



SENATE STANDING COMMITTEE ON TEACHING AND LEARNING

Regular Meeting
Wednesday, April 29, 2026
2:00 p.m. – 4:00 p.m.
MS Teams Online

AGENDA

1. Call to Order Mike Larsen 2:00
2. Approval of Agenda
3. Approval of Minutes, March 5, 2026
4. Chair's Report
5. New Business
 - 5.1. Microsoft AI Presentation TBA 2:10
 - 5.2. The Centre for Educational Transformation..... Leeann Waddington 2:30
 - 5.3. Feedback on Distinguished Teaching Award..... Catherine Schwichtenberg 2:40
6. AVP, Teaching and Learning and Learning Report..... Leeann Waddington 3:00
7. AI Assistive Devises Working Group Mike Larsen 3:10
8. Items for Discussion
9. Adjournment

SENATE STANDING COMMITTEE ON TEACHING AND LEARNING

Minutes of Regular Meeting
Thursday, March 05, 2026
2:00 p.m. – 4:00 p.m.
MS Teams Online

Present:**Voting Members**

Andhra Goundrey, Vice Chair
Catherine Chow
Christina Page
Leeann Waddington
Mike Larsen, Chair
Seng Sengsavanh
Sonayna Rana

Non-Voting Members

Caja Blomley
Catherine Schwichtenberg
Indra Minhas
Nishan Perera
Rob McTavish

Administrative Resources

Michelle Molnar
Ruby Gupta

Ex-Officio

Bruce Choy, President and Vice-Chancellor
Kwuntiltunaat (Kim Baird), Chancellor

Presenters

Chris Burns
Susan Xia

Not Present:**Voting Members**

Diane Van der Gucht
Gurnoor Kaur
Jovita Vytasek
Sharmen Lee

Non-Voting Members

Reza Khakbaznejad

1. Call to Order

The Chair, Mike Larsen, called the meeting to order at 2:00 p.m.

2. Approval of Agenda

Andhra Goundrey, moved the agenda be confirmed as circulated.

The motion carried.

3. Approval of Minutes, December 04, 2025

Catherine Chow, moved the minutes be accepted as circulated.

The motion carried.

4. Chair's Report

Mike Larsen, Chair of SSCTL referred the committee to his written report and provided an update on his involvement with the Wearable AI or Assistive Devices working group, noting productive meetings and the importance of an educational component for future initiatives. Although no feedback had been received on the SSCTL work plan since the last meeting, he committed to drafting and circulating an updated work plan to committee members for discussion.

5. AVP, Teaching and Learning Report

Leann Waddington, AVP Teaching and Learning, referred the committee to her written report as attached. She provided further information on the Wearable AI or Assistive Devices working group including review of other institutions policies for the development of a report to guide educators. She noted that initial legal guidance was received regarding necessary policy elements but not implementation, and that HR's interest extends to implications for the work environment beyond learning environments.

6. Items for Discussion

6.1. GenAI Academic Integrity Tutorial – SSCTL Feedback

Susan Xia presented the Gen. AI Academic Integrity tutorial developed by the Library, Learning Centres, and Integrity Unit, receiving detailed feedback from members on content, accessibility, structure, and future development.

6.2. Gen AI at KPU: Planning and Coordination of Student-facing Supports and instruction

Chris Burns, Librarian and Caja Blomley, Student Success Librarian, presented on the need for improved planning and coordination of student-facing Gen. AI instructional resources, highlighting the library's expertise, current initiatives, and the desire for greater involvement in institutional decision-making.

6.3. Teaching and Learning Commons: Mission and Vision

Leann Waddington shared draft mission and vision statement for the Teaching and Learning Commons and invited feedback from the committee. The committee discussed terminology, inclusivity and the articulation of change and power.

6.4. SSCTL Workplan Discussion

The committee tabled this item for the next meeting.

6.5. Committee Membership Review

Catherine Schwichtenberg, Vice Chair of Senate led a review of the Senate Standing Committee on Teaching and Learning's membership and mandate. Members discussed representation, voting rights, and the inclusion of additional perspectives such as accessibility and Indigenous voices.

6.6. Proposed 2026-27 Senate and Committee Meeting Dates

Catherine Schwichtenberg and Michelle Molnar, Administrative Coordinator, Senate office presented the proposed 2026 - 2027 Senate and Committee meeting dates and sought the feedback of the members.

7. Adjournment

The meeting adjourned at 3:58p.m.



SENATE STANDING COMMITTEE ON TEACHING AND LEARNING

Agenda Number: 5.2

Meeting Date: *Thursday, April 30, 2026*

Presenter(s): *Leeann Waddington*

AGENDA TITLE: THE CENTRE FOR EDUCATIONAL TRANSFORMATION (CET)

ACTION REQUESTED: Information

Context and Background

In March 2026, the AVP TL brought a draft mission and vision for the committee's feedback. Dialogue over some word choices was held and the feedback taken back to the department for consideration. Following this the TL Commons team had a session exploring values and commitments for the strategic plan and discussed the SSCTL feedback. Further revisions occurred. Additionally, there was discussion about how our name creates confusions with the Learning Center, also abbreviated TLC, as well as the meaning of a Commons. We are proposing a rebranding of our department to The Centre for Educational Transformation (CET) which aligns to our purpose, vision and mission, accurately reflecting our work.

The draft plan and proposed name change were provided to the Provost (Now President, pro tem) for input and support for the value of rebranding the department was secured. The draft plan and name change were also discussed with the Deans Council as a key partner for our work. There was general support for the name change and feedback provided on the goals, this has been incorporated. The plan was also reviewed by the incoming Provost, pro tem, and AVP Indigenous Leadership. The most recent version is attached.

It is our intention that The Centre for Educational Transformation (CET) formerly the Teaching and Learning Commons (TLC) supports teaching practice development and cultivates change by critically examining institutional practices, systems and policies to ensure learner centered approaches to education. It influences culture by creating community and providing leadership that centers around teaching and learning as an institutional priority for quality education delivery.

Key Messages

1. We are proposing a rebranding of our department to The Centre for Educational Transformation (CET). Changing the name of our department resolves confusion between us and the Learning Centers and provides branding opportunity to move this strategic plan forward
2. It is clear that educational change is needed in the post-secondary sector and we are ideally positioned to partner with educators and educational leaders to plan and implement this change.
3. Shifting to student-centered messaging and mission keeps priority and focus on KPU's core purpose, highlighting the value proposition for change.
4. Values, Commitments, Goals and Strategy are provided today for feedback.

Implications/Risks

- not revising all components of our strategic plan leaves us with unclear messaging and unclear priorities

Consultations

1. TL Commons team
2. Dr. Diane Purvey
3. SSCTL March 2026
4. Deans Council March 2026
5. Dr. David Burns
6. Dr. Gayle Bedard

Attachments

1. Draft Strategic Plan
-

Submitted by

Dr. Leeann Waddington

Date submitted

April 2, 2026



Centre for Educational Transformation

Formerly the Teaching & Learning Commons

🌟 **Vision: Strategic partners for educational change:** 🌟

Values



Relationships

We value people and the rich diversity they bring to our work and community.



Courage

We value courage as a means to question assumptions and to support innovation and change.



Growth Mindset

We value a strength-based approach to learning and partnership helping learners, educators and departments to flourish.



Holistic Approach

We value exploring multiple perspectives to inform and support educational change.

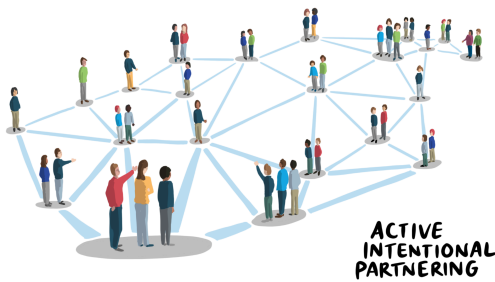
Commitments

- 1** Collaborating to share expertise and strengthen teaching and learning.
- 2** Cultivating welcoming and respectful spaces where educators, learners and departments feel valued and supported.
- 3** Continuously growing our expertise through consistent professional development and empowering others through open knowledge sharing.
- 4** Navigating complexity in education and responding to its impact on our communities.
- 5** Stewarding resources responsibly to drive sustainable educational change and student.

Mission

The Centre for Educational Transformation (CET) drives educational change by partnering with educators, educational leaders and institutional departments to design and deliver exceptional learning experiences, inside and outside the classroom.

 *To accomplish this mission, our goals are:*



Building community

by bringing people together to grow and learn we create a strong collective future

Support innovation and practice change

by applying our expertise in curriculum design, instructional strategies and educational technology we foster change and innovation.



IF WE DESIGN FOR THE MARGINS EVERYBODY BENEFITS

Enhance accessibility & inclusion and cultural safety

by creating environments where people feel safe, supported, respected, included, and connected.

Facilitate learning experience design

by facilitating a collaborative approach to educational change from curriculum, through design to delivery.



Goals



The goals identified have been selected as the critical path to achieve the mission and vision proposed above. They are high level areas of focus with prescribed strategies. There are many potential initiatives and operational priorities that can support their achievement. The operational plans will be developed in consultation with faculty and other institutional units and may evolve as context and priorities change.



Build community by bringing people together to grow and learn we create a strong collective future

Strategy

- Build relationships to foster community and support educational change
- Connect and mobilize educators
- Promote our internal partners as critical leaders in their areas of expertise



Support Innovation and practice change by applying our expertise in curriculum design, instructional strategies and educational technology we foster change and innovation.

Strategy

- Encourage and support innovation in teaching and learning across the institution
- Facilitate critical discourse about future ready teaching practice
- Partner in efforts to revise curriculum and redesign delivery approaches



Enhance accessibility & inclusion and cultural safety by creating environments where people feel safe, supported, respected, included, and connected.

Strategy

- Reduce barriers to learning in all environments
- Embed Accessibility and Inclusion by Design
- Partner with OEIC to facilitate initiatives that enhance cultural safety
- Support decolonization of education



Facilitate learning experience design by facilitating a collaborative approach to educational change from curriculum, through design to delivery.

Strategy

- Inspire future focused programming that meets the needs of learners and KPU's Polytechnic mandate
- Design and enable student centered learning by aligning curriculum, learning design, delivery models, and the systems that support them
- Embed practices that foster student success



SENATE STANDING COMMITTEE ON TEACHING AND LEARNING

Agenda Number: 5.3

Meeting Date: *Thursday, April 30, 2026*

Presenter(s): *Catherine Schwichtenberg*

AGENDA TITLE: FEEDBACK ON DISTINGUISHED TEACHING AWARD

ACTION REQUESTED: Discussion

Context and Background

The Senate Standing Committee on Teaching and Learning is being asked to review whether the criteria, forms, and evaluation matrices are clear, appropriate, and aligned with disciplinary expertise, and to provide feedback to the Senate Standing Committee on Tributes. This feedback will inform revisions to forms, processes and evaluation of packages.

Attachments

1. Distinguished Teaching Nomination Form
2. Draft Teaching Award Evaluation Template

Submitted by

Michelle Molnar, Administrative Coordinator, University Senate

Date submitted

April 23, 2026

Nomination Package:

DISTINGUISHED TEACHING AWARD



Senate

AWARD

Exemplary teaching is a core element of KPU and, accordingly, KPU recognizes and celebrates exceptional examples of teaching. This award is intended to recognize remarkable teaching as demonstrated by activities such as the development of new courses and curricula, contributions to the scholarship of teaching, development of effective teaching methods, enrichment of the learning environment at KPU, and contributions that improve the teaching of colleagues.

Nominations for the Award can be made by any faculty, staff member or student by the November SSC Tributes submission deadline of each year. Written permission of the nominee is required.

The Distinguished Teaching Award is awarded in two categories: 1) full-time teaching and 2) part-time teaching. There will be one award per year.

ELIGIBILITY

Employees who have worked at KPU for a minimum of five years are eligible for nomination. This may include faculty, staff or administrators that instruct.

SELECTION CRITERIA

There are no fixed criteria for selection of the Award, although generally nominees will have:

1. Contributed to the learning environment of their students, their departments, and their disciplines (e.g., by showing a consistent commitment to developing methodologies, materials, and processes which have contributed to student success).
2. A demonstrated interest in teaching and pedagogy.
3. Been a role model for colleagues and students.
4. Had a recognized and substantial impact on students, colleagues, and the institution (e.g., letters of support).

NOMINATION PROCESS

1. Nominees are required to complete the nomination form with all of the required information.
2. Nominations are to be in the form of the dossier that includes the identified material as described below.

Nomination Form

Nominations must include a completed Distinguished Teaching Award Nomination Form. It is in the best interest of the nominator to supply as much information as is relevant and available. This form must include a statement regarding why the nominee is worthy of the distinguished teaching award (not to exceed 500 words).

Distinguished Teaching Award: Nomination Form

Nomination Dossier

The nomination dossier includes evidence that demonstrates the nominee's exemplary contributions to teaching and learning at Kwantlen Polytechnic University. Nomination dossiers are expected to be 20 pages, but must not exceed 30 pages, including all appendices and supplementary material. Dossiers longer than thirty pages are ineligible and will be returned unread. It is expected that the font of submissions will be no less than eleven. Incomplete dossiers will be returned. The following elements should be included in a complete nomination dossier.

1. Completed Nomination Form.
2. A current *curriculum vitae* (no longer than five pages).
3. A statement of teaching philosophy submitted by the nominee (not to exceed 500 words).
4. Letters of support from faculty, staff or students that reflect the nominee's teaching excellence (no more than five, two of which are written by former or current students of the Nominee).
5. Evidence of teaching excellence. Materials may include (but are not limited to):
 - a minimum of two teaching evaluations from KPU
 - exemplary course materials that demonstrate selection criteria
 - notes of recognition and thanks for teaching
6. Record of professional and scholarly activity.
7. Demonstrated evidence of the scholarship of teaching and learning. Materials may include (but are not limited to):
 - external recognition of teaching excellence
 - exhibits of work
8. Written permission of the nominee.

Please note: All information submitted on behalf of the nominee will be kept confidential.

Collection Notice:

The Senate Office is collecting personal information on this nomination form pursuant to 26(c) of British Columbia's Freedom of Information and Protection of Privacy Act ("the Act") for the purpose of exercising the powers of Senate under section 37(1) of the University Act to facilitate nominations for awards. Personal information can be collected indirectly through the nomination process under 27(1)(c) of the Act, but the personal information provided on this form must be limited to what is specifically requested. If you have any questions about how personal information of nominees is managed through the nomination and award process, please contact senate@kpu.ca

Nominee Responsibility

- Nominees are strongly encouraged to submit a teaching dossier that includes teaching evaluations from recent courses and a selection of exemplary teaching materials from the list of courses taught in the last five years.

Distinguished Teaching Award: Nomination Form

- Nominees whose names are standing for the second year must ensure that an updated dossier is submitted for review and consideration

SELECTION PROCESS

All individuals nominated as candidates will be considered by the Senate Standing Committee on Tributes. Recommendations of the Senate Standing Committee on Tributes will be forwarded to Senate for its consideration and selection.

RECOGNITION

The Award will be acknowledged at one of the convocation ceremonies or other suitable occasion by the presentation of a citation.

Nominations will be reconsidered after a period of two (2) years.

Please return the completed Nomination Form and dossier to:

Chair, Kwantlen Senate Standing Committee on Tributes

c/o University Senate Office

Langley Campus
20901 Langley Bypass
Langley, BC V3A 8G9

Tel: 604.599.2357
Email: senate@kpu.ca

Nomination forms are available on the Senate website <https://www.kpu.ca/senate/committees/submission-forms>

Distinguished Teaching Award: Nomination Form

NOMINATION SUBMITTED BY

Nominator's Name:

Nominator's contact details (phone and email):

Nominator Signature: _____ Date: _____

Please state why you feel this nominee should be awarded a Distinguished Teaching Award (*not to exceed 500 words – if more room is required, please attach the statement to this form*):



DISTINGUISHED TEACHING AWARD EVALUATION TEMPLATE

Policy AD5 definition of the Distinguished Teaching Award:

Exemplary teaching is a core element of KPU and, accordingly, KPU recognizes and celebrates exceptional examples of teaching. This award is intended to recognize remarkable teaching as demonstrated by activities such as the development of new courses and curricula, contributions to the scholarship of teaching, development of effective teaching methods, enrichment of the learning environment at KPU, and contributions that improve the teaching of colleagues.

Eligibility

Does the Nominee meet the following eligibility criteria (per AD5)

- Employed at KPU for ≥ 5 years
- Faculty, staff, or administrator who teaches
- Written permission provided

Required documents:

- Completed Nomination Form
- CV (no more than 5 pages)
- Teaching Philosophy Statement (no more than 500 words)
- Letters of Support (max 5, including 2 or more from students)
- Teaching Evaluations (2 or more KPU only)
- Exemplary Course Materials
- Notes of Recognition/Thanks
- Record of Professional & Scholarly Activity
- Evidence of Scholarship of Teaching & Learning
- Written Permission of Nominee

Suggested Scoring Rubric

Use the rubric below to evaluate the nominee. Total Score: 40 points

Examples in package with evidence of:	Max Score = 40	Score	Comments
Development of methods, strategies, processes that help students succeed (e.g., package examples or highlighted areas in syllabuses, faculty or outside presentations, letters of support, external recognition,	10		

Demonstrated interest in Teaching and Pedagogy (e.g., courses, PD, engagement with TLC offerings, digital badges, personal course work etc)	10		
Substantial impact on students, colleagues and KPU (e.g., found in letters of support, KPU or Faculty awards or recommendations, KPU teaching evaluations)	10		
Role Model for Colleagues & Students (e.g., examples found in letters of support, thanks, etc)	10		
Quality of Supporting Materials Clarity, relevance, and strength of dossier materials	10 (not counted in score)		This score should help to determine if a package should be returned with recommendations on improving it for next year.

Gaps or Concerns in the information?	

Items to Consider for difficult decisions – the information must be found in the package, not vocalized support from committee members.?

- Equity, Diversity, Inclusion, and Anti-Racism
- Indigenization & decolonization
- Unique contributions to teaching and learning at KPU?
- KPU vision 2026, Academic Plan?
- ?

Recommend?

Do not Recommend?

Move to next year?

SENATE STANDING COMMITTEE ON TEACHING AND LEARNING

Agenda Item: 6

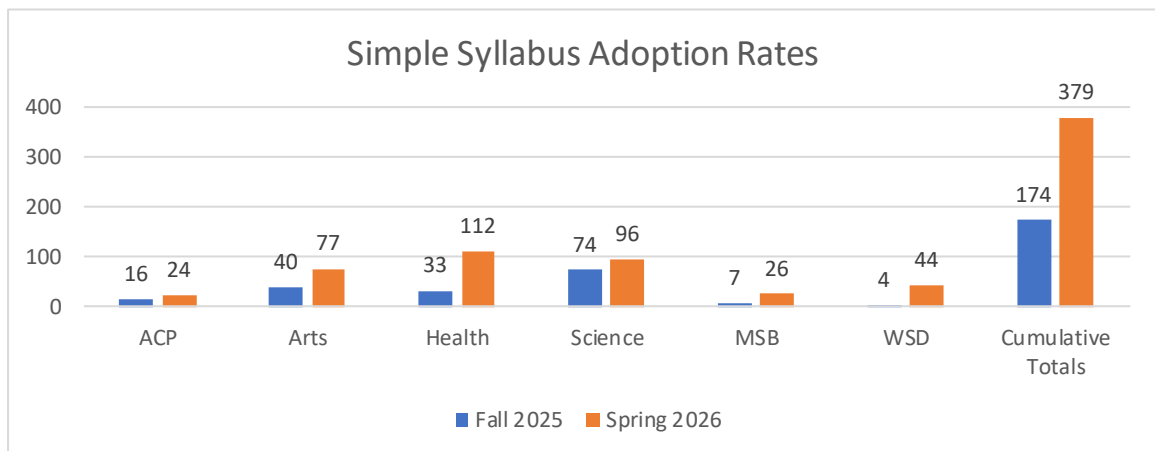
Meeting Date: Thursday, April 30, 2026

Presenter: Leeann Waddington

**Associate Vice President, Teaching and Learning:
Report to the Senate Standing Committee on Teaching & Learning
April 30, 2026 (for the period of Feb 19, 2025 to April 16, 2026)**

UPDATES

- The AI Assistive Working Group was established to provide coordinated institutional guidance on the use of AI-assisted devices in teaching, learning, assessment, and accessibility, with particular attention to ethics, privacy, student rights, and faculty support. Additional details are included in today’s agenda package.
- Over the past 4 months TL has been working on new vision, mission and strategic planning as well as rebranding. Details are in today’s agenda package. Once finalized operational plan will begin with gathering faculty input on their priorities to support the proposed goals.
- Since its launch, faculty adoption of Simple Syllabus has continued to grow, demonstrating strong engagement and a commitment to streamlined, accessible course planning.



- The latest TL Commons Newsletter can be found [HERE](#)

WORKSHOPS AND EVENTS

- Generative AI Community of Practice continues with the intention of developing knowledge, sharing use cases and informing leadership decisions around gen AI tools. Join us [HERE!](#)
- The United Nations Sustainable Development Goals (UN SDGs) Community of Practice (CoP) serves as an inclusive and collaborative space where KPU faculty, staff, and students can learn from and engage with each other. Through interdisciplinary dialogue, participants, including our UN SDG Champions, can share ongoing

projects, research, and initiatives related to advancing the SDGs at KPU. The CoP fosters candid discussions about challenges, encourages collaboration, and aims to drive positive change within our university community. Join us [HERE](#)

- Check out our upcoming learning opportunities [here!](#)
 - [The Heart of Teaching: Crafting your Teaching Philosophy Statement, a Hands-On Workshop](#)
 - [Reflect and Redesign: Intentionality and Iterative Course Design Summer 2026](#)
 - [Unlock WordPress: From Novice to Website Creator](#)

Learning Technologies

- Community Moodle sites will be discontinued in Spring of 2027, additional information about this transition will be communicated in the coming weeks.
- ReadSpeaker will soon be available in Moodle. This text-to-speech plugin offers a range of features to enhance the learning experience including:
 - Listening to course content with synchronized word- or sentence-level highlighting
 - Personalizing reading speed and highlighting colours
 - Translation of selected text into multiple languages and hear it read aloud
 - Use of docReader to view and listen to course documents

Open Education

- The TL Commons participated in various OE Week events throughout the month of March
 - **Presentation - KPU's AI Disclosure Framework for OER Creation**
 - Monday March 2, 11am-12pm
 - **BCOEL OE Week event - Science Education for a Just and Sustainable World**
 - Monday March 2, 12pm-1pm
 - **Workshop - ZTC Quest Finding Quality OER for Your Students**
 - Monday March 2, 1pm-3pm
 - **Workshop - From Annual to Perennial: Renewable Assignment Design**
 - Tuesday March 3, 10am-12pm
 - **Workshop - Foundations First: Designing OER Textbooks for Student Success**
 - Thursday March 5, 1pm-3pm
 - **ZTC Cheers and Peers - KPU Surrey**
 - Friday March 6, 11:30am-1:30pm
 - **Presentation - Building Trust Through AI Transparency in OERs (the AI Disclosure Framework for OER Creation)**
 - Wednesday March 11, 11am-1pm
 - **Presentation - OE Global Live! Demonstration of the AI Declaration Template**
 - Tuesday March 17 10-11

AI-Assisted Devices Working Group- Report

Members

- Leeann Waddington – AVP, Teaching and Learning
- Seanna Takacs – Learning Specialist – Accessibility Services
- Geoff Taylor- Manager, Assessment & Testing Services
- Jeffrey Meyers - Faculty, Criminology Department
- Victor Martinez- Faculty, Design, Wilson School of Design
- Landon Kleis - Faculty, Computer Business Systems, Melville School of Business
- Mike Larsen – Faculty, Criminology Department

Others

- Akua Boakye-Ansah – Administrative Coordinator, Teaching and Learning
- Shayna Minosky- Chair, Research Ethics Board

This report consolidates key discussions, decisions, and action items from meetings of the AI Assisted Devices Working Group held in February and March 2026.

Background

The Working Group was established to provide coordinated institutional guidance on the use of AI-assisted devices in teaching, learning, assessment, and accessibility, with particular attention to ethics, privacy, student rights, and faculty support. The group defined AI-assisted devices as portable ‘smart’ devices with AI functionality that are part of the Internet of Things. The features of such devices vary, and can include recording and transcription functions as well as real-time data processing through a cloud-based LLM. Some wearable AI devices incorporate assistive features. For example, ‘smart glasses’ function as prescription glasses while also providing audio and video recording and AI functions supported by a cloud-based LLM.

Meeting Summary

The working group convened a total of three meetings to examine the main issues, risks, and emerging challenges associated with the use of AI-assisted devices in classroom settings at KPU.

Across the meetings, members emphasized the rapidly evolving nature of AI technologies and the need for defined institutional guidance and supportive education to our community.

The following institutional policies and syllabi were reviewed:

- Accessibility Services
 - [Types of accommodations](#)

- [Recording Guidelines](#)
- Assessment & Testing Services
 - Policy and Procedure Manual
- AC4 - Student Evaluation and Grading Policy and Procedure
- IM2 - Freedom of Information Policy and Procedure
- IM3 - Information Technology Usage Policy and Procedure
- IM4 - Confidentiality Policy and Procedure
- IM8 - Privacy Policy and Procedure
- ST2 - Student Academic Integrity Policy and Procedure
- ST7 – Student Conduct (Non-Academic)
- ST14 - Academic Accommodations for Students with Disabilities Policy

The KPU Policy Office was able to complete a sector scan of policies related to assistive devices and recording practices at other PSIs. While these are not directly related to AI assistive devices, predominantly Meta glasses, the language in them could help in the development of our guidance on this matter. Consultation regarding the need for a single policy on AI assisted devices suggests guidance is a more flexible and iterative approach to a matter that will likely have continuous change, supporting the guidance development work of this group.

Observations

Essentially, the policy review revealed the following:

- Existing accessibility and recording guidelines permit recording primarily as an approved accommodation and emphasize consent and limited use. These resources were not designed with AI-enabled, always-on wearable devices in mind. The analysis indicates a need to update or supplement guidance to address emerging AI assistive technologies while maintaining accessibility obligations.
- The IM3 policy governs acceptable use of technology connected to the institution's system but offers limited practical guidance for privately owned wearable AI devices operating on personal networks. Privacy violations or misuse may fall under the policy in principle, yet detection and enforcement are difficult in practice. The review established that IM3 alone is insufficient to address classroom-based AI wearables.
- The IM8 primarily covers the obligations of the institution (as a public body) and its employees under FIPPA, as opposed to the activities of students. The activities of students would fall under the FIPPA if, for example, they are acting as employees, volunteers, or service providers for KPU. *Nevertheless, it does provide a framework of principles that help consider the status of wearable AI.* Under the *Privacy by Design* in Privacy Procedure, consent for recording and protection of personal information provides a strong framework for assessing risks posed by wearable AI devices. The policy supports the need for clear guidance and privacy review when introducing or regulating AI-enabled recording technologies.

- The ST2 policy clearly supports prohibiting the use of wearable AI during assessments, where unauthorized devices may compromise academic integrity. The policy is less explicit regarding the use of wearable AI in non-assessment classroom settings. This gap raises challenges when balancing integrity enforcement with accessibility and human rights considerations, particularly for AI-enabled prescription eyewear.
- The ST7 policy establishes the expectation that all members of the University community contribute to a safe, respectful, and civil learning environment. Analysis suggests that non-consensual or unconsented recording using wearable AI devices may conflict with students' reasonable expectations of privacy (and vice-versa). The policy supports interpreting unauthorized recording as inconsistent with standards of conduct.
- The ST14 affirms the University's responsibility to provide reasonable academic accommodations for students with disabilities, up to the point of undue hardship, while balancing academic standards, health and safety, and the rights of others. It also requires strict protection of disability-related information in accordance with FIPPA and institutional privacy policies. This ties in with the IM4 policy, which prohibits unauthorized use, disclosure, or removal of confidential information, including actions taken for personal advantage or outside assigned duties. It also forbids attempts to access protected systems or credentials and any collaboration to bypass confidentiality requirements
- Syllabus language review - while KPU's current syllabus guidance addresses generative AI tools, they do not clearly cover AI-assisted devices (e.g., wearables that capture audio, video, or environmental data). Although instructors can indicate permitted or restricted uses of GenAI, there is limited guidance on consent, privacy, and intellectual property risks related to these devices. The analysis highlights the need for clearer syllabus language that distinguishes AI-enabled devices from GenAI tools and outlines expectations for consent, privacy, and accommodations.
- The Student Rights & Responsibilities Office (Student-Oriented) does not provide specific guidance on AI-assisted or AI-enabled devices in instructional settings. Instructors seeking direction are advised to consult the Teaching and Learning Centre, as decisions are currently managed on a case-by-case basis. This approach reflects the complexity of individual scenarios and the need for contextual judgment rather than blanket rules.

Overall, the Working Group identified a lack of consistent institutional mechanisms to ensure both faculty and students are prepared to use AI-assisted devices appropriately. Ethical considerations, including Privacy, consent, unauthorized recording, surveillance, and intellectual property protection, were identified as high-priority areas requiring explicit institutional language. The group, however, agreed that updating the existing guidance documents, including syllabus template language, would be a sufficient approach if well-structured guidance in a central location was provided.

The group agreed on the importance of consistent terminology, adopting the term 'AI-assisted' to describe these technologies across all institutional communications. Dedicated guidance for AI-assisted devices was identified as essential, recognizing that such tools affect not only individual users but also all participants in learning environments. It was also acknowledged that professional development is needed to support faculty confidence related to AI. Additionally, it was voiced that leadership support

related to faculty decisions on appropriate use in their course is critical for successful implementation, particularly when navigating accommodations, assessments, and sensitive classroom contexts.

Next steps

Key next steps include:

- Revising standardized syllabus language to address AI-assisted devices.
- Revise teaching and learning position to address AI-assisted devices and add a principle related to the legal expectation of privacy for faculty and students in the learning environment.
- Updating guidance for Accessibility Services and Assessment & Testing Services as it relates to AI-assisted devices
- Producing faculty-facing and student-facing educational resources explaining AI technologies and their implications.

The Teaching and Learning Centre (TLC) will integrate final recommendations into existing AI guidance and support institutional communication and rollout. These coordinated efforts aim to promote ethical, equitable, and transparent use of AI-assisted devices while supporting academic integrity, accessibility, and educational quality across the institution.