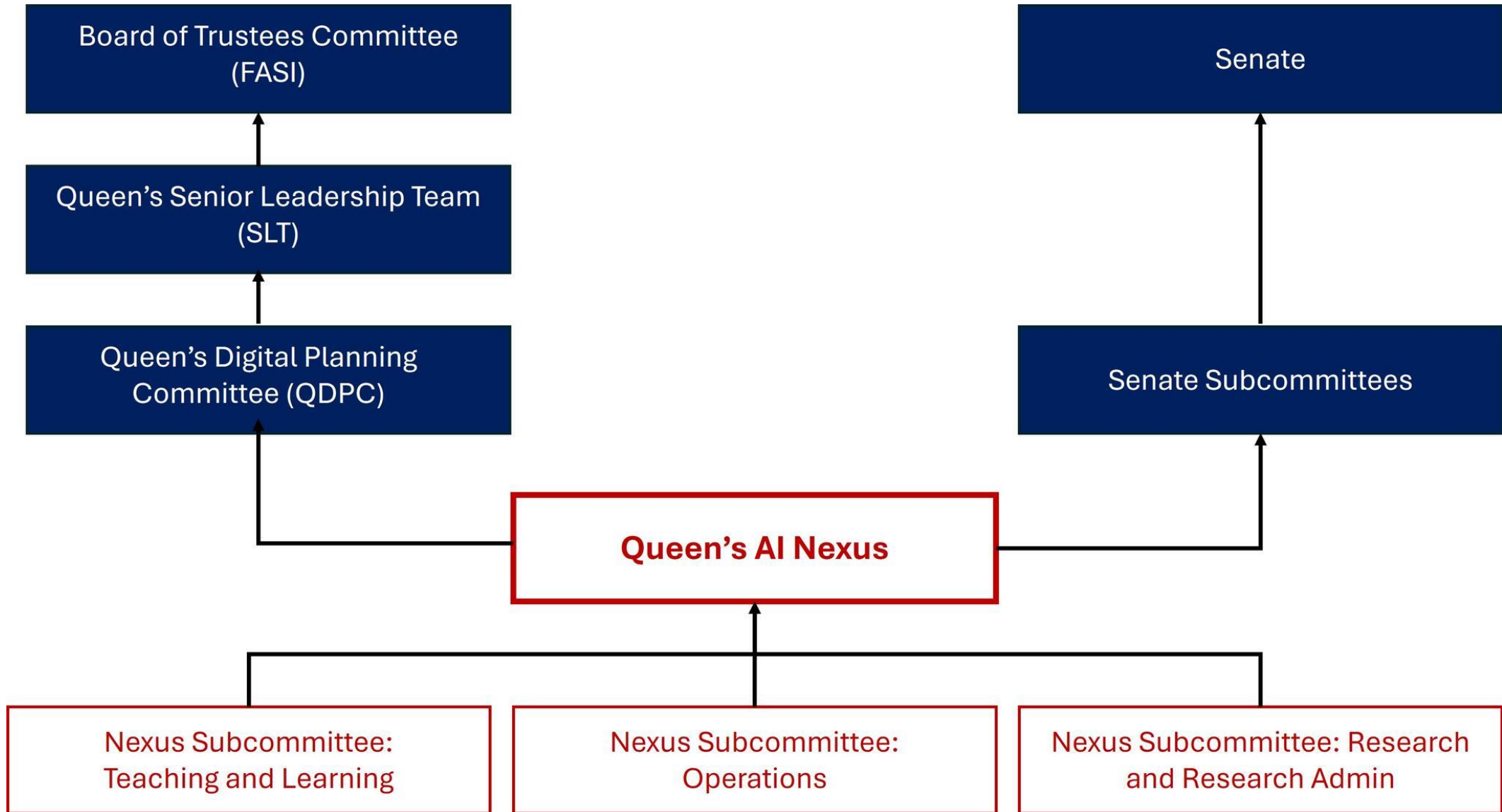
conversations to date, inside our secured digital domain

By type of user: 92% staff, librarian, and faculty · 8% student

What this means for teaching

- A safe, sovereign, multi-vendor alternative — free
- Both OpenAI and Anthropic models, one governed environment
- Every learner, faculty, and staff member, regardless of unit budget
- Instructors can bring AI in while protecting student data
- Students can use AI without feeding a third-party training set

AI GOVERNANCE AT QUEEN'S



THE GOVERNANCE THAT SUPPORTS THE TEACHING

Teaching & Learning Subcommittee

Chaired previously by **James Fraser** (Physics), and now **Brian Frank** (Engineering)

Christian Muise

Computer Science

Rosemary Wilson

Nursing

Satish Kumar Kotha

Engineering T&L

Scott Larin

Political Studies

Scott Whetstone

Law

Erica Friesen

Library

Richard Reeve

Education

Scott-Morgan Straker

English & Creative Writing

Prameet Sheth

Health Sciences

Stephen Thomas

Business

Susan Korba

Student Academic Success

**Tanya Joseph, Alyssa Perisa, Sakura Koner,
Tatyana Grandmaitre**
Student representation

A working body — where assessment redesign, syllabus clauses, integrity guidance, and pedagogical use cases get debated and shaped.

COMING SOON — COMMUNITY CONSULTATION NEXT

A slate of guidelines, frameworks, and literacy modules

Faculty Guidance on Responsible AI Use

- Key Terms Glossary
- Attribution in Teaching Materials
- AI in Assessment
- Student-Facing Transparency
- Syllabus AI Use: Selection Guide
- Policy on Syllabus Statements → SCADP

Student Guideline Framework

- Key Terms Glossary
- The Decision Flowchart: Is This Appropriate?
- Thought Experiments & Examples
- Department-Level Adaptation Templates

Foundational AI Literacy Modules

1. Foundations of AI Literacy at Queen's
2. Generative & Agentic AI
3. Responsibility and Accountability with AI
4. Digital Security and Data Sovereignty in the Age of AI
5. Critical Judgment: Human Oversight and Verification
6. Putting It Into Practice

Queen's Definition for AI Literacy

At Queen's we understand AI literacy as the knowledge, skills and values to inform the critical judgment to engage with AI competently and responsibly, including making informed decisions about when, how, and whether to use it or not.

THE REST OF THE PICTURE, BRIEFLY

Beyond the classroom



Operations

- HR, Procurement & T2200 form automation
- Term Adjunct hiring
- Contingency & Disaster Recovery
- Data & Finance Request workflows
- Next Up → Guideline on Queen's Chatbots

Tested for accessibility · Queen's Voice brand



Research

- Early pilot: six researchers trained chatbots on their own published works as AI research assistants
- Research & Research Administration Guidelines mobilizing in partnership with the VPR
- Use cases for all three teams — circulated for community consultation

Operations Subcommittee

Co-chaired by **Leah Wales** (Student Affairs) and **Jeff Glassford** (IT Services)

Leah Wales
Student Affairs · Co-Chair

Troy St John
Business

Sandra Morden
Research Librarian

Eleftherios Soleas
Office of the Provost

Jeff Glassford
IT Services · Co-Chair

Catherine Stinson
Computing / Philosophy

Jess Bolland
Corporate Relations / Smith Eng.

Diana Gilchrist
Bader College

Sarah Williams
Human Resources

Nadia Jagar
Athletics / Recreation

Peter Vivieros
Financial Services

Stuart McPherson
Registrar

Stephen Hunt
IT / Facilities / Smith Engineering

Nicole Hunniford
Budget & Resource Planning

Michael Polpette
University Affairs

Jill McCreary
Emergency Medicine / Clinical Ops

Mike Ferguson
Communications / Web & Digital / QHS

A working body — debating and shaping AI use across processes, finance, HR, and administration.

Research & Research Administration Subcommittee

Chaired by **Amir Fam** (SGS & VPR Research, Engineering)

Amir Fam

SGS & VPR Research, Eng. · Chair

Maggie Gordon

Library & Archives

Jacqueline Galica

QHS / Cancer Clinical Trials

Kyster Nanan

Molecular Pathology

Karen Samis

Office of Vice-Principal Research

Xiaodan Zhu

Engineering & School of Computing

Ian Matheson

SGPSA / Education

Sakura Koner and Tatyana Grandmaitre

SGPS Representative

Gunnar Blohm

Biomedical & Molecular Sciences

Samuel Dahan

Law

Noreen Haun

Computing

Il-Min Kim

Engineering & School of Computing

Murray Lei

School of Business

Tracy Trothen

Religion & Rehabilitation Therapy

Jennifer Hossek

Gender Studies, Language & Lit.

Eleftherios Soleas

Office of the Provost

A working body — debating and shaping AI use across data synthesis, knowledge translation, and research integrity.

The road ahead



Assessment Support Kit & Course Redesign Institutes

Adaptable templates, staged drafts, AI-critique tasks, TA workload guidance, and more



Standard Syllabus Clauses & Disclosure Norms

A coherent set of options instructors can adapt — clear and consistent enough to trust



On-Demand AI Literacy Primers

Bias, hallucinations, citation ethics, provenance, environmental cost — and when not to use AI



Operational Excellence: AI Learning Program

Bring a real project, work through three sessions, present in a fourth — peer-to-peer



Teaching & Learning Showcase Stream

Classroom-ready practice, highlighting what works and what does not



Communities of Practice Across Disciplines

Humanities, engineering, clinical, and law comparing notes in the same room

Late summer: the 2026 Generative AI Needs Assessment of the whole community — August into September.



THE STANDARD I KEEP COMING BACK TO

The most important AI question in teaching and learning

Does deploying AI in this instance helps our students learn better, our faculty teach better, and both think more clearly than before.



The best version of ourselves

Our success will not be measured by how much AI we adopt... but by whether we used this moment to become more thoughtful teachers, more effective staff, more capable students, and while retaining our compassion as community that still recognizes itself in the mirror.

We commit to transparency. To listening. To balancing innovation with care.

Thank you!!