

GENERAL FACULTIES COUNCIL
AGENDA

Thursday, November 6, 2025, 1:30 p.m.
Meeting #640

In-Person Modality
Biological Sciences 587

Item	Description	Presenter	Materials	Estimated Time
1.	Conflict of Interest Declaration	McCauley	Verbal	1:30
2.	Inclusive Practice Moment	Holt ¹	PowerPoint	
3.	Safety Moment	Arends ²	PowerPoint	
4.	Remarks of the Chair	McCauley	Verbal	
5.	Remarks of the Vice-Chair	Davidson	Verbal	
6.	Question Period	McCauley	Verbal	
	Action Items			
7.	Approval of the October 9, 2025 Meeting Minutes	McCauley	Document	
8.	Endorsement of the Principles for the Assessment of Student Learning	Benoit ³ /Bauer ⁴	Document + PowerPoint	2:00
9.	Election of One Academic Staff Member of GFC to the GFC Executive Committee (note: the election will be held using an electronic form immediately following the meeting)	McCauley/McVie	Document	2:20
	Discussion Items			
10.	Revisions to the Policy and Procedure for Establishing and Managing Policies and Procedures	Lacasse ⁵ /Hinman ⁶	Document	2:25
	Information Items			
11.	2025 Continuing Education Enrolment Report	LeBlanc ⁷ /Taylor ⁸	PowerPoint	2:45

Item	Description	Presenter	Materials	Estimated Time
12.	Standing Reports: a) Report on the October 15, 2025 GFC Executive Committee Meeting b) Report on the October 20, 2025 Academic Planning and Priorities Committee Meeting c) Report on the October 16, 2025 Research and Scholarship Committee Meeting d) Report on the October 14, 2025 Teaching and Learning Committee Meeting e) Report on the October 17, 2025 Board of Governors Meeting	In Package Only	Documents	3:00
13.	Other Business	McCauley		
14.	Adjournment Next meeting: December 4, 2025 (in-person modality)	McCauley	Verbal	3:00

Regrets and Questions: Elizabeth Sjogren, Governance Coordinator (GFC Lead)

Email: esjogren@ucalgary.ca

Courtney McVie, University Secretary

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GFC Information: <https://www.ucalgary.ca/secretariat/general-faculties-council>

Presenters

1. Nick Holt, Dean, Faculty of Kinesiology
2. Wilbert Arends, Vice-President (Finance and Services) and Chief Financial Officer
3. Wendy Benoit, Interim Vice-Provost (Teaching and Learning)
4. Mark Bauer, Interim Associate Dean (Teaching, Learning, and Student Engagement), Faculty of Science and Co-Chair, Assessment Principles Group
5. Jacqueline Lacasse, General Counsel and Vice-President (People and Culture)
6. Pamela Hinman, Associate Vice-President, Legal Operations
7. Sheila LeBlanc, Associate Vice-President (Continuing Education)
8. Terumi Taylor, Assistant Registrar, Non-Credit and Associate Director of Student Services, Continuing Education

The draft Minutes are intentionally removed from this package.

Please see the approved Minutes [uploaded separately on this website](#).



- a) Assessment meaningfully supports student learning and growth, is grounded in disciplinary context and highlights applicability and relevance.
- b) Assessment practices demonstrate alignment within the curriculum and modality of the course and program, progressively building upon and reflecting student learning, skills, and competencies throughout their academic journey.
- c) Assessment cultivates a shared and ethical space that respects written and oral traditions and honours diverse Indigenous cultural protocols, perspectives and knowledges.
- d) Assessments are designed to be fair, accessible, equitable and inclusive for diverse educators and learners, and provide multiple ways for students to engage with learning.
- e) Assessments actively engage students by offering multiple opportunities for practice; timely, clear, and meaningful feedback; and structured reflection on their learning to continuously improve and enhance future learning.
- f) Communications about assessments are transparent and designed to ensure clarity on the policies, purpose, tasks, grading standards, and criteria by which students will be assessed.
- g) Assessments consider the mental health and wellbeing of students and educators by recognizing the human and systemic contexts.
- h) Assessments uphold the values, principles, and practices of academic integrity.
- i) Educators and students use educational technologies ethically in assessment and feedback practices, and take proactive measures to mitigate barriers, adverse impacts, and biases.

- j) Assessments inform administrative and curricular processes, including quality assurance and alignment with professional accreditation standards, to continuously enhance educational quality and student success.
- k) The assessment ecosystem is sustainably supported by organizational policies, processes, resources, professional learning, and digital and physical infrastructure.

It is unlikely that any assessment practice, process, or policy will adhere to every one of the principles. These principles are meant to guide and influence meaningful reflection, dialogue and decision-making related to assessment practices across the university community, within the context of existing educational and governance processes. As the contexts of our teaching and learning environments become increasingly complex, these principles serve as a tool for continuous and incremental review, learning, growth, action, and transformation. They offer direction for the institution, faculties and individual educators to reflect upon and continuously improve assessment practices. Postsecondary teaching and learning landscapes are rapidly evolving and shifting. It will be important for the institution to commit to reviewing and adjusting these principles on a regular basis (e.g., every 3 years).

KEY CONSIDERATIONS

- **Student engagement, success and well-being** are at the heart of the eleven principles.
- The eleven principles are meant to **guide and influence meaningful reflection, dialogue and decision-making** related to assessment practices across the university community, within the context of existing educational and governance processes.
- The eleven principles directly **align with the Ahead of Tomorrow, Academic Innovation Plan** (2.3 f): “Advance innovative and authentic approaches to the assessment of student learning...”
- The process to develop these principles, including our commitments to parallel processes and ethical space, **demonstrates UCalgary’s leadership** across and beyond the U15.
- Principles for the Assessment of Student Learning **provide a framework and foundation** to help guide assessment practices, policies, guidelines, procedures, discussions, and decision-making across multiple organization levels.
- The eleven principles will serve as a **tool for continuous and incremental review**, learning, growth, action, and transformation, and offer direction for the institution, faculties and individual educators to reflect upon and continuously improve assessment practices.

The Assessment Principles Group (APG) received feedback on the draft principles and report from: the Teaching and Learning Committee (TLC); the Calendar and Curriculum Subcommittee (CCS); the Graduate Academic Program Subcommittee (GAPS); *ii’ taa’poh’to’p* Working Circle 4 (Academic Programs) and Working Circle 6 (Policies, Procedures, and Practice). Feedback was also received from individuals (students, academic staff, leaders and support staff) who contributed to the draft report over the last six months of campus consultations. Elder Evelyn Good Striker (a Lakota Dakota from Standing Buffalo First Nation in Saskatchewan and Cheyenne River Sioux Tribe in South Dakota), and Indigenous leaders and scholars, including Dr. Michael Hart, Dr. Shawna Cunningham and Dr. Christine Martineau, also provided ongoing leadership, wisdom, and guidance. A summary of this feedback is attached and has been incorporated into the assessment principles and report.

Some key changes to the report and principles include:

Feedback received	Resulted change
Include a glossary for words used to describe Indigenous perspectives and meaning	Glossary at the end of the report was added.

Add 'Accessibility' to Principle D.	"Assessments are designed to be fair, accessible , equitable and inclusive for diverse educators and learners, and provide multiple ways for students to engage with learning."
Add 'Modality' to Principle B.	"Assessment practices demonstrate alignment within the curriculum and modality of the course and program, progressively building upon and reflecting student learning, skills, and competencies throughout their academic journey."
Revision to Figure 2 to change 'Continuous Improvement' to 'Continuous Enhancement.'	Completed. See Figure 2 in attached report.
Revisions to Figure 1 adding the word 'Reciprocity'; adding 'Self-Actualization'; changing 'Holism' to 'Wholism'; revising 'Human (more than human)' to 'Humanity' and 'All our Relatives.'	Completed. See Figure 1 in attached report.
Several recommendations emerged that focused on the next stage – putting the principles into action.	Ongoing work. APG will actively develop recommendations to support implementation; partner with academic units and TI to pilot engagement with the principles.

BACKGROUND

In March 2023, a group of leaders from academic units, the student experience portfolio, Registrar's office, Taylor Institute, Secretariat's office and Legal/Student Appeals met to identify pressing issues related to assessment of student learning, and potential actions to be taken. One of the key recommendations from the group was to develop a set of Principles to guide practices for the assessment of student learning at the University of Calgary, that would help inform future decision-making processes for educators, academic units and the institution. The APG was formed shortly after and under the direction of the Vice-Provost (Teaching and Learning).

The APG serves as an advisory group to the GFC (Teaching and Learning) with the mandate to draft institutional Principles for the Assessment of Student Learning.

The APG conducted an [environmental scan of U15 institutions and a comprehensive literature review](#). This data, together with the consultation data from UCalgary, resulted in eleven themes to help student assessment: student learning and growth; curriculum alignment; parallel processes and ethical space; equitable and inclusive; meaningful feedback; clear communication, mental health and wellbeing; academic integrity; educational technologies; continuous enhancement; and resources and support. The eleven principles were developed based on these themes. Further information related to the development of the principles for the assessment of student learning is provided in the attached report.

RISKS

For over two years, the APG has consulted the campus community with a mandate to deliver principles for student assessment. The principles, as written, are a result of those consultations and a thorough literature review and environmental scan. They represent innovative, community and research-informed assessment practices and align with future-focused program delivery.

These principles form the foundation of the key strategies in the Academic Innovation Plan to advance innovative and authentic approaches to student assessment that are research-informed. If these principles are not endorsed, we risk not achieving this key initiative.

Students and academic staff are asking for change within our assessment practices and require support for that change. GFC endorsement provides a foundation for our community to impact student engagement, be innovative, impact change, and provide necessary supports.

The endorsement of these eleven principles shows a commitment to students-as-partners and supports the institutional goal to “educate transformative leaders.”

ROUTING AND PERSONS CONSULTED

Over 450 people (staff, students and faculty) engaged in campus conversations, and nearly 900 comments emerged from and were coded from these consultations to inform the principles. Elder Evelyn Good Striker has provided ongoing wisdom, leadership and grounding. Dr. Michael Hart and Dr. Shawna Cunningham from the Office of Indigenous Engagement have also provided guidance and wisdom as the process has evolved.

The APG facilitated sessions throughout November 2024 – April 2025 with the following groups: the Student Legislative Council; the Graduate Student Association; Graduate Representative Council; Associate Deans (Teaching and Learning) Roundtable multiple times; the Taylor Institute for Teaching and Learning; students from the Scholars Academy, Academic Turnaround Program (ATP), Neurodiversity Immersive Campus Experience (NICE), Peer Assisted Study Session (PASS) student leaders and First-Generation Student Mentors; staff from Student Accessibility Services that included access advisors and neurodiversity support advisors; Student Success Centre Staff; faculty-specific consultations were held with the Werklund School of Education and the Cumming School of Medicine. Individual conversations were also held with 13 Indigenous academic staff members from the Werklund School of Education, Faculty of Science, Faculty of Nursing, Faculty of Arts and Cumming School of Medicine.

The APG also presented to the *ii’ taa’poh’to’p*, Working Circle 4 (Academic Programs) and the *ii’ taa’poh’to’p*, Working Circle 6 (Policies, Procedures, and Practice) in addition to the governance committees listed below.

In the coming month, the principles and report will be shared further at Dean’s Council.

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Teaching and Learning Committee	2024-11-19				X
	Teaching and Learning Committee	2025-04-15			X	
	Calendar and Curriculum Subcommittee	2025-05-15			X	
	Graduate Academic Program Subcommittee	2025-05-28			X	
	Teaching and Learning Committee	2025-10-14		X		
X	General Faculties Council	2025-11-06	X			

NEXT STEPS

To align with the commitments in the *ii’ taa’poh’to’p* Indigenous Strategy, we are engaging in a parallel process that is grounded in oral traditions. There will be a community conversation, planned for Spring 2026, with Indigenous Elders and Knowledge Keepers, scholars, and community groups to create an ethical space for a parallel process around student assessment.

The APG will develop recommendations for engagement with the Assessment Principles across all levels of the institution (e.g., individual educators, Faculties/departments, institution).

The APG and the Taylor Institute for Teaching and Learning are partnering with academic units to develop and pilot resources and initiatives to inspire engagement with the principles for the assessment of student learning and highlight examples of where these principles are already being used throughout the institution.

The Principles for the Assessment of Student Learning will live on the [Teaching and Learning website](#), and resources that support engagement with the principles will live on the [Taylor Institute website](#). Upon endorsement from GFC, the principles and final full report will be made available on the website, by the end of November 2025.

Pedagogical resources aligned with the assessment principles are currently in development and will be shared on a landing page dedicated to student assessment on the TI website immediately upon endorsement from GFC. The APG members will be engaging with academic units to co-create discipline-specific assessment strategies based on the principles throughout this academic year.

The TI and VPTL are currently developing a communications plan based on the principles. For example, upon endorsement from GFC, we will publish a UToday article to share the principles broadly.

APG will develop recommendations to oversee, steward and review the principles for the assessment of student learning over time.

SUPPORTING MATERIALS

1. Assessment Principles Website (including environmental scan and literature review) - <https://teaching-learning.ucalgary.ca/resources-educators/assessment-principles>
2. Assessment Principles Report (attached)
3. APG Feedback Summary (attached)

Principles for the Assessment of Student Learning: A Report

Last Revised: October 2025

Written by:

Natasha Kenny (Assessment Principles Group, Co-chair)

Barbara Brown (Assessment Principles Group, Co-chair, 2023-2025)

Muhammad Adil Arshad

Christine Martineau

Mark Bauer (Assessment Principles Group, Co-chair, 2025–)

Robin Arseneault

*We would also like to acknowledge all members of the [Assessment Principles Group](#) who offered continuous leadership, guidance, and feedback as we, together, engaged in consultations with units and groups across UCalgary and developed the draft principles for the assessment of student learning.

Territorial Acknowledgement

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta Districts Calgary Elbow and Calgary Nose Hill.

The University of Calgary is situated on land Northwest of where the Bow River meets the Elbow River, a site traditionally known as Moh'kins'tsis to the Blackfoot, Wîchîspa to the Stoney Nakoda, and Guts'ists'i to the Tsuut'ina. On this land and in this place we strive to learn together, walk together, and grow together "in a good way."

Executive Summary

The Assessment Principles Group (APG) was formed in 2023 to draft institutional Principles for the Assessment of Student Learning, based on input from across the University of Calgary (UCalgary). Principles for the Assessment of Student Learning will provide a framework to help guide assessment practices, policies, guidelines, procedures, discussions, and decision-making across multiple organizational levels. Consultations with the UCalgary campus community began in the fall of 2024 and occurred over six months. Elder Evelyn Good Striker provided grounding, wisdom and guidance for our processes to help the team move forward in a good way. Over 450 people (staff, students and faculty) engaged in campus conversations, and nearly 900 comments emerged from and were coded from these consultations. Eleven themes emerged from this process including: student learning and growth; curriculum alignment; parallel processes and ethical space; equitable and inclusive; meaningful feedback; clear communication, mental health and wellbeing; academic integrity; educational technologies; continuous enhancement; and resources and support. The following draft principles were developed based on these themes:

- a) Assessment meaningfully supports student learning and growth, is grounded in disciplinary context and highlights applicability and relevance.
- b) Assessment practices demonstrate alignment within the curriculum and modality of the course and program, progressively building upon and reflecting student learning, skills, and competencies throughout their academic journey.
- c) Assessment cultivates a shared and ethical space that respects written and oral traditions and honours diverse Indigenous cultural protocols, perspectives and knowledges.
- d) Assessments are designed to be fair, accessible, equitable and inclusive for diverse educators and learners, and provide multiple ways for students to engage with learning.
- e) Assessments actively engage students by offering multiple opportunities for practice; timely, clear, and meaningful feedback; and structured reflection on their learning to continuously improve and enhance future learning.
- f) Communications about assessments are transparent and designed to ensure clarity on the policies, purpose, tasks, grading standards, and criteria by which students will be assessed.
- g) Assessments consider the mental health and wellbeing of students and educators by recognizing the human and systemic contexts.
- h) Assessments uphold the values, principles, and practices of academic integrity.
- i) Educators and students use educational technologies ethically in assessment and feedback practices, and take proactive measures to mitigate barriers, adverse impacts, and biases.
- j) Assessments inform administrative and curricular processes, including quality assurance and alignment with professional accreditation standards, to continuously enhance educational quality and student success.
- k) The assessment ecosystem is sustainably supported by organizational policies, processes, resources, professional learning, and digital and physical infrastructure.

Each Principle will be accompanied by a description and illustrative examples of teaching and learning strategies, and associated research-informed resources to help provide additional context for how to put these Principles into practice. To align with the commitments in the *ii' taa'poh'to'p* Indigenous Strategy, we must now engage in a parallel process that is grounded in oral traditions. We look forward to

continuing to strengthen these principles based on feedback and input from across the academic community.

Introduction

Teaching and learning in higher education have become increasingly complex with emerging educational technologies and generative artificial intelligence, shifting teaching modalities, expanding enrolments and class sizes, pressures to meet societal needs for innovation and employability, and questions about the purpose and value of postsecondary education (Kenny et al., 2025). Student assessment practices play a key role within the context of these complexities and tensions. Assessment practices greatly impact what, when, and how students learn in higher education (Gibbs & Simpson, 2005). Assessment practices are influenced by individual educators, and a myriad of policies, procedures, networks, and supports across the academic community. Increased attention has focused on assessing student learning, especially following the pandemic, and with the emergence of generative artificial intelligence (Devlin & Samarawickrema, 2022; Eaton, 2023). As identified by our Academic Innovation Plan, authentic and research-informed approaches for student assessment will contribute to the development of future-focused academic programming at UCalgary (University of Calgary, 2023).

Assessment principles are built upon scholarly literature, research-informed practices, and dialogue with faculty, staff, and students across the academic community. Lindstrom et al. (2017) describe,

...principles are the “big ideas” that transcend specific assessment practices across disciplines and fields of study. They do not prescribe assessment practices in a particular context. Across diverse discipline contexts, guiding principles help us reflect on, critically assess, and have confidence in the effectiveness of a critical dimension of our students’ learning experiences - how we assess their learning. Specific assessment strategies are determined by individual teachers, based on their discipline and teaching expertise” (p.5).

Assessment principles can be used: a) to guide the development of assessment procedures and decision-making, b) clarify what meaningful assessment practices look like across multiple contexts, and c) provide inspiration for further reflection and discussion about how assessment can best support student learning, growth and development (Lindstrom et al., 2017; Stowell, 2004). Principles for the assessment of student learning will provide a framework to help guide assessment practices, policies, guidelines, procedures, discussions, and decision-making across multiple organizational levels. These levels include the micro (individual educators), meso (faculties, departments, working groups), macro (institutional) and mega (disciplinary, provincial, national and international) levels (Simmons, 2016; Kenny et al., 2015; Williams et al., 2013).

The following report provides an overview of the background and process for developing assessment principles for student learning at the University of Calgary. Grounded in scholarly literature and a robust consultation process, it then presents a comprehensive list of principles for the assessment for student learning.

Background

In March 2023, a group of leaders from academic units, the student experience portfolio, Registrar's office, Taylor Institute for Teaching and Learning, Secretariat's office and Legal/Student Appeals met to identify pressing issues related to assessment of student learning, and potential actions to be taken. One of the key recommendations from the group was to develop a set of *principles to guide practices for the assessment of student learning* at the University of Calgary. This commitment led to the creation of the [Assessment Principles Group](#), which brought together individuals with interest, expertise and experience in the assessment of student learning to begin to frame the discussion around the development of assessment principles for student learning at the University of Calgary. The APG served as an advisory group to the GFC (Teaching and Learning Committee) with respect to drafting institutional principles for the assessment of student learning.

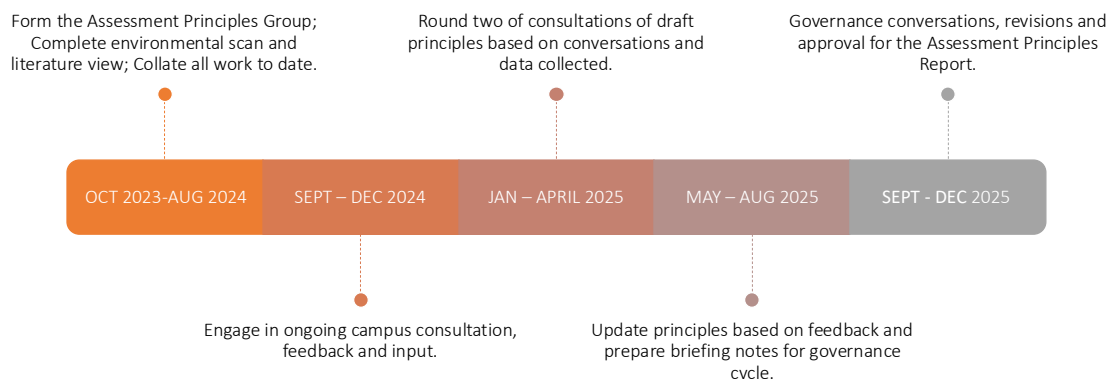
To learn how principles and practices for assessing student learning were conceptualized, developed and shared in higher education settings, the APG conducted an [environmental scan of U15 institutions and a comprehensive literature review](#). We discovered that **the purpose and role of assessment have expanded in higher education**. For example, assessment:

- supports, motivates and engages students in learning;
- provides opportunities for various forms of feedback on teaching and learning (e.g., self-reflection, educator to student, student to student, student to educator), helping students learn from and adjust their learning, and educators learn from and adjust their teaching;
- assists in measuring student performance, generating grades and awarding credentials and certifications;
- helps students and educators gauge and monitor progress and attainment of learning goals in an academic course or program; and,
- informs administrative and curricular processes, including quality assurance and professional accreditation standards (Boud, 2020; Hooda et al., 2022; Ibarra-Saiz et al., 2021; Jones et al., 2021; Memarian & Doleck, 2023; Winestone & Boud, 2022).

Through the environmental scan and literature review, we also noted a need to ensure that the development of principles for the assessment of student learning at UCalgary address: assessment as a learning practice; learning technologies and generative artificial intelligence (AI); student, staff and educator well-being and mental health; meaningful feedback processes; authentic assessment; students as partners in assessment; systemic and multi-level processes for supporting and building capacity in assessment; Indigenous ways of knowing, being, doing and connecting; equity, diversity, inclusion and accessibility (EDIA); graduate and undergraduate student assessment practices, and multiple instructional modalities (e.g., online/blended learning).

Consultations

TIMELINE / Assessment Principles Consultation Plan



The APG initially met with educational leaders from U15 institutions with publicly available assessment principles or who had recently created assessment principles at their university. Although the APG conducted an environmental scan, it was insightful to hear about how they developed these principles and engaged with students, academic staff and leaders, and any lessons learned. The University of Saskatchewan’s and McGill University’s key message to the APG was student assessment is an integral component of academic processes, and it is critical to **take the time needed, consult iteratively with as many people as possible, and maintain transparency** throughout the process. We heard that for assessment principles to be meaningful, they must be grounded in research, include the collective views of multiple partners and groups across the academy, and be accompanied by robust resources and support to help put the principles into practice.

Consultations with the UCalgary campus community began in the fall of 2024. Elder Evelyn Good Striker, a Lakota Dakota from Standing Buffalo First Nation in Saskatchewan and Cheyenne River Sioux Tribe in South Dakota, has provided wisdom, leadership and grounding.

Elder Evelyn shared the importance of moving learning, including how students demonstrate their learning, from head to heart. She also reminded us in natural law, humanity is first. We look after each other first and then everything else.

Educators are responsible for nurturing the learning spirit in all students. In Indigenous oral traditions, learning is about listening, learning, and retelling. It is also about sharing and acting upon what we learn. This sharing and giving of our learning are acts of transformation and kindness that impact generations to come.

Over 450 people engaged in campus conversations about developing principles for the assessment of student learning at the University of Calgary. Nearly **900 comments emerged from the conversations and were coded** as part of our analysis. The consultation process began with a community conversation where representatives from units across campus were invited to a world-cafe style discussion. The APG also facilitated additional sessions throughout November 2024 – March 2025 with the following groups: the Student Legislative Council; the Graduate Student Association; Graduate Representative Council; Associate Deans (Teaching and Learning) Roundtable; the Taylor Institute for Teaching and Learning; students from the Scholars Academy, Academic Turnaround Program (ATP), Neurodiversity Immersive Campus Experience (NICE), Peer Assisted Study Session (PASS) student leaders and First-Generation Student Mentors; staff from Student Accessibility Services Staff that included access advisors and neurodiversity support advisors; Student Success Centre Staff; faculty-specific consultations with the Werklund School of Education and the Cumming School of Medicine; the ii' taa'poh'to'p, Working Circle 4 (Academic Programs) and Working Circle 6 (Policies, Procedures, and Practice), and the General Faculty's Council Teaching and Learning Committee. Individual conversations were also held with 13 Indigenous academic staff members from the Werklund School of Education, Faculty of Science, Faculty of Nursing, Faculty of Arts and Cumming School of Medicine.

The community conversations focused on the current **strengths** and **challenges**, as well as **future possibilities** for student assessment at UCalgary. Comments and thoughts that did not fall within these three categories were also recorded in a fourth section of '**what else.**' Conversations were recorded via an anonymous Padlet link where individuals were given time to add their thoughts and through a scribe taking notes as they listened to others have conversations about the strengths, challenges, and future possibilities for student assessment. In one-on-one or small group conversations written notes were captured. Themes were summarized by four members of the APG on a spreadsheet and iteratively coded based on themes which emerged from the environmental scan and literature review.

Summary of Campus Conversations

Student Learning and Growth

Consultation feedback and the review of research literature emphasized the importance of assessment practices that focus on *learning and growth*. Ideally, assessment approaches prioritize learners' understanding and promotes long-term growth, development, and change among students (Boud & Soler, 2026; López-Pastor & Sicilia-Camacho, 2017). Several comments from participants noted that assessments should be "reflective of learning - and not just about grading/ranking."

To facilitate a shift towards focusing on student learning, consultation groups advocated for more support for developmental grading approaches, such as ungrading (McMorran et al., 2017; Stommel, 2023). Participants suggested a range of assessment approaches that may prioritize learning over grades. A few examples include shifting to "pass/fail," utilizing "mastery-based" rubrics, providing opportunities for assessment "resubmission," and permitting "multiple attempts" for quizzes and assignments.

Additionally, academic staff participants overwhelmingly advocated for assessments that focus on authentic learning and have career and societal relevance and applications (McArthur, 2023; Vallis, 2024). To support this, academic staff members recommended designing “assessments to connect to what students will be needing to do after they graduate” and advancing the “focus on practical, applied learning.” As Ibarra-Saiz et al., (2020) noted, assessment tasks should “reflect professional scenarios, so that students learn what is meaningful for themselves and for the social and professional world they are entering” (p. 3).

Student participants also echoed the need to align assessments with “real-world” skills and lifelong learning. Reflecting on their experiences, they shared that current assessment practices often lack the focus on learning and that “[there is a] disconnect between what is being learned and what is required in the work world.” Students argued that high-stakes exams, rigid formats, and assessments that lack relevance to the future dilute the impact of learning. Assessments, they shared, often “feel more like a hoop you have to jump through that you have to do well on rather than promoting actual learning and understanding of the topic.”

Curriculum Alignment

Our consultations revealed a strong emphasis on outcomes-aligned assessment practices that promote transparency and coherence. Participants recommended that assessments in individual courses align with program and faculty-level commitments on what learners are expected to know, do, and value. Students’ learning in and through assessment practices should also inform course and program level curriculum review and development processes (Braun, 2019; Boud & Soler, 2016; Manis, 2022). This reciprocity, when intentional, enables meaningful growth and development over time for all involved. Support systems, such as employing graduate teaching assistants to “work with an instructor over multiple terms” and facilitating collaborative processes including “instructors talking to each other” for curriculum design, were identified by participants as critical enablers in developing well-aligned assessment structures and frameworks across units and academic programs.

Referring to institutional assessment structures, participants also cautioned about the “structural neglects” underpinning systemic barriers and inequities in assessment. Inconsistencies in grading including “no common grading scale at UCalgary,” clustering assignments due dates (e.g., “3 assignments all due in a week”), and “uneven workloads” were frequently mentioned.

Parallel Processes and Ethical Space

Many Indigenous Scholars and members of the *ii’ taa’ poh’to’p* working circle described assessment as a reciprocal process for students to demonstrate their learning and for instructors to support and engage with students. They shared the importance of spirit (Bastien, 2004; Battiste, 2013) in the learning process and providing opportunities for all students to engage in meaning-making and transformation. They spoke to the importance of parallel processes (*ii’ taa’ poh’to’p* Indigenous Strategy, 2017) and learning. For example, it is important to “create ways for Indigenous students to demonstrate their

knowledge and abilities in both Indigenous and Western/Non-Indigenous ways that is respectful of Indigenous perspectives and practices.” They also acknowledged the importance of relationships and relationality, emphasizing that “everything is alive” and interconnected. Indigenous cultures and pedagogies are grounded in the importance of interrelationships (Bastien, 2004). Donald (2021) speaks to the concept of kinship relationality, which “teaches human beings to understand themselves as fully enmeshed in networks of relationships that support and enable their life and living” (p.29). He further describes ethical responsibility as:

tied to a desire to acknowledge and honour the significance of the relationships we have with others, how our histories and experiences position us in relation to one another, and how our futures as people in the world are similarly tied together. It is an ethical imperative to remember that we as human beings live in the world together and also alongside our more-than-human relatives; we are called to constantly think and act with reference to those relationships (Donald, 2016, p. 11).

They celebrated successes in integrating Indigenous oral traditions, knowledges, Ceremony, storytelling, art and land-based learning opportunities to advance and affirm Indigenous knowledges and perspectives in their courses. They spoke to amplifying the diversity of Indigenous peoples, histories, cultures, practices and protocols, and the current and ever-evolving nature of Indigenous knowledges and lived realities. As Battiste (2013) emphasizes, “Indigenous knowledge is not a singular concept” (p. 180).

Respondents also reinforced ensuring ethical space where oral and written traditions and worldviews are explored through meaningful engagement and dialogue (Ermine, 2007). These spaces include respectful engagement with Indigenous Knowledge Keepers and Elders with deep lived experience and connection to community throughout academic courses and programs, and “ensuring this is done in a good way.” They shared a belief in the importance of designing learning and assessment practices that recognize “holistic experiences” and build upon the lived experience and growth of learners. Most importantly, they shared that learning is about learning how to learn and demonstrating the capacity to carry forward that learning. Their collective input aligns with seeing pedagogy as a “crucial site” for change and transformation across the academic community (Louie et al., 2017).

There was an acknowledgement of ongoing misunderstandings, misconceptions, stereotypes and racism which persist about Indigenous peoples and perspectives across the academic community. They experienced these challenges from students, staff, faculty and academic leaders. Conversations also highlighted multiple institutional barriers related to meaningful engagement with Indigenous knowledges, Knowledge Keepers and Elders in academic courses. For example, barriers included: time for building relational and ethical connections with Indigenous peoples and communities; structural barriers to following appropriate protocol for validating knowledge (e.g., honorarium, gifting, and smudging); physical barriers and wayfinding to learning spaces on campus; and, labor-intensive institutional regulations which hinder access to land-based learning opportunities. The burden of

navigating these barriers too often fall to Indigenous peoples, and it is important to acknowledge and address these barriers moving forward. Many Indigenous academic staff members struggle with working in western systems of education, which are largely based on competition and striving to get the highest grade possible. They reflected on questions such as, “What if our systems for higher education reinforced collectivism, where everyone contributes and can do well?” One respondent shared,

If we can help outline the journey of a program and how this journey relates to a life journey (what one can do with a degree) we can then break that journey down to how the course are smaller parts of the journey and then how assessments are landmarks guiding the journey to show we are on track. This is different than assessing we are good enough, or the best of a group.

Existing grading and assessment policies and course structures (e.g., course outline requirements, large class sizes, limited access to teaching assistants) often hindered the ability of Indigenous academic staff to design and implement student assessment strategies that strongly aligned with Indigenous oral traditions and ways of knowing. As part of a large research-intensive institution, many felt strong perceptions that the way we reward and recognize academic work remains strongly grounded in metrics around research. Despite these barriers and challenges, Indigenous scholars want to engage in this work in a good way and feel a deep responsibility for doing so, especially as it relates to their connections to community.

Themes generated during our discussions with Indigenous scholars and groups are summarized in Figure 1. Conceptualizing assessment from an Indigenous worldview is going to have broader implications for how we teach. As we commit further to moving forward with this work, Ottmann (2013) reflects on the importance of affirming Indigenous perspectives and ways of knowing in educational curriculum:

...it has the potential to strengthen relationships, our learning experiences and therefore society. Because it can help improve the academic and overall well-being of not only Indigenous but non-Indigenous students as well (p.19).

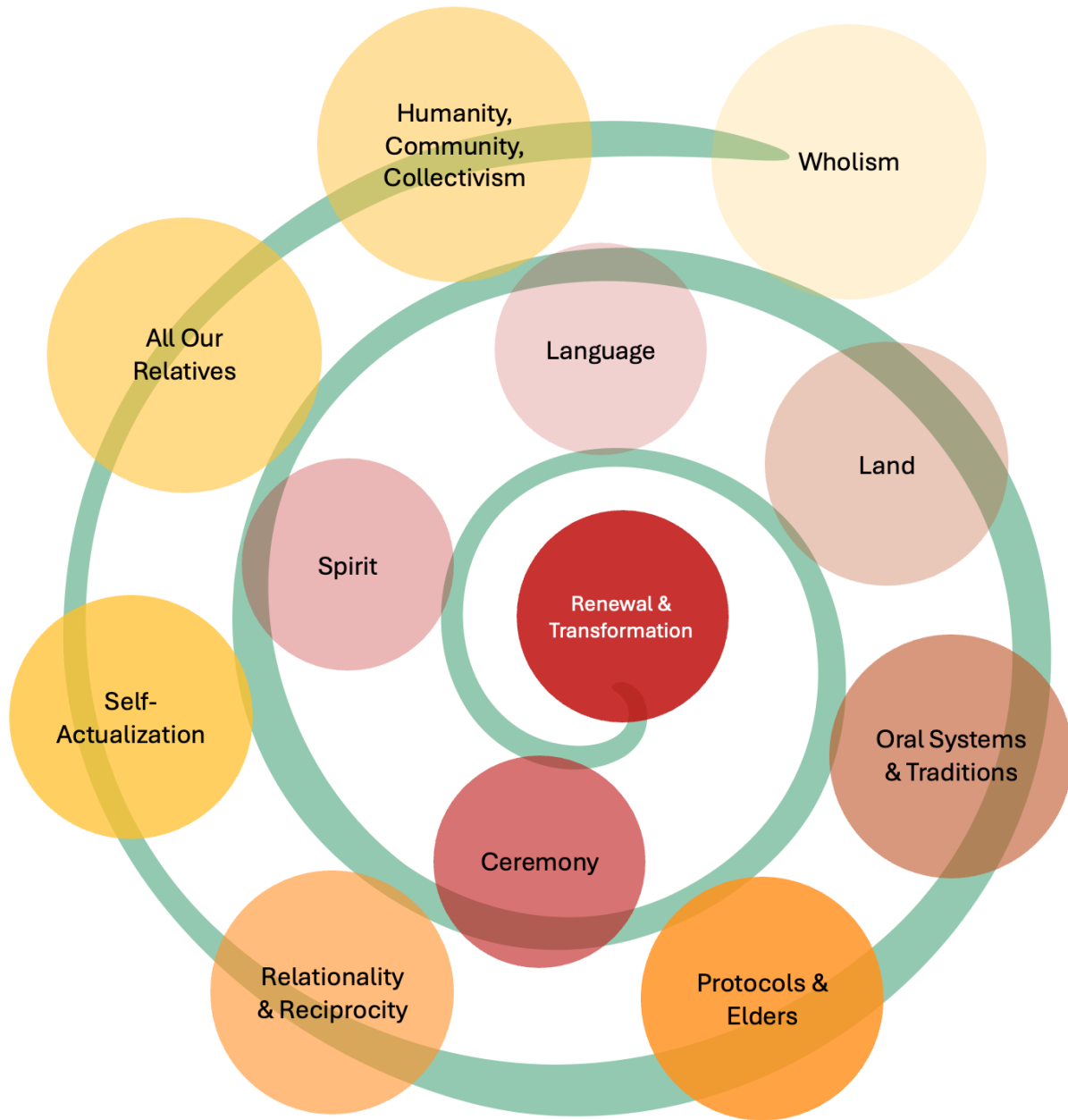


Figure 1: Essential elements for engaging in a journey of renewal and transformation in teaching, learning and assessment that emerged from our conversations with UCalgary Indigenous Scholars and Groups. A spiral composed of circles with varying colours that are smaller at the centre and gradually increase in size toward the outer edge reflects the cyclical and iterative movement of the elements. Each element is further contextualized in the glossary section of the report.

Equitable and Inclusive

During our consultations, we observed a strong need and advocacy for designing diverse and accessible assessments. Participants appreciated assessment designs that were grounded in *Universal Design for Learning* principles (Boothe et al., 2018; CAST, 2024) and offer multiple modes of action and expression,

representation, and engagement. One student participant shared, “I do better in classes with multiple modes of assessment because they test [and develop] different skills.” Student participants also offered a range of suggestions to improve accessibility through assessments. These suggestions include “recording all lectures”, offering choices like “infographics,” “podcasts,” and “project-based work” to demonstrate learning, providing “sensory tools and extra paper”, and allowing scrap paper during exams.

A recurring suggestion in our consultations has been to honor multiple and diverse ways of knowing through assessment practices. One participant shared the importance of strategies that respect and “accommodate Indigenous and immigrant learning and knowledge styles.” Another participant called for a shift in focus towards “decolonizing assessments” by prioritizing “lived experiences” and “oral presentations” over traditional exams. The aim should be to make students’ holistic selves visible and valued in assessment tasks and processes. Jankowski & Baker (2023) identified students’ active involvement and cultural responsiveness as two essential elements of equitable and inclusive assessments. They further argue that:

To address issues of equity in assessment means that students need to be actively involved in the process of assessing their own learning, developing evaluative and reflective judgement skills. Further, giving students choice in how they demonstrate their learning and utilizing multiple sources of evidence appropriate for the students being assessed provide agency to students in relation to their learning (Jankowski & Baker, 2023, p. 9).

Similarly, Elkhoury et al. (2023) called on instructors to create an “institutional culture that prioritizes equity by reframing how we ‘do’ assessment, and by reaching out to students to [be] co-collaborators in this process” (p. 16). Despite this advocacy and support, consultation groups expressed concerns on how many assessment practices continue to be guided by “colonial and neurotypical” traditions. One participant shared that “the institution needs to grapple with its colonial foundations” if we wish to address structural biases and systematic inequities in our teaching and learning practices.

Meaningful Feedback

Assessments are best designed and approached when they offer opportunities for continuous and iterative learning to students (Memarian & Doleck, 2023; Williams, 2023). Assessment, when viewed as a learning journey, emphasize a process where mistakes and errors are considered milestones for further learning and mastery. During our consultations, one academic staff member shared, “Assessment drives further learning by both the instructor (ways to improve or build on knowledge) and the student (self-correction and ongoing learning to improve understanding).”

Similarly, student participants advocated for adjusting assessment and grading practices such that errors are normalized as part of the learning process. Students shared various strategies on how this could be achieved. A few examples included instructors recognizing mistakes as “part of the learning process;” revising “[assessment/exams] weighting” to acknowledge students’ learning over time; and, providing “ongoing small assessments for [continuous] engagement.”

Participants also emphasized the importance of detailed, timely, and constructive feedback in facilitating students' immediate and future learning. Student participants shared that detailed and clear feedback show "where you went wrong" and offer actionable insights for the learning path moving forward. Similarly, when feedback is shared in a timely way, students have an opportunity to "build upon the strategies that you get from the previous assessment." Participants voiced concerns and challenges regarding scaling feedback practices. Particularly, in "large class" contexts, participants identified that "giving feedback (...) is challenging" as there are "too many individual items to mark" and provide feedback. Participants recommended to approach feedback as a dynamic tool and mechanism for learning and growth and not just a transactional afterthought.

Clear Communication

Clear communication and transparency throughout assessment processes help facilitate student achievement and engagement. When instructors provide accessible instructions for assessments clearly outlining the expectations, students are less likely to feel anxious and more likely to achieve learning outcomes (Ambrose et al., 2010; Hattie, 2009). Similarly, clear and transparent expectations guide students in self-regulating their learning and adjusting learning strategies for continuous improvement (Boud, 2020; Pitt & Norton, 2016).

Throughout the consultations, participants highlighted a strong demand for clear, transparent communication in assessment instructions and learning expectations, with students and academic staff emphasizing its impact on procedural fairness, stress management, and learning outcomes. Expressing the need for explicit and standardized guidelines, participants requested "clear expectations, clear rules about how missed assessment will be handled, similar to the consistency of deferred exam policies."

This advocacy for clarity in expectations extends to grading criteria as well. As one participant noted, "Good assessment is clear from beginning to end. The learner/worker knows what success looks like, what work will be involved to get there, and how to get better along the way." Student participants indicated the importance of early, detailed communication of expectations to avoid any confusion or ambiguity. For example, they suggested sharing "clearly what topics will be tested on to direct study" and clarifying "what is expected with exemplars" as ways to make expectations explicit. Students also shared that it becomes easier to focus and do well in courses when instructors and teaching assistants follow "consistent criteria" and when "learning objectives are [clearly] laid out."

Mental Health and Wellbeing

Throughout our consultations, participants advocated for assessment mechanisms and practices that support student learning and reduce stress and anxiety. Several participants voiced concerns about an educator mindset and narrative that "I suffered, so you must suffer." Participants placed a strong emphasis on being creative and inclusive in assessments by prioritizing "holistic wellbeing" and valuing collaboration and trust-building among instructors and students. It is recommended to create space for flexible and wellness-focused assessment procedures and processes. Student participants argued that offering options like "grace periods" and "late day bank[s]" present flexibility and make learning more

accessible. Jankowski et al. (2023) emphasized to view students as whole beings and to keep them at the center of assessment design and administration processes. They noted:

Seeing students as whole persons with basic needs, mental health concerns, and lives beyond the time they are in structured learning environments has the potential to fundamentally shift the evidence base of assessment as well as inform data integrations and analyses to advance student power, privilege, and position in assessment. It is only through actively involving students that collective problems of learning will be solved (Jankowski et al., 2023, p. 26).

Participants noted a range of mental health and wellness issues concerning assessments. For example, student participants shared that concentrated, high-stake assessments continue to cause unnecessary worry and, in some cases, harm. Students indicated that, at times, one exam maybe worth more than half of the course grade, “I had an exam worth 70% last year and it becomes so stressful, and your entire grade is dependent on one day.” Similarly, student participants shared concerns regarding multiple assignments due at the same time. One student shared, “3 assignments all due in a week, can be difficult to manage, confusing, conflicting deadlines, and so many all at once.”

Several participants emphasized the importance of flexible and fair assessment structures to promote student learning. Student participants shared examples of courses where instructors allowed “unlimited attempts,” facilitated staged submissions, offered “immediate [instructor] feedback,” and “dropped [lower grade] assignments.” Student participants praised these approaches for mitigating stress and reducing exam/assignment anxiety. For example, one student noted, “Multiple attempts ensure you spend more time on a problem and you are more connected to the material.” Another student voiced the importance of staged assignments, “When assignments are broken down and submitted in stages. Really helpful in group projects to keep students on task, reduces stress at the end of the term.”

Additionally, instructors’ high workload was a recurring theme in our consultations. Academic staff participants identified instructor workload pressures as a critical pain point, sharing that, “grading loads are burning out excellent instructors.” Academic staff also pointed towards the lack of “support/time to redesign assessments”. For example, one academic staff member shared, “we often don’t have the time or resources to improve our craft (...) Any time spent working on pedagogical development is something we have to volunteer.” Another academic staff, reflected on how they deal with high workload and pressures, shared that “the only thing you can do is just get through the semester”. Elkhoury et al. (2023), in their research with university instructors, found that instructor workload impacts instructors’ wellness which, in turn, is connected to students’ learning and success.

Academic Integrity

During our consultations, participants advocated for promoting assessment designs and processes that are grounded in the best ethical practice of teaching and learning and that uphold the core values of “care”, “integrity”, and “humanness.” Participants drew attention towards a need for a shared commitment to equitable and ethical assessment practices. Our consultations revealed a desire to develop human-centric processes and policies where instructors and students engage in assessment practices from the position of mutual respect and trust. For example, one participant shared a need for,

“students and instructors [to] have reciprocity of trust around assessment and inclusion of assessment as learning.” Student participants argued that strategies like “allowing scrap papers during exams” and accepting students’ “self-declaration of illness” go a long way in building an institutional culture of care.

Academic integrity also hinges on recognizing the emotional and socio-cultural contexts of learning. For example, students navigating difficult times due to isolation, health issues, and financial stress may face ethical dilemmas in high-pressure environments. Policies like “revised weighting on midterm tests if a student performs better on the final” acknowledge growth over ranking, aligning with research showing that flexible assessment models reduce cheating by fostering intrinsic motivation (Anderman & Koenka, 2017). As one student participant noted:

Assessments are used to differentiate students rather than focusing on helping all students show what they know—using as tool of ranking (bell curves)—consistency and transparency in purposes for assessment important.

In view of the rapid emergence of advanced educational technologies, participants indicated a need to reimagine and “rewrite academic misconduct policies” advocating to prioritize pedagogy over surveillance (Eaton, 2023). Several participants recommended having dialogue and partnership with students to co-define ethical and responsible use of educational technologies in the assessment of student learning.

Educational Technologies

Emerging technologies have introduced transformative tools that enhance learning and assessment but also present complex challenges. During our consultations, participants highlighted Gradescope as a helpful assessment management tool that “allows for more detailed assessments and facilitates grading of large courses,” emphasizing its ability to save grading time. Additionally, participants discussed the emergence and use of generative AI tools in post-secondary teaching and learning practices. Participants explored how various AI tools (e.g. “ChatGPT”) may be used “as a teaching assistant and coach” to expand students’ learning. While the potential of generative AI was acknowledged and praised, participants raised concerns regarding its unethical use and applications.

Academic staff participants discouraged the misuse of educational technology, including generative AI, with respect to contract cheating and plagiarism and urged that the institution should develop “clearer guidelines on generative AI use.” One participant noted, “We want students to learn how to use these tools... but we need to learn how to use them properly.”

While discussing the impact of technological arms race on post-secondary teaching, learning and assessments, Eaton (2022) argued to “prioritize student learning above catching [student] cheaters” (p. 1). During our consultations, student participants also wanted clarity on the fair use of educational technology tools like generative AI. Students shared that there should be “less focus on ‘catching’ students” and more focus on educating students to “work with AI technology rather than against it.” One participant suggested that the institution should organize “mandatory yearly AI training for instructors and students” to build digital literacy. Participants emphasized that technological innovations

are here to stay, so instructors and students must approach our teaching and learning priorities, processes, and structures with integrity and move forward in a good way.

Continuous Enhancement

Assessments impact learning, student success, and educational quality at multiple levels of the institution. For example, assessment approaches contribute towards our knowledge and understanding of student learning not only about how it is demonstrated in specific course and classroom contexts, but also how it informs and enhances curricular and quality assurance processes across all levels of the institutions (Jankowski et al., 2023). Assessments are influenced by instructors at the course level (micro), and by the structures, values, policies, norms, and priorities prevalent at the disciplinary and departmental (meso), institutional (macro), and provincial/national (mega) levels.

During our consultations, participants identified assessment as a vehicle to enact institutional teaching and learning priorities, as well as an avenue for further growth and enhancement at all levels of the institution. Participants advocated to develop and support assessment practices that may encourage “greater consistency across the university” in how teaching and learning policies and institutional commitments are articulated, enforced and implemented. Participants reflected that assessment is “a reflection of student learning,” so it is critical that we have “more trust in students” and create an ethical space to “incorporate student voice” in our assessment decisions.

Resources and Support

The appropriateness of physical Learning spaces was emphasized by participants during our consultations. For example, students discussed the impact of appropriate learning spaces during examinations:

Many assessment locations (old classrooms) around the university do not accommodate those of all body shapes, putting unequal physical strain on many. Tests then may not fully reflect student academic abilities but their ability to stay focused in uncomfortable locations.

Institutional and unit-level resources are needed to appropriately support assessment practices. Participants in the consultations often remarked about the limitations of resources, such as teaching assistant resources, “Big classes – how to assess lots of students when instructor/TA resources are limited.” They also noted how the size of sections can impact assessment and wondered if supports could be provided to support assessment changes through input such as:

...I have 1,200 [students] across all sections; How can assessment designs scale without losing authenticity, alignment, and connection to the Principles? (are there supports that can be provided? tools? funding?)

These limitations can make it challenging to change current assessment practices, “Institutional barriers cause faculty to do what they feel works for them...” Lindstrom et al. (2017) note the importance of institutional supports in helping institutions that “...create a culture of assessment into policy frameworks, guides change processes and increases overall organizational sustainability around supporting assessment” (p. 11).

Proposed Draft Principles

Below are proposed principles for the assessment of student learning at the University of Calgary based on our environmental scan, literature review, and campus consultations. These principles are generated to reflect the above-noted themes (see Figure 2) and are presented in no particular order.

The intent will be to ensure that each principle is accompanied by a description and illustrative examples of teaching and learning strategies, and within a variety of contexts. The principles are not static and should continue to be reviewed and revised to align with institutional priorities and research-informed practices. We also continue to engage in conversations with Indigenous Elders, Knowledge Keepers, scholars and groups to better reflect a parallel path and ethical space.

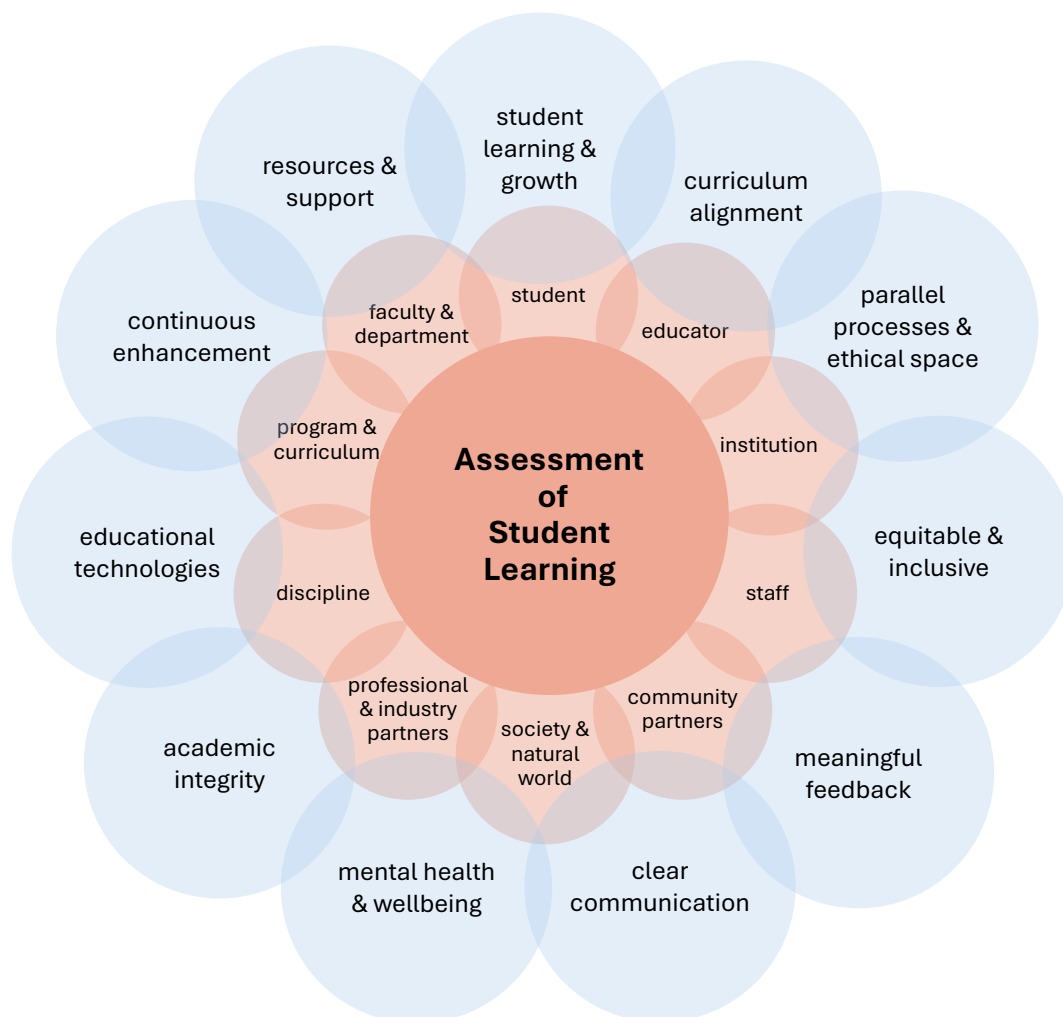


Figure 2: Key themes (outer layer) related to the development of Principles for the Assessment of Student Learning at UCalgary visualized with multiple interrelated factors (middle layer) that influence assessment, and emerged through our environmental scan, literature review, and campus consultations.

Draft Proposed Principles for the Assessment of Student Learning at UCalgary

- a) Assessment meaningfully supports student learning and growth, is grounded in disciplinary context and highlights applicability and relevance.
- b) Assessment practices demonstrate alignment within the curriculum and modality of the course and program, progressively building upon and reflecting student learning, skills, and competencies throughout their academic journey.
- c) Assessment cultivates a shared and ethical space that respects written and oral traditions and honours diverse Indigenous cultural protocols, perspectives and knowledges.
- d) Assessments are designed to be fair, accessible, equitable and inclusive for diverse educators and learners, and provide multiple ways for students to engage with learning.
- e) Assessments actively engage students by offering multiple opportunities for practice; timely, clear, and meaningful feedback; and structured reflection on their learning to continuously improve and enhance future learning.
- f) Communications about assessments are transparent and designed to ensure clarity on the policies, purpose, tasks, grading standards, and criteria by which students will be assessed.
- g) Assessments consider the mental health and wellbeing of students and educators by recognizing the human and systemic contexts.
- h) Assessments uphold the values, principles, and practices of academic integrity.
- i) Educators and students use educational technologies ethically in assessment and feedback practices, and take proactive measures to mitigate barriers, adverse impacts, and biases.
- j) Assessments inform administrative and curricular processes, including quality assurance and alignment with professional accreditation standards, to continuously enhance educational quality and student success.
- k) The assessment ecosystem is sustainably supported by organizational policies, processes, resources, professional learning, and digital and physical infrastructure.

Conclusion

Moving towards transformation in student assessment practices at UCalgary will be an iterative and continuous journey, and these research and community-informed principles provide an important foundation for that work. During our consultations, participants noted, “No assessment is perfect.” Assessment practices, policies, and processes across the academic community are nuanced and contextual. They are influenced by individual educators, disciplinary approaches, student learning experiences, departmental and faculty curriculum conversations and processes, institutional governance, infrastructure, supports and resources, professional accreditation standards, and societal change.

It is unlikely that any assessment practice, process, or policy will adhere to every one of the principles. These principles are meant to guide and influence meaningful reflection, dialogue and decision-making related to assessment practices across the university community, within the context of existing educational and governance processes. As the contexts of our teaching and learning environments become increasingly complex, these principles serve as a tool for continuous and incremental review, learning, growth, action, and transformation. They offer direction for the institution, faculties and individual educators to reflect upon and continuously improve assessment practices. Postsecondary teaching and learning landscapes are rapidly evolving and shifting. It will be important for the institution to commit to reviewing and adjusting these principles on a regular basis.

Glossary

The following section summarizes the conceptual application of terms that guided our work, including the essential elements for engaging in a journey of renewal and transformation in teaching, learning and assessment that emerged from conversations with UCalgary Indigenous scholars and groups. We intentionally centred many of these concepts in the land where this work is situated. Many of these concepts hold meaning across Indigenous nations and communities.

All our relatives: Throughout our journey towards renewal and transformation at the University of Calgary, we often reflect upon connecting meaningfully with “all our relatives” or “all our relations.” “*Kimmapiipitsini* is a Blackfoot concept that “is grounded in the responsibility to be humble, to see all creation as equal, to embody and extend kindness to everything around us — to all our relatives (Grandparents of ii’ taa’poh’to’p, 2025, p.57). Elder Reg Crowshoe further shares, “*We become relatives because we all live in the same environment. The land animals, the plants, human beings, the seasons*” (Grandparents of ii’ taa’poh’to’p, 2025, p.153). Elder Betty Bastien (Bastien, 2004) reflects, “The non-separation of nature and humans is one of the demarcations between Eurocentred and Indigenous philosophy” (p. 80). Noting further, “Learning how to connect the power of self with all other forms of life is the essence of human development” (p. 95).

Ceremony: Ceremony is sacred to Indigenous peoples and communities. As emphasized in Canada’s journey towards truth and reconciliation, “Sacred ceremony has always been at the heart of Indigenous cultures, law, and political life. When ceremonies were outlawed by the federal government, they were hidden away until the law was repealed. Historically and, to a certain degree, even at present, Indigenous ceremonies that create community bonds, sanctify laws, and ratify Treaty making have been misunderstood, disrespected, and disregarded by Canada. These ceremonies must now be recognized and honoured as an integral, vital, ongoing dimension of the truth and reconciliation process” (TRC Canada, 2015a, pp. 269-270).

Elders & Knowledge Keepers: “The terms are interchangeable, referring to ceremonial and spiritual leaders as well traditional and cultural knowledge keepers, recognized by and within the context of the Indigenous community” (ii’ taa’poh’to’p Indigenous Strategy, 2017, p. 47).

Ethical space: The concept of shared, ethical space is a central concept in UCalgary’s ii’ taa’poh’to’p Indigenous Strategy (2017), grounded in Elder Willie Ermine’s seminal work (2007). Grandparents of ii’ taa’poh’to’p (2025) share, “The idea of ethical space is based on the premise that Indigenous and Western thought worlds have inherent, inalienable rights and standing. There is a sacredness to these distinct thought worlds, and authentic relationships between them require a deep commitment to honouring and protecting the spirit inherent in each world. In essence, an ethical relationship between Indigenous and Western thought worlds requires the dominant culture to fully acknowledge and engage with Indigenous communities through their own histories, cultures, knowledge systems, and autonomous practices (p. 59).

Humanity, community & collectivism: Humanity is viewed in the collective context of the relationship to the natural world. “Aboriginal paradigms include ideas of constant flux, all existence consisting of energy waves/spirit, all things being animate, all existence being interrelated, creation/existence having to be renewed, space/place as an important referent, and language, songs, stories, and ceremonies as repositories for the knowledge that arise out of these paradigms. (Little Bear, 2009, p. 8). “[McLeod] asserts that, in the Cree way, “collective narrative memory is what puts our singular lives into a larger context” (McLeod, 2007, p. 11) as we tap into the knowledge within us and allow it to change our understanding and interpretation of the world. Indigenous knowledge does not live somewhere external to Indigenous people; it is within us and it germinates and grows within community” (Martineau, 2018, p. 37).

Indigenization: Indigenization can be understood as the “transformation of the existing academy by including Indigenous knowledges, voices, critiques, scholars, students and materials as well as the establishment of physical and epistemic spaces that facilitate the ethical stewardship of a plurality of Indigenous knowledges and practices so thoroughly as to constitute an essential element of the university.” It is not limited to Indigenous peoples, but encompasses all students and faculty, for the benefit of our academic integrity and our social viability.” (Dr. Shauneen Pete, Indigenous Advisory Circle, University of Regina) (ii’ taa’poh’to’p Indigenous Strategy, 2017)

ii’ taa’poh’to’p: Described as, “the Blackfoot name of the University of Calgary’s Indigenous Strategy, was bestowed and transferred in ceremony by Kainai Elder, Andy Black Water on June 21, 2017. The name signifies a place to rejuvenate and re-energize while on a journey. Traditionally, these places are recognized as safe, caring, restful — and offer renewed energy for an impending journey. In a traditional naming ceremony, transitioning into the new name is a journey of transformation towards self-actualization” (ii’ taa’poh’to’p Indigenous Strategy, 2017, p.2).

Land: Land is a sacred teacher that holds knowledge and wisdom (Hart, 2010; Wilson, 2008). Relationship with the land is further described in the ii’ taa’poh’to’p Indigenous Strategy (2017) as, “Relationship with the land is critically important to Indigenous peoples. While settler cultures have often viewed themselves as living apart from, or “off,” the land, Canada’s Indigenous peoples have a profound and spiritual connection to the land. Betasamosake Simpson suggests that Indigenous education is therefore neither Indigenous nor education unless it comes through the land, unless it occurs in an Indigenous context using Indigenous processes” (p. 23).

Language: Language is sacred and central to Indigenous epistemologies and pedagogies. Little Bear (2009) shares, “One can say that the most important aspect of human learning is the language. It acts as a repository for all of the collective knowledge and experiences that a people, a society, or a nation has. Although it is not the only mode of communication, it is the primary mode. One of the most important tenets in the Aboriginal world is relationships... Our elders repeatedly tell us that our language is a spiritual language” (p. 22). Bastien (2004) further reflects the importance of language to Indigenous communities in emphasizing, “Language reflects the philosophical system of a people. *Siksikaitipowahsin*, an agglutinating language, evokes and describes the relational perspective

of *Siksikaitsitapi*. *Niiti'powahsinni* is a mirror of the sacred world of the *Niitsitapi*. *Nipaitapiiyssinni* is the *Niitsitapi's* life; it is the world of the sacred – a world that is called into being by the people's words. Language holds the knowledge, the content, and the relationships that constitute the sacred way of life, the "good heart" of the people" (pp. 127-128).

Natural Law: All existence is alive, connected, and filled with energy and spirit. Elder Leroy Little Bear (2000) shares, "...existence consists of energy. All things are animate, imbued with spirit, and in constant motion. In this realm of energy and spirit, interrelationships between all entities are of paramount importance...The idea of all things being in constant motion or flux leads to a holistic and cyclical view of the world" (pp. 77-78). Everything in the universe (human and non-human) is a relative, and there is no separation of self from the land — "*we're part of the land and the land is part of us*" (Reg Crowshoe, in Crowshoe & Lertzman, 2020, p.34). Everything we do has a response, and "[t]here are consequences when we honor natural law, and consequences when we dishonor natural law...When we follow natural law, honoring its principles, protocols and practices, we are in harmony with nature and nature looks after us." (Crowshoe & Lertzman, 2020, p. 33). Natural laws are the source of our survival, including renewal, restoration, rejuvenation and relationship, and the foundation for ethical space, interconnection and community (Crowshoe & Lertzman, 2020; Ermine, 2007; Grandparents of ii' taa'poh'to'p, 2025).

Oral Systems: Elder Reg Crowshoe reflects on the parallel paths of written (Western) and oral (Indigenous) systems along the parallel path sharing, "My grandmother would say "Creator gave the [Western] written system and their administration, and they gave the oral [Indigenous] system their administration. They're both equal, but we have to acknowledge them like the wampum belt with two canoes —not crossing each other. And if we can do that, we can work together" (Reg Crowshoe in Grandparents of ii' taa'poh'to'p, p.3).

Parallel path: The concept of parallel paths is foundation to the ii' taa'poh'to'p Indigenous Strategy. Piikani Elder Elder Dr. Reg Crowshoe's oral teaching have guided us in seeing a parallel path as, "...a process of reconciliation, which entails a collective journey that honours Indigenous Peoples' stories, knowledge and traditions and the renewal and development of authentic relationships with Indigenous peoples and communities." (<https://www.ucalgary.ca/indigenous/about-ii-taapohtop/explore-strategy/conceptual-and-cultural-models>). Parallel Paths is based in the understanding that life is a journey where people within and connected to the university are walking on parallel paths that reflect oral and written systems and world views. It reflects long-standing processes reflected in actions such as treaty-making and the respect traditionally demonstrated for other life. It honours both paths as complementary frameworks with parallel ways of knowing, doing, connecting and being. By intentionally walking in parallel paths, Indigenous people and other members of the university community come together to discuss how to maintain, strengthen and advance the values, understandings and practices of each parallel path in mutual and equitable ways where our actions are based in kindness and respect of relationships, differences and inclusion. Parallel paths acknowledge that we can journey together side by side, address parallel interests and challenges, and move toward shared visions, while walking in ways that maintain our own identities, values, knowledges and

practices. Walking together on parallel paths honours and exercises Indigenous peoples' right to be self-determining and recognizes the rights of others to do the same. The journey is facilitated and strengthened by a grounding in cultural protocols. The concept of "parallel paths" is in UCalgary's Indigenous Strategy, ii' taa'poh'to'p, and is based on the oral teachings offered by Piikani Elder Dr. Reg Crowshoe" (UCalgary, n.d., Dimensions EDI in Research Action Plan, p.9).

Protocols: Indigenous nations across Canada have their own distinctive language, culture and protocols. Indigenous ceremony and protocols are critical to truth and reconciliation (TRC, 2015b). Universities must be respectful and inclusive of Indigenous peoples and cultural protocols, including appropriate spaces and processes that allow for the practice of Indigenous Ceremony, visible inclusion of Indigenous cultural observances in official proceedings, and cultural protocol guidelines that ensure consistent approaches for inclusion and respectful engagement with Indigenous peoples, Elders, and Traditional Knowledge Keepers (ii' taa'poh'to'p Indigenous Strategy, 2017).

Reciprocity: Within the teaching and learning context, Kirkness and Barnhardt (1991) describe reciprocal relationships as, "making teaching and learning two-way processes, in which the give-and-take between faculty and students opens up new levels of understanding for everyone. Such reciprocity is achieved when the faculty member makes an effort to understand and build upon the cultural background of the students, and the students are able to gain access to the inner-workings of the culture (and the institution) to which they are being introduced" (p. 10).

Relationality: The concept of relationality teaches us about the importance of relationships and interconnections, including our ethical responsibility to maintain good relationships with each other, the natural world, future generations, the sacred, the spirit or the cosmos, and with knowledge or knowing (Donald, 2016; 2021; Wilson, 2008; Williams & Shipley, 2023). Donald (2021) reminds us that humans must "understand themselves as fully enmeshed in networks of relationships that support and enable their life and living" (p.29). Indigenous worldviews emphasize a focus on a relational worldview, described as, "people and entities [living and non-living] coming together to help support one another in their relationship" (Hart, 2010, p.3).

Self-actualization: In the seminal article *Aboriginal Epistemology*, Ermine (1995) describes the process of self-actualization as providing "insights into existence. In their quest to find meaning in the outer space, Aboriginal people turned to the inner space. This inner space is the universe of being within each person that is synonymous with the soul, the spirit, the self or the being" (p. 103).

Spirit: Reciprocity and spirituality are at the heart of Indigenous worldviews, arising from "the interconnections between the human world, the spirit, and inanimate entities" (Hart, 2010, p.8). "Aboriginal epistemology is grounded in the self, the spirit, the unknown. Understanding of the universe must be grounded in the spirit. Knowledge must be sought through the stream of the inner space in unison with all instruments of knowing and conditions that make individuals receptive to knowing. Ultimately it was in the self that Aboriginal people discovered great resources for coming to grips with

life's mysteries. It was in the self that the richest source of information could be found by delving into the metaphysical and the nature and origin of knowledge" (Ermine, 1995, p. 108).

Renewal & Transformation: Indigenous perspectives of the universe are governed by "constant dynamic cycles of transformation and renewal. From this perspective, transformation and renewal are necessary and ongoing parts of life, evident in the natural world and in all of creation. These concepts also point to natural law and the inextricable interconnectedness of the Creator to the cosmos, nature (including the land), and people; they also capture the innate evolution that is part of growth...Transformation and renewal practices also emphasize the ongoing need to change at fundamental levels so relationships and partnerships with Indigenous communities are renewed and strengthened." (ii' taa'poh'to'p Indigenous Strategy, 2017, p. 6). Within the context of teaching and learning in higher education, *Grandparents of ii' taa'poh'to'p* (2025) summarize further that "...the concept of transformation recognizes that core functions of the institution — education and knowledge creation — need to change. The institution must create genuine, open spaces for Indigenous stories, methodologies and pedagogies, transitions, and languages. This in turn demands shared decision making in areas that affect Indigenous education and strategies to make indigenous peoples an integral part of the campus community" (p. 147-148).

Wholism: Wholism approaches learning from the perspective of humans as whole beings. It is education that "encourages intellectual development in terms of knowing, but also involves emotional development, in terms of heart-felt understanding and personal connection, in terms of applicable skills, and spiritual development in terms of honouring teaching and connecting knowledge" (Morcom, 2017, p. 125).

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Natasha Kenny (Administrative co-chair)	Senior Director, Taylor Institute for Teaching and Learning
Barbara Brown (Academic co-chair)	Associate Dean (Teaching and Learning), Werklund School of Education
Adil Arshad	Educational Development Consultant, Taylor Institute for Teaching and Learning
Amy Dambrowitz	Representative named by the Office of the Registrar
Fabiola Aparicio-Ting	Associate Dean (Undergraduate Health & Science Education), Cumming School of Medicine
Kim Grant	Academic staff representative named by the Taylor Institute for Teaching and Learning
Alexandria Poppendorf	Graduate Students' Association, Vice-President Academic
Mark Bauer	Interim Associate Dean (Teaching, Learning and Student Engagement), Faculty of Science
Christine Martineau	Academic staff representative named by the Office of Indigenous Engagement
Roxanne Ross	Director, Student Success Centre
Jessie Dinh	Students' Union, VP Academic
Shannon Parker	Academic staff representative
Robin Arseneault	Taylor Institute for Teaching and Learning

Assessment Principles Group (new in 2025)

Mark Bauer (Academic co-chair)	Interim Associate Dean (Teaching, Learning and Student Engagement), Faculty of Science
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- Graduate Student Representative Council
- Graduate Student event hosted by the Academic Events Committee
- Students' Legislative Council
- Taylor Institute for Teaching and Learning faculty, staff and students

- Student participants in Scholars Academy, Academic Turnaround Program (ATP), Neurodiversity Immersive Campus Experience (NICE), Peer Assisted Study Session (PASS) student leaders and First-Generation Student Mentors.
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- Cumming School of Medicine – academic staff and academic leaders in CSM (graduate and undergraduate)
- Graduate Academic Program Subcommittee (GAPS)
- Academic Planning and Priorities Committee (APPC)
- General Faculties Council, Teaching and Learning Committee

We would also like to acknowledge the many students, academic staff and colleagues across campus who have contributed to the draft principles through surveys, discussions, meetings and community workshops.

Principles for the Assessment of Student Learning Feedback Summary / June 2025

The Assessment Principles Group presented a set of eleven draft principles and an accompanying report for discussion, through recommended General Faculties Council governance committees in Spring 2025. These included the Teaching and Learning Committee (TLC), the Calendar and Curriculum Subcommittee (CCS) and the Graduate Academic Program Subcommittee (GAPs). The same information was also shared with *ii' taa'poh'to'p* Working Circle 4 (Academic Programs) (WC4) and Working Circle 6 (Policies, Procedures, and Practice) (WC6). In addition, the draft principles and report were shared back to all individuals (students, academic staff, leaders and support staff) that contributed over the last 6 months of campus consultations. They were invited to share their feedback about the principles through a drop-in “talk and tea” (T&T) and/or a Qualtrics form (QF) in May. A summary of this feedback is presented below and has been incorporated into the draft assessment principles and report or will be used to shape future recommendations for the assessment of student learning at the University of Calgary (UCalgary).

Positive Feedback

People communicated an overall sentiment of excitement to see the institution supporting the transformation of student assessment with comments like, “impressive,” “transformative and comprehensive,” “head to heart – phenomenal,” and “stunning.” (TLC)

Academic units expressed interest to start using the principles immediately and requested resources and support on how to bring these into their disciplines: “Would love examples of assessment for high and low enrolment classes; and in each level, from 1st year through to 4th year, and graduate students. How do principles look different for each context?” (CCS). Although the principles are intentionally meant to *guide* assessment practice, people were keen to implement and wanted examples to put them into use. Several faculties suggested using a model of co-creation to build example assessments (TLC, CCS) asked about the creation of a community of practice: “Partner with faculties to build out resources together.” (CCS)

There were significant acknowledgement and encouragement given for including mental health and wellbeing for students and academic staff: “I appreciate the comprehensive approach that supports both academic success and student wellbeing.” (CCS, T&T, QF). People also repeatedly remarked on the inclusiveness of the principles, and that “The emphasis on inclusion and cultural respect also made me feel more seen and supported in my learning journey.” (QF)

Areas Noted for Improvement

There were a few minor improvements noted to the wording of the principles to ensure they were clear and understandable. There was a need to communicate more clearly about what a principle

is (a guide to help incrementally work towards something) versus a strategy (which puts the principle into practice) (TLC). More clarity included the suggestion of a glossary specifically to help define words used to describe Indigenous perspectives and meaning, along with teaching and learning terminology (ex. formative vs. summative; 'professional accreditation standards'). (CCS, T&T).

There were a few suggested revisions to the principles which included adding 'Accessibility' in Principle D (T&T) and adding 'Modality' in Principle B. (TLC). There was one revision to Figure 2 to change 'Continuous Improvement' to 'Continuous Enhancement.' Revisions to Figure 1 included adding the word 'Reciprocity' (CCS, T&T); adding 'Self-Actualization' (T&T); changing 'Holism' to 'Wholism (T&T);' revising 'Human (more than human)' to 'Humanity' and 'All our Relatives.' (T&T). The APG notes an ongoing need to consult with Indigenous Elders about these terms.

It was also noted that the APG should reach out to all Indigenous Elders, academic staff and community members to confirm how they would like to be acknowledged in the report and to include a statement around Natural Law when discussing Parallel Pathways and Ethical Space. We also heard to ensure the report addresses the ongoing need to highlight anti-Indigenous racism, ensure Indigenous scholars are not overburdened by this work, and the need for a long-term implementation plan and systemic change (WC6).

Overall, all groups expressed a desire for additional resources and supports to help implement the principles into practice and wanted clarity about connection and alignment to institutional priorities, strategic plans and policies. (T&T)

Future Recommendations

Several recommendations emerged that focused on the next stage, mainly, putting the principles for the assessment of student learning into action. Overwhelmingly, people said they want clear examples of strategies for each principle within varying contexts, that take into consideration class size, discipline, modality, and course content. (TLC, CCS, T&T). One suggestion to support this initiative was to build a generative AI tool to create these scenario-ready assessment strategies for each or all the principles.

Questions came up around professional development for instructors to evolve and help improve their assessment literacy (T&T); and what possibilities existed (or could be built upon) to educate and train on teaching/assessment for GTAs/graduate students and post-doctoral scholars. (WC4). People also wanted a single location for information and guidance on processes available for instructors or programs to implement assessment changes (specific to Principle K about organizational policies) (CCS). Other suggestions to enact the principles more broadly include partnering with academic units and with the UCalgary Teaching Academy. It was recommended that the principles remain as a living document, and that it has a Spirit, with a purpose and will continue to change and grow. (WC4)



GENERAL FACULTIES COUNCIL Biographies of Candidates for Election

The voting for this election will be conducted electronically. A link to a MS Teams form, setting out equivalent to an election ballot, will be sent to General Faculties Council (GFC) members immediately following the November 6, 2025 meeting.

These are the biographies of the candidates who were nominated by the GFC Executive Committee and have agreed to stand for election:

Election of One Academic Staff Member of GFC to the GFC Executive Committee

Fiona Clement, Cumming School of Medicine

Academic rank: Professor and Department Head, Community Health Sciences, Cumming School of Medicine
Discipline and areas of interest/expertise: Health Services and Policy Research

Relevant Experience:

- Department Head, Community Health Sciences, Cumming School of Medicine (2020-ongoing)
- Cumming School of Medicine Awards Committee, Co-Chair (2017 – 2022), Chair (2023-ongoing)
- University Research and Teaching Awards EDI working group (2021 – 2023)
- Cumming School of Medicine Criteria for Tenure and Promotion Working group (2020-2022)
- Cumming School of Medicine Tenure and Promotions Committee (2018-2020, 2024-2025)
- Academic recruitment committee, Faculty of Nursing (2018-2019)

Thomas O'Neill, Faculty of Arts

Tom O'Neill is Professor and Head of Industrial and Organizational Psychology in the Department of Psychology and the Arts-Engineering Chair in High Performance Teamwork and Engineering Education. He has been with the University for 14 years and has built a cross-university perspective [e.g., GFC 2023-2025; Chair of VPR Catalyst Grants Competition (2025-), University of Calgary Strategic Planning Oversight Committee Member (2022-2023), University of Calgary Veterinary Medicine Strategic Planning Chair (2022-2024), Department of Psychology Strategic Planning Chair (2021-2022), SUPPORT: Partnerships and Major Grants Committee Member (2017-2019), and the University of Calgary Promotion Review and Salary Anomalies Committees (2023, 2025)]. He has collaborations spanning most faculties on campus and research grants from SSHRC, NSERC, CFI, Mitacs, Taylor Institute, and VPR Catalyst. He works extensively in industry partnerships, industry development, coaching executive teams, and advising on organizational culture and leadership transformation, including a major research stream in Oil, Gas, and Mining for preventing Serious Injuries and Fatalities in partnership with the Alberta Mine Safety Association and major Oil and Gas producers. Tom drove the Canadian Society for Industrial and Organizational Psychology Long-Range Plans (as Chair) and he teaches in Haskayne's Executive Education. As a pragmatist and as a matter of reputation, Tom is driven to get the job done at the highest standard of achievement.

SUBJECT: Revisions to the Policy and Procedure for Establishing and Managing Policies and Procedures

PROPONENT(S)/PRESENTER(S)

Jacqueline Lacasse, General Counsel and Vice-President (People and Culture)
Pamela Hinman, Associate Vice-President (Legal)

PURPOSE

The General Faculties Council is asked to review and discuss the proposed revisions to the Policy and Procedure for establishing and managing policies and procedures as part of the consultation phase of this policy development process.

In support of the *Ahead of Tomorrow* strategic plan University Legal Services, in consultation with the University Secretary, has identified that current processes around policy work could be clearer, simpler, and better.

Clear and well-communicated policies are essential to organizational efficiency, consistency, well-founded decision-making, and accountability. This clarity will enable staff and community members to understand their responsibilities and follow procedures consistently, promoting efficiency and ensuring fair application of policies in alignment with legal and regulatory requirements.

The proposed revisions to the Policy for Establishing and Managing Policy and its related Procedure focus solely on enhancing the clarity of the policy development and management process. Governance roles and decision-making authority remain unchanged, and the process continues to support a flexible, tailored approach – while maintaining the necessary rigour and oversight. The revisions serve to ensure key steps are taken through the policy development processes, but do not mandate what the steps specifically look like. This enables flexibility and remains consistent with the previous version of the Policy and Procedure. ELT continues to have oversight of the development process, which allows for a tailored approach that ensures each policy and procedure is created efficiently, with the appropriate level of rigour and consultation.

The changes to the Policy and Procedure include:

- Updated title to reflect the true lifecycle of a policy
- Removal of overly legalistic language and unnecessary definitions
- Revised definitions of “Policy” and “Procedure” and a new definition of “Operating Standard” to delineate differences between these documents, and to help clarify what is required to go in a Policy and Procedure versus what Implementation Authorities can provide further detail on in Operating Standards and other guidance documents.
- Updated provisions around Approval Authority and Implementation Authority to clearly distinguish between the two, with clarity that decisions on Approval Authority continue to be made by the University Secretary but are expressly required to align with the PSLA and related sub-delegations, including the DOA Policy, and that the Approval Authority determines the Implementation Authority

- Updated provisions around Unit policies and removal of them from formal governance, with clear indication that they are not permitted to contradict or duplicate University policies
- Removal of reference to ELT Ops, which no longer exists, and removal of ELT process duplication in the Procedure
- Express clarification of the existing practice for an Implementation Authority to make editorial changes or any immediate revisions required to the extent necessary to ensure compliance with law.

Discussion Focus

The proposed revisions on this Policy Suite are being brought to the General Faculties Counsel, Executive subcommittee for review and general discussion.

KEY CONSIDERATIONS

University Legal Services (ULS) is undertaking the revisions to this Policy Suite as part of a larger project to help the organization achieve Strategy 4 of *Ahead of Tomorrow*: “Make our processes clearer, simpler, and better than any other university”, by “focusing on clear processes, information, and explanations for decisions”.

As noted above, the revisions are focused on clarifying terminology and processes to ensure the process for developing policy is clearer and simpler. The approach attempts to reflect the balance necessary to ensure there is a strong policy governance structure and rigour balanced with the ability to have a tailored approach to meet the needs of the University.

BACKGROUND

The University has 84 active institutional, or University level, policies and procedures. There are frequent requests for new policies and procedures at both the University and Unit level and current policies and procedures require ongoing attention to ensure they are reviewed and updated routinely.

Through a review of the current processes and practices in place, improvements were necessary to the drafting and definitions in the Policy and Procedure on this Policy Suite to simplify explanations, remove duplication, legalese, and ensure more clear accountabilities, particularly for Implementation Authorities.

RISKS

Few risks are identified with the proposed revisions, as they are primarily aimed at simplifying, clarifying and reinforcing current practices.

ALTERNATIVES CONSIDERED

To support the *Ahead of Tomorrow* strategic plan, University Legal Services did not consider allowing this Policy Suite to continue, unchanged, as an option. To ensure policy development and management are “better than any other university”, the proposed revisions were required.

More comprehensive changes and greater oversight of Unit policy development and management were considered; however, these changes did not support the intention to be more simple and to create a streamlined process that meets the University of Calgary’s needs.

ROUTING AND PERSONS CONSULTED

Prior to the governance approval process, consultation began October 1, 2025, occurring with the Deans' Council, Provost's Team, Working Circle 6, Office of Institutional Commitments, The University of Calgary Faculty Association, Alberta Union of Provincial Employees, Students' Union, Graduate Students' Association, and the Post-Doctoral Association.

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	GFC Executive Committee	October 12, 2025			X	
X	General Faculties Council	November 6, 2025			X	
	Human Resource and Governance Committee	November 24, 2025		X		
	Board of Governors	December 12, 2025	X			

NEXT STEPS

Consultation on the revisions for this Policy Suite will occur between October 1, 2025, to November 21, 2025. Once the consultation period closes, at which time the policy documents will be finalized in preparation for the governance approval process.

SUPPORTING MATERIALS

1. Establishing and Managing Policies and Procedures (POLICY) – ULS (clean)
2. Establishing and Managing Policies and Procedures (POLICY) – ULS (tracked changes)
3. Establishing and Managing Policies and Procedures (PROCEDURE) – ULS (clean)
4. Establishing and Managing Policies and Procedures (PROCEDURE) – ULS (tracked changes)

Establishing and Managing Policies and Procedures

Policy No.	<i>POL -001.01</i>
Approval Authority	Board of Governors
Implementation Authority	Office of the General Counsel and Vice-President (People & Culture)
Effective Date	Month, DD, YYYY
Last Review Date	Month, DD, YYYY

- 1 Purpose**

The purpose of this Policy is to provide a framework for developing and managing **Policies** and **Procedures** in compliance with laws and principles of good governance.
- 2 Scope**

This Policy applies to the development and approval of **University Policies and Procedures** and **Unit Policies and Procedures**.
- 3 Definitions**

In this Policy:

 - a) **“Approval Authority”** means the individual or entity with the authority to approve a Policy or Procedure.
 - b) **“Board”** means the Board of Governors of the University.
 - c) **“ELT”** means the Executive Leadership Team which is comprised of the President, Vice-Presidents and General Counsel.
 - d) **“Implementation Authority”** means the **ELT** or **SLT** unit with responsibility for the operationalization and management of a University Policy or Procedure.
 - e) **“Operating Standard”** means a guidance document developed to support the operationalization of a **Policy** or **Procedure** or other responsibilities under the delegated authority of an ELT or SLT unit, setting the quality and level of expectation for the completion of related tasks or activities.
 - f) **“Policy/Policies”** means a statement that regulates University activities, operations, or conduct of the **University Community** for the purpose of establishing a framework for University decisions or actions, and/or ensuring compliance with applicable laws, court orders, government policies or directives, or funding requirements.

- g) **“Procedure(s)”** means a formal statement of procedural steps expressly required by a **Policy** for its implementation.
- h) **“SLT”** means employees of the University who, at the relevant time, are designated as members of the Senior Leadership Team.
- i) **“Unit Policies and Procedures”** means **Policies** and **Procedures** that are not broadly applicable across the University and that apply only to an individual faculty, school, department, or unit.
- j) **“University Community”** means persons associated with the University and includes:
 - i. members of the **Board**;
 - ii. members of the Senate of the University;
 - iii. faculty and staff members;
 - iv. visiting scholars and researchers;
 - v. volunteers;
 - vi. fellows, trainees, and postdoctoral appointees;
 - vii. students; and
 - viii. others who are performing activities or providing goods or services at or under the auspices of the University, including consultants, vendors, and contractors.
- k) **“University Policies and Procedures”** means **Policies** and **Procedures** that are pan-institutional and intended to be broadly applicable across the University.

4 Policy Statement

General

- 4.1 **University Policies and Procedures** and **Unit Policies and Procedures** must not conflict with applicable laws, court orders, government policies or directives, or funding requirements.
- 4.2 **Unit Policies and Procedures** must not conflict with or duplicate **University Policies and Procedures** but may reflect more specific or detailed requirements applicable to the faculty, school, department, or unit. In the event of a conflict, the **University Policy and Procedure** will prevail.
- 4.3 A **Procedure** may not always be required by a **Policy**. If a **Procedure** is required, it shall be expressly referenced in the **Policy**.
- 4.4 Guidance documents to support the implementation of and compliance with a **Policy** and/or a **Procedure** may be developed by the **Implementation Authority**. This may include **Operating Standards**, guidelines, process maps, educational content, FAQs, and other resources. Such documents are developed at the discretion of the **Implementation Authority**.

4.5 University Policies and Procedures will be:

- a) presented in the standard format;
- b) formally approved;
- c) maintained centrally and accessible to the University Community, published on the University website; and
- d) reviewed by the Implementation Authority at least once every five years.

4.6 University Policies and Procedures will be developed or revised and submitted for approval in accordance with a **Procedure** established and maintained by General Counsel and Vice-President (People & Culture).

4.7 Unit Policies and Procedures and any supporting resources are to be created, implemented, and maintained based on the internal processes of that unit.

Approval and Implementation Authorities

4.8 University Policies and Procedures may be approved by:

- a) the **Board**;
- b) the General Faculties Council; or
- c) **ELT**, or a member of **ELT**.

4.9 Decisions with respect to the authority to approve a **University Policy or Procedure** will be rendered by the University Secretary with regard to ensuring compliance with the *Post-Secondary Learning Act* and any delegations pursuant to that legislation, including the University's Delegation of Authority Policy.

4.10 Decisions with respect to the authority to implement a **University Policy or Procedure** will be rendered by the **Approval Authority**.

4.11 Unit Policies and Procedures will be approved by:

- a) the Dean of the faculty, or their delegate or the Director or Head of the school, or their delegate if the Unit is a faculty or school or department within a faculty or school; or
- b) in all other cases, by the most senior **SLT** member responsible for the unit or their delegate.

Transitional Provision

4.12 Policies and Procedures developed under prior versions of this Policy and related Procedure remain valid and in force until reviewed and revised in accordance with this Policy and Procedure.

5 Responsibilities

5.1 Approval Authority

- a) ensure appropriate rigour and due diligence in the development of this Policy and related Procedure.

5.2 Implementation Authority

- a) ensure that University staff are aware of this Policy and related Procedure;
- b) monitor compliance with this Policy and related Procedure;
- c) regularly review this Policy and related Procedure to ensure consistency in practice; and
- d) sponsor the revision of this Policy and related Procedure when necessary.

5.3 University Legal Services

- a) ensure University Policies and Procedures comply with applicable laws, court orders, or funding requirements;
- b) review proposed University Policies and Procedures and revisions to University Policies and Procedures for consistency with existing University Policies and Procedures;
- c) resolve questions of whether a formal University Policy or Procedure is required;
- d) draft University Policies and Procedures and assist with the consultation and approval process; and
- e) provide advice and support on **Unit Policies and Procedures** as requested to ensure compliance with this Policy.

6 Related Procedure [Establishing and Managing Policies and Procedures, Procedure for](#)

7 References *Post-Secondary Learning Act*

8 History	October 20, 2005	Effective. Approved by the Provost and Vice-President (Academic) with the endorsement from other members of senior leadership.
	September 1, 2006	Revised. Revisions approved by the General Counsel and Corporate Secretary in July 2006.
	October 1, 2011	Editorial Revision.
	October 18, 2013	Revised. Revisions approved by the Board.
	January 1, 2020	Editorial Revision. Updated format and links.

Establishing Policies and Procedures, Policy on Establishing and Managing Policies and Procedures

<u>Policy No.</u>	<u>POL -001.01</u>
<u>Approval Authority</u>	<u>Board of Governors</u>
<u>Implementation Authority</u>	<u>Office of the General Counsel and Vice-President (People & Culture)</u>
<u>Effective Date</u>	<u>Month, DD, YYYY</u>
<u>Last Review Date</u>	<u>Month, DD, YYYY</u>

- 1 **Purpose**

The purpose of this Policy is to provide a framework for developing and managing **Policies and Procedures** in compliance with laws and principles of good governance.
- 2 **Scope**

This Policy applies to the development and approval of University Policies and Procedures and Unit Policies and Procedures. ~~that are generally applicable across the University and to Policies and Procedures that are only applicable to specific faculties, schools, departments or units.~~
- 3 **Definitions**

In this Policy:

 - a) **“Approval Authority”** means the individual or entity with the authority to approve a Policy or Procedure.
 - b) **“Board”** means the Board of Governors of the University.
 - c) **“ELT”** means the Executive Leadership Team which is comprised of the President, Vice-Presidents and General Counsel.
 - d) **“Implementation Authority”** means the ELT or SLT unit ~~most senior administrator~~ with responsibility for the ~~matter that is the subject of the approved or proposed~~ operationalization and management of a University Policy or Procedure.
 - e) **“Operating Standard”** means a guidance document developed to support the operationalization of a Policy or Procedure or other responsibilities under the delegated authority of an ELT or SLT unit, setting the quality and level of expectation for the completion of related tasks or activities.

- f) ~~_____~~
- d) ~~_____~~
- e) **“Policy/Policies”** means a statement that regulates University activities, operations, or structures conduct of the University Community for the purpose of: and:
- i. ~~establishes how the University conducts one or more aspects of its business; or~~
 - ii. ~~sets out how the University expects members of the University Community to conduct themselves generally or in particular circumstances; or~~
 - iii. ~~sets University objectives or direction in order to~~ establishing a framework for University decisions or actions, and/or ensuring; ~~or~~
- g) ~~deals with~~ compliance with applicable laws, court orders, government policies or directives, or funding requirements ~~of funders~~;
- iv. ~~_____~~
- ~~f)h)~~ **“Procedure(s)”** means ~~at the formal~~ the formal statement of procedural ~~steps expressly~~ required by a Policy for its implementation. ~~to implement a Policy.~~
- ~~g)i)~~ **“SLT”** means employees of the University who, at the relevant time, are designated as members of the Senior Leadership Team.
- ~~h)j)~~ **“Unit Policies and Procedures”** means **Policies and Procedures** that are not broadly applicable across the University and that apply only to ~~members of the University Community associated with a~~ an individual faculty, school, department, or unit.
- i) ~~“Unit Policies and Procedures” means Unit Policies and Unit Procedures collectively.~~
- j) ~~“Unit Procedures” means Procedures that relate to or operationalize a Unit Policy.~~
- k) ~~“University” means the University of Calgary.~~
- ~~h)k)~~ **“University Community”** means persons associated with the University and includes:
- i. members of the **Board**;
 - ii. members of the Senate of the University;
 - iii. faculty and staff members; employees, including visiting faculty;
 - iv. visiting scholars and researchers ~~conducting research at or under the auspices of the University;~~
 - v. volunteers;
 - vi. fellows, trainees, and postdoctoral appointees;
 - vii. students; and
 - viii. others who are performing activities or providing goods or services at or under the auspices of the University, including consultants, vendors, and contractors.
- ~~m)l)~~ **“University Policies and Procedures”** means **Policies and Procedures** that are pan-institutional and intended to be broadly ~~that~~ applicable across the University to

~~members of the University Community in general or are associated with multiple faculties, schools, departments or units.~~

~~n) “University Policies and Procedures” means University Policies and University Procedures collectively.~~

~~o) “University Procedures” means Procedures that relate to a University Policy.~~

4 Policy Statement

General

4.1 University Policies and Procedures and Unit Policies and Procedures must not conflict with applicable laws, court orders, government policies or directives, or funding requirements.

4.2 Unit Policies and Procedures must not conflict with or duplicate University Policies and Procedures but may reflect more specific or detailed requirements applicable to the faculty, school, department, or unit. In the event of a conflict, the University Policy and Procedure will prevail.

4.3 A Procedure may not always be required by a Policy. If a Procedure is required, it shall be expressly referenced in the Policy.

4.4 Guidance documents to support the implementation of and compliance with a Policy and/or a Procedure may be developed by the Implementation Authority. This may include Operating Standards, guidelines, process maps, educational content, FAQs, and other resources. Such documents are developed at the discretion of the Implementation Authority.

4.14.5 University Policies and Procedures will be:

- a) presented in the standard format;
- b) formally approved;
- c) maintained centrally and accessible to the University Community, published on the University website; and
- d) reviewed by the Implementation Authority at least once every five years.

~~**4.2 University Legal Services – Policy Office** will create, implement, and maintain standards for the drafting, publication, and promulgation of University Policies and Procedures and Unit Policies and Procedures.~~

4.34.6 University Policies and Procedures will be ~~drafted~~ developed or revised and submitted for approval in accordance with a Procedures established and maintained by General Counsel and Vice-President (People & Culture).

4.7 Unit Policies and Procedures and any supporting resources are to be created, implemented, and maintained based on the internal processes of that unit.

~~The Unit’s most senior administrator or their delegate is responsible for drafting and revising Unit Policies and Procedures. Unit Policies and Procedures may not conflict~~

~~with University Policies and Procedures but may reflect more specific or detailed requirements applicable to the faculty, school, department or unit.~~

~~4.4 In addition, Unit Policies and Procedures may not conflict with laws, court orders, government policies or directives, or requirements of funders.~~

~~4.5 The Unit's most senior administrator or their delegate will provide a copy of a Unit Policy or Unit Procedure to University Legal Services – Policy Office at least 15 working days prior to the date it is to be published.~~

Approval and Implementation Authorities

~~4.64.8 University Policies and Procedures will be approved by the applicable Approval Authority.~~

~~4.7 University Policies and Procedures may be approved by:~~

- ~~a) the Board or its delegate;~~
- ~~b) the General Faculties Council or its delegate; or~~
- ~~c) ELT, or a member of ELT or their delegate.~~

~~4.84.9 Decisions with respect to the authority to approve a University Policy or a University Procedure will be rendered by the University Secretary in conjunction with the Implementation Authority with regard to ensuring compliance with the Post-Secondary Learning Act and any delegations pursuant to that legislation, including the University's Delegation of Authority Policy.~~

~~4.10 Decisions with respect to the authority to implement a University Policy or Procedure will be rendered by the Approval Authority.~~

~~4.94.11 Unit Policies and Procedures will be approved by:~~

- ~~a) the Dean of the faculty, or their delegate or the Director or Head of the school, or their delegate if the Unit is a faculty or school or department within a faculty or school; or~~
- ~~b) in all other cases, by the most senior SLT member responsible for the Unit or their delegate.~~

Transitional Provision

~~4.12 Policies and Procedures developed under prior versions of this Policy and related Procedure remain valid and in force until reviewed and revised in accordance with this Policy and Procedure.~~

~~b)~~

Effective Date

~~4.10 University Policies and Procedures and Unit Policies and Procedures are effective on the date they are published unless another date is specified by the Approval Authority.~~

5 Responsibilities

5.1 Approval Authority

- a) ensure appropriate rigour and due diligence in the development of this Policy and related Procedures.

5.2 Implementation Authority

- a) ensure that University staff are aware of this Policy and related Procedures;
- b) monitor compliance with this Policy and related Procedures;
- c) regularly review this Policy and related Procedures to ensure consistency in practice; and
- d) sponsor the revision of this Policy and related Procedures when necessary.

5.3 University Legal Services —Policy Office

- a) ensure University Policies and Procedures comply with applicable laws, court orders, or funding requirements and legislation;
- b) review proposed University Policies and Procedures and revisions to University Policies and Procedures for consistency with existing University Policies and Procedures;
- c) resolve questions of whether a formal University Policy or Procedure is required;
- d) draft University Policies and Procedures and assist with the consultation and approval process; and
- e) provide advice and support on Unit Policies and Procedures as requested to ensure compliance with this Policy.

6 Related Procedures

~~Developing Policies and Procedures, Procedure for~~Establishing and Managing Policies and Procedures, Procedure for

7 References

Post-Secondary Learning Act

7.8 History

October 20, 2005	Effective. Approved by the Provost and Vice-President (Academic) with the endorsement from other members of senior leadership.
September 1, 2006	Revised. Revisions approved by the General Counsel and Corporate Secretary in July 2006.
October 1, 2011	Editorial Revision.
October 18, 2013	Revised. Revisions approved by the Board.
January 1, 2020	Editorial Revision. Updated format and links.

Establishing and Managing Policies and Procedures

Procedure No.	<i>PRO -001.01</i>
Parent Policy	<i>Establishing and Managing Policies and Procedures Policy</i>
Approval Authority	General Counsel and Vice-President (People & Culture)
Implementation Authority	University Legal Services
Effective Date	Month, DD, YYYY
Last Review Date	Month, DD, YYYY

- 1 Purpose**

The purpose of this Procedure is to define the steps by which **University Policies and Procedures** are developed and revised.
- 2 Scope**

This Procedure applies to the development and revision of **University Policies and Procedures**. It does not apply to Unit Policies or Procedures.
- 3 Definitions**

In this Procedure:

 - a) **“PDP”** means the Policy/Procedure Development Plan, as approved by ELT.
 - b) **“Drafting Team”** means the working group responsible for developing or revising a University Policy Procedure as set out in the PDP.

In this Procedure, the following terms are used as defined in the Parent Policy (Establishing and Managing Policies and Procedures Policy):

 - c) **“Approval Authority”**
 - d) **“ELT”**
 - e) **“Implementation Authority”**
 - f) **“Policy/Policies”**
 - g) **“Procedure(s)”**
 - h) **“SLT”**
 - i) **“University Policies and Procedures”**
 - j) **“Unit Policies and Procedures”**

4 Procedure

Initiating the Process

- 4.1 The **Implementation Authority** for an existing **University Policy** or **Procedure**, in conjunction with University Legal Services, is responsible for identifying when updates or revisions are required or desirable.
- 4.2 **ELT**, along with University Legal Services, is responsible for identifying when a new **Policy** is required.
- 4.3 Upon a **Policy** being identified for development or revision, the **Implementation Authority** (or **ELT** delegate in the case of a new policy being identified), along with University Legal Services, will draft a proposed PDP.
- 4.4 The proposed PDP will provide details with respect to the following:
 - a) the reasons for a new or revised **University Policy** or **Procedure**;
 - b) the impact on operations including budget implications if any and potential source(s) of funding;
 - c) the Approval Authority;
 - d) the names of individuals on the proposed **Drafting Team** (which must include a member from University Legal Services and a representative of the **Implementation Authority**);
 - e) the consultation process including proposed timeline for consultation and proposed groups for consultation;
 - f) the communication strategy; and
 - g) a training plan if required.
- 4.5 The extent and duration of the consultation process will vary depending on a number of factors including:
 - a) the primary constituency for the **University Policy** or **Procedure**;
 - b) the subject matter;
 - c) relevant external constraints such as compliance with laws, court orders, governmental policies or directives, or requirements of funders; and
 - d) timing including consideration of holidays, the appropriateness of a 30-day consultation process and external deadlines.
- 4.6 University Legal Services will submit the proposed **PDP** to **ELT** for review. **ELT** will review the proposed **PDP** considering, in particular, the reasons for the new or revised **University Policy** or **Procedure**, the impact on operations and, considering 4.5 above, the appropriateness of the proposed consultation process.
- 4.7 **ELT** will either:
 - a) approve the proposed **PDP**, with or without revisions, and authorize the **Implementation Authority** and University Legal Services to proceed with the development or revision of the **University Policy** or **Procedure** in accordance with the PDP; or
 - b) return the proposed **PDP** for reconsideration.

Developing or Revising a Policy or Procedure

- 4.8 The Drafting Team will work on the development or revision of the **University Policy** or **Procedure** in accordance with the PDP.

- 4.9** University Legal Services will circulate the draft **University Policy or Procedure** pursuant to the consultation process described in the **PDP** and provide feedback to the **Drafting Team**.

Approving a Policy or Procedure

- 4.10** Once the **Drafting Team** has finalized a draft **University Policy or Procedure** in accordance with the PDP, University Legal Services will submit the final draft to the **Approval Authority**, along with a copy of the PDP.
- 4.11** If satisfied with the final draft of the **University Policy or Procedure**, the **Approval Authority** will approve the **University Policy or Procedure**, establish the effective date, and direct University Legal Services to publish it.
- 4.12** If the Approval Authority for a University Policy or Procedure does not approve the final draft, the Approval Authority will return it with comments for reconsideration.

Implementing the Policy or Procedure

- 4.13** The Implementation Authority will ensure that the communications strategy and the training plan (if any) for the approved University Policy or Procedure as set out in the PDP are carried out.

Compliance with laws and editorial revisions

- 4.14** Notwithstanding the above, an Implementation Authority is permitted to make revisions to an existing Policy or Procedure without following the procedure outlined above to the extent necessary to ensure compliance with applicable laws or to make non-substantive corrections or clarifications, such as to correct formatting, typographical or grammatical errors, or outdated references to position titles, units, resources, or links.

5 History

October 20, 2005	Approved and Effective.
January 20, 2011	Revised.
October 18, 2013	Revised.
January 1, 2020	Editorial Revision. Updated format and links.

Developing Policies and Procedures, Procedure for Establishing and Managing Policies and Procedures

<u>Procedure No.</u>	<u>PRO -001.01</u>
<u>Parent Policy</u>	<u>Establishing and Managing Policies and Procedures Policy</u>
<u>Approval Authority</u>	<u>General Counsel and Vice-President (People & Culture)</u>
<u>Implementation Authority</u>	<u>University Legal Services</u>
<u>Effective Date</u>	<u>Month, DD, YYYY</u>
<u>Last Review Date</u>	<u>Month, DD, YYYY</u>

- 1 **Purpose** The purpose of this Procedure is to define the steps by which **University Policies** and **Procedures** are developed and revised.
- 2 **Scope** This Procedure applies to the development and revision of **University Policies and Procedures**. It does not apply to Unit Policies or Procedures.
- 3 **Definitions** In this Procedure:
 - a) “PDP” means the Policy/Procedure Development Plan, as approved by ELT.
 - b) “Drafting Team” means the working group responsible for developing or revising a University Policy Procedure as set out in the PDP.

In this Procedure, the following terms are used as defined in the Parent Policy (Establishing and Managing Policies and Procedures Policy):

 - a)c) “Approval Authority” means the individual or entity with the authority to approve a University Policy or University Procedure.
 - b) “Drafting Team” means the group, comprised of the Implementation Authority or their delegate and a member of University Legal Services – Policy Office, responsible for drafting or revising a University Policy or University Procedure.
 - e)d) “ELT” means the Executive Leadership Team which is comprised of the President, Vice-Presidents and General Counsel.
 - d) “ELT Ops” means the leadership team comprised of the Vice-Presidents, the General Counsel, the University Secretary, and other employees of the University who, at the relevant time, are designated as members of ELT Ops.

- e) **"Implementation Authority"** means the most senior administrator with responsibility for the matter that is the subject of the approved or proposed University Policy or University Procedure.
- f) **"PDP"** means the Policy/Procedure Development Plan, as approved by ELT Ops.
- f) _____
- g) **"Policy/Policies"** means a statement that regulates University activities, operations or structures and:
- i. establishes how the University conducts one or more aspects of its business; or
 - ii. sets out how the University expects members of the University Community to conduct themselves generally or in particular circumstances; or
 - iii. sets University objectives or direction in order to establish a framework for University decisions or actions; or
 - iv. deals with compliance with laws, court orders, government policies or directives, or requirements of funders.
- h) **"Procedure(s)"** means the statement of processes required to implement a Policy.
- i) **"University"** means the University of Calgary.
- h) **"SLT"**
- j) **"University Community"** means persons associated with the University and includes:
- i. members of the Board;
 - ii. members of the Senate of the University;
 - iii. employees, including visiting faculty;
 - iv. researchers conducting research at or under the auspices of the University;
 - v. volunteers;
 - vi. fellows, trainees and postdoctoral appointees;
 - vii. students; and
 - viii. others who are performing activities or providing goods or services at or under the auspices of the University, including consultants, vendors, and contractors.
- k) **"University Policies"** means Policies that apply to members of the University Community in general or are associated with multiple faculties, schools, departments or units.
- i) **"University Policies and Procedures"** means University Policies and University Procedures collectively.
- h) **"Unit Policies and Procedures"**
- m) **"University Procedures"** means Procedures that relate to a University Policy.

4 Procedure

Initiating the Process

4.1 The **Implementation Authority** for an existing University Policy or University Procedure, in conjunction with University Legal Services, is responsible for identifying when updates or revisions are a new or revised University Policy or University Procedure is required or desirable.

4.2 ELT, along with University Legal Services, is responsible for identifying when a new Policy is required.

4.2.4.3 Upon a Policy being identified for development or revision, the Implementation Authority (or ELT delegate in the case of a new policy being identified), along with University Legal Services, will initiate the University Policy or University Procedure development or revision process by drafting a proposed PDP.

4.2.4.4 The proposed PDP will provide details with respect to the following:

- a) the reasons for a new or revised **University Policy** or **University Procedure**;
- b) the impact on operations including budget implications if any and potential source(s) of funding;
- c) the Approval Authority;
- d) the names of individuals on the proposed Drafting Team (which must include a member from University Legal Services and a representative of the Implementation Authority);
- e) the consultation process including proposed timeline for consultation and proposed groups for consultation;
- f) the communication strategy; and
- g) a training plan if required.

4.2.4.5 The extent and duration of the consultation process will vary depending on a number of factors including:

- a) the primary constituency for the **University Policy** or or University Procedure;
- b) the subject matter;
- c) relevant external constraints such as compliance with laws, court orders, governmental policies or directives, or requirements of funders; and
- d) timing including consideration of holidays, the appropriateness of a 30-day consultation process and external deadlines.

4.5 The Implementation Authority will submit the proposed PDP to University Legal Services —Policy Office which will review it for accuracy and completeness and, in consultation with the Implementation Authority, will revise the proposed PDP as required.

4.6 University Legal Services —Policy Office will submit the proposed PDP to ELT Ops for review. ELT Ops will review the proposed PDP considering, in particular, the reasons for the new or revised **University Policy** or **University Procedure**, the impact on operations and, considering 4.54 above, the appropriateness of the proposed consultation process.

4.7 ELT Ops may will either:

- a) approve the proposed PDP, with or without revisions, and authorize the **Implementation Authority** and University Legal Services —Policy Office to proceed with drafting the development or revision of the University Policy or or University Procedure in accordance with the PDP; or

- b) return the proposed **PDP** ~~to the Implementation Authority~~ for reconsideration.

Drafting~~Developing or Revising~~ a Policy or Procedure

- 4.8 The Drafting Team will ~~draft work on the development or revision of the a new or revised~~ **University Policy** ~~or or University Procedure~~ in accordance with the PDP.
- 4.9 University Legal Services ~~— Policy Office~~ will circulate the draft **University Policy** or **University Procedure** pursuant to the consultation process described in the **PDP** and provide feedback to the **Drafting Team**.

Approving a Policy or Procedure

- 4.10** Once the **Drafting Team** has finalized a draft **University Policy** or ~~University Procedure~~ **in accordance with the PDP**, University Legal Services ~~— Policy Office~~ will submit the **final** draft to **the Approval Authority, along with a copy of the PDP** ~~ELT~~.

4.10

- 4.11** ~~ELT~~ will review the draft **University Policy** or **University Procedure** in light of the **PDP** and may:

- a) ~~direct University Legal Services — Policy Office to forward the draft~~ **University Policy** or **University Procedure** (with or without minor revisions) to the **Approval Authority** for the **University Policy** or **University Procedure** for final approval; or
- b) ~~determine that the draft~~ **University Policy** or **University Procedure** is not consistent with the **PDP** or does not comply with relevant external constraints such as laws, court orders, governmental policies or directives, or requirements of funders and direct University Legal Services ~~— Policy Office~~ to forward the draft **University Policy** or **University Procedure** to the **Drafting Team** with **ELT's** comments for consideration.

- 4.12.11** If satisfied with the final draft of the **University Policy** or **University Procedure**, the **Approval Authority** ~~for the University Policy or University Procedure~~ will approve the **University Policy** or **University Procedure**, establish the effective date, and direct University Legal Services ~~— Policy Office~~ to publish **it** ~~the University Policy or University Procedure~~.

- 4.13.12** If the Approval Authority for a **University Policy** or **University Procedure** does not approve the final draft ~~of the University Policy or University Procedure~~, the Approval Authority will return **it** ~~the final draft of the University Policy or University Procedure, together with comments, to the Implementation Authority~~ for reconsideration.

Implementing the Policy or Procedure

- 4.14** ~~University Legal Services — Policy Office will publish the University Policy or University Procedure as instructed by the Approval Authority.~~
- 4.13** The Implementation Authority will ensure that the communications strategy and the training plan (if any) for the approved **University Policy** or **University Procedure** as set out in the PDP are carried out.

Compliance with laws and editorial revisions

4.154.14 Notwithstanding the above, an Implementation Authority is permitted to make revisions to an existing Policy or Procedure without following the procedure outlined above to the extent necessary to ensure compliance with applicable laws or to make non-substantive corrections or clarifications, such as to correct formatting, typographical or grammatical errors, or outdated references to position titles, units, resources, or links.

5 Parent Policy Establishing Policies and Procedures, Policy on

6 Related Policy/Procedure Development Plan (PDP)
Guidelines/Forms

75 History	October 20, 2005	Approved and Effective.
	January 20, 2011	Revised.
	October 18, 2013	Revised.
	January 1, 2020	Editorial Revision. Updated format and links.

Continuing Education

Enrolment Report

Dr. Sheila LeBlanc
Associate Vice-President, Continuing Education

October 2025



UNIVERSITY OF
CALGARY

Continuing Education Division

FY2025 Snapshot

Unique learners

16,747

Total instruction hours

35,971

Course Sections
1,373

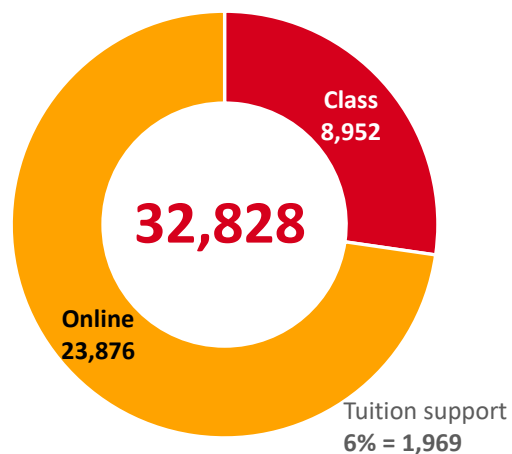


Credentials awarded

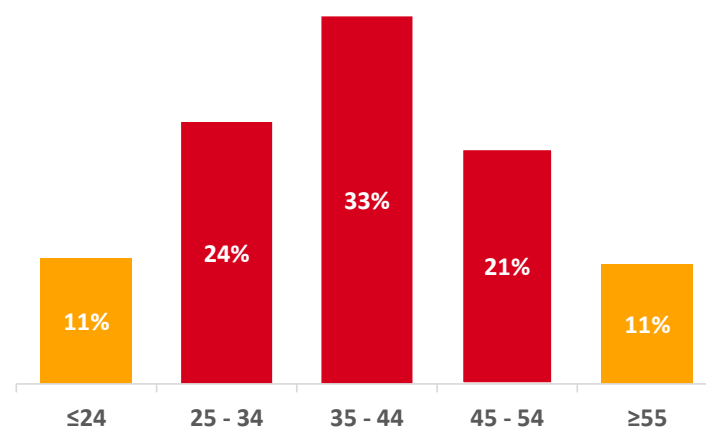
2,161



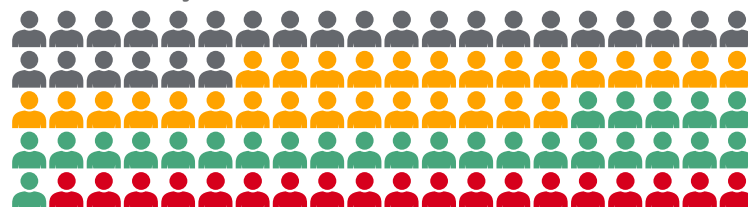
Enrolment count



Age group



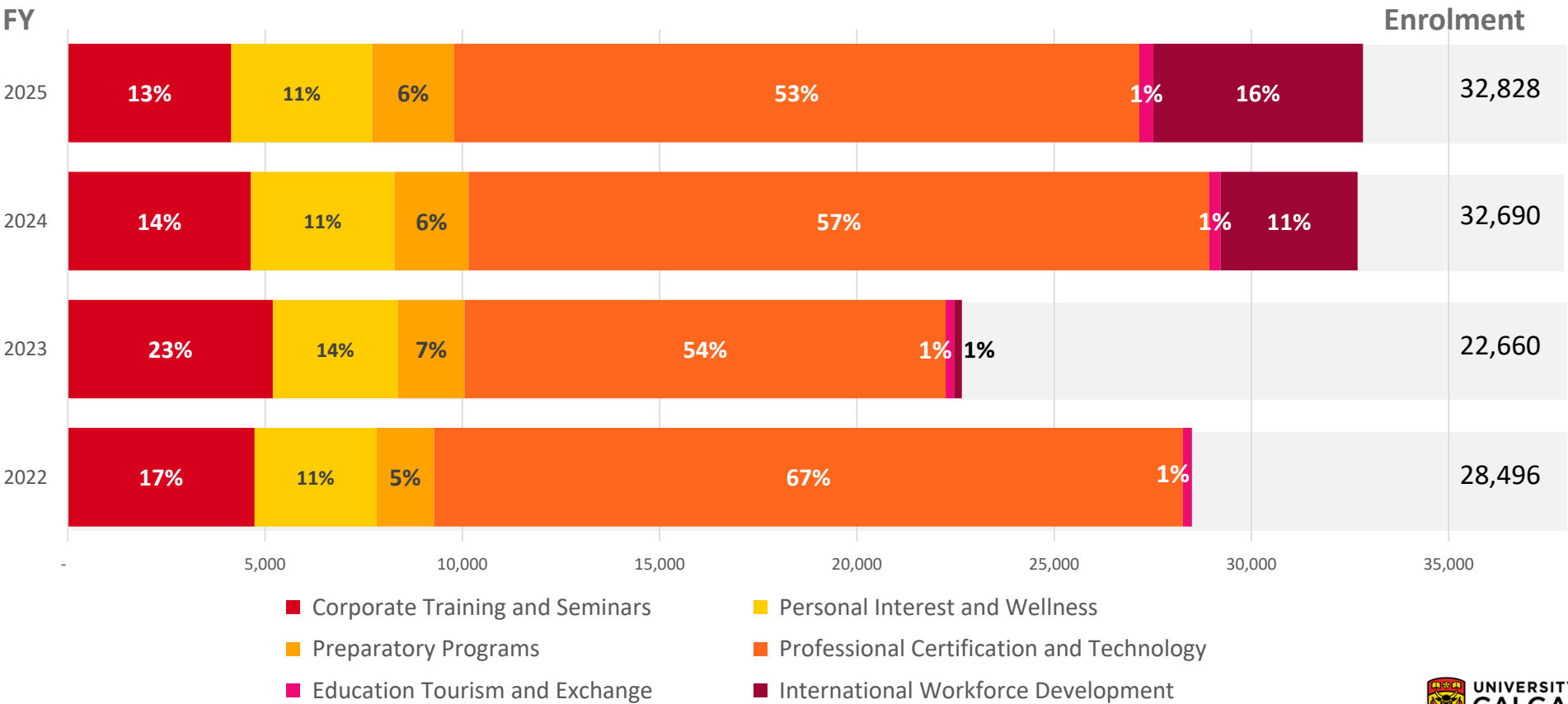
Learners by location



22% Calgary Area
28% Other Alberta
31% Other Canada
19% International
Learners from **110** countries

Continuing Education Division

Enrolment by distribution



Continuing Education Division

Community Engagement through Collaborations



Customized Corporate Training

Top 5 customers in 2025:

1. City of Calgary
2. ARC Resources
3. City of Airdrie
4. TC Energy
5. WestJet



External Collaborations

20 Professional Associations:

1. Institute for Performance and Learning
2. International Association for Six Sigma Certification (IASSC)
3. British Columbia Career Development Association (BCCDA)
4. Career Development Association of Alberta (CDAA)
5. Career Development Practitioner Certification Board of Ontario (CDPCBO)
6. Canadian Counselling and Psychotherapy Association
7. Alberta Insurance Council
8. Canadian Institute of Quantity Surveyors (CIQS)
9. Apprenticeship and Industry Training board
10. Chartered Professionals in Human Resources of Alberta (CPHR Alberta)
11. Canadian Payroll Association
12. Decorators and Designers Association of Canada (DDA)
13. Board of Canadian Registered Safety Professionals (BCRSP)
14. Project Management Institute
15. Association of Professional Engineers and Geoscientists of Alberta (APEGA)
16. Canadian Institute of Management (CIM), Calgary Chapter
17. Association of Administrative Professionals
18. Risk and Insurance Management Society, Inc. (RIMS)
19. Alberta Ministry of Education
20. TESL Canada

Over 3 years we have:

Served **17**
external corporate
training clients
and **10**
internal clients

Delivered
11,136
business employee
enrolments

Delivered
269
courses

Delivered
512
course sections

Partners in Continuing & Professional Education (CPE)

FY2025 Snapshot



CPE Capability Centre

Operational support:

- CPE Student Information System Management
- Registrarial Services
- Program Coordination
- Student Services

	Sections	Enrolment
Taylor Institute for Teaching and Learning	100	2,238
Faculty of Social Work	24	2,145
Cumming School of Medicine (Conference Module)	28	1,763
Haskayne School of Business – Executive Education	22	713
Schulich School of Engineering	7	428
Faculty of Nursing	16	302
Faculty of Science - Dept of Earth, Energy & Environment	3	89
Cumming School of Medicine/ContEd PaCER	4	61
Faculty of Arts - Dept of Psychiatry	1	50
Werklund School of Education	2	12
	207	7,801

Towards a Micro-credential Ecosystem



Program/labour market
demand research



Program
development
consultation



CPE program
development



7,801
enrolment



2,558 total
instructional hours



207 course
sections



74 credentials
awarded

40,127 total enrolment

GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE
Report to General Faculties Council
for the meeting held October 15, 2025

The following report is submitted on behalf of the General Faculties Council (GFC) Executive Committee (EC).

Nominations for Election by GFC of One Academic Staff Member of GFC to the GFC Executive Committee

The EC nominated, in rank order, academic staff members of GFC to be approached by the University Secretariat to stand for election to the GFC Executive Committee. The election will be held electronically following the November 6, 2025 GFC meeting.

Revisions to the Policy and Procedure for Establishing and Managing Policies and Procedures

The EC heard that the proposed revisions to the Establishing and Managing Policies and Procedures Policy and Procedure aim to enhance the clarity of the policy development and management process. The updates preserve existing oversight, rigour, and flexibility and maintain the current decision-making authority and consultation framework. The language has been simplified and better organized, the new title reflects that management is part of implementation, and the revised documents will clarify what qualifies as a policy.

In response to questions, it was reported that:

- It is optimal that all institutional policies and procedures be reviewed and updated as necessary, ideally at least every five years. In practice, priority is put on reviewing ones that are legislatively required, such as the Sexual and Gender-Based Violence Policy.
- It is not being mandated that Faculties also review their policies and procedures on a five-year cycle, but this is good practice. The content in Faculty policies and procedures must align with institutional policies and procedures.
- Resources will be provided to guide the development and implementation of policies, procedures, operating standards, and guidelines.
- If there is an academic component, unit policies and procedures should be approved by the Dean upon recommendation by the Faculty Council.

Discussion included:

- There should be clarity about whether a policy or procedure is operational or academic, and clarity about the difference between policy and Calendar regulations.
- Faculty and unit best practices could be documented in guidelines.

Institutional Enterprise Risk Management Program – Student Risk Review

The EC received the annual update on the Institutional Enterprise Risk Management Program – Student Risk Review, hearing that there are currently three active issues of high risk being managed (enrolment, student well-being, and affordability).

In response to questions, it was reported that:

- It is not known if the lack of a waitlist for residence living is because students do not need this form of housing or because they do not expect to be served.

- The in-development Principles for the Assessment of Student Learning speak to considerations such as the timing and nature of assessments, and the next Campus Mental Health Survey will launch in 2026.

Discussion included:

- International student study permits can contain errors that prevent these students from being able to work as a Teaching Assistant, and the length of time it takes the federal government to process international student paperwork can negatively impact students.
- Resources are needed to respond to student mental health needs. Factors impacting student mental health include academic stresses and the geopolitical landscape.
- The Campus Food Bank is seeing increased use, and food insecurity among students may be worse than is being perceived.
- Textbook and University-vicinity housing costs remain high. The upcoming closure of the Varsity Courts housing complex will impact some students.

Review of the Draft November 6, 2025 GFC Agenda

The EC reviewed the draft November 6, 2025 GFC agenda.

Prepared by the University Secretariat on behalf of Sandra Davidson, Vice-Chair

This report is submitted on behalf of the Academic Planning and Priorities Committee (APPC).

Revisions to the Undergraduate Admission Regulations

The Committee reviewed the proposal for revisions to Calendar Section A. *Undergraduate Admissions*, including allowing a passing grade for MATH 249 (which is now a credit/fail course) for some programs, aligning with the changed Test of English as a Foreign Language Internet-based Test (TOEFL iBT) scoring system scale, and removing the requirement for students in the University Entrance Program to enroll in at least one course in their first term.

Discussion included that there is concern that using a credit/fail course for admission does not permit the assessment of the quality of the applicant, and that this sets a precedent and could in future expand beyond MATH 249.

In response to questions, it was explained that students who receive credit for MATH 249 will have strong calculus proficiency. There was review and consultation during the move to having MATH 249 be a credit/fail course, and it was determined that graduate program needs will not be negatively impacted, it is considered that students' proficiency can be assessed in other ways, and there is not appetite to shift other courses in the Faculty of Science to credit/fail. MATH 249 was previously approved as a credit/fail course, and this proposal is simply to update the Calendar accordingly.

The Committee approved the proposed revisions to the undergraduate admission regulations, effective for the 2025-2026 Calendar and Fall 2026 admissions.

Revisions to the Graduate Admission Regulations

The Committee reviewed the proposal for revisions to Calendar Section G.A.1 *Graduate Qualifications*, including aligning with the changed TOEFL iBT scoring system scale.

Discussion included that an analysis of English testing scores and graduate student performance (grade point average and time in program) was last done in 2017, and that it would be valuable to conduct such an analysis again.

The Committee approved the proposed revisions to Calendar Section G.A.1 *Graduate Qualifications*, effective for the 2025-2026 Calendar and Fall 2026 admissions.

2024-2025 Annual Non-Credit Programming Report for Professional and Continuing Education

The Committee received the 2024-2025 annual non-credit programming report for Professional and Continuing Education, including hearing that the framework was updated last year to include micro-credentials and that the Taylor Institute badging system will be decommissioned.

In response to questions, it was explained that:

- Many micro-credentials can be ladderred into certificates and diplomas, and micro-credentials can be used to bridge gaps in proficiency that students need for other programs.

- It is possible for non-credit components to be used toward credit programs, particularly if these are assessed learning, and work is being done to establish business practices for this. Growing collaborations with Faculties to deliver non-traditional access to education is desired.
- Continuing Education disaggregated a 300-hour program into stackable pieces and this resulted in increased engagement, particularly for professional continuing education.

Robin Yates, Co-Chair, and Dawn Johnston, Academic Co-Chair, Academic Planning and Priorities Committee.

RESEARCH AND SCHOLARSHIP COMMITTEE
Report to General Faculties Council
for the meeting held October 16, 2025

This report is submitted on behalf of the Research and Scholarship Committee (RSC).

Proposals, Grants and Agreements Platform

The RSC received a presentation about the in-development Proposals, Grants and Agreements (PGA) Platform, including that this will replace the existing Research Management System (RMS) and Electronic Research Services Office (eRSO) and will be a full-functionality platform for submitting grant applications, managing grants, and submitting finance, human resources, and other reporting. The PGA Platform will be in a PeopleSoft module, will address functional gaps currently being experienced by researchers and research administrators, and will improve workflow and project tracking. The platform will launch in two phases in June and July 2026, and there will be an awareness campaign and trainings offered.

In response to questions, it was reported that:

- The new platform will improve pre- and post-award workflow, including submission of letters of intent, agreements, and invoicing, and will reduce duplication across systems.
- It is still necessary to integrate the new platform with the Institutional Research Information Services Solution (IRISS) for ethics applications, the funding calendar, and other things, but this will be sorted by the launch date.
- The staff in Information Technologies who support PeopleSoft will be able to support use of the PGA platform. This is positive, as one person currently supports the RMS.
- Research Legal Services, Financial Services, and others will be working within the new platform (they had their own systems before) and will be involved if there are any issues, and additional functionalities may be added over time.
- Even if there are gaps in the new platform's performance at the start, this will be better than the RMS and eRSO systems which are insufficient and aging.
- A training schedule will be posted soon, and self-help videos and other resources will be made available.
- At this time, it is not known if Research Services will adjust deadlines as people learn the new platform, but this will be looked into.

External Research Revenue and Impact Summary

The RSC received a presentation about external research revenue, including a report that the revenue for the fiscal year 2023-2024 was \$589 million and for 2024-2025 was \$632 million, and that the University ranks very strongly in revenue per scholar, global research impact, funding diversity, and startups. The presenters provided data on funding sources, major funded projects, jobs supported, research expenditures, and bibliometrics. It was noted that resources are being put into the Research Services Office, the Catalyst Grants program, and other initiatives, and this is driving up competitive applications, and units including Strategic Initiatives and Research Intelligence and Industry Engagement have been identifying and supporting non-traditional funding opportunities for researchers.

In response to questions, it was reported that:

- The Universities ahead of the University of Calgary in the 2023-2024 annual research revenue ranking are the University of Toronto, McGill University, University of British Columbia, and Université de Montréal. The University of Calgary has been achieving steady growth in funding and is moving closer to the Université de Montréal, and could become the fourth ranked.
- The University of Alberta is less research-intensive than the University of Calgary, and was ranked sixth in annual research revenue in 2023-2024.
- Ways to identify beneficial research beyond financial data include citation data and impact narratives. The University is a signatory to the Declaration on Research Assessment (DORA) and is committed to best practices in the evaluation of researchers and scholarly research outputs.

Prepared by the University Secretariat on behalf of Robert Thompson, Co-Chair, and Joshua Taron, Academic Co-Chair

TEACHING AND LEARNING COMMITTEE
Report to General Faculties Council
for the meeting held October 14, 2025

This report is submitted on behalf of the Teaching and Learning Committee (TLC).

Recommendation of the Endorsement of the Principles for the Assessment of Student Learning

The TLC received a presentation on the proposed Principles for the Assessment of Student Learning, including review of the needs for principles, description of the development process, the timeline, and the consultation that occurred, and explanation that the eleven principles arise from the key themes that emerged during the consultation process. The presenters emphasised that the General Faculties Council will be asked to endorse the principles to serve as a framework and foundation to guide the assessment of student learning at the University, and that it is intended that the principles will inform assessment practices but they cannot be enforced. The presenters noted that it will not be possible to adopt all the principles at once, and that some resources will be needed and some changes will need to be piloted.

Discussion included:

- No assessment practices will be perfect, but the principles will stimulate conversations and will aid instructors in trying to do better in this space.
- Adopting some of the principles will not be possible in current conditions; for example, class size can dictate the assessment method possible.
- It will be important to effectively communicate about the principles.
- There is concern that the principles may trigger feelings of inferiority in instructors who are dealing with, for examples, lack of resources, high workload, and large class sizes, and so the principles should be framed as ideal when optimally resourced. The presenters reported that a continuum of strategies could be communicated, and it is hoped that a strengths-based approach can be taken.
- The principles relate to an instructor's general assessment practices, and not to a single assessment.
- Indigenous ways have a different approach to assessment from traditional university assessment practices.

The TLC voted to recommend that the General Faculties Council endorse the proposed eleven Principles for the Assessment of Student Learning as foundational principles to guide the assessment of student learning at the University.

Academic Integrity in a Time of Generative AI / Academic Integrity Week 2025

The TLC met visiting scholar Mike Perkins, Head of the Centre for Research and Innovation, British University Vietnam, and received a presentation about his Academic Integrity (AI) Assessment Scale, including that the scale is a tool for educators and students describing degrees of acceptance of the use of generative AI (including no AI, AI for planning, AI in collaboration, full use of AI, and AI exploration and creative problem solving) and that the scale speaks to how AI can be integrated in an ethical way into teaching and learning practices. The presenter noted that the scale can guide thinking about course learning objectives and the design of assessments, and lead to transparent conversations about generative AI use and academic integrity.

Discussion included that:

- It will be important for students to critically evaluate the AI output and learn about the limitations of generative AI. The presenter confirmed that, at all levels of the scale, it is expected that students will evaluate the AI outputs and the presenter noted that some educators require students to write reflective statements.
- Students should be editing and bringing their own voice to the AI outputs.
- The wording in the scale's descriptors is written such that it is relatable to both educators and students.
- Students can be guided in using AI responsibly and effectively.
- The scale leads to conversations about what level of AI use is most appropriate for a course's learning outcomes, and this may differ depending on whether a course is for novice undergraduate or senior graduate students.

In response to questions, it was reported that:

- Equitable access to AI is a concern for institutions. All students have access to AI tools, but some students have access to better tools. A way to mitigate this is for an institution to have policy relating to equitable access and for an educator to require that their students all use the same tool, such as the free version of ChatGPT, but this would be difficult to control as students could quietly use other tools around that.
- It is still possible to have no AI involved in an assessment, such as a written exam.

Teaching and Learning Updates and Emerging Issues (Roundtable)

The TLC was given an opportunity to discuss matters currently impacting teaching and learning, and it was shared that:

- There is appetite to hear the University's response to the recommendations of the Expert Panel on Post-Secondary Institution Funding and Alberta's Competitiveness (often referred to as the Mintz Panel) that were released on October 9, 2025.
- Clarity is needed around whether an instructor must be the one to proctor all deferred assessments.
- Some instructors are moving back to paper exams in order to avoid the improper use of AI, but this may not be possible in larger classes.
- During and since the pandemic, the narrative of trusting students to learn has largely been lost and many instructors have shifted to feeling distrust and are leaning to enforcement.
- The workplace is increasingly expecting employees to use AI to improve efficiencies, and many people are feeling overwhelmed to have one more thing to deal with.

University of Calgary Teaching and Learning Grants Update

The TLC received a presentation about the University of Calgary Teaching and Learning Grants, including description of the history of the program, statistics about projects funded under the program, and examples of initiatives to grow awareness of the program and support the writing of successful applications.

In response to questions, it was reported that:

- There has been no analysis as to whether some people have had more than one project funded over

time. The adjudication committees are large and diverse, and no obvious themes in projects funded have been noticed.

- The Introduction to the Scholarship of Teaching and Learning (SOTL) workshop is offered every summer and conferences have content relating to this. SOTL sessions for interested units can be arranged through the Taylor Institute.
- The application requires researchers to describe how they will disseminate the results of their work, such as through conference presentations and within-Faculty presentations. This dissemination could be made more visible, in order to further grow a culture of teaching and learning at the University.
- Approval of an application may be done by an Associate Dean (Teaching) or an Associate Dean (Research) depending on a Faculty's structure. It is hoped that communication and mentoring are occurring.

Discussion included:

- It was suggested that the application resources direct applicants to their Associate Deans for support early in the process.
- Some researchers need guidance in establishing a research management system.
- Materials on developing open educational resources are available through Libraries and Cultural Resources.

Standing Reports

The TLC received a report on the current activities of the Taylor Institute for Teaching and Learning.

Wendy Benoit, Co-Chair, and Fabiola Aparicio-Ting, Academic Co-Chair

**Report to General Faculties Council
on the Meeting of the Board of Governors (Open Session), October 17, 2025
From the Member of The Board nominated by GFC**

1. Approval of Agenda

This meeting was called to order by the Chair of the Board of Governors (BG), Mark Herman.

Following no comments or concerns, the Agenda was approved, and this was followed with a UC standardized Traditional Land Acknowledgment (Mark Herman) and Conflict of Interest Declaration.

1. Remarks from the Chair – Mark Herman

The Chair (Mark Herman) welcomed two new Board of Governors for first meeting.

2. Safety Moment – Wilbert Arends, VP Finance and Services

Discussed safe walking on campus, with concerns for distracted walking with cell phones. For context there were 2 fatalities in Calgary yesterday with pedestrians being hit by cars. We need to be aware as walkers (advise others who may be on cell phone while walking) and as drivers – be overly cautious.

3. Adoption of additional items. No objections

Discussion Items

4. Approval of Revised building budget – Stacy Christensen, Assoc. VP Facilities

Approval of additional funds. Update – the architects have reviewed the procurement method. We are going to go with an integrative management program. This approach front loads the planning to minimize risk, get greater cost certainty, and nail down timeline more precisely. They are well under way, have awarded the architect, and to continue the front loading we need more funds approved to move forward. This has been a good opportunity to engage earlier with students and others involved and excited out the product they will get.

Paul Zonneveld (BG) provided feedback on FPC. FPC had a fulsome discussion on this request. FPC asks for earlier release of any changes to facilities programs like this. FPC agrees that an approach that improves cost and scope is great. Conclusion was FPC support of the program.

Addressing some questions from online: request to discuss what costs are for and what is “set in stone” at this moment. Reply: We are assuming approximately 1300 beds.

Cost over-runs are identified at validation (during the team IPD), so the contingency required is very small compared to a normal construction approach. The team meets every 2-weeks, and we are entering the phase of Validation which will give us cost certainty.

Response to question from the room: Question raised centred on when costs are locked in, what happens with disputes that arise at the end of an IPD if there were delays then that can become a conflict so what occurs, what about parking offsets? Reply: This occurs at the Validation stage. Each group has a reason to bring this in on budget because otherwise it comes out of the profits. IPD are not the suppliers – they are the builders, etc., so in cases where this has happened the team has flexibility to respond, a process in place to explore options for parking replacement.

5. Towards a University of Calgary Water Institute

Introduction by Dr. Bill Ghali. Discussion of the new water institute by Drs. Kerry Black and Martyn Clark. Discussion on the CWI in the context of trans-disciplinarity at UC. This has been discussed in Deans Council, GFC and Research and Scholarship committees. Very brief presentation in PowerPoint that was like what was discussed at GFC. This program presents a Transdisciplinary context to support related research, education, curriculum, and community led initiatives. Giving support to diverse research communities on campus and focus on the impact. Goal is to focus on building on the impacts we already have. Presenters identified the key activities and strategic next steps – they noted that this development has been going on for a few years to bring together scholars from local to global areas to build this. Also, noted they are liaising with ITS and its strategic supports. They are working on a governance plan (broadly populated). Currently working on a long-term financial plan to support the focus on water.

A thorough range of questions surrounding the uniqueness of this program relative to other universities nationally and globally, existing partnerships, leadership, and funding (a lot of community and industry partnerships are driving funding success).

6. Adoption of the Levers of Control Wilbert Arends and Sandra Davidson

Requested action is to advise BG. Key considerations were presented about the Regulatory Requirements and Submission Contents at UC. Presenters covered the Budget Principles, noting the addition of the Operational Efficiency (we need investment in this area, or we are not sustainable). Discussed the budget, and need for more focus on forecasting. They will examine budget categories left unspent and try to centralize interim. Levers of Control are remaining intact. The budget needs to be kept manageable – presently 54% is Flexible and 46% is Restricted, so the discretionary spending is not large.

Mark Blackwell – spoke on behalf of BG Budget committee. He raised that there needs to be a discussion of issue of ongoing provincial budget implications. Paul Zonneveld

also spoke on behalf of BG, FPC, and raised the issue of needing to maintain a balanced budget and future discussions surrounding this.

7. Enrollment Report: Sandra Davidson, plus Registrars.

Presented a PowerPoint showing a high-level snapshot of the enrolment totals. We have lost some International students due to changing policies, have managed to offset that with domestic students, and are very happy to have increased our numbers of Indigenous students. Overall, 38,112 students. We are doing very well with retention of students at UC, compared to other universities. Proportions by Gender: Female 54.5%, Male 44.3%, Non-Binary 1.1%, and undisclosed 0.1%. Students come from 134 different countries. We have a rising Undergraduate admission average – an opportunity to look at how we can strategically increase our funded seats (e.g. in Engineering, Health Care where there is interest from external funding).

8. Continuing Education: Shiela LeBlanc.

CE focuses on several areas including workforce development space (talent development and technology skills). Focus also is on academic upgrading, successful English language school, mid-career training space (locally and internationally – or tailored to industry), personal interest and wellness, Education Tourism and Exchange (our international enrollments are down). 27% of courses are online – a change is we have seen an increase in enrollments from across Canada. Outlined some strategic goals for internal certification as well. Have had over 40,000 enrolments this year in the workforce development.

9. President's Report: Ed McCauley

*2025 New Student Orientation – really gets students off to a good start. Emphasis on this leads to retention. *Presidents Reception – return of long serving and retired staff/faculty. This has been a very exciting event. *Opening of the Veterinary Learning Commons – doubling the capacity of Vet Med education. *Hosted the Munnings: The War Years show at Nickle Galleries – an important example of outreach and engagements. *Nelson PULSE Centre Gift Announcement to drive more efficient healthcare – integrating AI and analytic for early detection of illnesses. *UC Dinos Community Game was used to unite the community – highly successful. *National Day for Truth and Reconciliation, partnered with Calgary Library to host this event. All relates significantly to our Indigenous strategy. *Global Consortium of Entrepreneurship Centres (GCEC) Conference – re-establishing our role as leaders in this space, brought together leaders from around the globe. Convened more than 500 leaders from around the world. *UCalgary60 Celebrations has launched!

No other business. Session closed. 10:15 am.

Respectfully submitted by Shelley M. Alexander, PhD, GFC Representative to BG