

**Implementation of the UPEI Action Plan: Building a Culture
of Trust, Safety, and Inclusion – Audit of Year 2**
Recommendations Report: For Management Consideration

October 1, 2026



University of Prince Edward Island

550 University Avenue,
Charlottetown,
Prince Edward Island,
C1A 4P3

October 1, 2026

Re: UPEI Action Plan Year 2 Audit

We have been engaged to complete an annual audit over a five-year period to assess the University's implementation of the UPEI Action Plan: Building a Culture of Trust, Safety, and Inclusion ("UPEI Action Plan"). As part of this engagement, we have conducted and completed the audit for Year 2, following our prior audits of Years 0 and 1. This work involved evaluating implementation progress and assessing compliance with the agreed-upon criteria applicable to Year 2 of the Action Plan. The results of this audit will inform future evaluations over the remaining three years of the Action Plan.

Based on our audit, we found the following:

- During the period from May 1, 2025 to April 30, 2026, the Board of Governors did not receive the express written consent required under the collective agreement with the UPEI Faculty Association to amend or replace the Fair Treatment Policy. Consequently, UPEI's proposed Harassment and Discrimination Policy and Sexual Violence Policy were not advanced to the Board of Governors for approval. As a result, testing criteria 47, 58, 59, and 63 of the UPEI Implementation Plan–Year Two were assessed as not met. An additional 15 criteria were assessed as partially met, reflecting that some, but not all, of the activities associated with those criteria had been completed.

Within this document, we have outlined observations and recommendations arising from our Year 2 audit. These recommendations focus on opportunities to further strengthen areas such as implementation monitoring, operational procedures, policy implementation, stakeholder engagement, and training-related processes. If implemented, these recommendations are expected to support the continued effectiveness, sustainability, and long-term success of the Action Plan. While we have not included a specific recommendation regarding approval of the Harassment and Discrimination Policy and Sexual Violence Policy, continued progress toward their approval and implementation remains critical, as several Action Plan activities depend on these policies and further delays may increase the risk of not completing the Action Plan within the intended five-year timeframe.

In addition, this report provides an update on progress made in addressing opportunities identified during the Year 0 and Year 1 audits, supporting continued transparency and accountability throughout the implementation period.

Sincerely,

Chartered Professional Accountants

Bay Adelaide East
8 Adelaide Street West,
Suite 200
Toronto, Ontario
M5H 0A9
Canada

Disclaimer:

This recommendation report is intended to be read in conjunction with the CSAE 3000 audit report. While both documents relate to the Year 2 audit of the implementation of UPEI's Action Plan, they serve distinct purposes and should not be interpreted as interchangeable. The CSAE 3000 report provides a formal, independent assurance engagement focused on assessing compliance and performance against defined criteria. In contrast, this recommendation report offers insights and suggested improvements based on our broader observations during the audit process. Although some themes may overlap, the findings and conclusions in this document are materially separate from those in the CSAE 3000 report. This report does not constitute an assurance opinion and should not be relied upon as such. Readers are encouraged to consider both reports together to gain a comprehensive understanding of the audit findings and opportunities for improvement.

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Executive Summary



Executive Summary | Summary of Strengths

Key Strengths



Project Management

UPEI continued to demonstrate a structured approach to managing and advancing Action Plan initiatives throughout the audit period. Evidence reviewed showed the use of implementation plans, working groups, committee oversight, assigned action owners, status reporting, and ongoing monitoring activities to support implementation efforts. These practices helped coordinate activities across multiple workstreams, provided accountability for action items, and supported the continued progression of Action Plan commitments and related initiatives.



Survivor-Centred Approach

UPEI demonstrated a continued focus on survivor-informed and trauma-informed considerations throughout the audit period. Survivor perspectives were sought through consultation activities and engagement with Survivors of Harm, while the Sexual Violence Prevention and Response Office (SVPRO) actively contributed feedback and recommendations during policy redevelopment. These activities helped ensure that survivor-centred considerations informed policy discussions and related Action Plan initiatives.



Commitment to Campus Safety and Well-Being

UPEI continued to advance initiatives intended to support the safety, accessibility, and well-being of the campus community. During the audit period, UPEI undertook activities to enhance campus safety infrastructure, including CCTV and lighting improvement initiatives, promotion and evaluation of the UPEI SAFE application, and ongoing communication of safety resources and reporting mechanisms. UPEI also continued to provide workplace health and safety training while progressing accessibility-related initiatives through follow-up reviews, planning activities, and assessment of future accessibility improvements. These efforts demonstrate an ongoing commitment to maintaining and enhancing a safe, accessible, and supportive environment for students, faculty, and staff.



Communication and Student Engagement

UPEI continued to create opportunities to engage and communicate with members of the campus community through listening sessions, surveys, town halls, consultation activities, and student engagement initiatives. Throughout the audit period, UPEI sought feedback from students and other stakeholder groups through a variety of formal and informal channels, providing opportunities to share perspectives, raise concerns, and contribute to discussions relating to institutional priorities and Action Plan initiatives. These efforts supported ongoing dialogue with the campus community and helped incorporate stakeholder feedback into planning, decision-making, and continuous improvement activities.



Executive Summary | Summary of Recommendations & Rating

We identified 3 forward-looking recommendations based on the audit findings noted in the Plain Language Report. Each recommendation has been assigned a specific impact rating to inform management’s consideration and action planning.

OVERALL		
Develop a formalized process for feedback collection, analysis and implementation	Develop and Maintain Standard Operating Procedures and Supporting Documentation	Implement a Formal Process to Track, Monitor, and Analyze Training Attendance Data

Rating Legend	Rating Approach
High	Each observation has been assigned an <i>impact</i> rating. Improvement opportunities have been identified which are not assigned a rating.
Medium	
Low	
Improvement Opportunity	

While the year 2 audit surfaced three overall observations, the timely approval and implementation of the revised policies is critical to the successful execution of the UPEI Action Plan. Delays in finalizing these policies, due to ongoing negotiations, have resulted in associated actions and audit criteria being deferred, limiting UPEI's ability to demonstrate implementation progress and impacting the overall assessment of certain areas of the Action Plan. Until the policies are approved and implemented, the University may continue to face challenges in achieving intended outcomes and obtaining favourable audit conclusions for related criteria.

Executive Summary | Management Response

Management Response:

Management welcomes the Year 2 recommendations and supports their emphasis on continuous improvement, consistency, transparency, and evidence-informed decision-making. The recommendations align with the University's ongoing implementation of the Action Plan and build on the work already underway.

As the University advances Years 3 to 5, management will consider these recommendations within the context of approved priorities, established governance processes, operational requirements, available capacity, and privacy and data-management considerations.

Specifically, the University will:

Training attendance data: Continue to strengthen attendance tracking and consider reporting approaches that support planning and continuous improvement.

Standard operating procedures: Continue to develop and enhance SOPs and documentation for key processes, with priority given to areas of greatest operational need.

Feedback management: Continue to advance a more coordinated, consistent, and transparent approach to collecting, considering, and communicating feedback across the institution.

The scope, sequencing, and timing of this work will reflect institutional priorities and available resources. Management remains committed to advancing the objectives of the Action Plan and fostering a culture of trust, safety, inclusion, transparency, and accountability across the University.

Overall Observations and Recommendations



Overall Observations | Develop a formalized process for feedback collection, analysis and implementation

UPEI Opportunities

UPEI has established multiple mechanisms for gathering feedback from key stakeholder groups, including students, employees, and Board members. Evidence demonstrates that feedback is being collected through surveys, listening sessions, focus groups, training evaluations, and exit interviews. In several areas for which audit evidence was reviewed, feedback was also aggregated and documented through reports, summaries, or survey platforms.

However, the review identified opportunities to further formalize and consistently document the full feedback lifecycle. While feedback collection activities occur across the institution, evidence was limited demonstrating how feedback is synthesized into common themes, communicated to stakeholders and the broader community, and used to inform subsequent actions, program enhancements, or Action Plan activities.

Specifically, the audit noted limited documentation of summarized Board training feedback and how it informed future training activities, limited evidence that student feedback findings were formally communicated to the broader University community, and opportunities to further leverage aggregated exit interview results to identify common themes and support organization-wide improvement efforts.

A more structured approach to feedback management would enhance transparency, facilitate knowledge sharing across process owners and leadership, and provide clearer evidence of how stakeholder feedback contributes to continuous improvement and the ongoing implementation of the Action Plan.

Leading Practice Recommendations

1. Establish a Coordinated Feedback Management Framework

- Evaluate existing feedback mechanisms across the University to identify opportunities to streamline collection activities and reduce duplication, while maintaining appropriate stakeholder engagement channels.
- Develop a consistent process for aggregating and synthesizing feedback from surveys, listening sessions, training evaluations, exit interviews, and other feedback sources to identify common themes, trends, and emerging issues. Develop standard templates or reporting formats to document key findings, observations, and recommendations arising from feedback activities.
- Maintain records of feedback analyses to support ongoing monitoring and future decision-making.

2. Enhance Communication of Feedback Insights

- Establish formal mechanisms to communicate summarized feedback results to process owners, key leadership, and the broader University community, when applicable and appropriate, to enhance cohesion and transparency amongst all key stakeholders
- Define an appropriate cadence and communication channels and reporting frequencies for different stakeholder groups.
- Share key themes and insights to improve transparency and demonstrate that stakeholder perspectives are being considered.

3. Strengthen Feedback-to-Action Documentation

- Implement a documented process to evaluate, prioritize, and track stakeholder feedback, ensuring there is clear visibility into how feedback is considered and whether it is incorporated into programs, policies, initiatives, or Action Plan activities.
- Maintain documentation of decisions made in response to significant feedback themes, including the rationale for incorporating, deferring, or not pursuing specific feedback, to support transparency and accountability.
- Establish a regular review cycle (e.g., quarterly) to monitor progress on identified actions, assess outcomes, and report on how stakeholder feedback has informed continuous improvement efforts.

Benefits

Improved Transparency and Trust

- Demonstrates to stakeholders how their feedback is considered and incorporated into University decisions and Action Plan activities.

More Informed Decision-Making

- Aggregating and analyzing feedback helps identify recurring themes, emerging issues, and priority areas for action.

Stronger Accountability and Traceability

- Documented feedback, decisions, and resulting actions provide a clear record of how stakeholder input drives change and continuous improvement.

Enhanced Coordination and Continuous Improvement

- A consistent feedback management process promotes knowledge sharing across the University and supports ongoing refinement of programs, initiatives, and stakeholder engagement efforts.

Overall Observations | Develop a formalized process for feedback collection, analysis and implementation

The following Action Plan activity for years 3-5 may align with the observation identified:

- Develop and deliver a mid-plan consultation to gauge campus and community members' input on progress (1.2.3.2)
- Continue to provide opportunities for campus members to speak about their experiences, provide input, and share ideas, including with the President and Senior Leadership Team (3.5.4.2)
- Collect workforce diversity information, guided by best practices, to create baseline information to better inform future decision making in equity, diversity, inclusion and human rights (4.1.5.4)
- Work collaboratively with campus partners who provide services to underrepresented or marginalized groups including International Students Office, Accessibility Services, and Student Affairs (4.1.6.1)

Management Response:

Please refer to page 7 for Management's response.

Overall Observations | Develop and Maintain Standard Operating Procedures and Supporting Documentation

UPEI Opportunities

UPEI has continued to advance several Action Plan initiatives through policy redevelopment activities, stakeholder consultations, committee oversight, training efforts, and operational processes. Throughout the audit period, evidence demonstrated that responsibilities were assigned, consultation activities were conducted, and key functions were being carried out across multiple areas. In several instances, processes have evolved since the prior audit period and reflect ongoing efforts to support implementation of Action Plan commitments.

However, the review identified opportunities to further formalize operational processes through the development and maintenance of Standard Operating Procedures (SOPs) and supporting documentation aligned with revised policies and evolving practices. While evidence demonstrated that activities are being performed and responsibilities are generally understood by process owners, documentation describing how activities should be consistently executed, monitored, escalated, documented, and maintained was not consistently observed across all areas reviewed.

Specifically, opportunities were identified to further document operational procedures supporting policy implementation, consultation activities, case management processes, reporting activities, monitoring responsibilities, role expectations, and key decision points. Formalized SOPs may also assist in maintaining operational consistency during periods where policy approval timelines are extended, procedural updates are underway, or unexpected organizational changes occur. Documented procedures can help provide continuity and support consistent decision-making while policy and governance activities continue to evolve.

A more structured approach to documenting operational processes would support consistent implementation of revised policies, improve clarity regarding roles and responsibilities, and provide a stronger foundation for ongoing monitoring, training, knowledge transfer, and continuous improvement activities.

Leading Practice Recommendations

1. Develop SOPs for Key Processes

- Identify priority processes requiring formal documentation, including policy administration, reporting, case management, and monitoring activities.
- Document key process steps, roles and responsibilities, escalation requirements, and documentation expectations. Leverage technology tools and Generative AI, as needed, to maximize time and resources.
- Establish document ownership and version control practices to support ongoing maintenance and updates.

2. Align Procedures with Policies and Operational Changes

- Review procedures periodically to ensure alignment with approved policies, guiding principles, and operational requirements.
- Clearly define how policy requirements are translated into day-to-day activities and decision-making.
- Develop interim procedural guidance, where appropriate, to support consistency during policy transitions, approval delays, or unexpected organizational changes.

3. Enhance Knowledge Transfer and Sustainability

- Use SOPs and supporting documentation to support onboarding, training, and knowledge transfer activities.
- Maintain supporting templates, checklists, and reference materials to encourage consistent application of procedures.
- Establish periodic reviews to ensure procedural documentation remains current and reflective of evolving practices.

Benefits

Improved Consistency

- Supports consistent application of policies and procedures across departments and personnel.

Stronger Role Clarity

- Provides greater clarity regarding responsibilities, accountabilities, and decision-making expectations.

Enhanced Sustainability

- Reduces reliance on institutional knowledge and supports continuity during staff turnover or organizational change.

Improved Monitoring and Accountability

- Creates clearer expectations regarding documentation, oversight, and process compliance.

More Effective Training and Onboarding

- Provides structured resources to support employee training, knowledge transfer, and process understanding.

Stronger Foundation for Continuous Improvement

- Facilitates periodic review of processes and identification of opportunities for further refinement.

Overall Observations | Develop and Maintain Standard Operating Procedures and Supporting Documentation

The following Action Plan activity for years 3-5 may align with the observation identified:

- Work collaboratively with campus partners who provide services to underrepresented or marginalized groups including International Students Office, Accessibility Services, and Student Affairs (4.1.6.1)
- Formalize cross-departmental coordination in relation to harassment, discrimination, racism, or sexual violence (4.1.6.5)
- Provide an explanation of how third-party disclosures will be handled (4.5.1.1)
- Create pathways for sexual violence or harassment and discrimination disclosures and complaints that are clear (4.5.2.2)

Management Response:

Please refer to page 7 for Management's response.

Overall Observations | Implement a Formal Process to Track, Monitor, and Analyze Training Attendance Data

UPEI Opportunities

UPEI has continued to enhance its approach to training administration since the previous audit period. Evidence reviewed demonstrated that training registrations, attendance records, participant tracking, and post-session feedback collection are occurring across a variety of training initiatives. Management also demonstrated consideration of prior audit recommendations through the implementation of attendance tracking practices, collection of participant feedback, and ongoing efforts to monitor training participation and improve learning experiences.

However, the review identified opportunities to further formalize how attendance and participation information is monitored, analyzed, and used to support decision-making across training programs. While attendance information is being collected using approaches appropriate to individual training programs and departments, evidence was limited demonstrating a consistent approach for evaluating participation trends, assessing training reach across stakeholder groups, identifying recurring attendance gaps, or using attendance information to support longer-term training planning and prioritization.

Specifically, opportunities exist to establish common attendance metrics, monitoring expectations, and reporting practices that can be applied across training programs regardless of the attendance tracking method used by individual departments. A more formalized approach could support identification of participation trends, monitoring of training reach, and assessment of how training resources align with organizational priorities and stakeholder needs.

A structured attendance monitoring and analysis process would provide greater visibility into training participation, support data-informed decision-making, and help ensure that training offerings remain relevant, accessible, and aligned with institutional objectives.

Leading Practice Recommendations

1. Establish Consistent Attendance Monitoring and Reporting Practices

- Define a common set of attendance and participation metrics that can be applied across training programs regardless of the attendance tracking method used.
- Establish expectations for maintaining attendance records and documenting participation outcomes.
- Develop reporting approaches that allow training owners and leadership to assess participation levels while maintaining flexibility in how attendance is captured across departments.

2. Implement Periodic Attendance Analysis and Reporting

- Establish a regular cadence for reviewing attendance information across training initiatives.
- Analyze participation trends, recurring attendance patterns, and participation levels across stakeholder groups.
- Use attendance information to support future training planning, resource allocation, and program prioritization.

3. Integrate Attendance Data into Continuous Improvement Activities

- Consider attendance information alongside participant feedback and learning outcomes, where available.
- Identify opportunities to improve participation in training programs with lower engagement.
- Use attendance and participation trends to inform future training offerings and delivery approaches.

Benefits

Improved Visibility into Training Participation

- Provides a clearer understanding of who is participating in training activities and where participation gaps may exist.

More Informed Decision-Making

- Supports evidence-based decisions regarding future training priorities, delivery methods, and resource allocation.

Enhanced Monitoring and Accountability

- Enables ongoing monitoring of training commitments and participation expectations.

Improved Training Planning

- Helps ensure training offerings remain relevant, accessible, and aligned with stakeholder needs.

Stronger Continuous Improvement Processes

- Facilitates ongoing evaluation of training initiatives and identification of opportunities to improve participation and engagement.

Overall Observations | Implement a Formal Process to Track, Monitor, and Analyze Training Attendance Data

The following Action Plan activity for years 3-5 may align with the observation identified:

- Develop and implement a Senate Training Plan (2.3.2.2)
- Develop a framework to identify, plan, and support learning and professional development opportunities (3.2.2.1)
- Implement and monitor Faculty Development programming (3.2.2.2)

Management Response:

Please refer to page 7 for Management's response.

Year 0 and 1 Recommendations

Progress Report Update



Year 0 and 1 Recommendations | Progress Report

As part of the Year 2 audit, we assessed progress made in addressing the nine opportunities identified during the Year 0 and Year 1 Action Plan reviews. This update provides visibility into management's response to those opportunities and the extent to which actions have been implemented to date.

This section summarizes the original opportunities, management's response, and progress achieved to date. The information is intended to provide visibility into actions completed, activities that remain in progress, and any ongoing considerations that may impact the successful implementation and sustainability of future years of the Action Plan.

Monitoring progress against prior recommendations is an important component of the annual audit process, as it allows stakeholders to understand where progress has been made, where additional effort may still be required, and how actions taken during Year 2 support the long-term objectives of the UPEI Action Plan. The following section provides a summary of each opportunity, management's response, and Deloitte's observations regarding progress achieved during the audit period.

Year 0 and 1 Recommendations | Progress Update

Develop a Formalized Process for Feedback Collection, Analysis and Implementation

UPEI Opportunities (Year 0&1)

We noted during the course of our audit that UPEI lacks a formalized mechanism for collecting, documenting, and assessing the impact of comments and feedback gathered from community members. Given the multiple events and forums where community members can express their thoughts and concerns, the absence of a formalized method for collection and analysis may result in valuable input from students, staff, faculty and other community members not be systematically captured or assessed. Additionally, there is no clear process for acknowledging the importance of assessing the impact of relevant feedback on future years of the Action Plan.

The absence of a structured feedback loop limits UPEI's ability to leverage community insights for continuous improvement. Ultimately, it can hinder UPEI's capacity to adapt to emerging needs and demonstrate transparency and accountability in its decision-making processes.

Based on the observed opportunity, the following section outlines leading practices the University can consider in its planning for implementation of future years of the Action Plan.

Management Response

The University will work to formalize feedback mechanisms for different engagement formats, recognizing that for some, informal feedback approaches will be preferred. Current practice involves tracking anything explicitly stated for follow-up and/or 'themes' heard across numerous fora, to repeat or revisit in different settings. Moving forward, the University can be more specific about how input will be invited and received for each engagement.

The University has an opportunity to implement a formalized process for feedback collection as part of the Action Plan mid-plan consultation scheduled for Year 2 of the implementation.

Progress during Year 2

UPEI has continued to engage extensively with members of the campus community through a variety of formal and informal consultation activities. During Year 2, feedback was gathered through policy review processes, strategic plan development, "Living our Values" initiatives, listening sessions, town halls, and targeted engagement with students, faculty, staff, and other stakeholder groups. Consultation efforts related to the Fair Treatment Policy, Harassment and Discrimination Policy, and Sexual Violence Policy included structured review processes involving representatives from across the University community, while listening tours and town halls provided additional opportunities for community members to share perspectives and concerns.

These efforts demonstrate UPEI's commitment to listening to and engaging with the campus community and have provided valuable opportunities for stakeholders to contribute feedback on institutional priorities and initiatives.

While UPEI has established avenues for gathering community feedback, opportunities remain to formalize how feedback is collected, analyzed, tracked, and communicated. A more structured approach would support transparency, accountability, and evidence-based decision-making by demonstrating how stakeholder input informs Action Plan implementation and institutional priorities.

Activities related to collecting, documenting, and assessing the impact of feedback gathered from community members remain ongoing and will continue to be monitored in Year 3.

Year 0 and 1 Recommendations | Progress Update

Improve Training Tracking Methods by Leveraging Technology

UPEI Opportunities (Year 0&1)

In reviewing the evidence presented, Deloitte noticed gaps in the use and effectiveness of tracking systems for leadership development programs. Specifically, the leadership training program lacks formal procedural documentation, which poses a risk to the consistency and sustainability of program delivery, particularly in the event of staffing changes. Training sessions are conducted, but there is no documented commitment to regular delivery, and attendance records as well as learning outcomes are not systematically tracked or assessed at the individual level. Furthermore, feedback from training is not formally integrated into the planning and improvement of future sessions.

There is no standardized process or formal documentation for tracking leadership development priorities or evaluating progress against established goals. Current practices rely on informal mechanisms, such as referencing "hot topics", which limit the ability to align training initiatives with strategic objectives and measure outcomes over time.

Collectively, the absence of formalized procedures for training delivery, along with limited assessment and incorporation of leadership learning priorities may impede the University's ability to ensure program continuity, evaluate effectiveness, and make data-driven decisions for continuous improvement.

Based on the observed opportunity, the following section outlines leading practices the University can consider in its planning for implementation of future years of the Action Plan.

Management Response

The University identified the need for a mechanism to track training early on in the implementation of the Action Plan, specifically a system for tracking training requirements and completion for staff and faculty. This is an initiative that will be further investigated in future years of the Action Plan Implementation.

Progress during Year 2

During Year 2, UPEI continued to deliver governance and leadership development training opportunities to Board members, Senators, and academic administrators. Attendance for Senate and Board training sessions is tracked manually by the facilitator during the delivery of the training.

In addition to monitoring participation, UPEI established mechanisms to gather and evaluate participant feedback. Feedback surveys were distributed following Board and Senate training sessions and leadership development workshops.

To better understand organizational learning needs, the University conducted a training needs assessment survey across staff. The survey gathered information on current and future training priorities, preferred delivery methods, and barriers to participation. The University has also taken steps to strengthen the evaluation of leadership development initiatives through the implementation of a 360-degree assessment and comprehensive evaluation upon participants' completion of the Leadership Essentials Program.

While UPEI has established practices for tracking attendance, collecting feedback, assessing training needs, and evaluating leadership development outcomes, there remains an opportunity to strengthen the consistency and efficiency of attendance monitoring. Attendance tracking is currently managed through manual and decentralized processes. As the University continues to expand professional development and leadership learning opportunities, opportunities remain to implement a more standardized and technology-enabled approach to record attendance.

Activities related to attendance tracking and feedback collection for the governance and leadership development training opportunities remain ongoing and will continue to be monitored in Year 3.

Year 0 and 1 Recommendations | Progress Update

Implement a Change Management Framework to Build Organizational Resilience

UPEI Opportunities (Year 0&1)

The institution currently lacks a formalized change management framework and established practices to guide and support this significant transition. While recent changes have benefited from a well-established and successful project management approach, as well as strong leadership commitment, without standardized processes and tools, there may be challenges in effectively engaging key campus partners, managing resistance, and ensuring that all impacted individuals are brought along during periods of significant change. This gap could impede the University's ability to achieve successful, organization-wide adoption of new initiatives as the scale and complexity of change increase.

As UPEI implements its Action Plan and continues to make significant progress, it is important to recognize that the impacts of change may not be fully understood by the broader community, particularly for groups beyond the senior leadership team who might not have access to the ongoing conversations and decisions. Based on feedback from campus administrators, current change efforts appear to be senior leadership-centric, which may limit broader engagement and buy-in across the University community. To support sustainable and inclusive transformation, UPEI could consider broadening the focus to ensure that all parties—including faculty, staff, and students—are engaged, informed, and supported throughout the change process. Failing to do so could result in overlooked challenges, unaddressed resistance, and diminished effectiveness of the change initiatives as the institution moves forward.

Based on the observed opportunity, the following section outlines leading practices the University can consider in its planning for implementation of future years of the Action Plan.

Management Response

The University is committed to Change Management training for leadership, with a session currently being planned for UPEI managers. We will also work to enhance communication around Action Plan initiatives, recognizing the need for a cascading communications approach. While not officially adopted, the implementation of the Action Plan has been operating in alignment with the ADKAR change management methodology (Awareness, Desire, Knowledge, Ability, and Reinforcement). The University is committed to intentional and ongoing consideration of this framework, as well as enhanced formal documentation and an overall communication strategy moving forward.

Progress during Year 2

During Year 2, the University developed an operational checklist to support initiative leads in planning, implementing, and sustaining Action Plan activities. The checklist requires consideration of key elements such as ownership and accountability, stakeholder communication and training, integration into existing processes and policies, performance measurement, sustainability, and the identification and mitigation of adoption risks.

In addition, while UPEI did not deliver dedicated change management training, change management concepts were incorporated into existing leadership development sessions, including How to Have Difficult Conversations and Beyond Your Last Chew: The Lawn Mower Edition. These sessions incorporated practical frameworks for managing difficult conversations, including preparation, clarity of objectives, constructive dialogue, and maintaining focus on outcomes, as well as techniques for managing emotional responses and addressing resistance.

While UPEI has taken steps to strengthen its approach to managing organizational change, there is still an opportunity to ensure that faculty, staff, and students are engaged, informed, and supported throughout the change process. While the operational checklist includes considerations related to communication and training, UPEI has not yet established a formal change management or stakeholder engagement framework that outlines how broader campus stakeholders will be systematically engaged as changes are implemented. As the University continues to advance Action Plan initiatives and other institutional priorities, opportunities remain to strengthen institution-wide engagement through more structured approaches to stakeholder communication, participation, and change readiness. Doing so would help promote awareness, build buy-in, and support the successful adoption of changes across the University community.

Activities related to strengthening change management and stakeholder engagement practices remain ongoing and will continue to be monitored in Year 3.

Year 0 and 1 Recommendations | Progress Update

Ensure Additional Support/Resources to Project Management Responsibilities as Needed

UPEI Opportunities (Year 0&1) Currently, project management responsibilities rest exclusively with one individual. This concentration of critical knowledge of relevant contextual information and day-to-day management of the different actions and respective progress tracking introduces a risk to the project’s continuity. Should the current Project Manager become unavailable due to unforeseen circumstances (e.g., illness or personal leave), the project could experience delays or operational disruptions. Ensuring the timely assignment of additional support and/or resources to Project Management mitigates the risk of burnout and ensures the project’s ongoing progress and resilience. Based on the observed opportunity, the following section outlines leading practices the University can consider in its planning for implementation of future years of the Action Plan.	Management Response The University would like to acknowledge that the current project manager is outstanding, while also recognizing that the amount of work is always significant and, at times, overwhelming. In our efforts to build capacity and better support employees, we are reworking some job descriptions in collaboration with the affected individuals, with the aim of building in cross-training and specific supports. Once we are able to acquire and mobilize new resources, we will explore adding capacity to this position.	Progress during Year 2 During Year 2, the Project Manager has facilitated informal knowledge sharing sessions among key individuals involved in the oversight and implementation of the Action Plan. Knowledge-sharing discussions have occurred between the Project Manager, Action Plan pillar leads, and senior leadership. These engagements have included Action Plan updates, progress reviews, and discussions on implementation activities. While UPEI has undertaken several initiatives to support knowledge sharing and continuity, there remains an opportunity to strengthen the knowledge transfer practices. Knowledge sharing currently occurs largely through informal channels such as calls and meetings rather than through a documented and structured knowledge transfer framework. As the University continues to advance Action Plan initiatives, it is recommended that UPEI formalize a succession plan and designated backup resources for the Project Manager, establish structured knowledge transfer procedures, and implement succession planning for key roles. Consideration should also be given to ensuring adequate support and resources are available to the Action Plan Implementation Project Manager role to reduce reliance on a single individual, support continuity during periods of transition or absence, and strengthen the long-term sustainability and resilience of Action Plan implementation efforts. Activities related to strengthening knowledge transfer, succession planning, and providing support to the project manager remain ongoing and will continue to be advanced and monitored in Year 3.
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Year 0 and 1 Recommendations | Progress Update

Broaden Communication Efforts Reach and Community Engagement

UPEI Opportunities (Year 0&1)

The University has utilized appropriate formal communication channels—such as official webpages, emails, and messages from the President—to disseminate information about harassment and discrimination reporting pathways. Information about available community supports, including reporting mechanisms through Resonance Inc. and access to confidential counseling, was integrated into multiple communications, reflecting a commitment to building a culture of safety. However, the reach of these platforms may be limited. UPEI could consider leveraging alternative or more informal communication channels, such as engagement with student and staff groups, internal events, targeted outreach efforts, or social media. These platforms may be more accessible or less intimidating for some community members, and their limited use represents a potential missed opportunity to broaden outreach.

Based on the observed opportunity, the following section outlines leading practices the University can consider in its planning for implementation of future years of the Action Plan.

Management Response

Communication of the Action Plan implementation has been identified as a gap. The University is working to address this gap by developing an overall communication strategy for the Action Plan implementation. This strategy will consider the leading practices outlined by Deloitte in this recommendation.

Progress during Year 2

UPEI has taken meaningful steps to address the recommendation by strengthening communications, outreach, and stakeholder engagement activities.

During Year 2, the University continued to monitor media coverage, reputation, and public perception through internally managed media monitoring activities and regular communications updates. Communications reporting included monitoring media coverage trends and institutional reputation, while regular “UPEI in the News” updates were distributed to senior leaders to increase awareness of media coverage and emerging topics affecting the University. The University also began preparations to transition to a third-party media monitoring solution to further support communications monitoring and reporting efforts in future years.

To support engagement and outreach efforts, UPEI implemented an institutional Event and Engagement Calendar used to coordinate participation by the President, Vice-Presidents, and other senior leaders across a range of student, faculty, alumni, donor, and community events. This coordinated approach supported leadership participation in activities such as the Hello Summer! BBQ, Faculty Development Institute, Summer Reunion Weekend, Welcome Week BBQ, Student Engagement Mixer, and Grad Mix and Mingle. These activities helped increase leadership visibility, support relationship-building, and create additional opportunities for direct engagement with students, faculty, staff, alumni, donors, and community members.

Collectively, these efforts demonstrate progress toward broadening communication and outreach activities beyond traditional communication channels and increasing awareness of institutional initiatives through enhanced leadership visibility and stakeholder engagement.

While UPEI has established multiple mechanisms for engaging with and gathering feedback from the campus community, activities related to formalizing the collection, analysis, tracking, and communication of feedback remain ongoing and will continue to be monitored in Year 3.

Year 0 and 1 Recommendations | Progress Update

Develop a Systematic Approach for Attendance Monitoring in Public Forums (i.e. Townhalls)

UPEI Opportunities (Year 0&1)

During the review period, Deloitte was unable to access the public Town Hall hosted by UPEI on Wednesday, May 28th, 2025. Multiple attempts were made using both Deloitte-issued and personal email addresses; however, each attempt resulted in an error message, preventing participation. This technical barrier not only impeded Deloitte's ability to observe the proceedings but may also have affected other external participants interested in attending.

Additionally, upon evidence review, there is no formal process for recording the number of attendees at Town Halls, including those specifically focused on the Action Plan. As a result, it is not possible to track attendance trends, such as whether participation is increasing or decreasing over time, or to monitor the effectiveness of campus communications. Community concerns around privacy and confidentiality protections should continue to be upheld by UPEI by incorporating alternative tracking methods and strengthening privacy protection practices.

Based on the observed opportunity, the following section outlines leading practices the University can consider in its planning for implementation of future years of the Action Plan.

Management Response

Current practice for attendance tracking typically involves a head count at public events, counting people in the room as well as those attending virtually. We agree that participation analysis would be helpful in determining who is, and who is not, engaging with certain events and are already aware of under-participation by certain groups within our community. We are taking steps to develop opportunities that are more suitable or attractive for these groups.

The University will also commit to consulting with the community on this recommendation to gain an understanding of whether attendance at events, tracked in greater detail and in a more identifiable manner, is something the community favors. While there are benefits, we want to ensure that this is something our community is comfortable with and that it would not be a barrier to engagement.

Progress during Year 2

UPEI has taken steps to address the recommendation provided by improving accessibility and engagement opportunities for Town Hall sessions. During Year 2, external participants (Deloitte) were able to access the virtual Town Halls. UPEI also adhered to the recommendation and scheduled the Town Halls at varying dates and times, while also communicating upcoming sessions in advance through "Save the Date" notices, and incorporating interactive engagement tools such as word clouds to encourage community participation and feedback. These actions demonstrate a commitment to improving accessibility and fostering community engagement.

However, there is still an opportunity for the University to take a formal approach to tracking participation while ensuring privacy and confidentiality concerns are appropriately addressed. While attendance numbers are sometimes monitored through manual processes, a documented participation tracking framework and established privacy guidelines have not yet been implemented. As a result, opportunities remain to strengthen the University's ability to monitor participation trends over time, assess the effectiveness of communication and engagement efforts, and ensure attendance data are collected, retained, and protected in a manner that aligns with community expectations regarding privacy and confidentiality.

In Year 2, UPEI has taken actions to improve the accessibility, timing, and engagement of Town Hall sessions; however, as there are ongoing areas of improvement, this should continue to be monitored in Year 3.

Year 0 and 1 Recommendations | Progress Update

Consolidate Board Governance Documentation and Align with Leading Practices

UPEI Opportunities (Year 0&1)

There is a lack of formal documentation outlining the Board's policies, practices, and processes related to increasing equity, diversity, and inclusion (EDI) within its membership. Specifically, there are no policy instruments or written procedures that detail how tools, such as the skills matrix and demographic survey, are to be used to support diversity objectives. This gap has been previously identified in the Governance Review and is recognized as a Year 2 commitment in the governance implementation plan. While tools such as the skills matrix and demographic survey have been developed, the concurrent development of these tools and the recruitment process may have limited their effectiveness during the Year 0 and Year 1 audit. Going forward, there is an opportunity to more directly leverage these instruments to inform outreach and recruitment strategies, including documenting how applicants are evaluated and appointed.

The 2024–2025 demographic survey results indicate limited diversity within the Board, with the majority of members identifying within a racial and age segment, and no members identifying as part of two specific equity-deserving groups. Additionally, the current approach to capturing data, particularly in capturing gender identity and sociodemographic factors such as race and disability status, presents opportunities for enhancement.

Furthermore, several key governance documents—such as the updated Skills Matrix Result, Overview of Board-Identified Skills and Experience, and Board Membership Demographic Survey—are undated, which is inconsistent with leading practice that requires all governance documentation to be clearly dated for version control and accountability. Finally, there is no formal requirement documented to review the skills matrix on a regular basis.

Based on the observed opportunity, the following section outlines leading practices the University can consider in its planning for implementation of future years of the Action Plan.

Management Response

The references made within this recommendation are tasks that were also identified in the Governance Review, including tracking the diversity of Board members and the skills matrix. This data has informed the recommendations of new Board members since February 2025. These processes are being systematized by the Governance Office (University Secretary).

Progress during Year 2

UPEI has made progress in formalizing aspects of its Board recruitment and selection processes. The University has developed recruitment materials that incorporate the use of a skills matrix to assess candidates against a range of criteria, including Board-specific skills, previous governance experience, experience with not-for-profit organizations, education and professional qualifications, connection to UPEI, and demographic representation. In addition, EDI considerations have been incorporated into the candidate interview process through questions designed to assess candidates' commitment to advancing equity, diversity, and inclusion and supporting diverse perspectives. These developments represent positive steps toward strengthening Board recruitment practices and integrating EDI considerations into Board renewal and succession planning.

While progress has been made, the original recommendation highlighted the need for a more formalized and documented approach to Board recruitment and appointment processes. UPEI is encouraged to continue developing and documenting how applicants are evaluated, selected, and appointed, including how information gathered through the skills matrix and demographic survey is used to inform recruitment priorities and support Board diversity objectives.

Overall, the Year 1 recommendation has been implemented in Year 2 through the introduction of a skills matrix and the integration of EDI considerations into Board recruitment and candidate assessment processes. While opportunities remain to further formalize and document certain aspects of the recruitment, selection, and appointment process, sufficient progress has been made to address the intent of the recommendation, and no further follow-up is required in Year 3.

Year 0 and 1 Recommendations | Progress Update

Enhance Practices to Build a Culture of Psychological Health and Safety

UPEI Opportunities (Year 0&1)

The Workplace Assessment Report prepared by PEI Monarch in Spring 2025 described culture-related concerns, including a lack of leadership alignment, a lack of role clarity, poor communication and conflict management.

Deloitte is aware that the University continues to receive feedback on the impact of the implementation of the Action Plan. As part of the audit, Deloitte received anonymous feedback as well. This feedback has been incorporated into our analysis.

Based on the observed opportunity, the following section outlines leading practices the University can consider in its planning for implementation of future years of the Action Plan.

Management Response

This recommendation summarizes the overall goals of the Action Plan: to create a culture of trust, safety, and inclusion. Many Action Plan deliverables include training supervisors, enhancing communications, and creating feedback mechanisms. Some of these are addressed in policies currently under development, and, upon implementation, will create pathways for input.

The EDIHR office structure is currently under review and will include consideration of these recommendations. UPEI remains committed to fully implementing the Action Plan, including the items listed within this recommendation.

Progress during Year 2

Following the PEI Monarch workplace assessment and subsequent leadership changes within the EDIHR Office, UPEI initiated an external review to assess departmental structure, operations, staff supports, and workplace culture concerns. The review resulted in recommendations focused on strengthening departmental structure, clarifying roles and responsibilities, and enhancing staff supports. The input led to the creation of an implementation roadmap to strengthen the department's culture.

UPEI subsequently undertook activities to implement these recommendations, including reviewing departmental structure, clarifying roles and responsibilities, and conducting an EDIHR departmental retreat to revisit concerns identified through earlier reviews and communicate updated departmental direction.

UPEI also launched an internal research grant opportunity to support the development of a cultural assessment instrument intended to establish a baseline and track organizational culture over time. While the grant competition did not result in a successful application, the initiative demonstrates efforts to establish a more formalized approach to assessing organizational culture and informing future culture-building activities. UPEI is currently considering next steps to advance this work.

Collectively, these efforts demonstrate progress toward improving workplace culture, communication, role clarity, and supports.

These activities demonstrate meaningful progress in addressing the recommendation; however, implementation of the EDIHR review recommendations and organizational culture assessment initiatives remains ongoing and should continue to be monitored in Year 3.

Year 0 and 1 Recommendations | Progress Update

Optimize Action Plan Delivery: Aligning Priorities with Institutional Capacity

UPEI Opportunities (Year 0&1)

The scope and scale of the Action Plan represent a significant undertaking for any institution, especially one of the size of UPEI. Feedback from key community members indicates a disconnect between the significant achievements made in the completion of action items and community perceptions of progress. Additionally, during the course of Year 1, due to unforeseen circumstances, the University found the need to restructure the newly created EDI & HR department and reassign the action items accordingly, as well as delaying key action items, such as the approval and implementation of the Harassment & Discrimination Policy (originally prioritized by the Board of Governors in November 2023) and the Sexual Violence Policy. Given the ambitious nature of the Action Plan, delays and changes are to be expected; UPEI should consider reprioritizing action items to align with available resources and capacity, especially those items that require ongoing implementation beyond the 5-year Action Plan commitment, to highlight the importance of completing policy-related activities during Year 2

Management Response

The University acknowledges the value of establishing a process to review and potentially reprioritize the commitments set out in the Action Plan. As an example, in Year 1 of the implementation, it has already been noted that attention to the sequencing of Action Plan items must be clarified. Action Plan items like "develop a policy," "communicate the policy," and "provide training on the policy" are all presented as though these might occur concurrently, when clearly, they must occur sequentially. It would be useful to revisit some sequencing as part of the mid-plan assessment already noted. The need for a robust Communication Plan for the Action Plan has already been noted.

Progress during Year 2

UPEI has taken meaningful steps to address the recommendation to review and reprioritize Action Plan commitments and improve communication regarding progress.

Following a review conducted in Year 2, the Campus Culture Oversight Committee recommended modifications to the Action Plan, which were approved by the Board of Governors in March 2026.

To address community awareness of progress, UPEI launched the Action Plan IMPACT communication series. Between November 2025 and March 2026, eight articles were published highlighting initiatives and achievements across a range of Action Plan areas, including governance, sexual violence prevention, employee engagement, campus safety, and student engagement. These communications provide greater visibility into implementation efforts and help demonstrate progress being made toward Action Plan commitments.

While these actions address key elements of the recommendation, opportunities remain to continue strengthening alignment between Action Plan priorities, resource capacity, and community understanding of progress. Given the ongoing nature of several commitments and the revised implementation timelines, continued monitoring will be important to support timely completion. In addition, UPEI may wish to continue building on its communication efforts by communicating how implemented actions are contributing to measurable outcomes and addressing community concerns.

Overall, the Year 1 recommendation has been implemented in Year 2 through the reprioritization and communication of the revised Action Plan commitments. The approval of Action Plan modifications by the Board of Governors and the introduction of the Action Plan IMPACT communication series demonstrate that meaningful action has been taken to address the intent of the recommendation. While ongoing monitoring and communication efforts will continue as part of normal implementation activities, no further follow-up on this recommendation is required in Year 3.



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