Briefing Note | UPEI Strategic Plan (2025-2030) Development Process (as of Sept 5/25)

Process Goals

- 1. establish a foundation for strategic direction and culture change
- 2. support the mission, vision, and values of UPEI through a clear strategic direction
- 3. encourage a collegial process with a focus on engagement of our University community

Consultation and Engagement

- 1 year process
- over 700 participants:
 - 23 internal sessions
 - 4 external sessions
 - 4 strategic plan workshops (Board, Senate, Senior Leadership, Steering Committee)
 - 14 University Strategic Plan Steering Committee Meetings/Working Sessions
- updates provided to Board and Senate during process
- draft shared with campus and broader community for input (provided online for two weeks)
- community input used to revise draft for sharing at Joint Session of UPEI Board of Governors and Senate
- draft discussed with leadership team to highlight priorities, roll out, and information sharing

Consultation Input: Strong Consistency

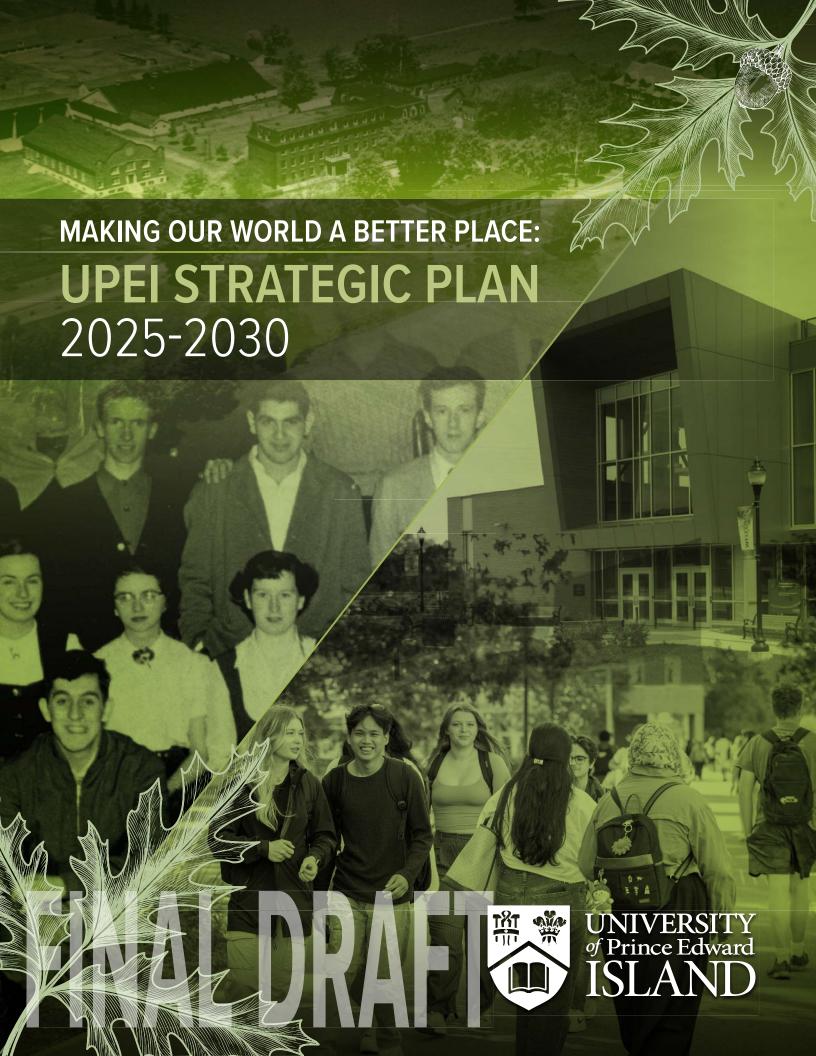
- sustainability in all forms
- EDI and sense of belonging
- commitment to reconciliation
- improve policies and processes
- greater student-centric focus
- build research and innovation
- recruitment and retention of talent (student, faculty, staff)
- prioritize health and wellbeing
- enhance curricular cohesion and innovation
- improve communication and connectivity to better support students, work processes, overall mission (digital transformation)

Governance Process

- UPEI Senate Meeting (Sept 26, 2025)
- UPEl Board of Governors (Oct 7, 2025)

Launch and Implementation

- upon approval of strategic plan
- implementation framework, operational plans, and evaluation metrics to be developed
- progress reporting to be structured and public



MAKING OUR WORLD A BETTER PLACE: UPEI STRATEGIC PLAN (2025–2030)

President's Message



This is an exciting and pivotal time at UPEI. We are adapting in constructive and innovative ways that will enrich the experiences of our community and amplify our impact—both here at home and across the globe.

The landscape of post-secondary education is shifting. Federal restrictions on international students

and evolving provincial funding models are reshaping how universities operate. Students, too, are changing, approaching their education with a longer view and seeking flexible, multi-institutional pathways to build credentials.

At the same time, the broader context of 2025 is marked by uncertainty: persistent threats to the global and local economy, the urgent and visible impacts of climate change, and the growing influence of socio-political forces at every level.

These changes are not just challenges; they are opportunities for UPEI to lead, adapt, and reimagine how we deliver education that prepares our graduates for a rapidly changing world. In asking ourselves what role universities and especially UPEI must play in such a complex and evershifting context, our answer is clear: to make our world a better place.

At UPEI, our greatest contributions lie in our graduates and in the scholarship and research of our faculty.

Our graduates leave our University and disperse across our Island, our country, and our world, equipped to take on complex challenges in human, animal, environmental, technical, biological, health, performing arts, sports, and socio-political fields. They are innovators and problemsolvers, grounded in principles of equity, diversity, and inclusion, and guided by an extraordinary commitment to reconciliation with Indigenous peoples on PEI and across Canada.

Our scholars and scientists push the boundaries of understanding and discovery. Their work creates pathways to solutions, advancing knowledge that supports people, animals, communities, and ecosystems.

The reach of UPEI is wide and deeply impactful. From the One Health initiative addressing human, animal, and environmental well-being, to the sciences, humanities, and arts, we contribute to every dimension of society. Our programs produce not only skilled professionals but also empathetic leaders who are ready to make a difference. To sustain this impact, we must continue to offer strong, accessible programs, protect our independence, and ensure sustainability is woven into everything we do.

UPEI is actively and conscientiously pursuing innovative approaches to create a culture of trust, safety, and inclusion on our own campuses, and extending these to our close partners and communities. Through the ambitious and steadfast implementation of the *UPEI Action Plan*, we are calling on every member of UPEI to help us create the kind of institution where people and communities can truly thrive.

This transformation requires discipline and accountability. Each year, we will set clear goals, define the measures that matter, and revisit them to assess our progress. In five years, we will be able to demonstrate, clearly and confidently, the impact of our choices and collective actions.

Every one of us has a role to play. Big changes and small daily actions alike move us closer to a better world. Every act of kindness, every effort to support one another, every commitment to work with our environment and our communities contributes to lasting change. Together, through our teaching, our research, and our shared commitment, we will make UPEI and our world a better place.

Wendy Rodgers, BA, MA, PhD President and Vice-Chancellor

Message from the Board Chair



Facing the future, UPEI is ready for exciting changes. Setting strategy is not easy, as the world is increasingly dynamic and full of surprises. Yet UPEI has captured some important new characteristics of itself in this Strategic Plan, as well as reflections of and recommitment to important traditions.

UPEI will mature in all areas of

teaching, learning and research, expanding its reach, and lifting up its people. And all of this is taking place while UPEI is continuing to heal from historic challenges. Much like an athlete recovering from an injury, UPEI is coming out stronger and more talented, while continuing to tend to and care for itself.

UPEI's history of strong community, innovation, and sustainable practices allow it to mature on a strong foundation. In this strategy, we remember who we are, where we have come from, and the opportunity associated with where we are going.

This is a rewarding and exciting time to be at UPEI, and I am so honoured to work with the UPEI community at this time. Thank you to all of the contributors to this important Strategic Plan, for both your time and talents.

Shannon MacDonald, FCA, CPA, ICD.D

Chair, UPEI Board of Governors

Sham Mardened

Developing our Future Direction

Making our world a better place: UPEI Strategic Plan (2025–2030) is the result of a year-long community discussion on the future of our University and the direction for the coming five years.

Our goal in developing the strategic plan was to ensure a collegial process with a focus on the engagement of our community. In supporting this goal, community members were encouraged to speak candidly, and we listened closely. We welcomed feedback, provided all input to the steering committee, and continuously and iteratively reflected the emerging themes back to our audiences as we progressed. We sought to identify the community's consensus foundations for a clear strategic direction and ongoing culture change. Input gathered throughout the process and across all members and sectors of the community was remarkably consistent.

The resulting strategic plan outlines three strategic pillars for UPEI—Thriving People and Communities; Innovative and Connected Teaching, Research, and Scholarship; and Sustainability. The commitments and

goals for each pillar are articulated. Together, they inform UPEI's strategic direction for the next five years.

More than 700 people from the University and broader community provided input on our strategic direction through 23 sessions and other methods of contributing. This input included emphasizing our focus on our students and their educational journeys; prioritizing the well-being of all our people within an environment of people-focused systems and support; and committing to stronger policies, processes, connectivity, alignments, and effectiveness across the University.

We also have a focus on our own institutional sustainability. We are accountable to our community to ensure UPEI is able to robustly bolster the success of our students, employees, communities, and province.



Land Acknowledgment

The University of Prince Edward Island stands on traditional and unceded Mi'kmaq territory. Epekwitk (PEI), Mi'kma'ki, is covered by the historic Treaties of Peace and Friendship. We pay our respects to the Indigenous Mi'kmaq People who have occupied this Island for over 12,000 years—past, present, and future.



The UPEI Strategic Planning Process

Phase 1: Initiation (September to October 2024)

In advance of initiating the planning process, the timeline and approach was confirmed with the UPEI Board of Governors. A Call for Expression of Interest was shared with our broader community to establish a diverse and engaged University Strategic Plan Steering Committee. A consultation schedule was developed, and outreach was initiated.

Phase 2: Consultation (October 2024 to February 2025)

Consultations with internal and external community members (students, staff, faculty, alumni, community organizations, and sector and industry representatives) took place in the form of flipped consultations, traditional consultations, and surveys. Strategic planning workshops were held with the UPEI Board of Governors, Senate, and senior leadership to conduct situational analyses and establish priorities. President's town halls were held to raise awareness of plan development and encourage continued participation.

Phase 3: Development of Draft Strategic Plan (March to April 2025)

Following a review of input received in Phase 2, consultation was continued in this phase by reframing themes and ideas, and to encourage additional input from community segments that had less representation

in Phase 2. This aided in validating the input and themes and ensuring these were accurately captured. Following validation, the vision, values, and strategic priorities for the plan were drafted.

Phase 4: Finalizing the Plan (May to August 2025)

This phase was extended by three months to enable intensive Steering Committee work and further refinement of the plan. This included discussions about core values, alignment of priorities, and identifying and addressing any critical gaps. This phase also identified key aspects to be shared with those leading the development of operational planning, outcomes, and measures once the plan was approved. A joint session of the UPEI Board of Governors and UPEI Senate was held at the end of August to review the draft plan and to seek input and guidance prior to finalizing the strategic plan for approval.

Phase 5: Governance Reviews (September to October 2025)

In this phase, the *UPEI Strategic Plan (2025–2030)* was provided to the UPEI Senate for information at its September meeting. The strategic plan was then submitted to the UPEI Board of Governors for approval at its October meeting. The plan was approved by the Board of Governors on XXXXXX. Beginning in October, UPEI's senior executive team will lead the development of operational planning, measures, and progress reporting.

Consultation and Engagement

At the core of *Making our world a better place: UPEI Strategic Plan (2025–2030)* is the University's commitment to our students and lifelong learners.

Participants in our consultation process provided a strong and consistent message that prioritizing student success must be a primary focus of UPEI's strategic direction.

This priority is reflected throughout the strategic plan. It includes optimizing our students' growth, curiosity, knowledge, and experiences within a well-structured and resourced learning environment that is committed to understanding their evolving needs and lifelong development within a complex world.





UPEI STRATEGIC PLAN 2025-2030 2 Surveys 23 Internal **Externals Strategic 14** University Consultaiton Consultaiton **Planning** Strategic • Campus Priorities **Sessions** Sessions **Workshops Plan Steering** Committee and Opportunities **Meetings and** Looking to the Future • Flipped Consultations • PEI Community Visits • UPEI Board of Working Governors • President's Town Halls • Sector Partner Forum Sessions (Industry, NFPs, • UPEI Senior Leadership • Campus Discussion Service, Community, and UPEI Senate Groups NGO and Government

Partners)

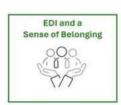
more than two dozen consultation and engagement events 700+ participants over 10 months

Consultation Input

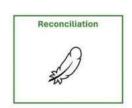
Strong consistent themes













- University Strategic Plan Steerning Committee
- Visiting throught leader
- 1 Online Sharing of Draft UPEI Strategic Plan for Community Input

Policy and Process Improvements









UNIVERSITY OF PRINCE EDWARD ISLAND

Mission

The University of Prince Edward Island, founded on the tradition of liberal education, exists to encourage and assist people to acquire the skills, knowledge, and understanding necessary for critical and creative thinking, and thus prepare them to contribute to their own betterment and that of society through the development of their full potential. To accomplish these ends, the University is a community of scholars whose primary tasks are to teach and to learn, to engage in scholarship and research, and to offer service for the benefit of our Island and beyond.

Vision

UPEI aspires to transform lives and communities through lifelong learning. With teaching and research at the heart of our identity, UPEI connects the Island and the world. UPEI enables learners to explore, grow, and discover their interests and their potential.

Together, we share the purpose of making our world a better place.

UPEI's Commitment To Reconciliation

UPEI is committed to advancing reconciliation through higher education.

As a community, our University commits to the role we must play in achieving and promoting an understanding of Indigenous history and culture and supporting respectful relationships.

UPEI recognizes that discussions in this era of truth and reconciliation have unveiled difficult facts within our country's history. However, we know that education is vital to understanding the history and effects of colonialism and fully engaging with the process of reconciliation.

Working together and in alignment with the *UPEI Indigenous Strategic Framework* and *Initiatives*, *Pesk'tek—The Path Ahead: The Journey to Reconciliation and Action Reform*, we must use learning and knowledge as a catalyst for meaningful change here on Prince Edward Island and around our world.







Core Values

Academic Freedom

Seeking and examining evidence and the pursuit of truth are guiding principles for universities. UPEI supports the principles of academic freedom in teaching, research, scholarship, and creativity; publication and collections; and scholarly discourse. The right to academic freedom carries with it the duty to use this freedom in a responsible way.

Accountability and Integrity

We act ethically, and with honesty, transparency, and integrity. We are committed to decision-making that aligns with our values. Individually and collectively, we have a responsibility to each other and the larger community for the impacts of our decisions, actions, and behaviours. Our policies and procedures will encourage respect, empathy, trust, and support.

Pursuit of Excellence

We are committed to continuous improvement of the quality of our policies, processes, and programming, as well as our employee and learner environments. This includes fostering critical thinking, a culture of lifelong learning, and the pursuit of excellence in our teaching, research, and service, and our administration, operations, and technology. It also means innovative recruitment of scholars, employees, and students eager to support the mission of UPEI.

Equity, Diversity, Inclusion, and a Sense of Belonging

We believe in equity, diversity, and inclusivity that supports an environment hallmarked by a sense of belonging. To achieve this, we value, respect, and support each other and build pathways for people to be recognized, appreciated, and connected. We welcome diverse perspectives. In addition, we are committed to providing constructive spaces for employees and students to speak up and be heard and to debate ideas. The well-being, health, and safety of our people underpin our decision-making.

Reconciliation

UPEI acknowledges the traditions and contributions of Indigenous peoples of Canada and the world. We continue to work towards meaningful relations, inclusive education, and actions that support learning, truth, and reconciliation. Through an ongoing journey based on the recognition of rights, respect, and partnership, we are committed to renewed relationships by building a collaborative understanding of how the past and present influence the future.





UNIVERSITY OF PRINCE EDWARD ISLAND

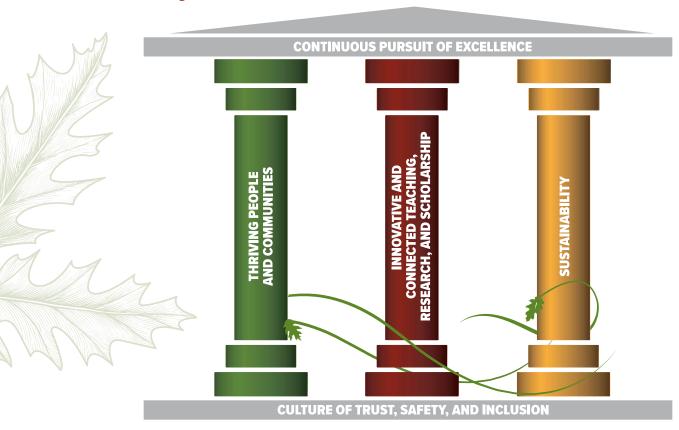
UPEI's Strategic Objective

UPEI will be the university of choice for Islanders and a top destination in Atlantic Canada for learners from across Canada and the world.

We will achieve this by delivering outstanding learning and experiences in a welcoming environment that values integrated and inspiring teaching, learning, and research.

Together, our people, graduates, and research and scholarship will contribute to making our world a better place.

UPEI's Strategic Pillars



Strategic Pillar 1
Thriving People and Communities

Rationale: Our purpose as a university is to contribute to bettering people and society. The development of our people within inclusive and respectful learning and work environments will be the foundation of all University initiatives.

Commitment: UPEI will foster an inclusive, healthy, collaborative, and supportive environment where our students, faculty, and staff can unlock their potential and contribute to their local and global communities.

This includes

- fostering a culture of safety, trust, and inclusion;
- reconciliation with Indigenous peoples;
- supporting and delivering enriched experiences and refined systems and processes for our students, faculty, and staff that enable them to explore and develop their abilities and contributions.

Pillar 1 Goals

- 1. Continue to implement the UPEI Action Plan: Building a Culture of Trust, Safety, and Inclusion.
- 2. Ground EDI practices in integrity and consideration of our community members' safety, well-being, and dignity.
- 3. Ensure effective communications, information sharing, and connection within UPEI and with our communities.
- 4. Assess and address mental health support and services.
- 5. Support initiatives to support the overall health and well-being of our campus community.
- 6. Increase participation and support of Indigenous students, faculty, and staff.



Strategic Pillar 2 Innovative and Connected Teaching, Research, and Scholarship

Rationale: UPEI's size and scale allow us to reach across campus, disciplines, and service units to work together in unique ways. We will leverage our size, scale, and strengths to develop creative ways of connecting people and shared goals.

Commitment: Working together, we will make meaningful contributions to our world by fostering innovation and encouraging collaboration to address complex challenges by growing knowledge, ideas, and people.

This includes the following:

- UPEI will be a model for collaboration.
- We will increase connectivity and remove silos to better promote information sharing and team-focused approaches.
- We will develop effective ways of sustainably connecting with provincial, national, and global sectors and communities to carry out our mission.

Pillar 2 Goals

- 1. Encourage boundary-spanning activities and remove barriers to collaboration to enable multi-disciplinary research and scholarship of mutual benefit to community members.
- 2. Increase internal entrepreneurship and innovation within institutional initiatives.
- 3. Build innovative pedagogical and investigative approaches to enhance teacher, researcher, and learner experiences and interactions.
- 4. Establish UPEI as a regional leader in providing a dynamic and collaborative learning environment where students are actively involved in the learning process through engaged, process-oriented teaching.
- 5. Encourage multi-disciplinary research and scholarship across the institution and of mutual benefit to community members.
- 6. Promote the transfer and exchange of knowledge to amplify UPEI's research impact.
- 7. Develop external partnerships to pursue mutually beneficial community- and industry-engaged education, research, and service initiatives of impact.
- 8. Develop Indigenous partnerships to better understand and include Indigenous knowledge in teaching and research.



UNIVERSITY OF PRINCE EDWARD ISLAND



Rationale: Meeting short-term needs in ways that protect and plan for the long-term health of our institution, partners, and communities is paramount. We are committed to sustainability in our operations and finances, managing our environmental footprint and impact, and contributing to the well-being of people and communities through a focus on social and cultural sustainability.

Commitment: UPEI will carry out its activities with a commitment to social, environmental, and financial sustainability. This includes

- optimizing institutional resilience and adaptiveness while sustaining our core mission and values;
- studying and continuously improving our internal processes and fiscal stewardship to ensure the long-term sustainability of UPEI;
- contributing to our greater community through engaged programming that helps solve complex social challenges.

Pillar 3 Goals

- 1. Become a leader in developing and implementing sustainable practices on campus by leveraging expertise in areas such as climate change, sustainable design, environmental science, and cleantech theory into everyday practices on campus.
- 2. Pursue opportunities to leverage University-developed initiatives into larger-scale community impacts in areas such as environmental stewardship, climate change, and cultural preservation.
- 3. Create and support community-engaged research on sustainability threats and outcomes, including a focus on the United Nations' Sustainable Development Goals (SDGs).
- 4. Enhance data analysis, data governance, and proactive, integrated planning to ensure readiness for challenges.
- 5. Improve the alignment of policies, processes, institutional planning, and talent development to optimize decision-making and resource allocation.
- 6. Implement strategic enrolment management (SEM) to improve student recruitment, retention, and overall student experience and success.
- 7. Institute a multi-year operational plan and revenue strategy.
- 8. Expand sustainability education across curricula through program innovation, new forms of learning, and digital transformation.

Operational Planning, Progress Measures, and Information Sharing on Outcomes

Implementation of the *UPEI Strategic Plan* (2025–2030) will include annual development and alignment of operational plans and activities, with metrics, to support the implementation of strategic priorities.

This will require collaborative approaches to annual planning, establishing key performance indicators, progress measures, and an evaluation framework. Progress monitoring of the strategic plan will be ongoing. Adjustments to planning initiatives will be carried out as needed based on as much evidence as is available.

Progress results will be shared with the University and broader community on a regular basis.



Acknowledgements

We are grateful to the more than 700 participants who took part in building the *UPEI Strategic Plan (2025–2030)* by participating in the consultation process and sharing insights and ideas for a flourishing University.

Thank you to UPEI students, faculty, staff, and alumni for providing input in many ways—from personal feedback, responding to surveys, and collective discussion sessions. Thank you as well to our community members from numerous sectors who provided candid feedback on ways UPEI can better engage with our communities and build impacts.

Appreciation is expressed to The Chapman Group for their partnership in facilitating consultation sessions and organizing participant feedback. Thank you, also, to the UPEI Senate and the UPEI Board of Governors for their thoughtful input.

The University Strategic Plan Steering Committee provided considerable time and effort to ensure the input of our community was reflected in accurate and meaningful ways. We are grateful for the time and dedication of this group in brainstorming, listening to our community, synthesizing input and priorities, and being courageous to ask hard questions and challenge the status quo.

UNIVERSITY STRATEGIC PLAN STEERING COMMITTEE

CO-CHAIRS

Dr. Wendy Rodgers | President and Vice-Chancellor

Dr. Suzanne Kresta | Dean, Faculty of Sustainable Design Engineering

MEMBERS

(listed alphabetically)

Doug Burton | Director, IT Operations

Dr. Corinne Chappell* | Advisor on Indigenous Affairs, Office of L'nu Relations and Reconciliation

Lewis Creed* | UPEI Alumni

Lucky Fusca | Sexual and Gender Diversity Specialist, EDI and Human Rights

Fairouz Gaballa* | Administrative Assistant, UPEI Cleantech

Rebecca Gill* | Director, Strategic Priorities and Policy Development, Faculty of Medicine

Dr. Kuljeet Grewal | Assistant Professor, Faculty of Sustainable Design Engineering

Dr. Beibei Jia* | Assistant Professor, Faculty of Veterinary Medicine

George Jiang* | Past President, UPEI Student Union

Roshni Kishor | UPEI Graduate Student

Megan MacLean* | Interim Associate Vice-President, Students

Dr. Annerose Mauz | Sessional Instructor, McDougall Faculty of Business

Charlotte McCardle | Director, Strategic Planning

Sonia O'Connor* | Administrative Assistant, Faculty of Medicine

Dr. Christopher Power | Associate Dean, Graduate Studies and Research, Faculty of Science

Dr. Jessica Strong | Assistant Professor, Psychology; Director, Clinical Training, Doctor of Psychology, Faculty of Arts

Dr. Charlene VanLeeuwen* | Manager, Teaching and Learning Centre

Hexi Wang | UPEI Graduate Student

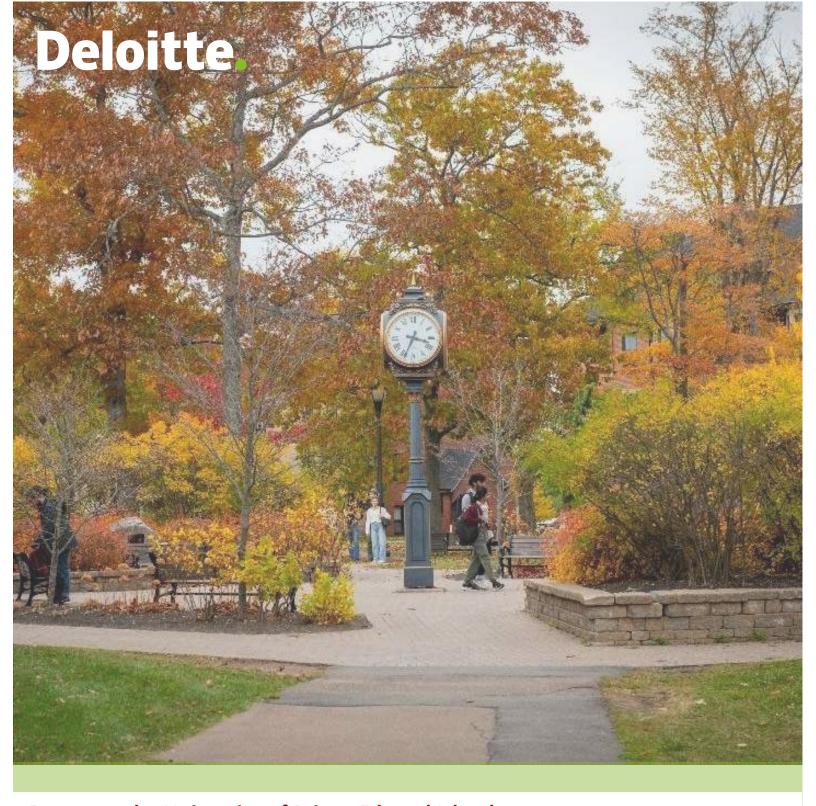
*Steering Committee members who are also UPEI Alumni

Together, we remain committed to making our world a better place through the transformational power of higher learning.





UNIVERSITY of Prince Edward ISLAND



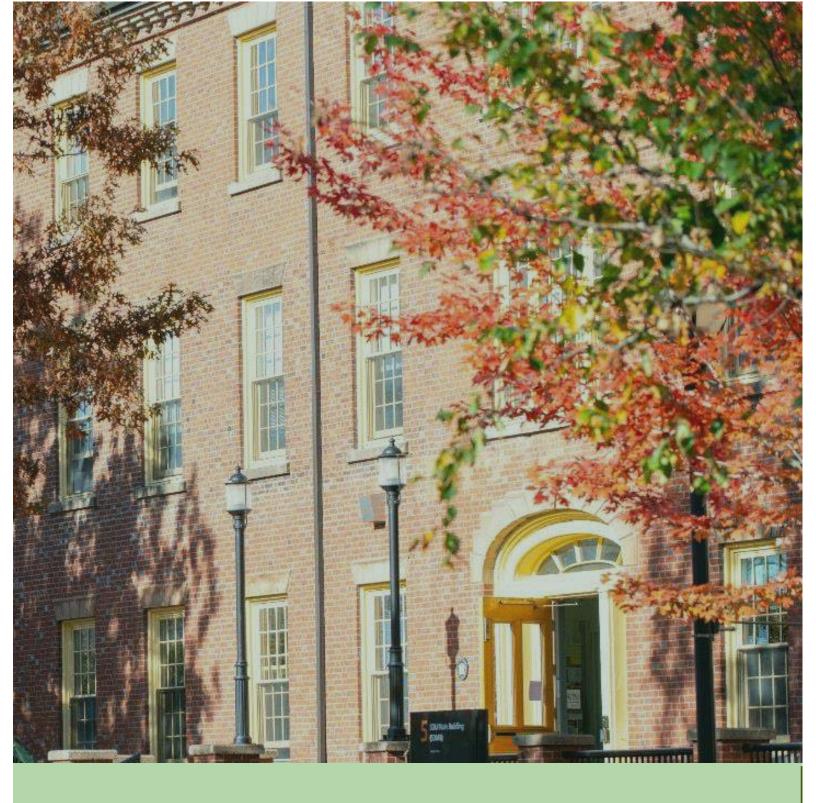
Report to the University of Prince Edward Island

Implementation of the University of Prince Edward Island Action Plan: Building a Culture of Trust, Safety, and Inclusion – Audit of Years 0 &1 Plain Language Report



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BACKGROUND & APPROACH

Audit objective, scope, and approach

Background & Approach



Audit Overview

In December 2021 – University of Prince Edward Island ("UPEI") retained a Canadian law firm to conduct an independent third-party review of the University's policies, procedures, and programs concerning harassment, discrimination, and fair treatment. Multiple recommendations were made in the final report which required immediate change to policies, procedures, and overall workplace safety.

UPEI developed an Action Plan that provides a framework for how the University will respond to the recommendations. One of the recommendations was for the University to engage in an annual audit process to assess the execution and implementation of the Action Plan for each of the next five years.

Objective

The purpose of this engagement is to provide reasonable assurance on UPEI's implementation of the *UPEI Action Plan: Building a Culture of Trust, Safety, and Inclusion* ("UPEI Action Plan"). For the Year 1 audit, we have completed a reasonable assurance engagement of the *UPEI Action Plan: Building a Culture of Trust, Safety and Inclusion Implementation Plans—Year 0 and Year 1* for the period from May 1, 2023 to April 30, 2025 based on the agreed criteria.

Scope

The scope of this audit included an assessment of the effectiveness of implementation of *UPEI's Action Plan: Building a Culture of Trust, Safety, and Inclusion* for the years of May 1, 2023 to April 30, 2024 (Year 0) and May 1, 2024 to April 30, 2025 (Year 1).

Background & Approach (cont'd)



Approach

The implementation plans for years 0 and 1 focused on developing the framework for the policies, procedures and organizational changes required to implement the action plan over a five-year period. Therefore, the focus of the audit was on the design and implementation activities, as outlined in the implementation plans.

Deloitte conducted a reasonable assurance engagement in accordance with Canadian Standard on Assurance Engagements (CSAE) 3000 to assess the implementation of the University of Prince Edward Island's ("UPEI") *Action Plan: Building a Culture of Trust, Safety, and Inclusion* ("UPEI Action Plan") for the periods from May 1, 2023 to April 30, 2024, and May 1, 2024 to April 30, 2025.

To perform this assessment in accordance with CSAE 3000, it was necessary to establish criteria against which the implementation of the Action Plan could be measured. The criteria were required to be relevant, complete, reliable, neutral, and understandable, as outlined in CSAE 3000.

A total of sixty-eight (68) custom-purpose audit criteria were developed specifically for this engagement. The process for developing these criteria included:

Review of Source Documents - The criteria were informed by a comprehensive review of the recommendations from the independent third-party review, the objectives and intended outcomes of the UPEI Action Plan, and UPEI's Implementation Plans for Years 0, 1; and procedures to develop an understanding of UPEI's policies, procedures, and programs regarding harassment, discrimination, and fair treatment.

Consultation with Management - Draft criteria were discussed with UPEI management to ensure their relevance to the Action Plan's objectives and alignment with the University's policies and procedures.

Background & Approach (cont'd)

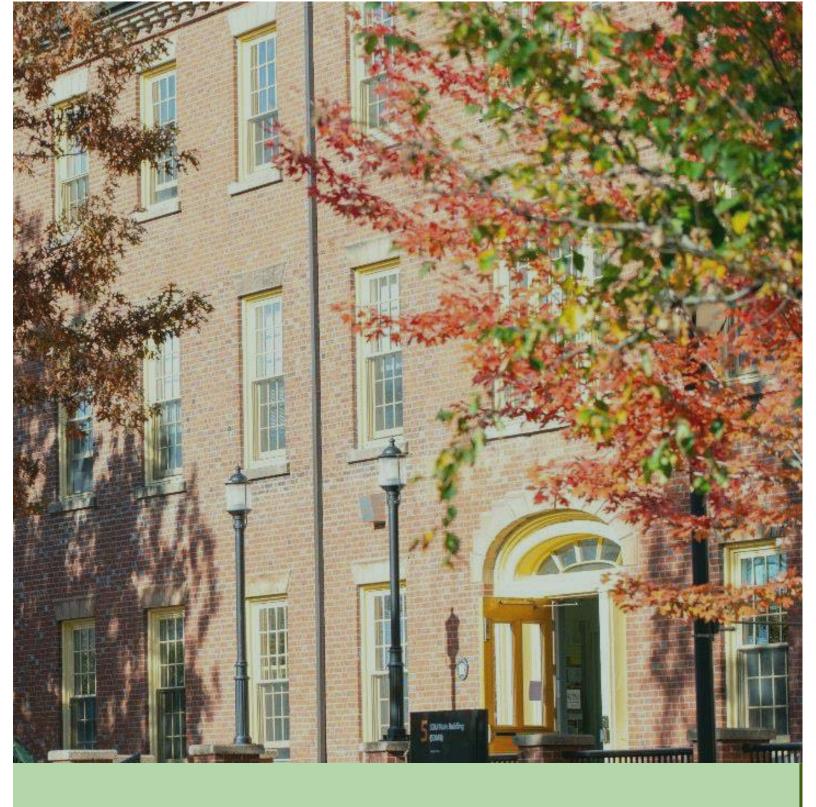


Approach (cont'd)

Refinement and Finalization - Based on feedback from management and professional judgment, the criteria were refined to ensure clarity, measurability, and suitability for forming a conclusion regarding the implementation of the Action Plan.

Agreement on Criteria - The final set of sixty-eight criteria was agreed upon by UPEI management prior to the commencement of substantive audit procedures. These criteria formed the basis for our assessment of the effectiveness of the implementation of the Action Plan for the specified performance years.

Assessment against Criteria - We performed procedures to gather sufficient and appropriate evidence to obtain reasonable assurance to support conclusions for each criteria. Procedures were developed based on the agreed-upon objective and criteria. Audits in subsequent years will include testing, as appropriate, the operational effectiveness of action items implemented in years 0 and 1. Where discussions with broader campus community stakeholder groups were not performed this year; they may be incorporated in future audit years.



OVERALL CONCLUSION

Overall Conclusion



Conclusion

As noted in our audit report, in our opinion, the UPEI Implementation Plan for the period from May 1, 2023 to April 30, 2025 was implemented, in all material respects, in accordance with the applicable criteria as outlined in the Appendix to the audit report.

Overview

In Year 0 and Year 1 of the Implementation Plan, UPEI successfully established foundational structures to support its long-term implementation of the Action Plan. The audit team identified the following strengths:

- Organizational Commitment: The UPEI Action Plan is a significant commitment for a
 five-year rebuild of trust, safety and inclusion at the University. It's a commitment that
 will require focus and prioritization of resources to manage the substantial changes
 contemplated to fully implement the changes. Notably, during the audit, UPEI
 leadership demonstrated their commitment to the Action Plan by supporting the audit
 process through information sharing and consultations.
- Effective Project Management: Effective project management was a key strength throughout the engagement. UPEI's approach to implementing the Action Plan benefited from clear structures, defined roles and responsibilities, and systematic oversight. The use of timelines, milestones, and action owners enabled UPEI to prioritize tasks and allocate available resources.
- Increased Leadership Capacity: Leadership capacity was enhanced through the
 appointment of new Board members, a new President, and the creation of an EDI and
 Human Rights Department, which strengthened governance and accountability,
 particularly in equity, diversity, and inclusion. New leadership brings fresh perspectives,
 renewed commitment, and a broader range of expertise to guide strategic decisionmaking and drive change.

Overall Conclusion (cont'd)



Overview (cont'd)

Community Engagement: UPEI provided enhanced community engagement opportunities via Town Halls, listening sessions, as well as action plan-related committees and working groups. By involving the broader community, the institution offered opportunities for the Action Plan to be more responsive to survivor's needs, concerns, and priorities.

Deloitte is aware that the University receives feedback on the impact of the implementation of the Action Plan. As part of the audit, Deloitte received anonymous feedback which has been incorporated into our analysis and the work conducted.

Activities to be Assessed in Year 2

UPEI's Implementation Plans for Year 0 and Year 1 included a total of 364 planned actions and activities. UPEI implemented the majority of these actions and activities – 346 in total; the remaining 18 actions and activities were not assessed as part of the Year 1 audit.

The items deferred primarily relate to, or are impacted by, the approval of two new policies – the Harassment and Discrimination Policy and the Sexual Violence Policy. These policies have been drafted and are scheduled to be presented to the Board of Governors for approval in October 2025. As such, the actions, which are identified on the following pages, will be included in the Year 2 audit for 2025-2026. These actions were identified as either 'in progress' or 'moved to Year 2' in UPEIs Progress Report – Year 0 and Year 1 from May 2025.

It should be noted that the assessment of the applicable criteria where the majority or all activities are deferred to Year 2 were not in scope for the audit opinion. These criteria (five in total) have been highlighted in the "Overview of Findings and Conclusion by Pillars" section of this report, noting current status and next steps. These criteria will be assessed as part of the Year 2 audit for 2025-2026. UPEI agreed with this change to the criteria.

Overall Conclusion (cont'd)

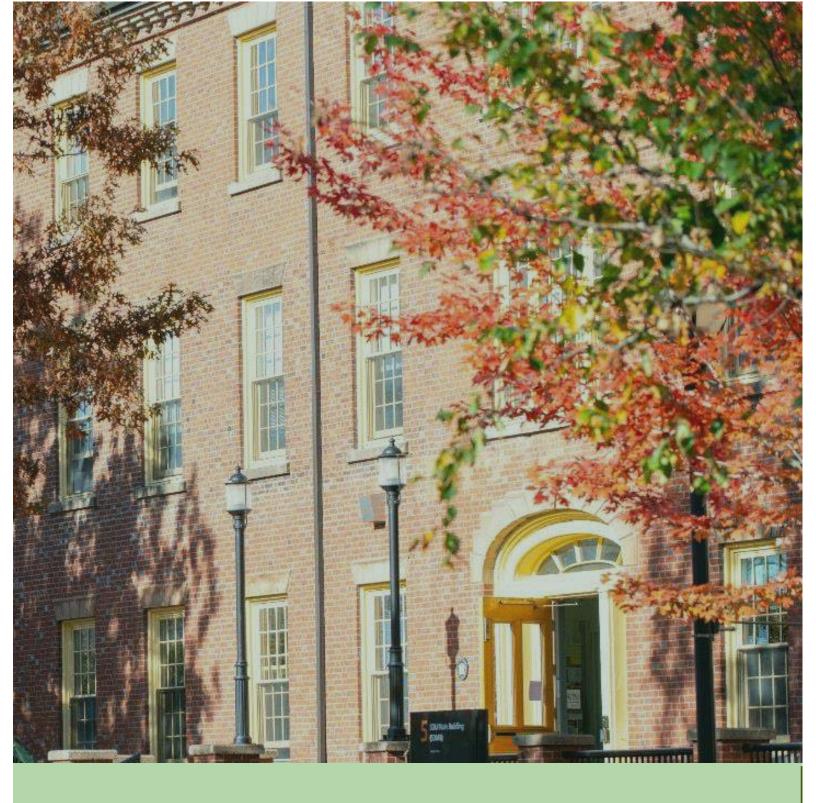


Activities to be Assessed in Year 2			
Implementation Plan Item	Documented Progress		
3.1.3.2 Listen to individuals who have suffered harm at the University to learn from their experiences as a way of fostering reconciliation	This activity will continue into Year 2, as it is work that is being completed through the development of the Harassment and Discrimination Policy.		
3.1.3.3 Continue to work with the Indigenous community at UPEI to further our journey of reconciliation	UPEI President, along with the Board of Governors Chair, participated in meetings with Lennox Island First Nations, Abegweit First Nations, and the Native Council of PEI leaders. Activities related to this action item are ongoing and will continue into Year 2.		
3.2.1.4 Plan and develop initiatives to enhance employee engagement	This activity will be continued in Year 2, to allow the plan to be influenced by the employee engagement survey results and the rollout of these results at the department level.		
3.4.1.1 Communicate behavioural obligations and limitations through documents, including the Sexual Violence Policy, Harassment and Discrimination Policy, Student Code of Conduct, Residence Life Handbook, Student-Athlete Code of Conduct, Athletic Club Guide	Interdepartmental collaboration is in place, and conversations will continue into Year 2.		
4.1.3.1 The EDI and Human Rights Department will be responsible for intake and administration of the new Harassment and Discrimination Policy	Once the Harassment & Discrimination (H&D) Policy is approved by the Board, currently planned for October 07, 2025, the Equity, Diversity, Inclusion & Human Rights (EDI&HR) Department will be responsible for administering it.		
4.1.6.2 Work with Human Resources to improve accommodations processes for faculty and staff and make the information easily available	The rollout of these processes has been deferred to Year 2 to ensure the successful implementation and long-term sustainability of the accommodation procedure at UPEI. This decision allowed for additional in-depth internal review, including input from senior leadership and the UPEI legal team, a comprehensive jurisdictional scan to identify best practices in Universities across Canada, and meaningful engagement with key partners, such as Unions.		

Overall Conclusion (cont'd)



Activities to be Assessed in Year 2 (cont'd)			
Implementation Plan Item	Documented Progress		
4.1.7.1 Build capacity for informal resolution methods applicable to matters under the Sexual Violence Policy and a new Harassment and Discrimination Policy	The position of Human Rights resolution specialist was posted in Year 1; however, it was not filled at year's end. Therefore, the assignment of work for this role will be carried forward to Year 2		
4.3.1.7 Ensure the new policy aligns with legislative requirements, such as PEI Occupational Health and Safety Act and Employment Standards Act	UPEI obtained a Legal Opinion on the H&D Policy compliance. The policy is scheduled to be approved by the Board on October 07, 2025.		
4.3.2.1 Make the policy easily available to the campus community	Once the H&D Policy is approved, it will be communicated to the campus community.		
4.4.1.1 Finalize revisions to the UPEI Sexual Violence Policy 4.4.1.2 Ensure the new policy is comprehensive and implements all the recommendations of the UPEI Review 4.4.1.3 Ensure the revised policy is traumainformed, procedurally fair, and conforms to legislative requirements 4.4.1.4 Ensure that the experiences of victims of sexual harassment/assault, including within the context of student residences, are in the revisions to the Policy	The Sexual Violence Policy is set to be approved by the Board on October 07, 2025.		
4.4.2.3 Ensure training is provided to the Board, Senate, and Senior Executive Team on the new policy	Once the policy is approved, training will be provided.		
4.4.2.4 Make the piloted Sexual Violence Response Team permanent and finalize terms of reference	The pilot of the Sexual Violence Response Team occurred. Once the policy is approved, the Terms of Reference will be finalized.		
4.4.2.7 Provide investigation results to the respondent's internal support provider	This activity will occur during Year 2.		
4.4.3.1 Make the policy easily available to the campus community	Once the Sexual Violence (SV) Policy is approved, it will be communicated to the campus community.		
4.5.2.2 Create pathways for sexual violence or harassment and discrimination disclosures and complaints that are clear	This activity is in progress and will be finalized in Year 2.		



OVERVIEW OF FINDINGS AND CONCLUSIONS BY PILLAR

Overview of Assessment by Pillar

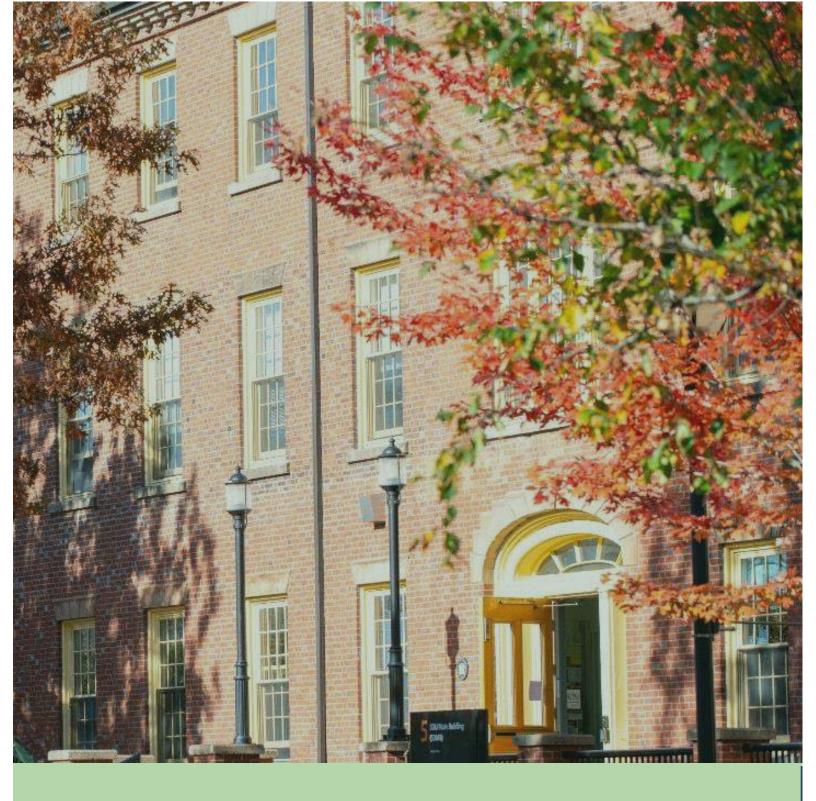


The following table summarizes the rating scale used to assess the identified criteria for each pillar and action plan item:

=	action plan item.				
	МЕТ	UPEI met all significant requirements of the UPEI's Action Plan: Building a Culture of Trust, Safety, and Inclusion evaluation criteria			
	PARTIALLY MET	UPEI met most requirements of the UPEI's Action Plan: Building a Culture of Trust, Safety, and Inclusion evaluation criteria, but findings were identified and/or some items were not fully implemented.			
NOT MET Culture of Trust, Safety, and Inclusion ev		UPEI did not meet significant requirements of the UPEI's Action Plan: Building a Culture of Trust, Safety, and Inclusion evaluation criteria, and significant opportunities for improvement were identified.			
	NOT TESTED	UPEI's Action Plan: Building a Culture of Trust, Safety, and Inclusion evaluation criteria was not tested as the majority, if not all, elements of the criteria have been deferred to Year 2.			

The table below summarizes the number of evaluation criteria and conclusions for each pillar:

PILLAR	# OF EVALUATION CRITERIA	MET	PARTIALLY MET	NOT MET	NOT TESTED
Acknowledge and demonstrate accountability for the issues within the UPEI review	19	17	2	0	0
Strengthen UPEI's governance and leadership structure	15	14	1	0	0
Improve UPEI's campus culture	20	19	1	0	0
Put in place new policies and processes that focus on preventing and addressing discrimination, harm, and violence at UPEI	14	5	4	0	5
TOTAL	68	55	8	0	5



ACCOUNTABILITY & ACKNOWLEDGEMENT

Analysis, insights, and outcomes



Pillar Overview

The Acknowledgement and Accountability pillar forms the foundation of Goal 1 in the University of Prince Edward Island's (UPEI) Action Plan to respond to recommendations from the Rubin Thomlinson review. Recognizing the importance of transparency and institutional responsibility, UPEI's leadership committed to a series of actions intended to signal a clear departure from past practices and to lay the groundwork for a more accountable and inclusive campus culture. These commitments within Years 0 and 1 of the implementation plan include:

- · Publish the UPEI Review and acknowledge the serious issues within it
- · Commit to addressing all the recommendations within the UPEI Review
- Develop an Action Plan to drive the cultural change needed at UPEI
- Engage in annual audits of the progress of the Action Plan

Collectively, these measures are designed to rebuild trust with the university community and demonstrate UPEI's resolve to drive meaningful change.

UPEI has taken several meaningful steps under this pillar of the implementation plan, demonstrating a clear commitment to transparency and institutional reform. These efforts include both symbolic and structural changes aimed at rebuilding trust and fostering a more accountable campus culture:

- Public release of independent review findings: This ensured that the entire campus community and
 the broader public could access and understand the issues identified.
- **Issuance of a public apology:** An important gesture in acknowledging past harm and initiating the process of reconciliation and trust-building.
- Improved communication on support programs: UPEI made a concerted effort to inform the community about available assistance programs, ensuring that impacted individuals were aware of the resources at their disposal.
- Establishment of the Action Plan Advisory Group: Comprised of diverse stakeholders, including staff, faculty, and students, this group was formed to guide the development of the action plan. This collaborative approach helped ensure diverse perspectives and needs were considered.
- **Hosting of town halls and listening sessions:** These forums created opportunities for open dialogue and community engagement.

Together, these actions signal UPEI's willingness to address difficult issues, involve its community in the path forward, and promote institutional accountability. Although, some gaps and opportunities for continued work remain, highlighting the complexity of institutional reform, clear progress has been made. These unresolved issues underscore the need for continued effort, reflection, and responsiveness from the university:

- Lack of a formal feedback integration process: Input was invited through town halls and listening sessions; however, there is no structured mechanism to ensure this feedback is systematically incorporated into decisions.
- **Perceived insincerity of the public apology:** Some stakeholders expressed skepticism, indicating that trust remains fragile and must be actively rebuilt over time.
- **Limited communication reach:** While communication on support programs has improved, it has mostly relied on traditional channels—potentially limiting awareness among some community members. 15



1.0 Acknowledge and Demonstrate Accountability For the Issues Within the UPEI Review

Action #1 - Publish the UPEI Review and acknowledge the serious issues within it

Criteria	Conclusion	Summary of Assessment
Criteria #1 - UPEI publicly shared the third-party <i>University of Prince Edward Island Review</i> with only those redactions necessary to meet legal and privacy obligations, based on the advice of external legal counsel, to demonstrate transparency while protecting individuals' rights.	MET	The University of Prince Edward Island Review by Rubin Thomlinson LLP, dated June 6, 2023, was shared with students, staff, and faculty on behalf of the UPEI Board of Governors and Office of the President on June 14, 2023. Redactions were largely based on legal and privacy considerations and were approved by the Board of Governors prior to sharing the report.
Criteria #2 - UPEI obtained and documented feedback from the UPEI community, conducted multiple accessible town halls and campus listening sessions for community input.	MET	UPEI conducted two townhalls in June and July 2023 and multiple campus listening sessions (16 in fall 2023 and 6 in spring 2024) for University community input, and documented feedback in line with its data management policies.
Criteria #3 - UPEI formally acknowledged past harm by issuing public apologies across multiple platforms and leaders to demonstrate institutional accountability, including a signed apology in the Action Plan that explicitly recognized the experienced harms and the bravery of those who came forward, alongside a commitment to tangible corrective actions.	MET	UPEI has shown progress in institutional accountability by issuing formal apologies and developing an Action Plan in response to past harm. The initial apology lacked explicit language of apology and did not clearly explain how survivor feedback would be used. There was some initial feedback from the public that questioned the sincerity of the initial response. UPEI improved its approach with a more substantive apology and a detailed action plan, demonstrating a more thoughtful and comprehensive effort to address the issues.



1.0 Acknowledge and Demonstrate Accountability For the Issues Within the UPEI Review

Action #1 - Publish the UPEI Review and acknowledge the serious issues within it

Criteria	Conclusion	Summary of Assessment
Criteria #4 - UPEI expanded communication about Employee and Family Assistance Program services and provided additional on-campus counselling to respond to community support needs.	MET	UPEI provided information about on-campus counselling and support services in response to the Rubin Thomlinson Review, especially in the time following the June 2023 Town Hall.
Criteria #5 - UPEI provided information to the campus community on how to report harassment or discrimination by senior leaders.	MET	UPEI has communicated reporting processes for harassment or discrimination through announcements, onboarding, events, and campus notices.
Criteria #6 - UPEI committed to increase staffing levels in key support units, including Sexual Violence Prevention and Response Office, the Equity Diversity Inclusion Office, and Student Affairs to provide increased level of support.	MET	UPEI increased staffing levels in Sexual Violence Prevention and Response Office, the Equity Diversity Inclusion Office, and Student Affairs.
Criteria #7 - UPEI established an Action Plan Advisory Group to gather and incorporate input from multiple stakeholder perspectives on rebuilding trust and safety. UPEI made an open call to invite expressions of interest for Advisory Group membership.	MET	UPEI formed an Action Plan Advisory Group with internal and external members to gather diverse input on rebuilding trust and safety.



1.0 Acknowledge and Demonstrate Accountability For the Issues Within the UPEI Review

Action #1 - Publish the UPEI Review and acknowledge the serious issues within it

Criteria	Conclusion Summary of Assessmen	
Criteria #8 - UPEI engaged directly with survivors to learn from their lived experiences to incorporate future actions that are survivor-informed.	MET	UPEI consulted survivors for input on public communications and the Action Plan.
Criteria #9 - UPEI maintained engagement with key external stakeholders including the Student Union, Alumni Association, and provincial government.	MET	UPEI held Town Hall meetings and individual sessions with key stakeholders, including the Student Union President and provincial government representatives, to engage the community and others.
Criteria #10 - UPEI conducted an external review of Board governance, including recruitment processes for new Board members.	MET	UPEI engaged Strategic Governance Consulting Services to conduct an external review of Board governance, which included a review of the recruitment processes for the Board.
Criteria #11 - UPEI conducted a review of senior leadership by evaluating the duties, responsibilities, authority, and accountability.	MET	UPEI conducted a review of senior leadership by evaluating the duties, responsibilities, authority, and accountability. The evidence suggests these aspects were meaningfully addressed as part of the review.



1.0 Acknowledge and Demonstrate Accountability For the Issues Within the UPEI Review

Action #2 - Commit to addressing all the recommendations within the UPEI Review

Criteria	Conclusion Summary of Assessment		
Criteria #12 - UPEI developed a 360-degree performance review process for the President and Senior Executive Team	MET	UPEI developed a leadership framework and engaged an independent contractor to develop a 360-degree performance review process for the President and the Vice-President.	
Criteria #13 - UPEI included a public commitment in the Action Plan to address the UPEI Review recommendations and integrated additional actions informed by community consultations.	MET	UPEI's Action Plan publicly commits to addressing the UPEI Review recommendations and includes additional actions informed by community consultations. The plan also establishes mechanisms for tracking progress and accountability, such as annual implementation audits, measurable action plans, and ongoing public reporting.	
Criteria #14 - UPEI engaged an external facilitator to support the Advisory Group in gathering feedback and providing guidance to help inform action.	MET	UPEI has successfully utilized the Advisory Group to engage stakeholders, gather valuable feedback, and guide both the development and continuous improvement of the Action Plan.	
Criteria #15 - UPEI planned and conducted Town Hall meetings for students, staff, faculty, and the community and developed an approach for consulting with the community throughout the year.	PARTIALLY MET	UPEI demonstrated its commitment to community engagement by hosting a series of Town Hall meetings. Finding: Through discussion with UPEI, we are aware that notes are taken in the meetings; however, a process needs to be established to formalize the feedback and how it is being considered and addressed. Currently, the absence of a formal process to document and track feedback limits overall transparency and accountability.	



1.0 Acknowledge and Demonstrate Accountability For the Issues Within the UPEI Review

Action #3 - Develop an Action Plan to guide the cultural change needed at UPEI

Criteria	Conclusion	Summary of Assessment
Criteria #16 - UPEI utilized and incorporated feedback from town halls, campus listening sessions, the Advisory Group, and consultations with internal and external partners to guide the development and finalization of the Action Plan	MET	UPEI incorporated feedback from town halls, listening sessions, and the Advisory Group into its Action Plan.
Criteria #17 - UPEI identified initial human resource and budget requirements necessary to implement the Action Plan and sought appropriate funding.	MET	UPEI identified the initial human resource and budget requirements necessary to implement the Action Plan and sought the funding amount that was appropriate.
Criteria #18 - The Board of Governors established a Campus Culture Oversight Committee to provide governance and oversight of the Action Plan's implementation and approved a Terms of Reference for the committee.	MET	The Board of Governors created a Campus Culture Oversight Committee to oversee and support the implementation of the Action Plan. The committee's Terms of Reference were initially approved in November 2023 and subsequently updated and reapproved in February 2025.



1.0 Acknowledge and Demonstrate Accountability For the Issues Within the UPEI Review

Action #4 - Engage in annual audit of the progress of the Action Plan

Criteria

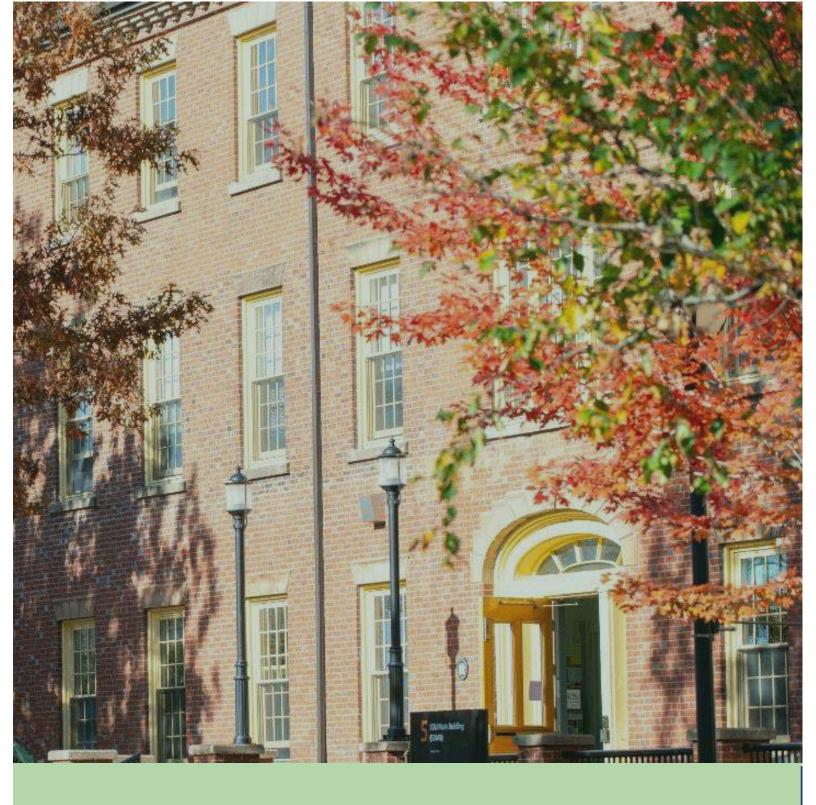
Conclusion

Summary of Assessment

Criteria #19 - UPEI developed a process to collect audit evidence and developed annual implementation plans aligned with relevant goals of the PEI Advisory Council of the Status of Women Equality Report Card, including commitments to make diversity, equity, and inclusion a priority and ending gender-based violence.

PARTIALLY MET UPEI developed annual implementation plans and progress reports to support the first annual audit, aligning these plans with two priority areas from the PEI Advisory Council's Equality Report Card Assessment Model.

Findings: UPEI held discussions to review the Assessment Model and conclude on the priorities; however, important areas such as "Women's & Gender-Diverse People's Mental and Physical Health" were not assessed, despite their relevance to a safe and inclusive workplace. Evidence supporting management's assessment of the scorecard and its alignment with the implementation plan was limited. There was support for the two pillars UPEI included, but not for why others were not included.



STRENGTHEN LEADERSHIP & GOVERNANCE

Analysis, insights, and outcomes

Pillar 2: Governance and Leadership



Pillar Overview

The Governance and Leadership pillar forms the foundation of Goal 2 in the University of Prince Edward Island's (UPEI) Action Plan to respond to recommendations from the Rubin Thomlinson review. This pillar emphasizes the need for strong institutional oversight, transparent leadership, and accountable decision-making as essential components of cultural change at UPEI. The Year 0 and 1 commitments under the implementation plan include:

- Using a transparent and consultative process for the selection and hiring of a new university president
- Refresh the UPEI Board of Governors with new members and create an enhanced accountability and oversight structure
- Improve onboarding and training of UPEI Board of Governors and Senate members
- Develop a UPEI leadership training program for those in leadership roles
- Create a leadership development program for academic administrators

UPEI has taken several important steps to strengthen its governance framework and demonstrate a clear shift toward greater transparency and leadership accountability:

- **President Recruitment Process:** UPEI developed a comprehensive recruitment process for the role of President.
- **Strategic Board Renewal:** Board renewal has been approached more strategically, supported by the development of a board skills matrix to guide inclusive, competency-based recruitment and support a broader range of perspectives and expertise.
- **Review of Governance Practices:** An independent review of board practices was conducted to identify areas for improvement, which informed a series of governance reforms.
- **Clarification of board roles and responsibilities:** Sub-committee terms of reference were updated, for improved clarity and structure in board operations and role definition across committees.
- Creation of a Human Resources Committee: A Human Resources Committee was established and is now receiving regular reports on key staffing data (e.g., resignations, terminations), increasing oversight and enabling informed governance discussions.

These efforts represent a shift toward more intentional and responsive governance practices, reinforcing UPEI's commitment to responsible leadership and long-term institutional renewal. Despite this progress, certain areas continue to evolve and will require ongoing attention:

- **Board training and EDI integration:** Board orientation and training practices would benefit from a more explicit focus on equity, diversity, and inclusion (EDI), helping to ensure members are equipped with the knowledge and context to lead inclusively.
- **Training assessment and tracking:** Training participation and outcomes across the institution should be more consistently tracked and assessed to support accountability and ensure impact.

Taken together, the steps taken under Pillar 2 represent meaningful progress in rebuilding and strengthening UPEI's governance and leadership culture.



2.0 Strengthen UPEI's Governance and Leadership Structure

Action #1 - Use a transparent and consultative process, and proper due diligence in the selection and hiring of a new University President

Criteria	Conclusion	Summary of Assessment
Criteria #20 - UPEI developed a transparent and inclusive recruitment process for the role of President by: - Including a requirement in the job description for the new President to champion institutional culture; - Embedding specific cultural change and equity criteria in the candidate evaluation; - Providing updates to the campus community on the selection process; - Offering structured and anonymous feedback opportunities on shortlisted candidates; - Requiring shortlisted candidates to submit a written response to the UPEI Review recommendations and draft Action plan; - Conducting vetting of final candidates to verify qualifications and confirm alignment with institutional values.	MET	UPEI followed the recruitment process it developed in the recruitment and hiring of the role of President.



2.0 Strengthen UPEI's Governance and Leadership Structure

Action #2 - Refresh the UPEI Board of Governors with new members and create an enhanced accountability and oversight structure

Criteria Conclusion Summary of Assessment

Criteria #21 - UPEI filled board vacancies by adopting good governance practices in board policies, practices and recruitment to support increased Board diversity.

MET

UPEI has taken steps to enhance Board diversity through its recruitment practices, including public calls for applications and internal elections, with an emphasis on a broad range of skills and competencies. Appointment announcements highlighted the diverse backgrounds of new members, indicating some alignment with Board priorities and diversity objectives. A Year 2 priority will be developing processes to incorporate tools developed in Years 0 and I, including the skills matrix and representation survey.



2.0 Strengthen UPEI's Governance and Leadership Structure

Action #2 - Refresh the UPEI Board of Governors with new members and create an enhanced accountability and oversight structure

Criteria

Conclusion

Summary of Assessment

Criteria	Conclusion	Summary of Assessment
Criteria #22 - UPEI developed a Board skills matrix and representation survey to support inclusive and transparent recruitment by identifying gaps in Board composition, informing appointing bodies of identified gaps, publicly posting opportunities with preferred competencies, to increase applications from diverse candidates.	MET	UPEI has taken steps to enhance Board diversity by using both public calls for applications and internal elections to fill vacancies, emphasizing a range of skills and backgrounds in its recruitment efforts. These actions are designed to increase structure in aligning appointments with Board priorities and diversity goals.
Criteria #23 - UPEI obtained an independent external review of its Board governance practices to identify strengths, gaps, and areas for improvement in alignment with governance leading practices.	MET	UPEI commissioned an independent external review of its Board governance practices to assess strengths, identify gaps, and highlight areas for improvement in line with leading governance standards.
Criteria #24 - UPEI publicly disclosed procedural changes made in response to external Board governance review recommendations.	MET	UPEI publicly shared key procedural changes made in response to external Board governance review recommendations. Significant structural and governance-related updates were disclosed through documents like Board By-Laws, meeting minutes, and job postings.



2.0 Strengthen UPEI's Governance and Leadership Structure

Action #2 - Refresh the UPEI Board of Governors with new members and create an enhanced accountability and oversight structure

Criteria Conclusion **Summary of Assessment** UPEI has strengthened Board oversight by Criteria #25 - UPEI increased its clearly defining the responsibilities and board oversight by updating the purposes of each committee, ensuring Terms of Reference for Board alignment with the Board's oversight role. Standing Committees, and While organizational goals are not explicitly **MET** providing Board members stated in the Terms of Reference, each training on competencies in committee's purpose statement clarifies its governance, equity, diversity and subject-matter focus. Additionally, UPEI has inclusion and in person developed a Board Training Plan that orientation. addresses governance, equity, diversity and inclusion (EDI), and risk oversight. **UPEI** introduced regular Employee Criteria #26 - UPEI developed and Separations Reports to inform the Board, provided the Human Resources including NDA disclosures and detailed Committee of the Board with analysis such as trends, separation types, regular reports on terminations **MET** departmental and bargaining unit and resignations, including distribution, and historical comparisons. disclosure of any related non-Each report is accompanied by commentary disclosure agreements (NDAs). notes and is periodically shared with the HR committee, demonstrating a commitment to timely and comprehensive Board reporting.



2.0 Strengthen UPEI's Governance and Leadership Structure

Action #3 - Improve onboarding and training of UPEI Board of Governors and Senate members

Criteria	Conclusion	Summary of Assessment
Criteria #27 - UPEI developed and implemented policies on the appointment of acting and interim administrators for the roles of senior administrators and president. The policies were approved by the Board of Governors and are accessible to the campus community.	MET	UPEI has implemented Board-approved policies for appointing acting and interim senior administrators and presidents, making these policies accessible to the campus community. The policies establish clear mechanisms for transparency, fairness, and alignment with organizational needs, including defined terms, time limits, authority structure, and published procedures. While UPEI does not require formal search processes or mandatory consultation, this flexibility is considered appropriate for interim appointments to ensure timely leadership transitions during unexpected vacancies.
Criteria #28 - UPEI offered training on governance and equity, diversity and inclusion for members of the Board of Governors and Senate.	MET	UPEI provided orientation and training to the Board of Governors.



2.0 Strengthen UPEI's Governance and Leadership Structure

Action #4 - Develop a UPEI leadership training program for those in leadership roles

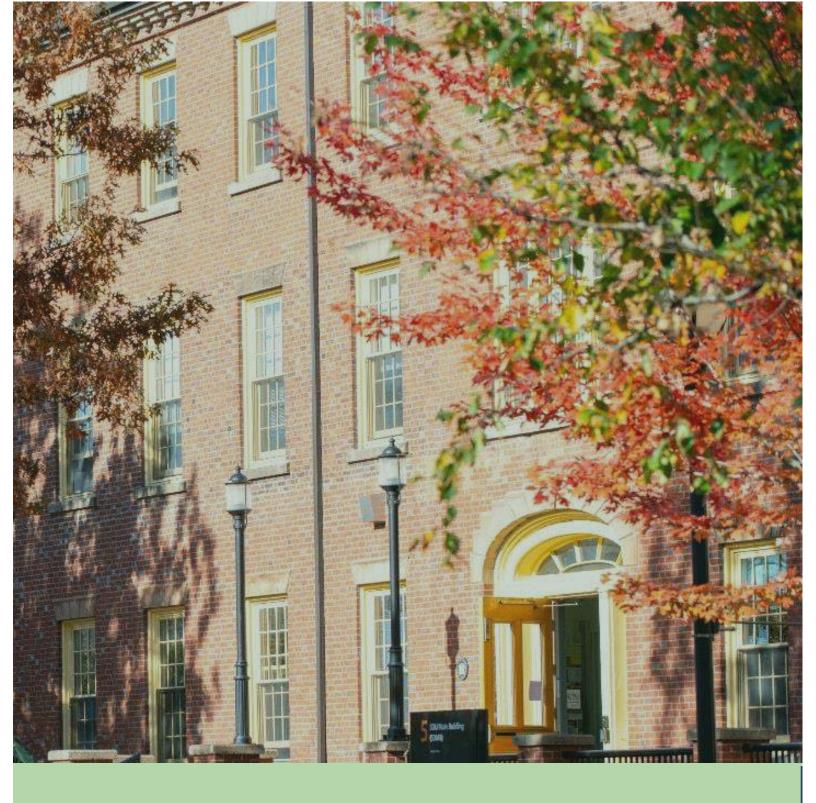
Criteria	Conclusion	Summary of Assessment
Criteria #29 - UPEI developed a training plan for the Board of Governors.	MET	UPEI has created a structured Board of Governors Training Plan that outlines topics, timelines, and responsibilities, supporting ongoing board development and aligning with key priorities.
Criteria #30 - UPEI implemented a process to document Board members' attendance at training events.	MET	UPEI currently tracks Board of Governors' training attendance using informal, ad-hoc Excel files.
Criteria #31 - UPEI assessed training needs for UPEI leadership, considering how internal resources are being leveraged, and developed a leadership framework.	MET	UPEI has assessed the training needs of leadership and developed a leadership framework that integrates core values and competencies to advance accountability, inclusion, and effective governance.



2.0 Strengthen UPEI's Governance and Leadership Structure

Action #5 - Create a leadership development program for academic administrators

Criteria	Conclusion	Summary of Assessment
Criteria #32 - UPEI established and delivered a leadership development program for academic administrators - Deans, Associate Deans and Chairs that includes leadership and management skills, EDI training and continuous improvement methodologies.	MET	UPEI has developed and delivered a leadership program tailored to address current institutional challenges, with an emphasis on equity, diversity, and inclusion, as well as continuous improvement. This program was presented to Deans, Associate Deans and Chairs.
Criteria #33 - UPEI developed internal resources to deliver leadership development programs on a regular schedule, including ongoing seminars to promote continual learning.	MET	UPEI conducted leadership development workshops and posted the hiring for a Faculty Relations Officer position. A Year 2 focus will be on developing a process to promote continual learning along with formal documentation to support the regular delivery and tracking of attendance and learning outcomes.
Criteria #34 - UPEI developed a process of ongoing tracking of the leadership interests and goals of academic administrators.	PARTIALLY MET	UPEI conducted a workshop with the Dean's Council to identify potential training topics. Feedback from training sessions was collected through a survey, which included questions on frequency of learning, time commitment, and audience relevance. Finding: The current feedback survey does not capture or track leadership and academic administrators' goals. In addition, there is no documented process suggesting that workshops will recur to gather input on training needs. The absence of formal tools and documentation limits the ability to evaluate alignment and measure progress in leadership development over time.



FOSTER INCLUSIVE CULTURE

Analysis, insights, and outcomes

Pillar 3: Inclusive Culture



Pillar Overview

The Inclusive Culture pillar forms the foundation of Goal 3 in the University of Prince Edward Island's (UPEI) Action Plan in response to the Rubin Thomlinson review. This goal focuses on rebuilding trust, fostering psychological safety, and creating a respectful, welcoming campus for all. At its core, it seeks to ensure that students, staff, and faculty feel seen, heard, and valued - especially those who have experienced harm or marginalization. The Year 0 and 1 commitments under the action plan include:

- Create a culture of listening and responsiveness
- Foster an environment in which employees feel valued
- Rebuild trust and safety on campus
- Develop campus training opportunities to promote safe, inclusive work and learning environments
- Improve campus information sharing and communications processes

UPEI has taken a number of positive steps toward cultivating a more inclusive, transparent, and supportive campus culture:

- **Building a culture of listening:** Through listening sessions, town halls, and meetings with key stakeholders, UPEI has demonstrated a willingness to engage with its community and provide space for voices to be heard, particularly those impacted by institutional harm.
- **Expanding student voice mechanisms:** The university has increased its capacity to gather student input, helping ensure that student perspectives are actively considered in shaping decisions and strategies.
- **Trauma-informed engagement:** UPEI has worked directly with individuals who have experienced harm, helping to inform its approach through a more trauma-sensitive lens.
- Workforce engagement and leadership investment: A university-wide employee engagement survey was conducted to better understand staff experiences, and a Director of Human Resources was appointed to lead efforts around workplace well-being and inclusive culture.
- Improved information sharing and safety resources: Health and safety updates are now more
 routinely shared with the campus community, and UPEI has implemented processes to track
 reports related to sexual violence, an important step in improving transparency and accountability.

These efforts signal a growing institutional awareness of the importance of inclusive culture, and a desire to make progress not just in policy, but in everyday experiences on campus. While the foundation is being built, inclusive culture is not a one-time achievement but a continuous effort - and some areas still require focused attention:

• **Benchmarking Gaps in University Processes:** Initial benchmarking compared UPEI's academic, financial, and governance processes with nine Canadian universities. However, identified gaps have not been formally documented or addressed as areas for improvement.

Taken together, the actions under Goal 3 show meaningful movement toward a more inclusive and responsive campus environment.



Action #1 - Create a culture of listening at UPEI

Criteria	Conclusion	Summary of Assessment
Criteria #35 - To support a culture of listening with students, UPEI has facilitated engagement between Student Union Executive and Graduate Student Association Executive with key university personnel by inviting them to meetings early in the school term.	MET	UPEI facilitated engagement between the Student Union Executive and the Graduate Student Association Executive with key university personnel by inviting them to meetings early in the school term.
Criteria #36 - UPEI increased its capacity to develop a system to seek student feedback and collect student-focused data and analysis on student experiences by posting hiring competitions for new positions within the Student Culture and Community Standards department.	MET	UPEI added new positions within the Student Culture and Community Standards department as a means to increase its capacity to seek student feedback and collect student-focused data on student experiences.
Criteria #37 - To support a culture of listening for employees, UPEI has provided: trauma-informed training to those who handle disclosures, active listening training sessions to those who respond to campus community concerns, and additional resources through the MyUPEI site.	MET	UPEI has provided trauma-informed training to those who handle disclosures, active listening training sessions to those who respond to campus community concerns, and additional resources for training through the MyUPEI site. The content includes both online and in-person offerings, with accessibility features such as closed captioning, transcripts, and an immersive reader tool.



Action #1 - Create a culture of listening at UPEI

Criteria	Conclusion	Summary of Assessment
Criteria #38 - To support a culture of listening for the UPEI community, UPEI has: Implemented channels for listening and sharing including listening sessions and community townhalls; invited individuals who have suffered harm to meet with the President; made clear pathways for safe disclosure; and continued to work with Indigenous communities to further UPEI's journey of reconciliation.	MET	UPEI hosted several listening sessions and community townhalls. UPEI also invited individuals who have suffered harm to meet with the President and the Board of Governors. UPEI has furthered its reconciliation journey through its support of its Faculty of Indigenous Knowledge, Education, Research, and Applied Studies and in meetings between the President and Indigenous groups. The development of clear pathways for safe disclosure are in development as part of ongoing policy development efforts.
Criteria #39 - UPEI has developed a 360-degree evaluation review process for the President and Senior Executive Team, supported by a leadership framework created by a panel of university representatives.	MET	UPEI has developed a 360-degree evaluation review process for the President and Senior Executive Team, supported by a leadership framework created by a panel of university representatives.
Criteria #40 - UPEI has developed an employee engagement survey.	MET	UPEI has developed an employee engagement survey that adequately addresses themes of inclusion, active listening and safety
Criteria #41 - UPEI has established an exit interview process, a process to share aggregated, non-identifiable information from exit interviews, and a resource to facilitate these efforts.	MET	UPEI has established an exit interview process, as well as a process to share aggregated, non-identifiable information from exit interviews. A dedicated position was staffed to facilitate these efforts.



Action #2 - Foster an environment in which employees feel valued

Criteria	Conclusion	Summary of Assessment
Criteria #42 - A Director of Human Resources and additional HR resources have been hired to deliver employee engagement initiatives, including developing a plan for engagement initiatives.	MET	A Director of Human Resources and additional HR resources have been hired to deliver employee engagement initiatives, including developing a plan for engagement initiatives.
Criteria #43 - UPEI enhanced staff and faculty development by planning opportunities for training and skills building, including hiring a new Training and Learning Specialist; and enhanced faculty development opportunities through the Teaching Learning Centre and Office of Research Services.	MET	UPEI enhanced staff and faculty development by planning opportunities for training and skill building, including hiring a new Training and Learning Specialist. Faculty development opportunities were planned through the Teaching Learning Centre and Office of Research Services.
Criteria #44 - Ongoing opportunities are provided to campus members (e.g., town halls, for students, staff, and faculty) to share experiences and input with the President and Senior Executive Team. An approach to consulting with the campus community is developed.	MET	UPEI has created ongoing opportunities for campus members to share experiences with the President and Senior Executive Team. UPEI has committed to these opportunities as part of the Year 2 Implementation Plan.
Criteria #45 - UPEI has circulated a semi-annual notice to campus outlining health and wellbeing information and has shared information on new supports and services in EDI and SVPRO.	MET	UPEI has circulated a semi-annual notice to campus outlining health and wellbeing information and has shared information on new supports and services in the areas of Equity, Diversity, and Inclusion (EDI) and Sexual Violence Prevention and Response (SVPR).



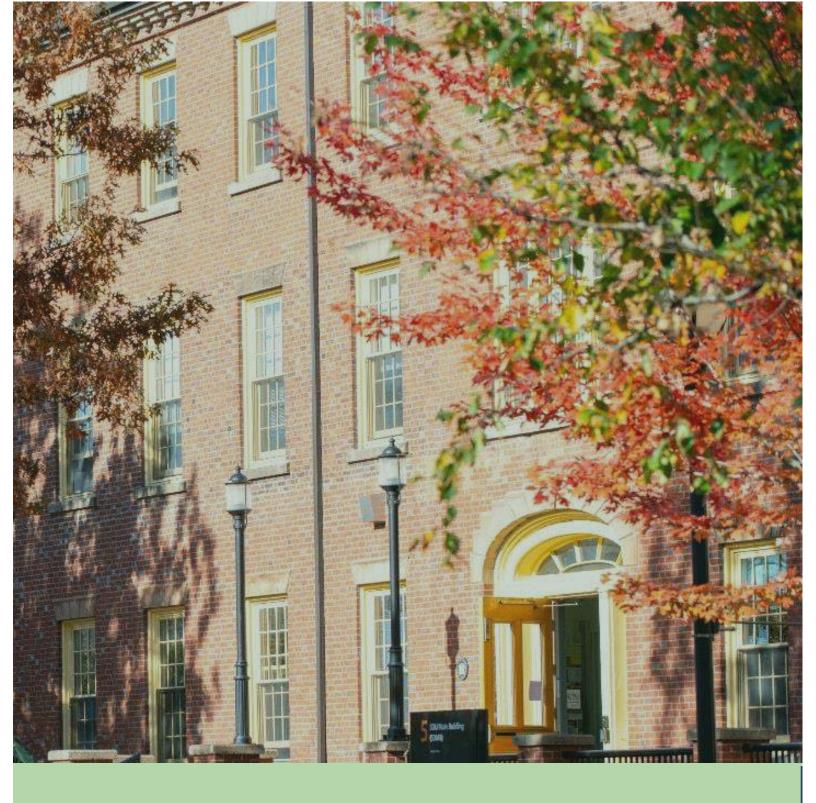
Action #3 - Rebuild trust and safety on campus

Criteria	Conclusion	Summary of Assessment
Criteria #46 - A Manager of Security Services and additional security attendants have been hired, and an annual staff training plan that includes mandatory EDI and Sexual Violence training for security attendants has been developed and communicated.	MET	A Manager of Security Services and additional security attendants have been hired, and an annual staff training plan that includes mandatory EDI and Sexual Violence training for security attendants has been developed and communicated.
Criteria #47 - UPEI increased awareness of campus safety by providing information to students and employees on reporting under occupational health and safety legislation. Training sessions for students and employees are offered to promote health and safety reporting requirements.	MET	UPEI created a Health, Safety and Environment Office intranet site and administered the training sessions for students and employees. Additionally, UPEI has developed a method for community members to report safety concerns which is promoted and circulated to all UPEI Community members.
Criteria #48 - A tracking process is developed and used for tracking information regarding disclosures of sexual violence.	MET	UPEI has a tracking processes for reporting of sexual violence and harassment and discrimination.
Criteria #49 - UPEI met with those responsible for policies, code of conduct and guidelines to establish communication strategies for various audiences on behavioural obligations.	MET	UPEI met with relevant representatives to confirm that the Sexual Violence Policy, Student Code of Conduct, Harassment & Discrimination Policy, UPEI Residence Handbook and Athlete Code of Conduct communicate behavioral obligations.



Action #5 - Improve campus information sharing and communications processes

Criteria	Conclusion	Summary of Assessment
Criteria #50 - Transparency and access to information regarding academic, financial, and governance decisions is enhanced by assessing current processes and comparing them with other universities to identify improvement areas	PARTIALLY MET	UPEI gathered information regarding the academic, financial, and governance decision-making processes of nine other universities across Canada. Finding: Documentation was not available that assessed UPEI's current processes against the processes of the nine comparator universities.
Criteria #51 - Approved Board of Governors and Senate meeting minutes are posted online within established timelines.	MET	The university has posted the approved Board of Governors and Senate meeting minutes online within established timelines, and these documents are accessible.
Criteria #52 - The UPEI community was proactively informed about Board of Governors and Senate meeting schedules and methods to attend.	MET	UPEI proactively informed the campus community about Board of Governors and Senate meeting schedules and methods to attend via UPEI calendar, campus notices and the Board website.
Criteria #53 - A plan was developed for enhancing information sharing about campus initiatives.	MET	UPEI has developed a plan to enhance information sharing about campus initiatives.
Criteria #54 - A review of the Marketing and Communications department's structure and objectives was conducted including an assessment of staff capacity and communication and marketing priorities.	MET	A review of the Marketing and Communications department's structure and objectives was conducted.



IMPROVE POLICIES & PROCEDURES

Analysis, insights, and outcomes



Pillar Overview

The Policies and Practices pillar forms the foundation of Goal 4 in the University of Prince Edward Island's (UPEI) Action Plan in response to the Rubin Thomlinson review. This goal focuses on establishing and strengthening institutional policies and practices that promote equity, safety, and accountability. The Year 0 and 1 commitments under this goal include:

- Developing an Equity, Diversity, Inclusion (EDI) and Human Rights department at UPEI
- Creating a non-disclosure agreement (NDA) policy aligned with current legislation
- Creating a comprehensive harassment and discrimination policy for all UPEI community members
- Finalizing and implementing UPEI's revised sexual violence policy
- Establishing clear mechanisms for feedback, disclosure, and reporting

Progress was made in several foundational areas, including policy development and education initiatives aimed at supporting safer and more equitable campus environments:

- Delivery of EDI and sexual violence prevention training: Training was developed and delivered to
 increase awareness and support a culture of safety, respect, and inclusion. These sessions
 contributed to foundational knowledge and signaled the institution's intent to shift practices in line
 with stated commitments.
- Initial steps toward policy development: UPEI began revising key institutional policies, including those related to sexual violence, harassment, and discrimination. While these policies have not yet been finalized, their development marks an important first step in updating the university's policy landscape.

Certain planned initiatives have not yet been fully implemented as follows:

- Incomplete EDI and Human Rights department: Initial steps were taken to establish this department, but it is currently not fully staffed or fully operational. As a result, capacity to lead and support equity-related policy and culture change has been reduced.
- Policy work remains in progress: The revised sexual violence policy and the harassment and discrimination policy have not yet been finalized. Without these foundational documents in place, the university lacks clear, consistent guidance for addressing and preventing harm.
- Lack of formalized feedback integration mechanisms: While UPEI has committed to transparency, there is currently no consistent or formal process in place to incorporate stakeholder feedback for consideration into policy development or revision.
- Weak interdepartmental coordination: While departments appear to collaborate regularly, the absence of a formalized coordination process has limited the ability to consistently implement the action plan across functional areas.

Overall, while UPEI has made some meaningful starts, particularly through training and early policy drafting, Pillar 4 remains an area where further action is required.



Put in place new policies and processes that focus on preventing and addressing discrimination, harm and violence at UPEI.

Action #1 - Foster an environment in which employees feel valued

Criteria	Conclusion	Summary of Assessment
Criteria #55 - UPEI established an Equity, Diversity, Inclusion (EDI) and Human Rights Department with clearly defined purpose, areas of responsibility, and governances structure.	MET	UPEI created an Equity, Diversity, Inclusion, and Human Rights (EDI&HR) Department with clear responsibilities and structure.
Criteria #56 - UPEI increased the visibility of the Equity, Diversity, Inclusion (EDI) and Sexual Violence Prevention and Response Office (SVPRO) by relocating the offices, hiring additional staff to increase departmental capacity, and establishing a dedicated position for sexual violence prevention and response.	PARTIALLY MET	UPEI relocated the offices of Equity, Diversity, Inclusion (EDI) and Human Rights staff and the Sexual Violence Prevention and Response Office (SVPRO) to the main floor of the Kelley Building to increase its visibility. UPEI hired additional staff, including establishing a dedicated position for sexual violence prevention and response. Finding: As of July 2025, the department is not operating at full capacity, thus impacting its ability to maintain the personnel necessary to effectively support the EDI&HR function.
Criteria #57 - The EDI and Human Rights Department has hired the resources required to administer the Harassment and Discrimination Policy, assigned responsibility for management of complaint processes, and developed a list of pre-requisite requirements for external investigators under the new policy.	PARTIALLY MET	UPEI hired the necessary resources to administer the H&D Policy and assigned responsibilities accordingly. Findings: Although the necessary positions had initially been filled, the department's long-term continuity remains uncertain due to staffing challenges. The H&D Policy has not been finalized. Testing of requirements for external investigators will be completed in Year 2.



Put in place new policies and processes that focus on preventing and addressing discrimination, harm and violence at UPEI.

Action #1 - Foster an environment in which employees feel valued

Criteria	Conclusion	Summary of Assessment
Criteria #58 - UPEI developed and delivered training on EDI and Preventing Sexualized Violence through collaborating with campus entities and external partners.	MET	UPEI developed and delivered training on EDI and Preventing Sexualized Violence in collaboration with campus entities and external partners.
Criteria #59 - UPEI collected feedback and data from other post-secondary institutions, research databases, and/or community organizations on EDI and Human Rights initiatives to inform decision making.	MET	UPEI has gathered feedback and research from other post-secondary institutions.
Criteria #60 - An EDI in Employment Systems Advisor position was created and filled to make EDI improvements to employment related processes. Processes were established to formalize coordination among departments in handling harassment, discrimination, racism, and sexual violence cases.	PARTIALLY MET	UPEI created an EDI in Employment Systems Advisor role to improve employment processes using EDI principles. Finding: Departments regularly communicate on cases involving harassment, discrimination, racism, and sexual violence, but there is no formal or documented process for inter-departmental coordination. UPEI has piloted the Sexual Violence Response Team to formalize collaboration in managing these cases, as per the outline in the SV Policy. Testing of this pilot and activities related to improving accommodation processes for staff and faculty will be conducted in Year 2.



Put in place new policies and processes that focus on preventing and addressing discrimination, harm and violence at UPEI.

Action #1 - Foster an environment in which employees feel valued

Criteria	Conclusion	Summary of Assessment
Criteria #61 - UPEI has built capacity for informal resolution methods applicable to matters under the Sexual Violence Policy and the new Harassment and Discrimination Policy by hiring an informal resolution specialist.	PARTIALLY MET	Finding: UPEI hired an informal resolution specialist, but their term does not begin until August 4th, 2025, and key policies have not yet been approved by the Board. As a result, the development of informal resolution methods was not completed within the first year of the Action Plan.
Criteria #62 - UPEI developed a Non-Disclosure Agreement (NDA) policy that complies with the PEI Non-disclosure Agreements Act.	MET	UPEI developed a Non-Disclosure Agreement (NDA) policy that complies with the PEI Non-disclosure Agreements Act.
Criteria #63 - UPEI's has established a process for reporting NDA-related terminations and resignations to the Board of Governors	MET	UPEI has established a process for reporting NDA-related terminations and resignations to the Board of Governors.



Put in place new policies and processes that focus on preventing and addressing discrimination, harm and violence at UPEI.

Action #3 - Create a Harassment and Discrimination Policy for all members of the UPEI community

Criteria	Conclusion	Summary of Assessment
Criteria #64 - UPEI's Fair Treatment Policy was transitioned to a comprehensive Harassment and Discrimination Policy which includes a confidential reporting pathway. The new policy is trauma- informed, procedurally fair, and complies with legislative requirements. (Noted relevant sections and/or requirements under the PEI Occupational Health and Safety Act and Employment Standards Act).	NOT TESTED	This criterion could not be tested, as the Harassment and Discrimination Policy had not been finalized at the time of testing. The policy is scheduled for board approval in October 2025.
Criteria #65 - UPEI communicated the Harassment		This criterion could not be tested, as the
and Discrimination Policy to campus by making the policy available on the university website.	NOT TESTED	Harassment and Discrimination Policy had not been finalized at the time of testing. The policy is scheduled for board approval in October 2025.



Put in place new policies and processes that focus on preventing and addressing discrimination, harm and violence at UPEI.

Action #4 - Finalize and implement UPEI's revised Sexual Violence Policy

Criteria	Conclusion	Summary of Assessment
Criteria #66 - UPEI finalized the Sexual Violence Policy. Revisions made are trauma-informed, procedurally fair, and comply with legislative requirements.	NOT TESTED	This criterion could not be tested as the Sexual Violence Policy had not been finalized at the time testing was performed. The policy is scheduled for board approval in October 2025.
Criteria #67 - To implement the Sexual Violence Policy UPEI: - communicated and made the policy accessible and widely available, to the campus community; - established ongoing communication between the Sexual Violence Prevention and Response Office (SVPRO) and residence life administration; - provided training for the Board, Senate, and Senior Executive Team; - implemented a mandatory online Preventing Sexualized Violence course for all incoming students and made it available to all faculty, staff, and students; - consulted with unions on an approach to implement a mandatory course for union members; - collected statistical information on sexual violence disclosures and established processes to monitor trends in sexual violence on campus	NOT TESTED	This criterion could not be tested at this time. Based on the evidence obtained, progress has been made toward developing the Sexual Violence Policy. However, the policy development remains in progress and has not yet received approval from the board. The policy is scheduled for board approval in October 2025.



Put in place new policies and processes that focus on preventing and addressing discrimination, harm and violence at UPEI.

Action #5 - Establish clear feedback, disclosure, and reporting mechanisms for campus members

Criteria	Conclusion	Summary of Assessment
Criteria #68 - Processes to respond to individuals disclosing sexual violence, harassment, and discrimination reflect principles of safety and respect.	NOT TESTED	This criterion could not be tested at this time. The draft Harassment and Discrimination Policy provides clarity on disclosures and complaints, but since it is not finalized, testing has been deferred to Year 2.

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Independent Practitioner's Reasonable Assurance Report

To the Board of Governors of the University of Prince Edward Island

We have undertaken a reasonable assurance engagement of the *University of Prince Edward Island Action Plan: Building a Culture of Trust, Safety and Inclusion Implementation Plans—Year 0, Year 1* for the University of Prince Edward Island ("UPEI") for the period from May 1, 2023 to April 30, 2025 (collectively referred to as the "UPEI Implementation Plan").

Management's Responsibility

Management is responsible for implementation of the UPEI Implementation Plan in accordance with the criteria outlined in Appendix A (the "applicable criteria"). Management is also responsible for such internal control as management determines necessary to enable the preparation of the UPEI Implementation Plan that is free from material misstatement, whether due to fraud or error.

Our Responsibility

Our responsibility is to express a reasonable assurance opinion on the UPEI Implementation Plan based on the evidence we have obtained. We conducted our reasonable assurance engagement in accordance with Canadian Standard on Assurance Engagements (CSAE) 3000, Attestation Engagements Other than Audits or Reviews of Historical Financial Information. This standard requires that we plan and perform this engagement to obtain reasonable assurance about whether the University implemented Year 0 and Year 1 of the UPEI Implementation Plan in accordance with the applicable criteria.

Reasonable assurance is a high level of assurance, but is not a guarantee that an engagement conducted in accordance with this standard will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of users of our report. The nature, timing and extent of procedures selected depends on our professional judgment, including an assessment of the risks of material misstatement, whether due to fraud or error, and involves obtaining evidence about the implementation of the UPEI implementation Plan in accordance with the applicable criteria.

We believe the evidence we obtained is sufficient and appropriate to provide a basis for our opinion.

Our Independence and Quality Management

We have complied with the independence and other ethical requirements of the relevant rules of professional conduct/code of ethics applicable to the practice of public accounting and related to assurance engagements, issued by various professional accounting bodies, which are founded on fundamental principles of integrity, objectivity, professional competence and due care, confidentiality and professional behaviour.

Deloitte LLP Canadian Standard on Quality Management 1, Quality Management for Firms that Perform Audits or Reviews of Financial Statements, or Other Assurance or Related Services Engagements, which requires the firm to design, implement and operate a system of quality management, including policies or procedures regarding compliance with ethical requirements, professional standards and applicable legal and regulatory requirements.

Opinion

In our opinion, the UPEI Implementation Plan for the period from May 1, 2023 to April 30, 2025 was implemented, in all material respects, in accordance with the applicable criteria.

Specific Purpose of Applicable Criteria

The applicable criteria have been established for the purpose of determining whether the University has implemented the UPEI Implementation Plan for Years 0 and 1, in all material respects. As a result, the applicable criteria may not be suitable for another purpose.

While Deloitte LLP acknowledges the disclosure of our reasonable assurance report that will be made in full only by UPEI at its discretion, Deloitte LLP does not assume or accept any responsibility or liability to any other third party in respect of such disclosure and the report therein.

Chartered Professional Accountants

Deloitte LLP

September 19, 2025

Appendix A Applicable Criteria

UPEI publicly shared the third-party University of Prince Edward Island Review with only those redactions necessary to meet legal and privacy obligations, based on the advice of external legal counsel, to demonstrate transparency while protecting individuals' rights.

UPEI obtained and documented feedback from the UPEI community, conducted multiple accessible town halls and campus listening sessions for community input.

UPEI formally acknowledged past harm by issuing public apologies across multiple platforms and leaders to demonstrate institutional accountability, including a signed apology in the Action Plan that explicitly recognized the experienced harms and the bravery of those who came forward, alongside a commitment to tangible corrective actions.

UPEI expanded communication about Employee and Family Assistance Program services and provided additional on-campus counselling to respond to community support needs.

UPEI provided information to the campus community on how to report harassment or discrimination by senior leaders.

UPEI committed to increase staffing levels in key support units, including Sexual Violence Prevention and Response Office, the Equity Diversity Inclusion Office, and Student Affairs to provide increased level of support.

UPEI established an Action Plan Advisory Group to gather and incorporate input from multiple stakeholder perspectives on rebuilding trust and safety. UPEI made an open call to invite expressions of interest for Advisory Group membership.

UPEI engaged directly with survivors to learn from their lived experiences to incorporate future actions that are survivor-informed.

UPEI maintained engagement with key external stakeholders including the Student Union, Alumni Association, and provincial government.

UPEI conducted an external review of Board governance, including recruitment processes for new Board members.

UPEI conducted a review of senior leadership by evaluating the duties, responsibilities, authority, and accountability.

UPEI developed a 360-degree performance review process for the President and Senior Executive Team.

UPEI included a public commitment in the Action Plan to address the UPEI Review recommendations and integrated additional actions informed by community consultations.

UPEI engaged an external facilitator to support the Advisory Group in gathering feedback and providing guidance to help inform action.

UPEI planned and conducted Town Hall meetings for students, staff, faculty, and the community and developed an approach for consulting with the community throughout the year.

UPEI utilized and incorporated feedback from town halls, campus listening sessions, the Advisory Group, and consultations with internal and external partners to guide the development and finalization of the Action Plan.

UPEI identified initial human resource and budget requirements necessary to implement the Action Plan and sought appropriate funding.

The Board of Governors established a Campus Culture Oversight Committee to provide governance and oversight of the Action Plan's implementation and approved a Terms of Reference for the committee.

UPEI developed a process to collect audit evidence and developed annual implementation plans aligned with relevant goals of the PEI Advisory Council of the Status of Women Equality Report Card, including commitments to make diversity, equity, and inclusion a priority and ending gender-based violence.

UPEI developed a transparent and inclusive recruitment process for the role of President by:

- Including a requirement in the job description for the new President to champion institutional culture;
- Embedding specific cultural change and equity criteria in the candidate evaluation;
- Providing updates to the campus community on the selection process;
- Offering structured and anonymous feedback opportunities on shortlisted candidates;
- Requiring shortlisted candidates to submit a written response to the UPEI Review recommendations and draft Action plan;
- Conducting vetting of final candidates to verify qualifications and confirm alignment with institutional values.

UPEI filled board vacancies by adopting good governance practices in board policies, practices and recruitment to support increased Board diversity.

UPEI developed a Board skills matrix and representation survey to support inclusive and transparent recruitment by identifying gaps in Board composition, informing appointing bodies of identified gaps, publicly posting opportunities with preferred competencies, to increase applications from diverse candidates.

UPEI obtained an independent external review of its Board governance practices to identify strengths, gaps, and areas for improvement in alignment with governance leading practices.

UPEI publicly disclosed procedural changes made in response to external Board governance review recommendations.

UPEI increased its board oversight by updating the Terms of Reference for Board Standing Committees, and providing Board members training on competencies in governance, equity, diversity and inclusion and in person orientation.

UPEI developed and provided the Human Resources Committee of the Board with regular reports on terminations and resignations, including disclosure of any related non-disclosure agreements (NDAs).

UPEI developed and implemented policies on the appointment of acting and interim administrators for the roles of senior administrators and president. The policies were approved by the Board of Governors and are accessible to the campus community.

UPEI offered training on governance and equity, diversity and inclusion for members of the Board of Governors and Senate.

UPEI developed a training plan for the Board of Governors.

UPEI implemented a process to document Board members' attendance at training events.

UPEI assessed training needs for UPEI leadership, considering how internal resources are being leveraged, and developed a leadership framework.

UPEI established and delivered a leadership development program for academic administrators - Deans, Associate Deans and Chairs that includes leadership and management skills, EDI training and continuous improvement methodologies.

UPEI developed internal resources to deliver leadership development programs on a regular schedule, including ongoing seminars to promote continual learning.

UPEI developed a process of ongoing tracking of the leadership interests and goals of academic administrators.

To support a culture of listening with students, UPEI has facilitated engagement between Student Union Executive and Graduate Student Association Executive with key university personnel by inviting them to meetings early in the school term.

UPEI increased its capacity to develop a system to seek student feedback and collect student-focused data and analysis on student experiences by posting hiring competitions for new positions within the Student Culture and Community Standards department.

To support a culture of listening for employees, UPEI has provided: trauma-informed training to those who handle disclosures, active listening training sessions to those who respond to campus community concerns, and additional resources through the MyUPEI site.

To support a culture of listing for the UPEI community, UPEI has: Implemented channels for listening and sharing including listening sessions and community townhalls; invited individuals who have suffered harm to meet with the President; made clear pathways for safe disclosure; and continued to work with Indigenous communities to further UPEI's journey of reconciliation.

UPEI has developed a 360-degree evaluation review process for the President and Senior Executive Team, supported by a leadership framework created by a panel of university representatives.

UPEI has developed an employee engagement survey.

UPEI has established an exit interview process, a process to share aggregated, non-identifiable information from exit interviews, and a resource to facilitate these efforts.

A Director of Human Resources and additional HR resources have been hired to deliver employee engagement initiatives, including developing a plan for engagement initiatives.

UPEI enhanced staff and faculty development by planning opportunities for training and skills building, including hiring a new Training and Learning Specialist; and enhanced Faculty development opportunities through the Teaching Learning Centre and Office of Research Services.

Ongoing opportunities are provided to campus members (e.g., town halls, for students, staff, and faculty) to share experiences and input with the President and Senior Executive Team. An approach to consulting with the campus community is developed.

UPEI has circulated a semi-annual notice to campus outlining health and wellbeing information and has shared information on new supports and services in EDI and SVPRO.

A Manager of Security Services and additional security attendants have been hired, and an annual staff training plan that includes mandatory EDI and Sexual Violence training for security attendants has been developed and communicated.

UPEI increased awareness of campus safety by providing information to students and employees on reporting under occupational health and safety legislation. Training sessions for students and employees are offered to promote health and safety reporting requirements.

A tracking process is developed and used for tracking information regarding disclosures of sexual violence.

UPEI met with those responsible for policies, code of conduct and guidelines to establish communication strategies for various audiences on behavioural obligations.

Transparency and access to information regarding academic, financial, and governance decisions is enhanced by assessing current processes and comparing them with other universities to identify improvement areas.

Approved Board of Governors and Senate meeting minutes are posted online within established timelines.

The UPEI community was proactively informed about Board of Governors and Senate meeting schedules and methods to attend.

A plan was developed for enhancing information sharing about campus initiatives.

A review of the Marketing and Communications department's structure and objectives was conducted including an assessment of staff capacity and communication and marketing priorities.

UPEI established an Equity, Diversity, Inclusion (EDI) and Human Rights Department with clearly defined purpose, areas of responsibility, and governances structure.

UPEI increased the visibility of the Equity, Diversity, Inclusion (EDI) and Sexual Violence Prevention and Response Office (SVPRO) by relocating the offices, hiring additional staff to increase departmental capacity, and establishing a dedicated position for sexual violence prevention and response.

The EDI and Human Rights Department has hired the resources required to administer the Harassment and Discrimination Policy, assigned responsibility for management of complaint processes, and developed a list of pre-requisite requirements for external investigators under the new policy.

UPEI developed and delivered training on EDI and Preventing Sexualized Violence through collaborating with campus entities and external partners.

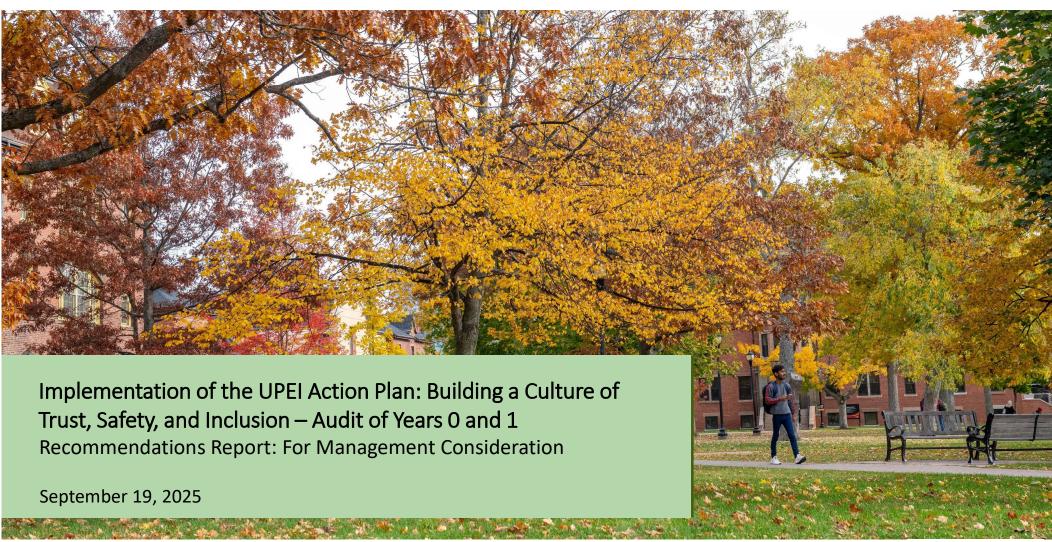
UPEI collected feedback and data from other post-secondary institutions, research databases, and/or community organizations on EDI and Human Rights initiatives to inform decision making.

An EDI in Employment Systems Advisor position was created and filled to make EDI improvements to employment related processes. Processes were established to formalize coordination among departments in handling harassment, discrimination, racism, and sexual violence cases.

UPEI has built capacity for informal resolution methods applicable to matters under the Sexual Violence Policy and the new Harassment and Discrimination Policy by hiring an informal resolution specialist.

UPEI developed a Non-Disclosure Agreement (NDA) policy that complies with the PEI Non-disclosure Agreements Act.

UPEI's has established a process for reporting NDA-related terminations and resignations to the Board of Governors



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University of Prince Edward Island 550 University Avenue, Charlottetown, Prince Edward Island,

September 19, 2025

C1A 4P3

Re: UPEI Action Plan Years 0 and 1 Audit

To Dr. Wendy Rodgers, President & Vice-Chancellor, and Ms. Shannon MacDonald, Board of Governors Chair

We have been engaged to complete an annual audit each year for five years 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 Years 0 and 1. This work involved evaluating the implementation progress and assessing compliance with the agreed upon criteria for the years 0 and 1 of the action plan. The findings from this initial audit will inform future evaluations over the remaining four years.

We are grateful for the cooperation we have received from the University staff who have supported us throughout this work. Based on our audit, we have found the following:

• As noted in our audit report, in our opinion, the UPEI Implementation Plan for the period from May 1, 2023 to April 30, 2025 was implemented, in all material respects, in accordance with the applicable criteria

Within this document, we have outlined recommendations based on the findings of our audit of the Implementation Plans for Years 0 and 1. These recommendations focus on strengthening key areas such as accountability, governance, culture, and policies. If implemented, they are expected to enhance both the effectiveness and efficiency of the action plan's implementation. Ultimately, this will help ensure the plan remains aligned with its strategic objectives and delivers meaningful, measurable outcomes over the remaining years.

Sincerely,

Chartered Professional Accountants

Deloitte LLP

Disclaimer:

This recommendation report is intended to be read in conjunction with the CSAE 3000 audit report. While both documents relate to Years 0 and 1 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



Organizational Commitment

Despite a great deal of change, during the implementation years 0 and 1 of the UPEI Action Plan, UPEI has implemented the majority of the Years 0 and 1 implementation plan activities with 18 actions and activities deferred to Year 2. Notably, during the course of the audit, UPEI leadership demonstrated their commitment to the Action Plan by supporting the audit process through information sharing and consultations. In total, Deloitte met with 18 UPEI representatives.



Project Management

Effective project management methods contributed significantly to the successes noted in implementing planned activities in Years 0, 1 by providing a clear structure, defined roles and responsibilities, and systematic oversight throughout the process. Through the establishment of timelines, milestones and action owners, UPEI ensured that tasks were prioritized, and resources allocated efficiently. Regular monitoring and progress reporting enabled early identification of risks, allowing for timely interventions and adjustments. Additionally, this approach facilitated clear communication between action owners, ensuring alignment on objectives and expectations.



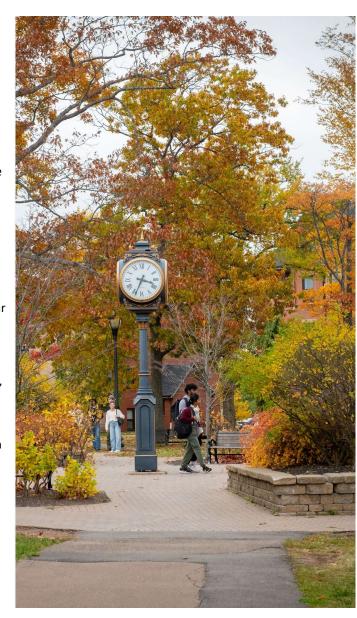
Increased Leadership Capacity

Through the appointment of new Board members, a new President, and the establishment of an EDI & HR department, UPEI enhanced its progress in implementing its Action Plan. New leadership brings fresh perspectives, renewed commitment, and a broader range of expertise to guide strategic decision-making and drive change. Additionally, the presence of experienced leaders in EDI and Human Rights ensures focused attention on equity, diversity, and inclusion, as well as effective people management practices. Collectively, these additions strengthen governance, foster a culture of accountability and transparency, and enable more effective oversight and execution of the action plan's objectives. This expanded leadership capacity also helps to build trust and sustain momentum for long-lasting organizational improvement.



Community Engagement

UPEI provided enhanced community engagement opportunities via Town Halls, listening sessions, as well as action plan-related committees and working groups. By involving the broader community, the institution offered opportunities for the Action Plan to be more responsive to survivor's needs, concerns, and priorities.



Executive Summary | Summary of Recommendations & Rating

We identified 8 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.

Develop a formalized process for feedback collection, analysis and implementation Develop a formalized process for feedback collection, analysis and implementation Improve training tracking management framework to build organizational resilience

Accountability & Acknowledgement

Ensure additional support/resources to project management responsibilities as needed

Broaden communication efforts' reach and community engagement

Develop a systematic approach for attendance and participation tracking

Leadership & Governance

Consolidate Board Governance documentation and EDI-related practices

Foster Inclusive Culture

Enhance practices to build a culture of psychological health and safety

Improve Policies & Procedures

Optimize Action Plan delivery: aligning priorities with institutional capacity

Rating Legend

High Medium

Low

Improvement Opportunity

Rating Approach

Each observation has been assigned an *impact* rating. Improvement opportunities have been identified which are not assigned a rating.

Executive Summary | Management Response

UPEI remains committed to the complete implementation of the Action Plan. The Action Plan represents a strong response to the uncovering of unacceptable behaviours and behavioural patterns at the University. UPEI has been lauded for taking such a courageous and widespread approach to addressing the problems. It is not a small undertaking to attempt to address the entire university community, to create a culture of trust, safety, and inclusion.

The first two years of implementing the Action Plan has focused on several operational and structural initiatives, including the hiring of new personnel (e.g., a Director of Human Resources, a Director of Safety and Security, and more security officers) and implementing structured processes with elevated levels of participation and transparency compared to the norms of the sector (e.g., the selection of the new president and vice presidents). Bigger, more complex projects have included the development of new offices and the development of new policies. The Action Plan implementation in Year 2 will feature the development and implementation of training, particularly on EDI and sexual violence prevention and response. This will begin to address the responsibilities of community members and the social and administrative structures that, historically, may have been barriers to reporting problems and addressing them. Once developed and implemented, these policies will create the structures and processes needed to identify and address unacceptable behaviours and practices at the University. This foundation will allow us to address more entrenched procedures and culturally tolerated norms that no longer serve the institution's values or future.

Supported by many community members, we have achieved tremendous success in completing 346 out of 364 actions over the years 0 and 1. Over 95% of the actions, ranging from posting the RT Report (one action) to creating a new NDA policy and developing leadership evaluation criteria for senior leaders; a considerable variation in task size and complexity. Some actions took longer than expected and required strict sequencing. The UPEI Action Plan introduces innovative approaches, so not all implementation efforts can happen immediately. A core principle of the Action Plan, in creating a culture of trust, safety, and inclusion, is to identify and correct behaviours, policies, or procedures that do not support community members, advance the University's goals, or reflect its values. In such cases, corrective action should be taken as quickly as possible.

As stipulated on the front page of the Plan on our website "The plan outlines a strong commitment to our community that we will work with an enhanced level of governance, transparency, and accountability to make the changes needed to improve campus culture by building trust, safety, and inclusion." The expectation for constant improvement is built in. The Plan also commits to "put in place new policies and procedures that focus on preventing and addressing discrimination, harm, and violence at UPEI." This commitment is in perpetuity, commencing at Year 0, and includes examining and revisiting efforts already underway to refine our implementation and fulfill our commitment, even as we build it.

We are learning as we go and endeavour to persist.

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Overall

Observations and Recommendations



Overall Observations – Recommendation 1 (1/2)

Develop a formalized process for feedback collection, analysis and implementation

UPEI Opportunities

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.

Leading Practice Recommendations

1. Develop a Centralized Feedback Management System

- Implement a digital platform (e.g., a dedicated feedback portal or survey tool) where all community feedback from events, forums, and other channels can be submitted, tracked, and categorized.
- Ensure accessibility by making the platform user-friendly and available to all community members.

2. Establish a Formal Feedback Collection Protocol

- Standardize feedback collection by creating templates or forms for use at all forums and events, ensuring consistency in the type and quality of information gathered.
- Train moderators and facilitators to encourage feedback and actively document input during sessions.

3. Create a Transparent Feedback Review and Action Process

- Grounded in existing committee structures, ensure the existence of a standing agenda item dedicated to reviewing collected feedback, identifying actionable insights, and prioritizing them based on impact and feasibility.
- Document decisions and actions taken in response to feedback, ensuring a clear audit trail.

4. Communicate Outcomes and Close the Feedback Loop

- Acknowledge feedback received, whenever feasible. For example, add an automated response to online feedback surveys.
- Conduct a theme analysis to identify key trends and outline how/if feedback will be considered.
- Regularly publish summaries of feedback themes, actions taken, and rationale for decisions in accessible formats. Demonstrate impact by highlighting specific examples where community feedback has informed or improved policies, programs, or initiatives.

6. Monitor and Evaluate the Feedback System

• Set appropriate KPIs to monitor progress (e.g., response times, number of feedback items addressed, satisfaction with the process) and report progress annually.

- Increased engagement and trust within the UPEI community.
- Enhanced transparency and accountability in decision-making.
- Improved responsiveness to emerging needs and concerns.
- Stronger alignment between institutional actions and community expectations.

Overall Observations – Recommendation 1 (2/2)

Develop a formalized process for feedback collection, analysis and implementation

The following Action Plan activities for years 2-5 may align with the observation identified:

- UPEI leadership will maintain an enhanced level of consultation with the campus community (1.2.3)
- Develop and deliver a mid-plan consultation to gauge campus and community members' input on progress. (1.2.3)
- Develop an integrated system that seeks student feedback and builds initiatives to support student success through follow-up planning, student engagement, and actions arising from student surveys (3.1.1)
- Establish accessible channels to provide confidential feedback safety, sexual violence, and harassment and discrimination and regularly seek employee feedback through surveys (3.1.2)
- Develop protocol for how exit interview information will be appropriately shared with the EDI and Human Rights department where permitted and relevant (3.1.6)
- Take actions to welcome voices from members of underrepresented and marginalized groups to help inform the initiatives of the EDI and Human Rights department (4.1.5)
- Ensure the new policy reflects feedback from survivors of harm at the University (4.3.1)

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.

Overall Observations – Recommendation 2 (1/2)

Improve training tracking methods by leveraging technology

UPEI Opportunities

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.

Leading Practice Recommendations

1. Develop and Implement Formal Documentation:

• Establish comprehensive procedural documentation for the design, delivery, and evaluation of leadership development programs. This should include guidelines for session scheduling, content updates, facilitator responsibilities, and contingency planning.

${\bf 2.}\ Implement\ a\ Systematic\ Tracking\ Mechanism:$

• Utilize a centralized, automated system (such as a learning management system) to record training frequency and attendance at the individual level.

3. Integrate Learning Outcomes Assessment

• Design and implement assessment tools to measure individual learning outcomes for each session. This could include pre- and post-training assessments, knowledge checks, or practical application exercises, with results documented and analyzed at the individual level.

4. Establish a Leadership Development Tracking System

- Implement a centralized system or dashboard to document leadership development priorities, track progress against established goals, and align training initiatives with the University's strategic objectives. This can be done via the implementation of a password-protected centralized spreadsheet or shared document.
- Use the collected data to adjust program content and delivery methods.

5. Promote a Culture of Continuous Improvement

• Encourage ongoing evaluation and refinement of leadership development programs by leveraging data collected from attendance, outcomes assessments, and feedback. Regularly communicate improvements and successes to the campus community to reinforce leadership trust.

- Enhanced Program Consistency and Continuity.
- Better Program Evaluation and Strategic Alignment.
- Improved Data Accuracy and Integrity.
- Reduced administrative burden.

Overall Observations – Recommendation 2 (2/2)

Improve training tracking methods by leveraging technology

The following Action Plan activities for years 2-5 may align with the observation identified:

- Develop a process to track training participation of those in governance-related roles (2.3.2)
- Assess training needs of campus leadership and leverage internal resources, including UPEI's professional development team, to help address these needs (2.4.1)
- Develop a leadership training strategy and create a Leadership Training Office (2.4.1)
- Develop a training calendar and develop a process to track participation in leadership training (2.4.2)
- Develop institutional resources to support the offering of a leadership development program on a regular schedule, including ongoing seminars for continual improvement (2.5.2)
- Build, through the ongoing process of tracking, a community of colleagues with shared interests and common goals in effective leadership (2.5.2)
- Collect information regarding harassment and discrimination complaint management applications/ software to assess suitability for UPEI (4.3.3)

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.

Overall Observations – Recommendation 3 (1/2)

Implement a change management framework to build organizational resilience

UPEI Opportunities

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.

Leading Practice Recommendations

- 1. Develop and Implement a Formalized Change Management Framework:
- Adopt or develop a change management methodology (such as Prosci ADKAR, Kotter's 8-Step Process, or another suitable model). This should include clear processes, roles, and responsibilities for managing change.
- 2. Maintain support for the existing Professional Development Program for Academic Leaders:
- Continue offering training and resources to leaders, managers, and staff to build organizational capability in change management principles, tools, and techniques. This will help ensure a consistent approach and shared understanding across teams.
- 3. Establish a Change Management Team or Network:
- Create a dedicated team or network of change champions to support, coordinate, and monitor change initiatives. This group can serve as a resource for leading practices and help drive engagement at all levels.
- 4. Develop Communication and Engagement Plans:
- Standardize the development of macro-level communication strategies for all major changes, ensuring timely, transparent, and two-way communication. Tailor messaging to different campus community groups to address concerns and foster buy-in.
- 5. Integrate Change Management into Project Planning:
- Monitor that all significant projects include a change management component in their planning and execution phases. This should cover impact assessments, stakeholder analysis, training needs, and feedback mechanisms.

- Build organizational resilience and readiness for ongoing and future changes.
- Improved campus community engagement, adoption, and satisfaction.
- Enhanced likelihood of successful implementation and sustained outcomes.

Overall Observations – Recommendation 3 (2/2)

Implement a change management framework to build organizational resilience

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.



Accountability & Acknowledgement

Observations and Recommendations



Accountability & Acknowledgement: Observations – Recommendation 1 (1/2)

Ensure additional support/resources to Project Management responsibilities as needed

UPEI Opportunities

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.

Leading Practice Recommendations

1. Assign a Backup Project Manager:

• Designate a qualified individual to act as a backup in case of need, ensuring there is an alternate point of contact familiar with the project's objectives, context, and status.

2. Regular Knowledge Sharing Sessions:

• Schedule periodic meetings or briefings where the Project Manager shares updates, challenges, and next steps with the wider team, promoting transparency and shared ownership.

3. Develop a Succession Plan:

• Create a formal succession plan outlining steps to be taken in the event of the Project Manager's unavailability, including interim leadership arrangements and communication protocols.

4. Monitor Workload and Well-being:

- Regularly assess the Project Manager's workload and well-being to prevent burnout and adjust responsibilities or provide additional support
 as necessary.
- Ensure administrative timeliness as needed.

- Strengthened project resilience.
- Decreased risk of operational disruption.
- Sustained progress toward project objectives.

Accountability & Acknowledgement: Observations – Recommendation 1 (2/2)

Ensure additional support/resources to Project Management responsibilities as needed

The following Action Plan activity for years 2-5 may align with the observation identified:

• Align internal resource needs to support the audit (1.4.2)

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.

Accountability & Acknowledgement: Observations – Recommendation 2 (1/2)

Broaden Communication Efforts' Reach and Community Engagement

UPEI Opportunities

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.

Leading Practice Recommendations

1. Expand Communication Channels:

• Broaden the range of platforms used to disseminate information by incorporating informal and targeted channels such as social media, student and staff group forums, newsletters, and internal events. This will help ensure key messages reach a wider and more diverse audience.

2. Engage Directly with Campus Community Groups:

• Collaborate with student organizations and employee affinity groups to share information. Leveraging trusted campus community leaders, such as student club leaders or employees committed to championing the Action Plan, can help bridge gaps and increase the credibility and uptake of the message.

3. Tailor Messaging for Different Audiences:

• Develop communication materials that are accessible, culturally sensitive, and tailored to the unique needs and preferences of different community segments, including international students, staff, and underrepresented groups.

4. Increase Visibility at Key Events:

• Integrate messaging and resources into existing University events, orientation sessions, and workshops to reinforce awareness and demonstrate ongoing commitment to a safe and inclusive environment.

5. Monitor and Evaluate Communication Effectiveness:

• Establish mechanisms to regularly assess the reach and impact of communications (e.g., engagement metrics, surveys). Use this data to refine outreach strategies and address any identified gaps.

- Greater community awareness and engagement.
- Increased confidence in available supports.
- Effective targeted support to vulnerable groups, as needed.

Accountability & Acknowledgement: Observations – Recommendation 2 (2/2)

Broaden Communication Efforts' Reach and Community Engagement

The following Action Plan activity for years 2-5 may align with the observation identified:

- Promote information about supports for campus members in relation to health and wellbeing (3.2.5)
- As they are implemented, share information on new supports and services in EDI and SVPRO that are accessible to campus members (3.2.5)
- Promote the methods that university community members can report safety concerns (3.3.2)
- Communicate behavioural obligations and limitations through documents, including the Sexual Violence Policy, Harassment and Discrimination Policy, Student Code of Conduct, Residence Life Handbook, Student-Athlete Code of Conduct, Athletic Club Guidelines, and International Student Orientation Handbook (3.4.1)
- Consult subject-matter experts for specific and targeted themes and messages (3.4.2)
- Enhance information sharing about campus initiatives (3.5.4)
- · Provide information to campus on opportunities to take part in planning and idea sharing (3.5.4)
- Develop a campus communications strategy with focus on better understanding the communications needs of campus audiences, effective communications processes, and collaboration opportunities (3.5.5)

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.

Accountability & Acknowledgement: Observations – Recommendation 3 (1/2)

Develop a systematic approach for attendance monitoring in public forums (i.e. Townhalls)

UPEI Opportunities

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.

Leading Practice Recommendations

1. Review and Enhance Access Protocols for Virtual Events

- Conduct a technical review of the event registration and access process to identify and resolve barriers that might prevent external participants from joining.
- Test access in advance using a variety of email domains (institutional, corporate, and personal) and troubleshoot potential issues before each event.
- Provide accommodations and support for accessing events, including a dedicated contact for technical assistance on the day of the event.

2. Implement a Standardized Attendance Tracking System

- When confidentiality is not required, consider implementing an online registration form that captures attendee information.
- Utilize event management tools (e.g., Zoom, Teams, Eventbrite) that automatically log attendance and provide analytics on participation.
- When confidentiality is of concern, track participation via head count and consider using unique identifiers instead of personal information, such as assigning unique participant IDs or anonymized codes to attendees rather than collecting or displaying personally identifiable information in attendance logs.

3. Limit Access to Attendance Data

• Restrict access to attendance records to only those staff members who require the information for program administration or reporting. Use role-based permissions within tracking systems.

4. Monitor and Analyze Participation Trends

- Regularly review attendance data to assess levels of engagement, identify trends, and understand the composition of the audience.
- Report aggregate metrics as part of post-event summaries to inform key relevant parties and guide future outreach strategies.

5. Solicit Feedback on the Event Experience

• Display post-event survey via QR codes to attendees who can voluntarily provide input on access, technical issues, and overall satisfaction.

- Improved accessibility for all community members.
- Enhanced data collection to inform engagement strategies and demonstrate accountability.
- Increased transparency, trust, and satisfaction among participants.
- Ability to track and respond to participation trends over time.

Accountability & Acknowledgement: Observations – Recommendation 3 (2/2)

Develop a systematic approach for attendance monitoring in public forums (i.e. Townhalls)

The following Action Plan activity for years 2-5 may align with the observation identified:

- UPEI leadership will maintain an enhanced level of consultation with the campus community. These consultations will include opportunities like the previously held town halls and campus listening sessions, as well as new employee and student engagement channels. (1.2.3)
- Provide information to campus on opportunities to take part in planning and idea sharing (3.5.4)

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 underparticipation 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.



Strengthen Leadership & Governance

Observations and Recommendations



Strengthen Leadership & Governance: Observations – Recommendation 1 (1/2)

Consolidate Board Governance Documentation and Align with Leading Practices

UPEI Opportunities

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.

Leading Practice Recommendations

- 1. Develop and Formalize EDI Governance Documentation:
- Create a procedure that outlines the Board's approach to EDI. This should include detailed guidance on the use of the skills matrix and demographic survey to support diversity and University strategic objectives.
- 2. Document Recruitment and Selection Processes:
- Establish and maintain written procedures that describe how applicants are evaluated and how selection decisions are made.
- 3. Enhance Demographic Data Collection:
- Review and update the approach to collecting demographic data to ensure it is comprehensive, inclusive, and aligned with leading practices. Examples of leading-practice suggested language can be provided upon request.
- 4. Update and Date Governance Documents:
- Ensure all governance documents—including the skills matrix, demographic surveys, and related records—are clearly dated and regularly updated.
- 5. Establish a Periodic Review Process for the Skills Matrix:
- Implement a formal requirement to review and update the skills matrix in alignment with Board member term expirations.

- Strengthened governance framework.
- Enhanced transparency and accountability.
- Greater alignment with EDI objectives.

Strengthen Leadership & Governance: Observations – Recommendation 1 (2/2)

Consolidate Board Governance Documentation and Align with Leading Practices

The following Action Plan activity for years 2-5 may align with the observation identified:

- Develop a process to track training participation of those in governance-related roles (2.3.2)
- Ensure Board of Governors and Senate minutes are posted online after approval (3.5.1)
- Review and update in-camera guidelines, to ensure completeness of process (3.5.1)
- Collect workforce diversity information, guided by best practices, to create baseline information to better inform future decision making in equity, diversity, and inclusion policies and processes. (4.1.5)

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).



Foster Inclusive Culture

Observations and Recommendations



Foster Inclusive Culture: Observations – Recommendation 1 (1/2)

Enhance Practices to Build a Culture of Psychological Health and Safety

UPEI Opportunities

The Workplace Assessment Report prepared by PEI Monarch in Spring 2025 describes culture-related concerns within the EDI&HR Department, including a lack of leadership alignment, a lack of role clarity, poor communication and conflict management. These circumstances have led to staff feeling stressed and isolated, hesitant to share concerns openly and, in some instances, excluded from the workplace.

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 highlighting themes such as perceptions of a lack of transparency and sentiments of mistrust. 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.

Leading Practice Recommendations (1/2)

- 1. Reinforce Transparent Communication and Inclusive Decision-Making at the Department Level:
- Leadership should establish regular, transparent communication channels to ensure staff are informed and consulted about major decisions, especially those impacting Action Plan-related responsibilities.
- 2. Strengthen Leadership Accountability and Alignment:
- Leadership teams, particularly within the EDI&HR Department, should participate in facilitated sessions to clarify roles, expectations, and shared values.
- 3. Implement a Structured Raise a Concern Mechanism:
- Introduce anonymous feedback tools and structured opportunities for staff to voice concerns and suggestions safely. Ensure that feedback received is acknowledged and addressed in a timely and transparent manner, with clear communication about how input is being considered.
- 4. Invest in Conflict Management and Communication Training for members of the EDI&HR Department:
- Provide targeted training for leaders and managers in conflict resolution, effective communication, and inclusive leadership practices.
- 5. Monitor Workplace Culture and Climate Regularly:
- Use developed instruments like the Employee Engagement Survey to continuously monitor staff sentiment by department, and address concerns promptly.

- Addressed reported concerns.
- Fostered positive workplace culture.
- Alignment between leadership practices and the values outlined in the Action Plan.

Foster Inclusive Culture: Observations – Recommendation 1 (2/2)

Enhance Practices to Build a Culture of Psychological Health and Safety

Leading Practice Recommendations (2/2)

- 6. Foster Psychological Safety and Well-Being:
- Create an organization-wide definition of psychological health and safety.
- Encourage a culture where staff feel safe to raise concerns without fear of reprisal. Consider establishing peer-support networks or confidential advisory resources to support staff who may feel isolated or excluded.
- Review UPEI's Psychological Health & Safety Framework and consider adopting the National Standard on Psychological Health and Safety. Examples of leading-practice model can be provided upon request.
- Upskill Managers on their roles in fostering a psychologically healthy & safe environment.

The following Action Plan activity for years 2-5 may align with the observation identified:

- Consider potential training topics such as active listening, EDI, cultural competencies, mitigating unconscious bias, implementing policies and processes effectively, conflict management, emotional intelligence, and bystander training (2.4.1)
- Develop leadership training to build skills for fostering a healthy workplace such as motivating and inspiring faculty and staff, navigating difficult conversations, preventing burnout, change (2.5.1)
- Encourage all managers to recognize contributions made by employees to the University (3.2.1)
- Continue opportunities for campus members to speak about their experiences, provide input, and share ideas, including with the President and Senior Executive Team (3.2.4)
- Develop a protocol, as an alternative pathway, for the Director of EDI and Human Rights Department to report issues directly to the President, and/or to the Chair of the Board of Governors, including conflicts of interests and other serious issues (4.1.1)

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.



Improve Policies & Procedures

Observations and Recommendations



Improve Policies & Procedures: Observations – Recommendation 1 (1/2)

Optimize Action Plan Delivery: Aligning Priorities with Institutional Capacity

UPEI Opportunities

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.

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.

Leading Practice Recommendations

1. Reprioritize Action Plan Items:

- Undertake a reprioritization of the Action Plan, focusing on aligning activities with available resources and institutional capacity.
- Priority should be given to policy-related activities to ensure foundational frameworks are in place early in the process.

2. Enhance Communication and Engagement:

• Develop and implement a robust communication strategy to regularly update the campus community on progress, challenges, and achievements related to the Action Plan.

3. Establish Formalized Interdepartmental Collaboration:

• Create and document clear protocols for interdepartmental collaboration and case management (when appropriate). These should include defined roles, responsibilities, and communication channels to ensure consistency and effectiveness.

- Managed institutional capacity.
- Sustained community confidence in the process.
- Greater transparency and trust.

Improve Policies & Procedures: Observations – Recommendation 1 (2/2)

Optimize Action Plan Delivery: Aligning Priorities with Institutional Capacity

The following Action Plan activity for years 2-5 may align with the observation identified:

- Put in place the resources needed to support and develop training opportunities related to building inclusive environments; consider topics such as anti-racism, anti-oppression, unconscious bias, microaggressions, cultural differences, sexual violence including gender-based violence, and harassment and discrimination (3.4.2)
- Ensure there is capacity to respond to increased need for supports and reporting because of awareness program Efforts (3.4.2)

 Create additional staff capacity on sexual and gender diversity to lead special projects to make the campus a more welcoming environment for members of the 2SLGBTQIA+
 community (4.1.2)
- Create additional staff capacity on anti-racism and cultural diversity to lead special projects to make the campus a more welcoming environment for racialized members of the campus Community (4.1.2)
- The EDI and Human Rights Department will be responsible for intake and administration of the new Harassment and Discrimination Policy (once developed) (4.1.3)

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.

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Student Perspective Report for the UPEI Board of Governors

September 26th, 2025

Financial Support & Tuition

Students have expressed a mix of relief and skepticism regarding tuition and financial support. The introduction of the Emergency International Student Bursary has been welcomed as a measure that alleviates financial pressure in unexpected situations, particularly for international students.

However, questions remain about accessibility and whether existing supports adequately address the broader issue of affordability. Domestic students from outside of Prince Edward Island, in particular, have raised concerns that they feel overlooked in current funding models.

Students believe that the payment plans UPEI offers could be improved since not all students are eligible to other funding systems or credit cards with enough limit to make all required payments. Students would like if there was the possibility to pay in monthly installments through the academic year.

Parking

Parking fee increases continue to generate confusion. Students view the added costs as a financial burden rather than a benefit, and many have asked why they are being charged more. There is uncertainty about whether higher fees will result in tangible improvements in parking access, safety, or sustainability, or whether they simply represent an additional expense without clear value.

Residence

Residence availability and regulations also remain a significant concern. Students are anxious about whether residence is still a good option since the fees have increased a lot over the past years, particularly given the limited availability of housing in the broader community. Residence doesn't provide any additional value than renting a room in front of UPEI, for example, as some students usually comment.

Academics

There's concerns throughout multiple channels regarding the new Moodle Data Collection and Privacy Guidelines. Students are deeply concerned about the mandatory nature of this policy and are asking for clarification.

Moreover, students feel that course materials are far too expensive for the value they provide. First-year textbooks often cost over \$200, yet are mostly used for access codes, and have limited duration for access such as 6 months for example, while second-year books are just as costly but used even less, and by upper years many are barely needed at all. On top of tuition, students report spending \$200 to \$500 per semester; sometimes over \$1,500 a year, on

Student Perspective Report for the UPEI Board of Governors

September 26th, 2025

materials that often expire after just a few months. Many find it frustrating that they cannot buy used books given the new edition requirements or keep ebooks long term for multiple classes, describing it as "paying just to participate." Others have raised concerns about professors profiting off required textbooks from their own courses, which creates growing dissatisfaction.

At the same time, there is deep appreciation from students for professors who provide free slides, PDFs, or use open resources from the library, and express dedication to supporting affordable education and showing that it is possible. Students feel the system is unfair benefiting professors, financially draining, and leaves them sacrificing other needs just to afford textbooks.

Across various faculties, students share that they would benefit from having access to tutors or a tutor bank, while the writing centre is a great place to get some support it is not course-specific. Students believe that their performance would increase and stress be alleviated.

Student Engagement & Employment

Students have responded very favorably to recent campus initiatives. The rebranding of New Student Orientation as Welcome Week was considered a success, with students appreciating the refreshed approach. The transition of Campus Life Advisors from volunteer to paid positions has also been well received, as students feel more valued, fairly compensated, and engaged in their roles.

Renovations to the Business Building have been viewed as a positive addition that enhances both the learning environment and overall student experience.

Students enjoy the ability to connect with Senior Administration in Coffee Chats with Dr. President Wendy Rodgers, there would be a preference to having them later in the day.

Report of Senat to the Board, from Governor member of Senate, Mary Anne McMahon

Presented to the open session of the Board on October 7, 2025

Since the Board last met, Senate has met once on September 26, 2025.

Audit of the Action Plan

In anticipation of the receipt by the Board on October 7 of the Report of the Audit of the Action Plan, Senate received a presentation from Deloitte. Members of the Board were invited to attend the proceedings of Senate, to hear comments/questions from our Senate colleagues.

Strategic Enrolment Management

Senate received a presentation by the Vice President Academic and Research, and by Dr. Melissa James, on the development of a Strategic Enrolment Management plan.

The plan sets out a roadmap that is

- Grounded in the University's mission
- Builds on student success and sustainability and that
- Aligns enrolment with our institutional goals

An advanced draft of plan was shared with Senators and .and Senate provided input and advice. A presentation to the Board on a final plan is tracking towards the December 2, 2025, meeting of the Board.

Appointment of a Senator to the Board of Governors

Senator John McIntyre was appointed to the Board of Governors for a three-year term to start immediately. They have been invited to attend our proceeding of this evening.

University Strategic Plan

With Senate and Board having held a joint information session on the University Strategic Plan, the final draft was shared with Senate for information. The plan is on the agenda of the October 7 meeting of the Board for approval.

Policies on Harassment and Discrimination, and Sexual Violence

One of the key efforts deployed by the University to remedy to unfortunate events that occurred under the Fair Treatment Policy, is a process that has been led by President Rodgers, with the help of Governor Thompson as member of the Steering Committee, to develop two policies, one on Harassment and Discrimination and another on Sexual

Violence. Although Senate does not approve such policies, the presentation was meant to sustain a healthy debate and seek all relevant input into these two important policies.

First Curriculum Report of the Academic Planning and Curriculum Committee

The Senate approved 3 motions made by the VPAR relating to changes to course requirements, calendar entries and course descriptions. Two motions related to changes to the University's English Language Proficiency Requirements considering changes to English Language Program Delivery and the introduction of a new test and the third related to a course title change in the Faculty of Veterinary Medicine.

Senior Administration Reports

1. VP Academic and Research

- Dr. Naterer submitted a written report in which he provided an enrollment update, noting that the total student headcount is now 5468, down from last year by approximately 3% or 157 fewer students. The total number of international students is down 15% from last year (279 fewer students). International students now account for 29.2% of the total student body down from 33.3% for 2024.
- He also provided an update on the Faculty of Medicine's first Orientation process in late August and described a number of student experience initiatives that had been launched through the Office of Student Culture and Community Standards. He also noted that significant progress had been made in the curriculum coherence initiative by the Teaching and Learning Centre

2. VP People and Culture

- Dr. Jane Ngobia also made some remarks about the work she has undertaken since she joined UPEI in May.
- She spoke about the listening tour she has been undertaking, and still continues, noting that her discussions have shown her that parts of the University community are still hurting and she has hired a consultant to assist with restorative processes to aid healing
- She spoke also about the work her staff is doing on deliverables under the Action Plan.

Finally, in a closed session, the Senate approved the credentials of candidates for graduation in several faculties.

That concludes my report.



Purpose:	DECISION	
Subject:	Visual Identity Policy	
Prepared by:	Wendy Rogers, President	
Prepared for:	Governance, Nominating and Appeals Committee	
Date:	September 29, 2025	

ISSUE

Approval of a new Visual Identity Policy that better reflects UPEI's needs.

BACKGROUND

UPEIs Visual Identity Policy was enacted in December 2011 and not updated in over a decade. In recent years, inconsistencies in brand application and unclear approval authority have resulted in reputational risks, confusion across units, and fragmented brand experience. A comprehensive update was deemed necessary to align with:

- · UPEIs current brand strategy and organizational structure
- · Legal and trademark protections
- · Digital and accessibility standards (e.g., WCAG 2.1)
- · Commitments to sustainability and inclusivity
- · Governance expectations for policy clarity and enforcement

Key Changes in the Revised Policy

- · Clear approval authority: Marketing and Production is now explicitly identified as the approval body for all University-branded assets and campaigns.
- · Compliance clause added: Unauthorized use of brand elements may result in corrective action or restricted access to design tools.
- · Accessibility and sustainability embedded: Materials must meet WCAG 2.1¹, and sustainable design practices are encouraged.
- · Outdated procedural elements removed: Policy now aligns with UPEIs governance expectations for principle-based policy documents.
- · Definitions updated and alphabetized: Ensures clarity and consistency across UPEI policy documents.

¹ Web Content Accessibility Guidelines as developed by the World Wide Web Consortium (WEC)



· Review cycle clarified: Policy to be reviewed every five years by the President, with input from Marketing and Production.

OTHER IMPORTANT INFORMATION

Generally, information about upcoming decisions and plans.

DISCUSSION OR DECISION: OPTIONS AND CHOICES

Upon the Policy's approval, the Marketing and Production Office, a unit of the President's Division, will socialize the policy within the University Community. See section 5 of Appendix 3.

DISCUSSION/DECISION: RECOMMENDATION

That the Governance, Nominating and Appeals Committee recommend to the Board of Governors the repeal of the current Visual Identity Policy and approve the proposed policy.

APPENDICES

Appendix One: Consultation Process

Appendix Two: Proposed policy

Appendix Three: Policy Development Process and Timeline

UNIVERSITY of Prince Edward ISLAND

BRIEFING NOTE

APPENDIX ONE: Consultation Process

Phase 1: Planning and Kick-Off (December 2024)

- · Revision team assembled with representatives from Marketing & Communications, Graphic Design, Digital Media, Accessibility Services, Ancillary Services, Facilities Management, and key stakeholders from academic and administrative units.
- · Project scope, objectives, roles, and deliverables were defined.

Phase 2: Research and Drafting (January-February 2025)

- · Existing policy analyzed for gaps and outdated components.
- · Benchmarked against policies from peer institutions.
- · Draft prepared to reflect updated needs, principles, and compliance requirements.

Phase 3: Feedback Rounds (March 2025)

- · Circulated to internal stakeholders, leadership, and subject-matter experts.
- · Revisions made based on input from policy advisors (Joanne Rankin and Ouma Cuniah), Accessibility Services, Ancillary Services, and others.

Phase 4: Finalization (June 2025)

· Draft reviewed by the University Secretary

Phase 5: Approval

· Final revised policy to be approved by Board of Governors.

Phase 6: Implementation (October 2025 onward)

- · Policy to be launched on the UPEI Brand Resource Hub
- · Training, communication, and resources (templates, guides) to support compliance
- · Ongoing support to be provided by the Marketing and Production unit



APPENDIX TWO: Proposed Policy



APPENDIX THREE: Consultation Process and Timeline Details

Phase 1: Planning and Kick-Off

Timeline: December

1. Assemble the Revision Team

o Include representatives from Marketing & Communications, Graphic Design, Digital Media, Accessibility Services, Ancillary Services, Facilities Management, and key stakeholders from academic and administrative units.

o Define roles and responsibilities (see below).

2. Define Goals and Scope

- o Identify key objectives for the policy update.
- o Highlight areas for improvement based on past challenges or feedback.
- 3. Develop a Project Plan
- o Set milestones, deadlines, and communication channels.
- o Outline resources required (e.g., tools, consultations).

Phase 2: Research and Drafting

Timeline: Jan-Feb

1. Review Existing Policy

- o Analyze gaps, outdated elements, and areas requiring clarification or enhancement.
- o Benchmark visual identity policies from similar institutions for inspiration.

2. Draft the Revised Policy

- o Include updated guidelines, resources, and procedures (e.g., templates, approval processes).
- o Ensure compliance with accessibility standards and adaptability for digital platforms.



Phase 3: Feedback Rounds

Timeline: March

1. Circulate Draft for Review

o Share the draft with internal stakeholders for input.

2. Revise the Draft

- o Incorporate feedback and address concerns or gaps.
- o Document key changes made during this phase.

Phase 4: Finalization and Approval

Timeline: July

1. Present Final Draft

o Submit the revised policy to leadership (University Secratary) or the appropriate governing body for approval.

2. Secure Endorsement

o Finalize the policy after incorporating any final feedback from leadership.

Phase 5: Implementation

Timeline: October

1. Launch the Updated Policy

- o Publish the policy on the Brand Resource Hub.
- o Communicate changes to all stakeholders via email, workshops, and training sessions.

2. Provide Resources

- o Distribute updated templates, guides, and FAQs.
- o Offer ongoing support to ensure compliance and smooth adoption.

University of Prince Edward Island	Policy No. govbrdgnl0015	Revision	Revision No. 1		
Policy Title:			Page 1 of 3		
Visual Identity Policy					
Creation Date:	Version Date:	Review D	Review Date:		
December 1, 2011	October 7, 2025	October 2	October 2030		
Policy Approval Authority:	Designated Executive Officer(s):		WWW Access:		
Board of Governors	President	` `	Yes		

1. Purpose

- 1.1. The purpose of this policy is to commit the University to a cohesive and professional visual identity that reflects its values, strengthens its reputation, provides efficiencies across the University, and ensures consistent brand communication across all platforms.
- 1.2. Establish a framework for the correct and consistent use of the University's brand elements and trademarks.
- 1.3. Protect and regulate the University's visual identity.
- 1.4. Establish quality standards for all branded materials.
- 1.5. Ensure the use of sustainable and inclusive branding practices.

2. Scope

2.1. This policy applies to all University Members and to External Partners engaged in work related to the University.

3. Definitions

- 3.1. **Brand Element** means the University's names, logos, identifiers, wordmarks, typography, colors, photography, and any associated templates or guidelines.
- 3.2. **Brand Guidelines** means the official resource defining appropriate use of UPEI's brand elements.
- 3.3. **Digital Assets** means websites, social media accounts, software applications, and online content featuring University branding.
- 3.4. **External Partners** include partner institutions and organizations, contractors, suppliers, and agents collaborating with or representing the University in any capacity.
- 3.5. **Identifier** means logos or marks approved for specific faculties, units, or initiatives.
- 3.6. **Logo** means the official visual marks representing the University.

Policy Title: Visual Identity Policy	Policy No. Page 2 of 3

- 3.7. **Marketing and Production** means the Marketing and Production Unit within the University's Department of Marketing and Communications.
- 3.8. **UPEI Brand** means The University's unique and emotive value proposition, its commitment to academic excellence, research, and service, rooted in its history and achievements.
- 3.9. **University Community** means the staff, faculty, and students of UPEI.
- 3.10. University-branded materials, include but are not limited to:
 - 3.10.1. Printed and digital advertising.
 - 3.10.2. Identity packages and stationery (e.g., letterhead, business cards, envelopes).
 - 3.10.3. Websites, software applications, and social media accounts.
 - 3.10.4. Signage, wayfinding systems, and vehicle branding.
 - 3.10.5. Donor recognition signage.
- 3.11. **Visual Identity** means the structured and consistent Brand elements that visually distinguish the University from other institutions, including official logos, colors, and typography. It refers to how the University is recognized visually and projected on campus and externally through the consistent design and application of visuals, distinguishing it from other institutions.
- 3.12. **Wordmark** means the standardized graphic representation of the University's name used for visual identification.

4. Authority

- 4.1. This Policy is enacted by the President of the University under section 28, paragraph (3) of the University Act, as the General Administrator of the University.
- 4.2. The overall authority for the implementation and administration of this Policy rests with the President.

5. Policy

- 5.1. All University-branded materials must adhere to the Brand Guidelines. This includes correct use of the University's names, trademarks, logos, colours, typography, and visual identifiers across all platforms.
- 5.2. All who use or generate University Branded material must ensure that those materials adhere to the Visual Identity. University Members and External Partners must seek the permission of Marketing and Production for any exceptions or custom applications of the visual identity.

Policy Title:	Visual Identity Policy	Policy No. Page 3 of 3	

- 5.3. Marketing and Production is responsible for formulating and recommending the Brand Guidelines to the President, supporting University units, and ensuring brand consistency across digital, print, signage, merchandise, and co-branded initiatives.
- 5.4. Compliance with this policy ensures visual cohesion, supports brand integrity, and protects the reputation of the University.
- 5.5. Failure to adhere to this Policy or to the approved Brand Guidelines may result in corrective action. First-time or minor infractions will be addressed through guidance and support from Marketing and Production. Repeated or significant violations may result in temporary or permanent restrictions on access to branding tools and assets, including design templates, official marks, and web/social content platforms. In cases of persistent non-compliance, Marketing and Production may escalate the matter to the appropriate supervisor, administrative office (e.g., Human Resources, Student Affairs), or governing committee, as applicable. Any branded materials produced in violation of this Policy may be withdrawn, revised, or restricted from distribution. Marketing and Production is available to provide training and support to assist in understanding and applying the University's visual identity standards.
- 5.6. Marketing and Production must review and approve all University-branded materials prior to publication or distribution.

6. Delegation of Authority

- 6.1. The President may enact Procedures to give effect to this Policy, to namely:
 - 6.1.1. Establish Brand Guidelines.
 - 6.1.2. Define and prescribe the use of Brand elements.

7. Review

7.1. The President will review this policy every five (5) years or as circumstances dictate and bring to the *Development, Fundraising and External Relations Committee* of the Board of Governors resulting recommendations to amend the policy.

8. Related Policies

- 8.1. Procurement Policy
- 8.2. Student Code of Conduct
- 8.3. Commercial Enterprises Operating On Campus
- 8.4. Event Management Policy

Briefing Note to Campus Culture Oversight Committee on Harassment and Discrimination Policy and Sexual Violence Policy

September 9, 2025

The UPEI Action Plan: Building A Culture of Trust, Safety and Inclusion (the "Action Plan") commits to a new harassment and discrimination policy for the University. This commitment was made in response to the *University of Prince Edward Island Review* by Rubin Thomlinson, which recommends the replacement of the current Fair Treatment Policy (FTP), and following the motion passed by the UPEI Board of Governors on November 28, 2023, to this effect.

A Review Committee will be struck, in accordance with the current Fair Treatment Policy (12.7.1), to engage in a university-wide consultative process, with the aim of arriving at a recommendation for a new Harassment and Discrimination Policy and Sexual Violence Policy.

FTP 12.7.1 The President will constitute a committee composed of interested parties to review this policy every three years. The parties may include a broad cross section of the university community such as: The Board of Governors, administration, students, and employees. The Policy review committee may receive recommendations from the appropriate interest groups. The President may elect to involve health professionals, community representatives or other interested groups in the review process as resource persons. The Fair Treatment Advocate would also be a resource to the committee.

The Review Committee was selected by the University among individuals who responded to a call for expressions of interest to participate, with a view to ensuring a broad representation across constituency groups in the UPEI community (with diverse experiences and backgrounds).

The Review Committee, co-chaired by President Rodgers and, as elected by the Review Committee, Lucky Fusca, Sexual and Gender Diversity Specialist, was mandated to develop a new Harassment and Discrimination Policy and Sexual Violence Policy, following a university wide consultation process, in accordance with the following requirements.

- The new Harassment and Discrimination Policy shall adhere to the following set out in the UPEI Action Plan at Goal 4, Action 3:
 - Replace the Fair Treatment Policy with a comprehensive Harassment and Discrimination Policy that covers all campus members and reflects the new structure of the EDI and Human Rights Department
 - o Ensure the new policy incorporates all recommendations of the UPEI Review
 - o Ensure the new policy reflects feedback from survivors of harm at the University
 - o Ensure the policy is trauma-informed and procedurally fair
 - Ensure the new policy aligns with legislative requirements, such as PEI
 Occupational Health and Safety Act and Employment Standards Act
- The revised Sexual Violence Policy shall adhere to the following set out in the UPEI Action Plan at Goal 4. Action 4:

- Finalize revisions to the UPEI Sexual Violence Policy
- Ensure the new policy is comprehensive and implements all the recommendations of the UPEI Review
- Ensure the revised policy is procedurally fair, and conforms to legislative requirements
- Ensure that the experiences of victims of sexual harassment/assault, including within the context of student residences, are in the revisions to the Policy

A list of members and meeting dates is included in Appendix A.

In addition to reviewing peer-reviewed research and policies from other universities, the Committee consulted broadly, including hosting information sessions, inviting feedback from the university community on draft policies and seeking targeted input from key groups and individuals. Preliminary and final legal reviews were also completed on draft policies. A list of consultations and participation numbers is provided in *Appendix B*.

REVIEW PROCESS TIMELINE

Following is a timeline for the policy review and development process:

- November to December 2024 Planning and Committee Selection
- November 2024 Dedicated Page on External Facing UPEI Website Established (for communicating information related to the Fair Treatment Policy Review)
- > January 21, 2025 Review Committee Announced
- January and February 2025 Research and Review
- February 2025 Emails from Committee Members Requesting Input from Co-workers on Priorities to Consider When Developing the New Policies
- March and April 2025 Community Information Sessions with Q and A
- April 22, 2025 Draft Policies Released Online to UPEI Community for Feedback
- > April 28, 2023 Preliminary Legal Opinion
- > July 3, 2025 Revised Legal Opinion
- August 2025 Policies in Final Draft

POLICY HIGHLIGHTS

The new UPEI Harassment & Discrimination Policy and UPEI Sexual Violence Policy are built on the University's ethical and legal responsibility to maintain an environment free from discrimination, harassment, sexual harassment, and sexual violence.

The policies provide:

- Mechanisms for prevention of Discrimination, Harassment and Sexual Harassment and Sexual Violence at the University and in the conduct of university business.
- Processes to investigate and address reports of Discrimination, Harassment, Sexual Harassment and Sexual Violence.

Each policy includes seven stages beginning with Contacting a Safe Disclosure Officer, who will advise the person regarding their options under the policy. When allegations of Sexual Harassment are raised, the Safe Disclosure Officer will consult the Sexual Violence Policy and the Harassment & Descrimination Policy to determine which policy best applies to the matter.

The policies are comprehensive, trauma-informed, incorporate feedback from survivors of harm and comply with relevant legislation.

The Equity, Diversity and Human Rights Department is responsible to administer the policies, while the Vice President People and Culture is responsible to monitor effectiveness and recommend policy amendments.

The Board of Governors is responsible for:

- Approving the policies
- Approving periodic reviews of the policies
- Addressing allegations of violations of the policies where the Respondent is the President or a Board member.

RECOMMENDATION

At its most recent meeting the Fair Treatment Policy Replacement Committee endorsed the final versions of the UPEI Harassment & Discrimination Policy and the UPEI Sexual Violence Policy, confident that it has fulfilled its mandate and exercised due diligence in developing policies that will significantly contribute to creating a culture of trust, safety and inclusion in our teaching, learning, research, work and all that we do at UPEI.

It is therefore recommended that the Governance, Nominating and Appeals Committee recommends Board Approval of the new UPEI Harassment & Discrimination Policy and the UPEI Sexual Violence Policy and repeal of the Fair Treatment Policy.

APPROVAL AND IMPLEMENTATION

Following are proposed next steps:

- September 2025 Review by Governance, Nominating and Appeals Committee
- October 2025 Recommendation to Board of Governors for Approval of New Policies
- August 2025 October 2025 Seek agreement of UPEI Faculty Association regarding the repeal of the Fair Treatment Policy (currently contained in the UPEI – UEIFA Collective Agreement)
 - * the Fair Treatment Policy will continue to apply to UPEIFA members until this step is completed
- October 2025 to January 2026??? –Communication on Policies
- October 2025 Policy Education Implementation to begin and continue annually
- October 2025 Begin Policy Implementation (for relevant employee groups*)
- October 2026 1st annual Policy Review

Appendix A - Fair Treatment Policy Replacement Committee

The Fair Treatment Policy Replacement Committee was comprised by way of invitation to interested parties to provide an expression of interest in November, 2024. As of December 2, 2024, forty expressions were received. Selections were then made to represent all constituencies of the university community. Once the selections were made, the committee met and identified gaps that included lack of representation of two unions, who were subsequently invited to nominate representatives. These individuals were added to the committee.

A special consultation meeting was held with individuals not selected to the committee to enable them to have early input on the process and to relay their thoughts on content and on processes related to the policy. This meeting was held February 3, 2025.

Committee Member	Role on Committee	Role at UPEI
Wendy Rodgers	Co-Chair	President and Vice Chancellor
Lucky Fusca	Co-Chair	Sexual and Gender Diversity Specialist
Patricia Boland	Voting Member	Lab Technician (CUPE 1870)
Ann Braithwaite	Voting Member	Faculty
Bobby Cameron	Non-Voting Member	Chief of Staff
William Clement	Voting Member	Security Services (CUPE 501)
Vanessa Corless	Voting Member	Student
Kelly Drummond	Voting Member	Associate Vice President, Human Resources
Ayodhya Foneska	Voting Member	Office of Study Abroad and International
		Partnerships
Kathy Gottschall-Pass	Voting Member	Faculty
Sushil Khatri	Voting Member	Student
Christian Lacroix	Voting Member	Faculty
James Reddin	Voting Member	Student Affairs
Margot Rejskind	Voting Member	Faculty Association
Travis Saunders	Voting Member	Faculty
Jonathan Spears	Voting Member	Faculty
Brian Thompson	Voting Member	Board of Governors
Geoff Tierney	Non-Voting Member	Principal, GTL Corporation
Hexi Wang	Voting Member	Graduate Student
MJ Wardle	Voting Member	Facilities Management (IBEW Members)

Committee Meeting Dates

December 18, 2024

- January 16, 2025
- February 13, 2025
- February 20, 2025
- February 27, 2025
- March 3, information sharing event Andrew's Hall
- March 13, 2025
- March 20, 2025
- March 27, 2025
- March 31, 2025
- April 10, 2025
- April 17, 2025
- April 29, 2025
- May 15, 2025
- May 16, 2025
- August 22, 2025

Appendix B- Policy Consultations

UPEI Faculty Association notified in virtual meeting with W. Rodgers on November 22, 2024 Community Information Sessions (including Q&A)

- Fair Treatment Policy Redevelopment Information Sharing Session March 3rd, 2025
- Fair Treatment Policy Redevelopment Information Sharing Session **April 3**^{rd,} **2025**
- Fair Treatment Policy Redevelopment Information Sharing Session April 7th, 2025

Campus Feedback Requests (Form)

- Online Feedback form January 21st, 2025
 - Requesting feedback regarding experiences with the current suite of policies and/or comments or suggestions to bring forward for the Committee's attention.
 - Twenty-nine responses were received from faculty, staff, students, alumnus and others
- Online Feedback form April 22nd, 2025
 - Requesting feedback on the draft Harassment and Discrimination Policy.
 - Twenty-two responses were received

Targeted Consultations

- External legal review with expertise in trauma and EDI
 - o Counsel was selected and agreed to by the FTP Replacement Committee

- o Nijhawan, McMillan, & Conlon, of Halifax was contracted
- o 1st review received April 28, 2025
- o 2nd review of revised policy received July 3, 2025 (H&D Policy) July 9, 2025 (SV Policy)
- UPEI Sexual Violence Prevention and Response Office
 - o April 28, 2025 letter member of office
 - o April 28, 2025 letter another member of office
- Joint Occupational Health and Safety Committee
 - May 19 version feedback dated June 2, 2025
- Director of EDI & HR Department
 - o Director, April 28, 2025
- Fair Treatment Advocate HR Atlantic
 - o April 28, 2025
- EDI & HR Department
 - o Summary from Special Advisor and full department August 19, 2025
- Survivors of Harm
 - Summary document provided by Brian Thompson January 16, 2025
 - Confidential summary provided by Shannon MacDonald, who worked with survivors, to Wendy Rodgers & Brian Thompson
 - Wendy Rodgers met with survivors virtually May 9th
 - Wendy Rodgers received confidential follow up email May 11th
- Student Union
 - o Collected in person by Dr. Jane Ngobia, August 5, 2025
 - Follow up notes from SU August 5, 2025
- The unions were all invited to elect a representative to serve on the committee
 - o All unions selected a representative to participate on the committee
- The UPEI Faculty Association has a unique relationship to the policy in that the Existing Fair Treatment Policy is included in their collective agreement and cannot be amended without express written consent. We have been aware of that need through the entire development process for the new policies. We had originally intended to have the new policies approved and then work with the Faculty Association to have them replace the existing Fair Treatment Policy. The Faculty Association proactively pointed out this obligation in advance of the governance approval process. We responded inviting them to agree to accept the new policies at the time of approval. This would be the preferred arrangement. We will engage with the Faculty Association on these critical next steps.

University of Prince Edward Island	Policy No.	Revision 1	No.
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Policy Title:		Page 1 of	21
Harassment & Discrimination Policy		_	
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Creation Date:	Version Date:	Review D	ate:
TBA	TBA	TBA	
Policy Approval Authority:	Designated Executive Officer:		WWW Access:
Board of Governors	Vice-President People and Culture		Yes

A. Preamble

- 1. This policy has been developed by and for our university community. It is rooted in the right and responsibility we all share to a culture of trust, safety and inclusion in our teaching, learning, research, work and all that we do at the university. We all have a role to play in building that culture; our community thrives when we treat each other with respect, and value each other's contributions.
- 2. The university has the ethical and legal responsibility to maintain an environment free of Discrimination, Harassment and Sexual Harassment. That responsibility includes awareness of what constitutes Discrimination, Harassment and Sexual Harassment, delivering proactive education, ensuring supervisors are monitoring the environment in their area(s) and are knowledgeable of reporting procedures, and responding to harassing or discriminatory behaviour in a timely and effective manner.
- 3. This policy protects against the 'silencing' of those who make a report of Discrimination, Harassment or Sexual Harassment. The use of non-disclosure agreements shall be prohibited except where they may be the expressed wish and preference of the person making a Report, in accordance with the university's policy. Reprisal and threats of reprisal are prohibited.
- 4. This policy protects the agency of the person making a Report. A person may choose to make an anonymous Report or choose to not participate in an Investigation but those choices do not supersede the right to procedural fairness for all participants and therefore may impact the process and potential outcomes available following an Investigation.
- 5. The processes for addressing a concern and/or making a Report are set out in stages to assist with setting out a clear and accessible process, not to imply that the stages are always sequential or that any given stage is a requirement.
- 6. While those who have been the subject of a violation of this policy generally have the right to choose the process and at what stage a violation is addressed, nothing in this policy precludes the right of the university to take action as may be necessary to meet its ethical and legal responsibility, and this may include initiating an Investigation.

B. Purpose

- 7. The purpose of this policy is to provide a mechanism for the prevention of Discrimination, Harassment and Sexual Harassment at the university and in the conduct of university business, and a process to investigate and address reports of Discrimination, Harassment and Sexual Harassment.
- 8. This policy has been developed to outline the measures UPEI is taking to prevent, investigate, and address Discrimination, Harassment and Sexual Harassment consistent with the requirements of applicable legislation, including but not limited to the: Employment Standards Act, Human Rights Act, Occupational Health and Safety Act Workplace Harassment Regulations, and the Non-disclosure Agreements Act.

C. **Principles of Application** (listed alphabetically)

- 9. <u>Academic freedom</u>: The freedom to teach and conduct scholarly work guided by curiosity and intellectual inquiry, without deference to prescribed doctrine, is fundamental to our university. Academic freedom can only be achieved in an environment in which Discrimination, Harassment and Sexual Harassment are not tolerated.
- 10. <u>Confidentiality</u>: the university recognizes the importance of confidentiality for everyone involved in an allegation of Discrimination, Harassment or Sexual Harassment. The university will make every reasonable effort to balance confidentiality with its legal responsibility to provide a work and study environment free from Discrimination, Harassment and Sexual Harassment.
- 11. <u>Conflicts of Interest:</u> this policy recognizes that conflicts of interests may arise at various points in its processes; these will be defined and addressed in accordance with the university's Conflict of Interest policy and the principles of procedural fairness.
- 12. <u>Cumulative Impact</u>: It is important for the university to track trends and cumulative incidents that contribute to risk of violations of this policy so that proactive measures may be taken.
- 13. <u>Freedom from reprisal</u>: members of the university community have a right to participate in proceedings under this policy without fear of reprisal or retribution.
- 14. <u>Freedom of expression</u>: this is a cornerstone of scholarship at the university, but like other *Canadian Charter of Rights and Freedoms* rights, it is not an absolute right nor a defence to Discrimination, Harassment or Sexual Harassment. The *PEI University Act* also specifies the freedom of the university to be a place open to expression of all doctrines, and creeds, religious, political or philosophical.
- 15. <u>Individual support</u>: all Reporters, Respondents and other participants, may choose to have a support person present at all steps in the processes of this policy; this may include, for example, a trusted friend, colleague or union representative. The chosen support person should not be a likely witness in any Investigation of the matter.

16. <u>Power imbalances</u>: Power imbalances exist in organizations that can be exploited or prevent the reporting and management of Discrimination, Harassment and Sexual Harassment. Power imbalances can also obscure or exacerbate proper and improper behaviour and interpersonal relations. The university strives to create policy that respects all members of the university community without deference to power. The university recognizes that one of the purposes of human rights laws and policies is to assist members of groups that have been historically disadvantaged and disempowered in our society.

Romantic or intimate relationships between members of the university community may give rise to Discrimination, Harassment or Sexual Harassment under this policy. (Also refer to the university's applicable policy related to these relationships - to be developed, and the Conflict of Interest Policy.)

- 17. <u>Procedural fairness</u>: Reporters and Respondents have the following procedural fairness protections at every stage or point of decision under this policy: the right to an unbiased decision-maker, notice, the right to be heard, timeliness, and reasons for decisions.
- 18. <u>Safe disclosure</u>: members of the university community who experience or observe incidents of Discrimination, Harassment or Sexual Harassment have the right to report those incidents in a manner where they feel safe, without fear of reprisal, particularly in circumstances of a power imbalance between individuals.
- 19. <u>Substituted Authority</u>: where a specific responsibility under this policy falls to a person or Office that is also a participant in a given matter, that responsibility shall be assumed by the person's supervisor or the Office's next level of authority.
- 20. <u>Timeliness</u>: this policy prescribes timelines for action. Timelines may be altered by request of a Reporter or Respondent to the Department of Equity, Diversity, Inclusion, and Human Rights or Substituted Authority, as applicable. The university may also alter timelines only where necessary in the following circumstances: to preserve the integrity of this policy and its processes; to ensure procedural fairness; or as may be required by law.
- 21. <u>Trauma-informed</u>: This policy acknowledges the harm endured by Reporters and survivors along with having awareness of the impacts that trauma has on an individual's emotional, cognitive, physical and sexual wellbeing.¹

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¹ (source: Eerkes, D., De Costa, B. & Jafry, Z. (2021). A Comprehensive Guide to Campus Gender-Based Violence Complaints: Strategies for Procedurally Fair, Trauma-Informed Processes to Reduce Harm. Possibility Seeds' Courage to Act: Addressing and Preventing Gender-Based Violence at Post-Secondary Institutions in Canada, page 18)

D. Scope and Application

- 22. This policy applies to all members of the university community with respect to alleged incidents of Discrimination, Harassment or Sexual Harassment that occur, whether on or off campus and through any medium (including electronic):
 - a. In the course of university-related programs, operations, or activities;
 - b. Using university-owned or run property or equipment;
 - c. While participating in university-sponsored or sanctioned activities, events or organizations; or
 - d. In the context of non-university activities where the conduct has a material negative impact on a member of the university community's living, learning and/or working environment and in a context where the conduct has a substantial connection to the university.
- 23. When allegations of Sexual Harassment are raised, the Safe Disclosure Officer will consult the Sexual Violence Policy to determine which policy best applies to the matter. Allegations of Sexual Harassment will normally proceed under the Sexual Violence Policy unless the matter also includes allegations of Discrimination and Harassment falling within the scope of this policy. Allegations of Sexual Harassment must proceed under either the Sexual Violence Policy or this policy, not both, and a party is not permitted, after exhausting the processes in one policy, to proceed under the other policy.
- **E.** Roles and Responsibilities (presented in alphabetical order)
- 24. <u>All members of the university community</u>: have the responsibility to generally inform themselves of this policy, attend any mandatory training, and refrain from behaviour that violates this policy.
- 25. <u>Board of Governors</u>: has the fiduciary duty to perform the powers of Board laid out in the *University Act* to ensure the success, integrity, financial, and administrative sustainability of the university. Within that broad duty, the Board of Governors has the responsibility to approve this policy, approve periodic renewals of this policy, address allegations of violations of this policy where the Respondent is the President or a member of the Board of Governors.
- 26. <u>Department of Equity, Diversity, Inclusion, and Human Rights</u>: reports to the Vice-President, People & Culture and has a communication line directly to the Board of Governors with respect to matters of this policy. The Department is generally responsible for administering this policy, including: establishing and publishing rules, plain-language companion materials, summaries, guidelines and forms in respect of processes under this policy; establishing and delivering training, which may be mandatory or optional, for the university community in the interpretation and application of this policy and the prevention of Discrimination, Harassment and Sexual Harassment; maintaining

- appropriate records both by incident and cumulative, and maintaining confidentiality over those records, subject to all applicable policies, processes, and laws; aggregate reporting to the Vice-President, People & Culture on matters relating to this policy; and undertaking those responsibilities expressly set out in accordance with this policy.
- 27. <u>Faculty and Staff:</u> have the responsibility to generally inform themselves of this policy, attend any mandatory training, and refrain from behaviour that violates this policy.
- 28. vacant
- 29. <u>Safe Disclosure Officer</u>: is a member of the Department of Equity, Diversity, Inclusion, and Human Rights and the first point of contact for members of the university community to address questions about this policy, and to assist with engaging the policy. The Safe Disclosure Officer is responsible to coordinate supports and services available at the university to students and Reporters who are affected by Discrimination, Harassment and Sexual Harassment and to Respondents under this policy.
- 30. <u>Students:</u> have the responsibility to generally inform themselves of this policy, attend any mandatory training, and refrain from behaviour that violates this policy.
- 31. <u>Supervisory roles</u>: supervisors and university administrators are expected to personally uphold the policy at all times, monitor the environment in their area(s), be knowledgeable of reporting procedures and this policy, and to remind those who report harassing or discriminatory behaviour of the options for engaging this policy. Supervisors and university administrators may have an obligation to report matters brought to their attention directly to the Department of Equity, Diversity, Inclusion & Human Rights.
- 32. <u>Unions</u>: are advocates for building a culture of safety, trust and inclusion. They build awareness of this policy, and represent and support their members throughout its processes.
- 33. <u>Vice President, People & Culture</u>: has the responsibility to monitor the effectiveness of this policy and recommend amendments for approval of the Board of Governors, to oversee the effectiveness of the Department of Equity, Diversity, Inclusion & Human Rights, in its administration of this policy, and to report to the President in that regard, as may be directed by the President.
- 34. <u>Vice-Presidents</u>: Vice Presidents are responsible for approving and implementing any Immediate Measures and/or accommodations, on the recommendation of the Department of Equity, Diversity, Inclusion & Human Rights, and remedial and/or corrective action under Stage 5. (Where this policy references the "appropriate" Vice-President, that means the specific Vice-President within the reporting line of the Reporter or Respondent, as the context requires.)

F. Statement of Commitment

- 35. All members of the university community are entitled to a working, studying and living environment free from Discrimination, Harassment and Sexual Harassment as defined by this policy.
- 36. All members of the university community have a right to participate in processes under this policy without fear of reprisal or retribution.
- 37. As required by law, the university commits that it will:
 - a. prevent Discrimination, Harassment and Sexual Harassment as far as reasonably practicable;
 - b. take corrective action to address incidents of Discrimination, Harassment and Sexual Harassment;
 - c. prevent and remedy Systemic Discrimination;
 - d. not reprimand, seek reprisal, or discriminate against a member of the university community who has made a disclosure or Report in good faith;
 - e. take corrective action against those who reprimand, seek reprisal, or discriminate against a member of the university community who has made a disclosure or Report in good faith.

G. Confidentiality

- 38. The university shall not disclose any identifying information about any person involved or the circumstances relating to the complaint to any person unless disclosure is necessary for the purposes administering the procedures of this policy, including investigating the complaint, providing accommodations, or implementing Immediate Measures. In all cases, the least amount of information possible will be shared.
- 39. Confidentiality may also be limited in circumstances where a serious safety risk exists or the university has a legal obligation to share information. Examples of these circumstances include:
 - a. where the Department of Equity, Diversity, Inclusion, and Human Rights, in consultation with university administrators as appropriate, has identified a serious and credible risk of harm to a member of the university community or another person;
 - b. where there is a legal duty to report to authorities, such as a duty to report abuse under the Child, Youth and Family Services Act;
 - c. to respond to a subpoena or otherwise where the university has a legal obligation to cooperate in an extra-university judicial process.
- 40. In any event, the disclosure of identifying information shall be subject to the university's obligations pursuant to the law, including but not limited to, the *Freedom of Information and Protection of Privacy Act*.
- 41. Participants in this policy have a duty to maintain confidentiality as appropriate to preserve the integrity of the policy's processes. Participants may discuss matters in confidence with family, personal, professional or cultural advisors, therapists, union representatives and legal advisors.
- 42. All records produced under this policy shall be maintained by the Department of Equity, Diversity, Inclusion, and Human Rights as required and permitted by the law.
- 43. The use of non-disclosure agreements is prohibited under this policy except as may be permitted by the *Non-disclosure Agreements Act* and the university's policy.

H. Process and Reporting

- 44. This policy sets out a staged process for addressing allegations of Discrimination, Harassment and Sexual Harassment that allows for initiation of process and/or intervention proportionate to the circumstances, reflecting the seriousness of the matter, the level of readiness of the Reporter, and other considerations.
- 45. The "Stage" refers to the point of entry into the process. All Stages are not all required.
- 46. A person who believes they may have violated this policy is encouraged to proactively disclose the matter to a Safe Disclosure Officer for advice and possible early resolution.
- 47. Nothing in this policy prevents a member of the university community from initiating an alternative proceeding, such as a complaint with the PEI Human Rights Commission, in accordance with the *Human Rights Act*, a civil action, grievance arbitration or accessing supports provided for students. If an alternative proceeding has commenced, the university retains the discretion to suspend the procedures outlined in this policy pending resolution of the alternative proceeding. This discretion must be exercised with regard to the university's obligation to maintain a safe, discrimination-free and harassment-free environment.
- 48. If a matter is subject to a criminal investigation or proceeding, the Vice-President, People & Culture may decide to defer any process in this policy until such time as the criminal investigation or proceeding has concluded.
- 49. Immediate Measures may be implemented despite a deferral of process under paragraphs 47 or 48.
- 50. Despite the initiation of any alternative proceeding to this policy or any process engaged under this policy, the university has an obligation to maintain a safe, discrimination-free and harassment-free environment and to ensure that an investigation appropriate to the circumstances is conducted. Where a Report is not submitted, a university-initiated Investigation may occur to meet this obligation.

Stage 1: Contacting a Safe Disclosure Officer

- 51. A person who believes they have been the subject of, or a witness to, a violation of this policy, should contact a Safe Disclosure Officer. If requested, the Safe Disclosure Officer shall provide advice to the person regarding their options under this policy, which include:
 - a. requesting Immediate Measures and/or accommodations per Stage 2; and/or
 - b. engaging Early Intervention options before Investigation per Stage 3; and/or
 - c. submitting a Report per Stage 4, leading to an Investigation.

52. If the Respondent is a Safe Disclosure Officer, a member of the Department of Equity, Diversity, Inclusion & Human Rights, and/or the Vice-President, People & Culture, the person has agency to choose to contact any University Administrator.

Stage 2: Immediate Measures and/or Accommodations

- 53. Accommodations are reasonable adjustments to one's own living, learning, and working environment to eliminate barriers to one's participation in university life. Examples of accommodations include student residence relocation, class schedule changes, academic accommodations, temporary work location reassignment, and work scheduling changes. If a Reporter requests accommodations, the Safe Disclosure Officer will assist the Reporter in requesting the accommodations pursuant to the relevant university policies and procedures.
- 54. Appendix A contains information about the supports and services available at the university to students and Reporters who are affected by Discrimination, Harassment and/or Sexual Harassment and to Respondents under this policy.
- 55. Immediate Measures are non-disciplinary conditions that may be imposed upon a Respondent where there are allegations that would, if proven, constitute Discrimination, Harassment, or Sexual Harassment, and the measures are necessary to:
 - a. maintain the safety security, or academic, residence, or employment well-being of any member of the university community;
 - b. preserve the confidentiality and integrity of this policy and its processes;
 - c. discourage or prevent retaliation or other disruption to, or interference with, the operations of the university or activities of members of the university community.

Immediate Measures shall be reasonable and justifiable having regard to the interests of the Respondent and the purpose of the Immediate Measures.

- 56. The Department of Equity, Diversity, Inclusion & Human Rights, in consultation with Human Resources or other appropriate University Administrator, may recommend to the appropriate Vice-President that Immediate Measures be implemented at any time prior to, or following, the submission of a Report or initiation of an Investigation.
- 57. The recommendation for Immediate Measures shall consider:
 - a. the wishes and expressed needs of the Reporter, if any;
 - b. the impact of the proposed measures on the Respondent, and views of the Respondent, if available;
 - c. the nature and seriousness of the alleged conduct and its impact on the Reporter and/or university community; and

- d. compliance with any applicable collective agreement or contract of employment.
- 58. Options for Immediate Measures may include, but are not limited to, one or more of the following:
 - a. temporary administrative (non-disciplinary) leave without loss of pay;
 - b. temporary removal of employment duties, without loss of pay;
 - c. temporary removal or transfer of a person;
 - d. changes to class schedules or living arrangements;
 - e. the cancellation or rescheduling of an event;
 - f. the issuance of a notice or communication to individuals or groups;
 - g. no contact agreements;
 - h. restrictions on attendance on campus, or parts of campus;
 - i. restrictions on participation in university-affiliated activities or other campus privileges;
 - but shall <u>not</u> include, prior to an Investigation, sanctions, impeding progress in an academic or research program, or disciplinary action of any individual for an alleged violation of this policy.
- 59. The Department of Equity, Diversity, Inclusion & Human Rights will give written notice to the Respondent of any Immediate Measures being imposed as soon as possible and normally no later than 24 hours after the decision being made. The Reporter shall be provided with information about the terms of Immediate Measures that impact the Reporter.
- 60. A person subject to Immediate Measures may challenge them by submitting a written request for reconsideration to the appropriate Vice-President within ten (10) calendar days of their imposition, or within ten (10) calendar days of any material change in circumstances. The Vice-President will deliver a written decision on the request. Where the person upon whom Immediate Measures have been imposed is a unionized employee, the employee may take steps under the provisions of the applicable collective agreement. Immediate Measures will remain in effect during any period of request for reconsideration.
- 61. Immediate Measures may remain in place indefinitely where:
 - a. No formal Report has been made and no investigation initiated;
 - b. The Immediate Measures meet the needs of the Reporter and that person consents;

- c. The Respondent consents to the continuation of the Immediate Measures; and
- d. The Immediate Measures address the safety, remedial, and other responsibilities of the university.

Stage 3: Early Intervention Before Investigation

- 62. Early Intervention options are voluntary, requiring the informed consent of the person engaging such options. They could include a variety of interventions appropriate to the circumstances and the person's needs, for instance:
 - i. seeking assistance from a trusted friend, colleague, union representative, supervisor, Department Chair, a university administrator, human resources, the Department of Equity, Diversity, Inclusion & Human Rights;
 - ii. addressing the matter directly with the individual or Office that the person believes is responsible for the violation of this policy;
 - iii. with the consent of the individual(s) alleged to have violated this policy, entering into a third party facilitated discussion or mediation, or other culturally appropriate dispute resolution process.
- 63. Early Intervention options will be coordinated by the Department of Equity, Diversity, Inclusion & Human Rights. The normal timeline for completion is 4-6 weeks.

Stage 4: Submitting a Report

- 64. A person who believes they have been the subject of, or a witness to, a violation of this policy may:
 - a. submit a Report directly with a Safe Disclosure Officer; or
 - b. give their consent to a Surrogate to submit a Report on their behalf, anonymously or non-anonymously.
- 65. An anonymous Report through a Surrogate does not supersede the Respondent's right to procedural fairness and therefore may impact the potential outcomes available following an Investigation.
- 66. If the Respondent is the Department of Equity, Diversity, Inclusion & Human Rights, a member of that Department, and/or the Vice-President, People & Culture, the Reporter may submit the Report directly to the President.
- 67. If the Respondent is the President, the Reporter may submit the Report directly to the Chair of the Board of Governors.

- 68. If the Respondent is a member of the Board of Governors, the Reporter may submit the report directly to the Chair of the Board of Governors.
- 69. If the Respondent is the Chair of the Board of Governors, the Reporter may submit the Report directly to the Vice-Chair of the Board of Governors or, via the University Secretary, the Board of Governors.
- 70. The Department of Equity, Diversity, Inclusion & Human Rights will undertake an initial assessment of the Report to determine whether:
 - a. it is within the Scope and Application of this policy; and
 - b. the alleged facts, if proven, could amount to Discrimination, Harassment or Sexual Harassment; and
 - c. either of the Reporter or Respondent is identifiable; and
 - d. the matter is not more appropriately addressed through the Sexual Violence Policy or another university policy;

in which case, the Report will be considered to be accepted for Investigation.

- 71. The following factors will not be considered in assessing whether a Report is accepted for Investigation:
 - a. it is or will be inconvenient;
 - b. it will negatively impact the reputation of the university;
 - c. it will be costly to investigate and/or to remedy;
 - d. the Respondent is unavailable (for whatever reason);
 - e. the Reporter has left the university.
- 72. If the Report is not accepted for Investigation, the Department of Equity, Diversity, Inclusion & Human Rights will notify the Reporter in writing, identifying why the Report was not accepted for Investigation, and the process by which the Reporter may request a reconsideration of the determination. If new information is subsequently provided, this decision may be re-evaluated.
- 73. A decision not to accept a Report for Investigation does not preclude the availability of accommodations or other supports and services for affected members of the university community.

74. If the Report is submitted to the President, Chair of the Board of Governors, Vice-Chair of the Board of Governors, or the Board of Governors, the obligations of the Department of Equity, Diversity, Inclusion & Human Rights under this Stage 4 shall be assumed by that person/entity who may seek external advice and/or delegate their authority to an external expert or consultant.

Stage 5: Investigation

- 75. An Investigation will be initiated:
 - a. on acceptance of a Report for Investigation by the Department of Equity, Diversity, Inclusion & Human Rights;
 - b. in the absence of a Report, by the university to address circumstances where a University Administrator is aware of the possible occurrence of Discrimination, Harassment or Sexual Harassment.
- 76. The Reporter has agency to choose not to participate in an Investigation but that does not supersede the Respondent's right to procedural fairness and therefore may impact the potential outcomes available following an Investigation.
- 77. The Investigator shall be an external third party selected by the Department of Equity, Diversity, Inclusion & Human Rights from among a pre-established list of investigators. The list shall consist of professionals with previous experience in conducting harassment, discrimination and/or sexual violence investigations at universities or institutions of similar size or complexity. To the extent possible, the list shall have broad representation across Protected Grounds.
- 78. Prior to the selection of the Investigator, the Reporter and Respondent will be asked to identify any investigator on the list that, if selected, would present for them an actual or perceived Conflict of Interest.
- 79. The selection shall be made considering the Investigator's capacity to complete an Investigation in a timely manner, their particular expertise relative to the circumstances of the matter at hand, and whether or not there is an actual or perceived Conflict of Interest concerning the Reporter or Respondent. If necessary, the selection of an external third party Investigator may be made outside the list where required to meet the criteria set out above.
- 80. If the Reporter or Respondent is of the view that the selected Investigator presents an actual or perceived Conflict of Interest, they may request that an alternative Investigator be selected. The request shall be made within 3 business days of having been notified of the initial selection. After considering any request, the decision of the Department of Equity, Diversity, Inclusion & Human Rights regarding the selection of Investigator shall be final.

- 81. The Investigator shall be tasked with producing an Investigation Outcome, following the principles of procedural fairness, supported by evidence in the form of written submission and/or separate interviews by the Investigator (not in-person hearings) and using the standard of balance of probabilities, containing:
 - a. a statement of the process followed;
 - b. findings of fact;
 - c. a determination of whether there has been a violation of this policy;
 - d. reasons for the determination;
 - e. where there is a determination of a violation, recommended remedial and/or corrective action(s).
- 82. The timeline for completion of an Investigation Outcome is highly dependent on the complexity of the matter, the volume of evidence and number of witnesses and other circumstantial matters as they may arise. The normal timeline for completion is 1-3 months.
- 83. Upon completion, the Investigation Outcome shall be provided to the appropriate Vice-President.
- 84. A university-initiated Investigation will be processed and responded to by the university in the same manner as a Report, except that the Reporter shall be the relevant University Administrator.

Stage 6: Actions following an Investigation Outcome

- 85. Within 5 business days of receipt of the Investigation Outcome, the appropriate Vice President shall notify the Reporter and Respondent of the result, and shall provide a copy of the Investigation Outcome, redacted where required by law.
- 86. Where the Investigator has made a determination that there has been a violation of this policy, the appropriate Vice-President shall initiate remedial and/or corrective actions as they deem appropriate, in consideration of the recommendations contained in the Investigation Outcome. Remedial and/or corrective actions shall be initiated within 7 business days of providing the Investigation Outcome to the Respondent.
- 87. The appropriate Vice-President shall notify the Reporter and Respondent of all remedial and/or corrective actions initiated.
- 88. Any remedial and/or corrective action shall be subject to university policies and/or collective agreements, as may be applicable.

- 89. Remedial and/or corrective actions shall recognize the harm to the Reporter and others, taking into account the seriousness of the violation, and any mitigating or aggravating factors. The goal of remedial and/or corrective action shall be to:
 - a. enhance a culture of trust, safety and inclusion at the university and among members of the university community;
 - b. enhance accountability and transparency at the university;
 - c. remove any ongoing violations of this policy;
 - d. prevent future violations of this policy by the Respondent and others;
 - but shall <u>not</u> take into account:
 - e. the extent to which the remedial action is inconvenient, will negatively impact the reputation of the university, or will be costly to implement;
 - f. that the Respondent has left the university, except that any disciplinary action of the Respondent since-departed would be foreclosed;
 - g. the potential for appeal under this policy or any alternatively available appeal or review.
- 90. Remedial and/or corrective actions may include, but are not limited to:
 - a. those actions contemplated as Immediate Measures;
 - b. education and training;
 - c. workplace or academic accommodation;
 - d. resident relocation or suspension;
 - e. probation;
 - f. discipline, up to and including termination;
 - g. suspension or expulsion.

Stage 7: Appeal

- 91. Subject to paragraph 93, the Reporter or Respondent may appeal the outcome and/or remedial/corrective action on one or more of the following grounds:
 - a. there was a fundamental procedural error seriously prejudicial to the appellant;
 - b. there is new relevant evidence that could not have been reasonably presented earlier.

- 92. An Appeal is not a rehearing of the evidence.
- 93. An Appeal shall be filed with the Department of Equity, Diversity, Inclusion & Human Rights within 15 business days of the appellant's receipt of the Investigation Outcome or decision on remedial and/or corrective action from the appropriate Vice-President, whichever is later.
- 94. An Appeal shall be heard by an appeal committee consisting of three members. Two members shall be selected from a pre-established roster of members of the university community having appropriate training and qualifications with respect to human rights principles, procedural fairness, and trauma-informed approaches. One member shall be selected from the roster by the Respondent. The third member shall be selected by the university who shall be an external lawyer, other than the university's regular counsel and subject to the Conflict of Interest policy, and who has expertise in human rights and administrative law.
- 95. The Appeal will be heard in writing except where the appeal committee decides that an oral hearing will be afforded, e.g. for the most severe penalties such as expulsion, or dismissal.
- 96. The other party to the Report will be given notice of any Appeal and will be entitled to make submissions, should they wish to participate.
- 97. The decision of the appeal committee shall be a decision of the majority, and shall be final and binding. Written reasons for the decision will be communicated to the parties.
- 98. Individuals with access to grievance rights under a collective agreement may not file an Appeal under this policy.

I. Administrative Provisions

- 99. This policy shall come into force on a date to be determined by the Board of Governors. On this date the Fair Treatment Policy shall be retired except that matters having commenced under the processes of the Fair Treatment Policy shall continue under that policy until resolved or concluded.
- 100. This policy shall be reviewed by the Board of Governors one year following its effective date, and biennially thereafter. The review shall occur in consultation with representatives of the university's elected student governing bodies, and consider input from a diverse selection of students, including those most vulnerable.
- 101. The Department of Equity, Diversity, Inclusion, and Human Rights shall produce an annual report on aggregated matters relating to this policy, as may be directed by the Vice-President, People & Culture.
- 102. Related university policies include:

- a. Sexual Violence Policy
- b. Academic Accommodations for Students with Disabilities
- c. Violence Prevention and Response; Ensuring a Safe Campus Community
- d. Health, Safety, and Environment Policy
- e. Student Code of Conduct
- f. Conflict of Interest
- 103. Related statutes include:
 - a. Employment Standards Act
 - b. Human Rights Act
 - c. Freedom of Information and Protection of Privacy Act
 - d. Occupational Health and Safety Act including the Occupational Health and Safety Act Workplace Harassment Regulations
 - e. Non-disclosure Agreements Act

J. Glossary of Terms

- 104. Terms appearing in this policy shall have the meanings as set out below (presented in alphabetical order):
 - a. Bullying: means repeated, unreasonable behavior directed towards a member of the university community that can cause humiliation or intimidation.
 - b. Conflict of Interest: has the meaning set out in the university's Conflict of Interest policy.
 - c. vacant
 - d. Discrimination: refers to a distinction, whether intentional or not but based on personal characteristics of the individual or group, which has the effect of imposing burdens, obligations, or disadvantages on such individual or group not imposed upon others, or which withholds or limits access to opportunities, benefits, and advantages available to other members of society.
 - e. Harassment means any inappropriate conduct, comment, display, action or gesture or any bullying that the person responsible for the conduct, comment, display, action or gesture or the bullying knows, or ought reasonably to know, could have

a harmful effect on the psychological or physical health or safety of a member of the university community, and includes (not an exhaustive list):

- i) conduct that is based on any personal characteristic or Protected Ground;
- ii) inappropriate sexual conduct that is known, or ought reasonably to be known, to the person responsible for the conduct to be unwelcome, including, but not limited to, sexual solicitations or advances, sexually suggestive remarks, jokes or gestures, circulating or sharing inappropriate images, or unwanted physical contact;
- iii) stalking, including cyber-stalking.

Harassment may arise from the accumulation of repeated inappropriate conduct, comments, displays, actions or gestures or incidents of bullying, or from a single occurrence of sufficient severity, assessed on an objective standard.

For greater clarity, reasonable, non-discriminatory actions related to the management, direction, evaluation, grading, supervision, or discipline of members of the university community in the normal course of work and study do not constitute harassment.

- f. Investigator: means the individual selected to conduct an Investigation under this policy.
- g. member of the university community: means alumni, contractors, employees (faculty, including Department Chairs, Coordinators and Directors, and staff), members of the Board of Governors, students, union employees, union representatives, University Administrators, visitors.
- h. this policy: means the University of Prince Edward Island Harassment and Discrimination Policy.

- i. Poisoned Environment: Discrimination, Harassment and Sexual Harassment may result in a poisoned work or study environment; in which insulting or degrading comments, actions or microaggressions cause individuals or groups to feel that the environment is hostile or unwelcoming. When comments or conduct of this kind have an influence on others and how they are treated, this is known as a poisoned environment. The essential feature of a poisoned environment is that it is experienced by or impacts on more than just one individual such that it can be considered a practice. (source: Canadian Human Rights Commission)
- j. Protected Ground means (listed alphabetically): age, ancestry or place of origin, colour, creed, disability, ethnic or national origin, family status, gender expression, gender identity, marital status, nationality, physical size or weight, political belief, pregnancy, race, religion, romantic orientation, sex, sexual orientation, or source of income of any individual or class of individuals, and any other grounds or personal characteristics protected under the *Human Rights Act* or the *Workplace Harassment Regulations*.
- k. Report: means a written disclosure submitted to a Safe Disclosure Officer (or otherwise pursuant to Stage 4) alleging a violation of this policy. A Report may be submitted by someone who believes they are a witness to a violation of this policy, but not the subject of that violation.
- 1. Reporter: means a member of the university community:
 - i. who is the subject of an alleged violation of this policy and who submits a Report under this policy; or
 - ii. is one of a group of people who are the subject of the same alleged violation of this policy, for which a Report has been submitted under this policy with the consent of everyone in the group.
- m. Respondent: means the person or university Office identified in a Report who is alleged to have violated this policy. It is understood that the use of the singular Respondent does not preclude the possibility of multiple Respondents in context.
- n. Sexual Harassment: means any conduct, comment, gesture or contact of a sexual nature (a) that is likely to cause offence or humiliation to a member of the university community; or (b) that might, on reasonable grounds, be perceived by that member of the university community as placing a condition of a sexual nature on their role at the university, including, for example, as a student, or employee or in their participation in university activities.
- o. vacant
- p. Surrogate: means a person who, on behalf of a Reporter and with their consent, submits a Report under this policy, and may include a supervisor, a University Administrator, or a union representative.

- q. Systemic Discrimination: is discrimination inherent in, or the result of, attitudes, patterns of behaviour, informal or formal policies, practices, or procedures, that are part of the social or administrative structures of the university, and that create or perpetuate a position of relative disadvantage for people with a personal characteristic identified by a Protected Ground.
- r. University Administrator means: the President, a Vice-President, the Chief Information Officer, the Director of Human Resources, the Chief of Staff, a Dean, the University Librarian.
- s. good faith: in the context of making a disclosure or submitting a Report, means the genuine belief by the Reporter that the disclosure or Report is accurate and with merit. Good faith does not cease to exist if a disclosure or Report made with a genuine belief is ultimately found to be inaccurate or without merit.

Appendix A

Supports and services available at the university to Reporters and students who are affected by Discrimination, Harassment and/or Sexual Harassment, and to Respondents under this policy, include:

[list to be maintained and updated on *Department of Equity, Diversity Inclusion and Human Rights* website]

- Department of Equity, Diversity Inclusion and Human Rights
- Mawi'omi Indigenous Student Centre
- Student Affairs and the Webster Centre for Student Success
- Accessibility Services
- International Student Office
- PEI Human Rights Commission
- Emergency Response (call 911)
- UPEI Security Services (call 902-566-0384)

University of Prince Edward Island	Policy No.	Revision 1	No.
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Policy Title:		Page 1 of	21
Sexual Violence Policy		_	
	T		
Creation Date:	Version Date:	Review Date:	
TBA	TBA	TBA	
Policy Approval Authority:	Designated Executive Officer:		WWW Access:
Board of Governors	Vice-President People and Culture		Yes

A. Preamble

- 1. This policy has been developed by and for our university community. It is rooted in the right and responsibility we all share to a culture of trust, safety and inclusion in our teaching, learning, research, work and all that we do at the university. We all have a role to play in building that culture; our community thrives when we treat each other with respect and value each other's contributions.
- 2. The university has the ethical and legal responsibility to maintain an environment free of Sexual Violence. That responsibility includes awareness of what constitutes Sexual Violence, delivering proactive education, ensuring supervisors are monitoring the environment in their area(s) and are knowledgeable of reporting procedures, and responding to Sexual Violence in a timely and effective manner.
- 3. This policy protects against the 'silencing' of those who make a report of Sexual Violence. The use of non-disclosure agreements shall be prohibited except where they may be the expressed wish and preference of the person making a Report, in accordance with the university's policy. Reprisal and threats of reprisal are prohibited.
- 4. This policy protects the agency of the person making a Report. A person may choose to make an anonymous Report or choose to not participate in an Investigation but those choices do not supersede the right to procedural fairness for all participants and therefore may impact the process and potential outcomes available following an Investigation.
- 5. The processes for addressing a concern and/or making a Report are set out in stages to assist with setting out a clear and accessible process, not to imply that the stages are always sequential or that any given stage is a requirement.
- 6. While those who have been the subject of a violation of this policy generally have the right to choose the process and at what stage a violation is addressed, nothing in this policy precludes the right of the university to take action as may be necessary to meet its ethical and legal responsibility, and this may include initiating an Investigation.

B. Purpose

7. The purpose of this policy is to provide a mechanism for the prevention of Sexual Violence at the university and, in the conduct of university business, a process to investigate and address reports of Sexual Violence. Its purpose is also to raise awareness

- of Sexual Violence, including implementing mandatory training, and to address issues relating to consent and power imbalances.
- 8. This policy satisfies the university's legal obligations to implement a written policy to prevent and investigate Sexual Violence in the workplace, among other obligations, consistent with the requirements of applicable legislation, namely the: *Post-secondary Institutions Sexual Violence Policies Act* (the "Act") and the accompanying regulations to the Act (the "Regulations").
- C. Principles of Application (listed alphabetically)
- 9. vacant
- 10. <u>Confidentiality</u>: the university recognizes the importance of confidentiality for everyone involved in an allegation of Sexual Violence. The university will make every reasonable effort to balance confidentiality with its legal responsibility to provide a work and study environment free from Sexual Violence.
- 11. <u>Conflicts of Interest:</u> this policy recognizes that conflicts of interests may arise at various points in its processes; these will be defined and addressed in accordance with the university's Conflict of Interest policy and the principles of procedural fairness.
- 12. <u>Cumulative Impact</u>: It is important for the university to track trends and cumulative incidents that contribute to risk of violations of this policy so that proactive measures may be taken.
- 13. <u>Freedom from reprisal</u>: members of the university community have a right to participate in proceedings under this policy without fear of reprisal or retribution.
- 14. vacant
- 15. <u>Individual support</u>: all Reporters and Respondents, and other participants, may choose to have a support-person present at all steps in the processes of this policy; this may include, for example, a trusted friend, colleague or union representative. The chosen support person should not be a likely witness in any Investigation of the matter.
- 16. <u>Power imbalances</u>: Power imbalances exist in organizations that can be exploited or prevent the reporting and management of Sexual Violence. Power imbalances can also obscure or exacerbate proper and improper behaviour and interpersonal relations. The university strives to create policy that respects all members of the university community without deference to power. The university recognizes that one of the purposes of human rights laws and policies is to assist members of groups that have been historically disadvantaged and disempowered in our society.

Romantic or intimate relationships between members of the university community may give rise to Sexual Violence under this policy. (Also refer to the university's applicable policy related to these relationships - to be developed, and the Conflict of Interest Policy.)

- 17. <u>Procedural fairness</u>: Reporters and Respondents have the following procedural fairness protections at every stage or point of decision under this policy: the right to an unbiased decision-maker, notice, the right to be heard, timeliness, and reasons for decisions.
- 18. <u>Safe disclosure</u>: members of the university community who experience or observe incidents of Sexual Violence have the right to report those incidents in a manner where they feel safe, without fear of reprisal, particularly in circumstances of a power imbalance between individuals.
- 19. <u>Substituted Authority</u>: where a specific responsibility under this policy falls to a person or Office that is also a participant in a given matter, that responsibility shall be assumed by the person's supervisor or the Office's next level of authority.
- 20. <u>Timeliness</u>: this policy prescribes timelines for action. Timelines may be altered by request of a Reporter or Respondent to the Department of Equity, Diversity, Inclusion, and Human Rights or Substituted Authority, as applicable. The university may also alter timelines only where necessary in the following circumstances: to preserve the integrity of this policy and its processes; to ensure procedural fairness; or as may be required by law.
- 21. <u>Trauma-informed</u>: This policy acknowledges the harm endured by Reporters and survivors along with having awareness of the impacts that trauma has on an individual's emotional, cognitive, physical and sexual wellbeing.¹

D. Scope and Application

- 22. This policy applies to all members of the university community with respect to alleged incidents of Sexual Violence that occur, whether on or off campus and through any medium (including electronic):
 - a. In the course of university-related programs, operations, or activities;
 - b. Using university-owned or run property or equipment;
 - c. While participating in university-sponsored or sanctioned activities, events or organizations; or
 - d. In the context of non-university activities where the conduct has a material negative impact on a member of the university community's living, learning and/or working environment and in a context where the conduct has a substantial connection to the university.

¹ (source: Eerkes, D., De Costa, B. & Jafry, Z. (2021). A Comprehensive Guide to Campus Gender-Based Violence Complaints: Strategies for Procedurally Fair, Trauma-Informed Processes to Reduce Harm. Possibility Seeds' Courage to Act: Addressing and Preventing Gender-Based Violence at Post-Secondary Institutions in Canada, page 18)

- 23. When allegations of Sexual Harassment are raised, the Safe Disclosure Officer will consult the Harassment & Discrimination Policy to determine which policy best applies to the matter. Allegations of Sexual Harassment will normally proceed under the Sexual Violence Policy unless the matter also includes allegations of Discrimination and Harassment falling within the scope of the Harassment & Discrimination Policy. Allegations of Sexual Harassment must proceed under either the Harassment & Discrimination Policy or this policy, not both, and a party is not permitted, after exhausting the processes in one policy, to proceed under the other policy.
- E. Roles and Responsibilities (presented in alphabetical order)
- 24. <u>All members of the university community</u>: have the responsibility to generally inform themselves of this policy, attend any mandatory training, and refrain from behaviour that violates this policy.
- 25. <u>Board of Governors</u>: has the fiduciary duty to perform the powers of Board laid out in the *University Act* to ensure the success, integrity, financial, and administrative sustainability of the university. Within that broad duty, the Board of Governors has the responsibility to approve this policy, approve periodic renewals of this policy, address allegations of violations of this policy where the Respondent is the President or a member of the Board of Governors.
- 26. Department of Equity, Diversity, Inclusion, and Human Rights: reports to the Vice-President, People & Culture and has a communication line directly to the Board of Governors with respect to matters of this policy. The Department is generally responsible for administering this policy, including: establishing and publishing rules, plain-language companion materials, summaries, guidelines and forms in respect of processes under this policy; establishing and delivering training, which may be mandatory or optional, for the university community in the interpretation and application of this policy and the prevention of Sexual Violence; maintaining appropriate records both by incident and cumulative, and maintaining confidentiality over those records, subject to all applicable policies, processes, and laws; aggregate reporting to the Vice-President, People & Culture on matters relating to this policy; and undertaking those responsibilities expressly set out in accordance with this policy.
- 27. <u>Faculty and Staff:</u> have the responsibility to generally inform themselves of this policy, attend any mandatory training, and refrain from behaviour that violates this policy.
- 28. <u>President</u>: has the responsibility to monitor the effectiveness of this policy and, each year, report to the Board of Governors on its implementation. The Report shall include, at minimum, those items required by the Act, including information relating to the number of incidents, initiatives to raise awareness of the policy and supports. The President also has the responsibility to address allegations of violations of this policy where the Respondent is a member of the Department of Equity, Diversity, Inclusion & Human Rights, and/or the Vice-President, People & Culture.

- 29. <u>Safe Disclosure Officer</u>: is a member of the Department of Equity, Diversity, Inclusion, and Human Rights and the first point of contact for members of the university community to address questions about this policy, and to assist with engaging the policy. The Safe Disclosure Officer is responsible to coordinate supports and services available at the university to students and Reporters who are affected by Sexual Violence and to Respondents under this policy.
- 30. <u>Students:</u> have the responsibility to generally inform themselves of this policy, attend any mandatory training, and refrain from behaviour that violates this policy.
- 31. <u>Supervisory roles</u>: supervisors have the responsibility to generally inform themselves of this policy and are expected to personally uphold the policy at all times, monitor the environment in their area(s), be knowledgeable of reporting procedures and this policy, and to remind those who report Sexual Violence of the options for engaging this policy. Supervisors may have an obligation to report matters brought to their attention directly to the Department of Equity, Diversity, Inclusion & Human Rights.
- 32. <u>Unions</u>: are advocates for building a culture of safety, trust and inclusion. They build awareness of this policy, and represent and support their members throughout its processes.
- 33. <u>Vice President, People & Culture</u>: has the responsibility to monitor the effectiveness of this policy and recommend amendments for approval of the Board of Governors, to oversee the effectiveness of the Department of Equity, Diversity, Inclusion & Human Rights, in its administration of this policy, and to report to the President in that regard, as may be directed by the President.
- 34. <u>Vice-Presidents</u>: Vice Presidents are responsible for approving and implementing any Immediate Measures and/or accommodations, on the recommendation of the Department of Equity, Diversity, Inclusion & Human Rights, and remedial and/or corrective action under Stage 5. (Where this policy references the "appropriate" Vice-President, that means the specific Vice-President within the reporting line of the Reporter or Respondent, as the context requires.)

F. Statement of Commitment

- 35. All members of the university community are entitled to a working, studying and living environment free from Sexual Violence as defined by this policy. The University will appropriately accommodate the needs of persons affected by Sexual Violence, relating to work, study, housing, or extra- curricular activities.
- 36. All members of the university community have a right to participate in processes under this policy without fear of reprisal or retribution.
- 37. As required by law, the university commits that it will:
 - a. prevent Sexual Violence as far as reasonably practicable;

- b. take corrective action to address incidents of Sexual Violence;
- c. not reprimand, seek reprisal, or discriminate against a member of the university community who has made a disclosure or Report in good faith;
- d. take corrective action against those who reprimand, seek reprisal, or discriminate against a member of the university community who has made a disclosure or Report in good faith;
- e. for all members of the university community, provide prevention education activities as well as training on Sexual Violence issues, this policy, and its process for responding to and addressing Sexual Violence.

G. Confidentiality

- 38. The university shall not disclose any identifying information about any person involved or the circumstances relating to the complaint to any person unless disclosure is necessary for the purposes administering the procedures of this policy, including investigating the complaint, providing accommodations, or implementing Immediate Measures. In all cases, the least amount of information possible will be shared.
- 39. Confidentiality may also be limited in circumstances where a serious safety risk exists or the university has a legal obligation to share information. Examples of these circumstances include:
 - a. where the Department of Equity, Diversity, Inclusion, and Human Rights, in consultation with university administrators as appropriate, has identified a serious and credible risk of harm to a member of the university community or another person;
 - b. where there is a legal duty to report to authorities, such as a duty to report abuse under the Child, Youth and Family Services Act;
 - c. to respond to a subpoena or otherwise where the university has a legal obligation to cooperate in an extra-university judicial process.
- 40. In any event, the disclosure of identifying information shall be subject to the university's obligations pursuant to the law, including but not limited to, the *Freedom of Information and Protection of Privacy Act*.
- 41. Participants in this policy have a duty to maintain confidentiality as appropriate to preserve the integrity of the policy's processes. Participants may discuss matters in confidence with family, personal, professional or cultural advisors, therapists, union representatives and legal advisors.
- 42. All records produced under this policy shall be maintained by the Department of Equity, Diversity, Inclusion, and Human Rights as required and permitted by the law.
- 43. The use of non-disclosure agreements is prohibited under this policy except as may be permitted by the *Non-disclosure Agreements Act* and the university's policy.

H. Process and Reporting

- 44. This policy sets out a staged process for addressing allegations of Sexual Violence that allows for initiation of process and/or intervention proportionate to the circumstances, reflecting the seriousness of the matter, the level of readiness of the Reporter, and other considerations.
- 45. The "Stage" refers to the point of entry into the process. All Stages are not all required.
- 46. A person who believes they may have violated this policy is encouraged to proactively disclose the matter to a Safe Disclosure Officer for advice and possible early resolution.

- 47. Nothing in this policy prevents a member of the university community from initiating an alternative proceeding, such as a complaint with the PEI Human Rights Commission, in accordance with the *Human Rights Act*, a civil action, grievance arbitration or accessing supports provided for students. If an alternative proceeding has commenced, the university retains the discretion to suspend the procedures outlined in this policy pending resolution of the alternative proceeding. This discretion must be exercised with regard to the university's obligation to maintain an environment free from Sexual Violence.
- 48. If a matter is subject to a criminal investigation or proceeding, the Vice-President, People & Culture may decide to defer any process in this policy until such time as the criminal investigation or proceeding has concluded.
- 49. Immediate Measures may be implemented despite a deferral of process under paragraphs 47 or 48.
- 50. Despite the initiation of any alternative proceeding to this policy or any process engaged under this policy, the university has an obligation to maintain an environment free from Sexual Violence and to ensure that an investigation appropriate to the circumstances is conducted. Where a Report is not submitted, a university-initiated Investigation may occur to meet this obligation.

Stage 1: Contacting a Safe Disclosure Officer

- 51. A person who believes they have been the subject of, or a witness to, a violation of this policy, should contact a Safe Disclosure Officer. If requested, the Safe Disclosure Officer shall provide advice to the person regarding their options under this policy, which include:
 - a. requesting Immediate Measures and/or accommodations per Stage 2; and/or
 - b. engaging Early Intervention options before Investigation per Stage 3; and/or
 - c. submitting a Report per Stage 4, leading to an Investigation.
- 52. If the Respondent is a Safe Disclosure Officer, a member of the Department of Equity, Diversity, Inclusion & Human Rights, and/or the Vice-President, People & Culture, the person has agency to choose to contact any University Administrator.

Stage 2: Immediate Measures and/or Accommodations

- 53. Accommodations are reasonable adjustments to one's own living, learning, and working environment to eliminate barriers to one's participation in university life. Examples of accommodations include student residence relocation, class schedule changes, academic accommodations, temporary work location reassignment, and work scheduling changes. If a Reporter requests accommodations, the Safe Disclosure Officer will assist the Reporter in requesting the accommodations pursuant to the relevant university policies and procedures.
- 54. If a student is affected by Sexual Violence, the univerity will work with that student to determine the appropriate accommodations required based on the student's experiences and expressed needs, which may include, but not limited to, the following academic and non-academic accommodations:
 - a. change in academic supervision;
 - b. timeline to completion for extensions for courses, exams and assignments;
 - c. course section reassignment;
 - d. resident relocation;
 - e. approved leave.

Additionally, Appendix A contains information about the supports and services available at the university to students and Reporters who are affected by Sexual Violence and to Respondents under this policy.

- 55. Immediate Measures are non-disciplinary conditions that may be imposed upon a Respondent where there are allegations that would, if proven, constitute Sexual Violence, and the measures are necessary to:
 - a. maintain the safety security, or academic, residence, or employment well-being of any member of the university community;
 - b. preserve the confidentiality and integrity of this policy and its processes;
 - c. discourage or prevent retaliation or other disruption to, or interference with, the operations of the university or activities of members of the university community.

Immediate Measures shall be reasonable and justifiable having regard to the interests of the Respondent and the purpose of the Immediate Measures.

56. The Department of Equity, Diversity, Inclusion & Human Rights, in consultation with Human Resources or other appropriate University Administrator, may recommend to the appropriate Vice-President that Immediate Measures be implemented at any time prior to, or following, the submission of a Report or initiation of an Investigation.

- 57. The recommendation for Immediate Measures shall consider:
 - a. the wishes and expressed needs of the Reporter, if any;
 - b. the impact of the proposed measures on the Respondent, and views of the Respondent, if available;
 - c. the nature and seriousness of the alleged conduct and its impact on the Reporter and/or university community; and
 - d. compliance with any applicable collective agreement or contract of employment.
- 58. Options for Immediate Measures may include, but are not limited to, one or more of the following:
 - a. temporary administrative (non-disciplinary) leave without loss of pay;
 - b. temporary removal of employment duties, without loss of pay;
 - c. temporary removal or transfer of a person;
 - d. changes to class schedules or living arrangements;
 - e. the cancellation or rescheduling of an event;
 - f. the issuance of a notice or communication to individuals or groups;
 - g. no contact agreements;
 - h. restrictions on attendance on campus, or parts of campus;
 - i. restrictions on participation in university-affiliated activities or other campus privileges;
 - but shall <u>not</u> include, prior to an Investigation, sanctions, impeding progress in an academic or research program, or disciplinary action of any individual for an alleged violation of this policy.
- 59. The Department of Equity, Diversity, Inclusion & Human Rights will give written notice to the Respondent of any Immediate Measures being imposed as soon as possible and normally no later than 24 hours after the decision being made. The Reporter shall be provided with information about the terms of Immediate Measures that impact the Reporter.

- 60. A person subject to Immediate Measures may challenge them by submitting a written request for reconsideration to the appropriate Vice-President within ten (10) calendar days of their imposition, or within ten (10) calendar days of any material change in circumstances. The Vice-President will deliver a written decision on the request. Where the person upon whom Immediate Measures have been imposed is a unionized employee, the employee may take steps under the provisions of the applicable collective agreement. Immediate Measures will remain in effect during any period of request for reconsideration.
- 61. Immediate Measures may remain in place indefinitely where:
 - a. No formal Report has been made and no investigation initiated;
 - b. The Immediate Measures meet the needs of the Reporter and that person consents;
 - c. The Respondent consents to the continuation of the Immediate Measures; and
 - d. The Immediate Measures address the safety, remedial, and other responsibilities of the university.

Stage 3: Early Intervention Before Investigation

- 62. Early Intervention options are voluntary, requiring the informed consent of the person engaging such options. They could include a variety of interventions appropriate to the circumstances and the person's needs, for instance:
 - i. seeking assistance from a trusted friend, colleague, union representative, supervisor, Department Chair, a university administrator, human resources, the Department of Equity, Diversity, Inclusion & Human Rights;
 - ii. addressing the matter directly with the individual or Office that the person believes is responsible for the violation of this policy;
 - iii. with the consent of the individual alleged to have violated this policy, entering into a third party facilitated discussion or mediation, or other culturally appropriate dispute resolution process.
- 63. Early Intervention options will be coordinated by the Department of Equity, Diversity, Inclusion & Human Rights. The normal timeline for completion is 4-6 weeks.

Stage 4: Submitting a Report

- 64. A person who believes they have been the subject of, or a witness to, a violation of this policy may:
 - a. submit a Report directly with a Safe Disclosure Officer; or

- b. give their consent to a Surrogate to submit a Report on their behalf, anonymously or non-anonymously.
- 65. An anonymous Report through a Surrogate does not supersede the Respondent's right to procedural fairness and therefore may impact the potential outcomes available following an Investigation.
- 66. If the Respondent is the Department of Equity, Diversity, Inclusion & Human Rights, a member of that Department, and/or the Vice-President, People & Culture, the Reporter may submit the Report directly to the President.
- 67. If the Respondent is the President, the Reporter may submit the Report directly to the Chair of the Board of Governors.
- 68. If the Respondent is a member of the Board of Governors, the Reporter may submit the report directly to the Chair of the Board of Governors.
- 69. If the Respondent is the Chair of the Board of Governors, the Reporter may submit the Report directly to the Vice-Chair of the Board of Governors or, via the University Secretary, the Board of Governors.
- 70. The Department of Equity, Diversity, Inclusion & Human Rights will undertake an initial assessment of the Report to determine whether:
 - a. it is within the Scope and Application of this policy; and
 - b. the alleged facts, if proven, could amount to Sexual Violence; and
 - c. either of the Reporter or Respondent is identifiable; and
 - d. the matter is not more appropriately addressed through the Harassment and Discrimination Policy or another university policy;

in which case, the Report will be considered to be accepted for Investigation.

- 71. The following factors will not be considered in assessing whether a Report is accepted for Investigation:
 - a. it is or will be inconvenient;
 - b. it will negatively impact the reputation of the university;
 - c. it will be costly to investigate and/or to remedy;
 - d. the Respondent is unavailable (for whatever reason);
 - e. the Reporter has left the university.

- 72. If the Report is not accepted for Investigation, the Department of Equity, Diversity, Inclusion & Human Rights will notify the Reporter in writing, identifying why the Report was not accepted for Investigation, and the process by which the Reporter may request a reconsideration of the determination. If new information is subsequently provided, this decision may be re-evaluated.
- 73. A decision not to accept a Report for Investigation does not preclude the availability of accommodations or other supports and services for affected members of the university community.
- 74. If the Report is submitted to the President, Chair of the Board of Governors, Vice-Chair of the Board of Governors, or the Board of Governors, the obligations of the Department of Equity, Diversity, Inclusion & Human Rights under this Stage 4 shall be assumed by that person/entity who may seek external advice and/or delegate their authority to an external expert or consultant.

Stage 5: Investigation

- 75. An Investigation will be initiated:
 - a. on acceptance of a Report for Investigation by the Department of Equity, Diversity, Inclusion & Human Rights;
 - b. in the absence of a Report, by the university to address circumstances where a University Administrator is aware of the possible occurrence of Sexual Violence.
- 76. The Reporter has agency to choose not to participate in an Investigation but that does not supersede the Respondent's right to procedural fairness and therefore may impact the potential outcomes available following an Investigation.
- 77. The Investigator shall be an external third party selected by the Department of Equity, Diversity, Inclusion & Human Rights from among a pre-established list of investigators. The list shall consist of professionals with previous experience in conducting harassment, discrimination and/or sexual violence investigations at universities or institutions of similar size or complexity. To the extent possible, the list shall have broad representation across protected human rights grounds.
- 78. Prior to the selection of the Investigator, the Reporter and Respondent will be asked to identify any investigator on the list that, if selected, would present for them an actual or perceived Conflict of Interest.
- 79. The selection shall be made considering the Investigator's capacity to complete an Investigation in a timely manner, their particular expertise relative to the circumstances of the matter at hand, and whether or not there is an actual or perceived Conflict of Interest concerning the Reporter or Respondent. If necessary, the selection of an external third party Investigator may be made outside the list where required to meet the criteria set out above.

- 80. If the Reporter or Respondent is of the view that the selected Investigator presents an actual or perceived Conflict of Interest, they may request that an alternative Investigator be selected. The request shall be made within 3 business days of having been notified of the initial selection. After considering any request, the decision of the Department of Equity, Diversity, Inclusion & Human Rights regarding the selection of Investigator shall be final.
- 81. The Investigator shall be tasked with producing an Investigation Outcome, following the principles of procedural fairness, supported by evidence in the form of written submission and/or separate interviews by the Investigator (not in-person hearings) and using the standard of balance of probabilities, containing:
 - a. a statement of the process followed;
 - b. findings of fact;
 - c. a determination of whether there is a violation of this policy;
 - d. reasons for the determination;
 - e. where there is a determination of a violation, recommended remedial and/or corrective action(s).
- 82. The timeline for completion of an Investigation Outcome is highly dependent on the complexity of the matter, the volume of evidence and number of witnesses and other circumstantial matters as they may arise. The normal timeline for completion is 1-3 months.
- 83. Upon completion, the Investigation Outcome shall be provided to the appropriate Vice-President.
- 84. A university-initiated Investigation will be processed and responded to by the university in the same manner as a Report, except that the Reporter shall be the relevant University Administrator.

Stage 6: Actions following an Investigation Outcome

- 85. Within 3 business days of receipt of the Investigation Outcome, the appropriate Vice President shall notify the Reporter and Respondent of the result, and shall provide a copy of the Investigation Outcome, redacted where required by law.
- 86. Where the Investigator has made a determination that there has been a violation of this policy, the appropriate Vice President shall initiate remedial and/or corrective actions as they deem appropriate, in consideration of the recommendations contained in the Investigation Outcome. Remedial and/or corrective actions shall be initiated within 5-7 business days of providing the Investigation Outcome to the Respondent.

- 87. The appropriate Vice-President shall notify the Reporter and Respondent of all remedial and/or corrective actions initiated.
- 88. Any remedial and/or corrective action shall be subject to university policies and/or collective agreements, as may be applicable.
- 89. Remedial and/or corrective actions shall recognize the harm to the Reporter and others, taking into account the seriousness of the violation, and any mitigating or aggravating factors. The goal of remedial and/or corrective action shall be to:
 - a. enhance a culture of trust, safety and inclusion at the university and among members of the university community;
 - b. enhance accountability and transparency at the university;
 - c. remove any ongoing violations of this policy;
 - d. prevent future violations of this policy by the Respondent and others; but shall <u>not</u> take into account:
 - e. the extent to which the remedial action is inconvenient, will negatively impact the reputation of the university, or will be costly to implement;
 - f. that the Respondent has left the university, except that any disciplinary action of the Respondent since-departed would be foreclosed;
 - g. the potential for appeal under this policy or any alternatively available appeal.
- 90. Remedial and/or corrective actions may include, but are not limited to:
 - a. those actions contemplated as Immediate Measures;
 - b. education and training;
 - c. workplace or academic accommodation;
 - d. resident relocation or suspension;
 - e. probation;
 - f. discipline, up to and including termination;
 - g. suspension or expulsion.

Stage 7: Appeal

91. Subject to paragraph 93, the Reporter or Respondent may appeal the outcome and/or remedial/corrective action on one or more of the following grounds:

- a. there was a fundamental procedural error seriously prejudicial to the appellant;
- b. there is new relevant evidence that could not have been reasonably presented earlier.
- 92. An Appeal is not a rehearing of the evidence.
- 93. An Appeal shall be filed with the Department of Equity, Diversity, Inclusion & Human Rights within 15 business days of the appellant's receipt of the Investigation Outcome or decision on remedial and/or corrective action from the appropriate Vice-President, whichever is later.
- 94. An Appeal shall be heard by an appeal committee consisting of three members. Two members shall be selected from a pre-established roster of members of the university community having appropriate training and qualifications with respect to human rights principles, procedural fairness, and trauma-informed approaches. One member shall be selected from the roster by the Respondent. The third member shall be selected by the university who shall be an external lawyer, other than the university's regular counsel and subject to the Conflict of Interest policy, and who has expertise in human rights and administrative law.
- 95. The Appeal will be heard in writing except where the appeal committee decides that an oral hearing will be afforded, e.g. for the most severe penalties such as expulsion, or dismissal.
- 96. The other party to the Report will be given notice of any Appeal and will be entitled to make submissions, should they wish to participate.
- 97. The decision of the appeal committee shall be a decision of the majority, and shall be final and binding. Written reasons for the decision will be communicated to the parties.
- 98. Individuals with access to grievance rights under a collective agreement may not file an Appeal under this policy.

I. Administrative Provisions

- 99. This policy shall come into force on a date to be determined by the Board of Governors. On this date the "Sexual Violence Policy (2018)" shall be retired except that matters having commenced under the processes of that policy shall continue under that policy until resolved or concluded.
- 100. This policy shall be reviewed by the Board of Governors one year following its effective date, and biennially thereafter. The review shall occur in consultation with representatives of the university's elected student governing bodies, and consider input from a diverse selection of students, including those most vulnerable.
- 101. The Department of Equity, Diversity, Inclusion, and Human Rights shall produce an annual report on aggregated matters relating to this policy, as may be directed by the Vice-President, People & Culture.
- 102. Related university policies include:
 - a. Harassment and Discrimination Policy
 - b. Academic Accommodations for Students with Disabilities
 - c. Violence Prevention and Response; Ensuring a Safe Campus Community
 - d. Health, Safety, and Environment Policy
 - e. Student Code of Conduct
 - f. Conflict of Interest
- 103. Related statutes include:
 - a. Employment Standards Act
 - b. Human Rights Act
 - c. Freedom of Information and Protection of Privacy Act
 - d. Occupational Health and Safety Act including the Occupational Health and Safety Act Workplace Harassment Regulations
 - e. Non-disclosure Agreements Act
 - f. Post-secondary Institutions Sexual Violence Policies Act

J. Glossary of Terms

- 104. Terms appearing in this policy shall have the meanings as set out below (presented in alphabetical order):
 - a. vacant
 - b. Conflict of Interest: has the meaning set out in the university's Conflict of Interest policy.
 - c. Consent means: active, ongoing, informed, and voluntary agreement to engage in sexual activity, and to continue to engage in sexual activity. Consent means that all persons involved expressly demonstrate through words or actions that they freely and mutually agree to participate in the sexual activity.

The following principles apply.

- i. Consent must be obtained at the outset and at all stages of sexual activity on an ongoing basis.
- ii. Consent cannot be implied or assumed from passivity, immobility or an absence of resistance or perceived resistance.
- iii. Silence, or the absence of "no", is not consent.
- iv. Consent cannot be given by someone who is incapacitated, unconscious, intoxicated, or otherwise incapable of consenting. A person's state of intoxication is not a defence to sexual contact without consent.
- v. Past consent earlier in the day or night in question, or on previous occasions, does not imply contemporary, ongoing, or future consent.
- vi. Consent may be withdrawn anytime.
- vii. Consent cannot be given in circumstances where one person abuses a position of trust, power or authority over another person. (see also the Conflict of Interest policy)
- viii. Consent cannot be given in circumstances where there exists a threat, coercion, or other forms of control or intimidation, which includes abuse of a position of trust, power, or authority, fraud, withholding of critical information that could affect a person's decision to give consent.
- ix. A person cannot rely only on their subjectively held (mistaken) belief that another person is communicating consent, but must take active and ongoing reasonable steps to confirm consent.
- x. It is the responsibility of the person who wishes to initiate sexual activity to obtain consent from other persons involved.

- xi. Consent may be given through different, but clear methods of communication, in circumstances where a person has a condition that limits their verbal or physical means of communication.
- xii. The definition of consent does not vary based on a person's sex, sexual history, sexual orientation, gender identity, gender expression.
- d. vacant
- e. vacant
- f. Investigator: means the individual selected to conduct an Investigation under this policy.
- g. member of the university community: means alumni, contractors, employees (faculty and staff), members of the Board of Governors, students, union employees, union representatives, University Administrators, visitors.
- h. this policy: means the University of Prince Edward Island Sexual Violence Policy.
- i. vacant
- i. vacant
- k. Report: means a written disclosure submitted to a Safe Disclosure Officer (or otherwise pursuant to Stage 4) alleging a violation of this policy. A Report may be submitted by someone who believes they are a witness to a violation of this policy, but not the subject of that violation.
- 1. Reporter: means a member of the university community:
 - i. who is the subject of an alleged violation of this policy and who submits a Report under this policy; or
 - ii. is one of a group of people who are the subject of the same alleged violation of this policy, for which a Report has been submitted under this policy with the consent of everyone in the group.
- m. Respondent: means the person identified in a Report who is alleged to have violated this policy. It is understood that the use of the singular Respondent does not preclude the possibility of multiple Respondents in context.
- n. Sexual Harassment: means any conduct, comment, gesture or contact of a sexual nature (a) that is likely to cause offence or humiliation to a member of the university community; or (b) that might, on reasonable grounds, be perceived by that member of the university community as placing a condition of a sexual nature on their role at the university, including, for example, as a student, or employee or in their participation in university activities.

- o. Sexual Violence: as defined by the Act, means any sexual act or act that targets a person's sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person's consent, and includes, but is not limited to:
 - i. sexual assault
 - ii. Sexual Harassment
 - iii. stalking
 - iv. indecent exposure
 - v. voyeurism
 - vi. sexual exploitation
 - vii. stealthing (the non-consentual or surreptitious removal of a condom); and
 - viii. the distribution of a sexually explicit photograph or video of a person to one or more persons other than the person in the photograph or video without the consent of the person in the photograph or video, that caused distress to the person in the photograph or video.

Additional examples of Sexual Violence could include:

- ix. the distribution of a sexually explicit photo with likeness or other misinformation;
- x. hazing;
- xi. AI generated content.
- p. Surrogate: means a person who, on behalf of a Reporter and with their consent, submits a Report under this policy, and may include a supervisor, a University Administrator, or a union representative.
- q. vacant
- r. University Administrator means: the President, a Vice-President, the Chief Information Officer, the Director of Human Resources, the Chief of Staff, a Dean, the University Librarian.
- a. good faith: in the context of making a disclosure or submitting a Report, means the genuine belief by the Reporter that the disclosure or Report is accurate and with merit. Good faith does not cease to exist if a disclosure or Report made with a genuine belief is ultimately found to be inaccurate or without merit.

Appendix A

Supports and services available at the university to Reporters and students who are affected by Sexual Violence, and to Respondents under this policy, include:

[list to be maintained and updated on *Department of Equity, Diversity Inclusion and Human Rights* website]

- Department of Equity, Diversity Inclusion and Human Rights
- Mawi'omi Indigenous Student Centre
- Student Affairs and the Webster Centre for Student Success
- Accessibility Services
- International Student Office
- PEI Human Rights Commission
- Emergency Response (call 911)
- UPEI Security Services (call 902-566-0384)



Agenda of the open session of the Board of Governors of Tuesday, October 7, 2025, from 4:30pm to 7:00pm at Alumni Hall, Room 102 and Via Teams

#	Title	Lead/Support	Action	Time
1	Call to Order	S. MacDonald	Procedure	4:30 pm
2	Chairs' Report	S. MacDonald	Information	4:32 pm
3	President's Report	W. Rodgers	Information	4:42 pm
-	BREAK	-	-	4:52 PM
4	Strategic Plan for 2025 - 2030	W. Rodgers	Approval	5:02 pm
5	Action Plan Audit Report	W. Rodgers	Information	5:32 pm
6	Student Perspective Update	L. Paredes	Information	6:02 pm
7	Senate Report to the Board	M. A. McMahon	Information	6:12 pm
8	Policies	B. Thompson	a) Approval	6:22 pm
	a. Visual Identity Policy		b) Approval	
	MOTION: That the Visual Identity Policy		c) Approval	
	be approved.			
	b. Harassment and Discrimination Policy			
	MOTION: That the Harassment and			
	Discrimination Policy be approved.			
	c. Sexual Violence Policy			
	MOTION: That the Sexual Violence			
	Policy be approved.			
9	In-Camera Session	S. MacDonald	Procedure	6:45 pm
	MOTION: That the Board move to an in-			
	camera session.			
	MOTION: That the Board move to an open			
	session.			
10	Adjournment	S. MacDonald	Procedure	7:00 pm
12	Consent Agenda	S. MacDonald	Approval	-
	APPROVED UNDER CONSENT			
	a. Open session Agenda			
	b. Minutes of open session of May 27, 2025c. Minutes of Special meeting – School of			
	Medicine Facility and Land Purchase			
	d. Board Annual Workplan for 2025 – 2026.			
	RECEIVED UNDER CONSENT			
	Committee quarterly reports			
	e. Quarterly report of the Property and			
	Environmental Sustainability Committee			

f.	Quarterly report of the Finance, Audit and		
	Risk Committee		
g.	Quarterly report of the Governance,		
	Nominating and Appeals Committee		
h.	Quarterly report of the Campus Culture		
	Oversight Committee		
i.	Quarterly report of the Human Resources		
	Committee		
j.	Quarterly report of the Executive		
	Committee		
Other of	documents received for information		
k.	Protocol for the Selection, Recruitment and		
	Appointment of member of the Board.		
l.	Role descriptions for members of the Board,		
	Committee Chairs, Vice Chairs and the Chair		
	of the Board.		
m.	Process for the election of the Chair and		
	Vice Chairs of the Board.		
n.	Committee annual workplans for 2025 –		
	2026.		
0.	Election of two members of the Board –		

Transmitted on September 30, 2025

note to come on October 2.

Pascal Robichaud, University Secretary



UPEI BOARD OF GOVERNORS BOARD OF GOVERNORS' MEETING Tuesday, May 27, 2025 Alumni Hall, Room 102 and Via Teams 4:00 pm

DRAFT OPEN MINUTES

Members Present: Shannon MacDonald, Chair; Wendy Rodgers, President; Kateri Coade; Karen

Creighan; Lynn Ellsworth; Gary Evans; Hon. Diane Griffin; Geraldine Johnston; Erica Kyalo; Christian Lacroix; Alex MacBeath; Alexander (Sandy) MacDonald; Don MacKenzie; Kevin Magee; Mary Anne McMahon; William Montelpare; Pam Montgomery; Luciana Quiroa Paredes; Ajay Sahajpal; Carolyn Simpson; Brian

Thompson; Sara Underwood; William Waterman

Invited Guests: Kelly Drummond, Associate Vice-President, Human Resources; and Kate

Richard, Project Manager, UPEI Action Plan

Staff Present: Jane Ngobia, Vice-President, People and Culture; Tim Walker, Vice-President,

Administration and Finance; Greg Naterer, Vice-President, Academics and Research; Doug Burton, Acting Chief Information Officer; Pascal Robichaud, University Secretary; Pam Trainor, Advisor to the Board of Governors; Willow Anderson, Administrative Assistant; and Kim Porter, Administrative Assistant

1. Call to Order and Land Acknowledgement

Chair, S. MacDonald called the meeting to order at 4:01 pm and acknowledged the land.

The Chair welcomed new student Board members Erica Kyalo, Vice President External of the UPEI Student Union, and Luciana Quiroa Paredes, President of the UPEISU to the meeting.

On behalf of the Board, the Chair welcomed Jane Ngobia, the new Vice-President People and Culture, and Tim Walker, the new Vice-President Administration and Finance, to their first Board of Governors' meeting.

It was noted that the Executive Committee agreed to a new consent agenda format. There being no request to move any of the consent business to the deliberative agenda; the consent agenda items were deemed approved and received.

2. Conflict of Interest

There were no conflicts declared.

3. Closed Session

MOVED by W. Montelpare, SECONDED by W. Waterman to move to a closed session. CARRIED.

MEETING RETURNED TO OPEN SESSION

S. MacDonald noted that in the closed session Governors received an update on a project to improve human resources systems. This presentation was received in closed session, as not all elements have yet been communicated to employee groups and, thus, are not yet ready to be made public.

4. Operating Budget for the 2025–2026 Fiscal Year

The 2025-2026 Operating Budget proposal was circulated in advance of the meeting.

The Chair of the Finance, Audit and Risk Committee, A. MacBeath, reported that the Committee had an extensive review of the Operating Budget at their meeting and is recommending that the Board of Governors approve the 2025-2026 Operating Budget as presented. Before deliberating on the approval of the budget, the Committee Chair called on the President of the University and the Vice President Administration and Finance to present the budget proposal, after which the floor will be given to members for questions.

President Rodgers and VP Walker gave a presentation on the steps taken to deliver a balanced budget. This will be achieved by increasing domestic tuition rates by 6.5%, increasing international tuition rates by 7.5%, and by additional revenue generation and cost reductions. With the proposed tuition increases, PEI remains an affordable and competitive destination in Canada and the Atlantic region.

UPEI priorities will continue to be supported by focusing on recruitment and retention, revenue generation, process improvements, and supporting the Action Plan.

As the budget presentation is evolving to provide more information to the Board and the University Community, it has been significantly enhanced, and it is still being refined with the expectation that it will provide greater detail in the future.

MOVED by A. MacBeath, SECONDED by K. Magee that the Operating Budget for 2025 – 2026 be approved. CARRIED.

5. UPEI Strategic Plan 2025-2030 Update

W. Rodgers provided an update on the development of the UPEI Strategic Plan, outlining the steering committee's work. It is expected the Plan will be on the Board agenda in Fall 2025.

6. UPEI Action Plan Progress Update

K. Richard, Project Manager for the UPEI Action Plan, provided an update to Governors on the progress towards completion of Year 0 and Year 1 goals. A detailed progress report for Years 0 and 1 was circulated in advance with the meeting material, which will also be posted on the UPEI website. The first annual audit is in progress and results will be finalized and made available by November 1, 2025.

Members took a break at 5:34 p.m.

7. Employee Engagement Survey Results

K. Drummond gave a presentation on the Employee Engagement Survey results. The Survey is one of the activities in the Action Plan under Year 2. UPEI decided to complete the survey in Year 1 to understand employees' opinions and to receive baseline results. The survey will be conducted for each of the next five years. Governors asked why the survey was completed in November. From a faculty perspective, it was determined that November was the best month. It was suggested that completion of the survey at a different time of year may result in more responses.

8. Chair's Report

9. President's Report

The President's Report was circulated in advance of the meeting. W. Rodgers noted a town hall on the topic of the Action Plan is organized for tomorrow, May 28th, and all Governors are invited.

10. Student Perspective Update

L. Quiroa Paredes and E. Kyalo provided a verbal report. Highlights from the report include:

- Financial pressures include affordable housing and the rising cost of living.
- A recent Assessment of Student Housing Need on PEI indicated that 46% of students reported that housing costs are negatively impacting their academic success, with 20% abandoning their studies due to housing-related stress.
- Living expenses including groceries have increased by 72% since 2023 and 119% since 2022.
- School-related costs such as textbooks have increased by 24% in one year.
- It is critical to consider the student pressures in planning and decision-making to ensure UPEI remains a place where all students can succeed.
- The availability of the student food bank needs to be communicated to the entire campus.

11. Senate Report to the Board

M.A. McMahon provided a verbal report on April 11, 2025, and May 2, 2025, Senate meetings.

April 11th:

- President Rogers reported on the following items: the University had engaged with students
 to identify needs and innovations in the delivery of services; the resolution of the incident
 with the display of artwork at the Atlantic Veterinary College; the Government of PEI had
 tabled the 2025-2026 Provincial Operating Budget in the House; and work continues with
 implementation of the Action Plan.
- The Senate approved 96 motions related to calendar entry changes, course deletions, prerequisite changes, new course proposals and course description changes across several faculties from the Seventh Curriculum Report.
- New Scheduling procedures were considered, following the approval of the Scheduling
 Policy. As a result of Senators continuing to have concerns about the proposed procedures,
 there will be further discussion on the procedures.
- The Chapman Group facilitated a second consultation of the draft Strategic Plan Framework.
- In a closed session, Senators approved a proposed candidate for Professor Emerita.

May 2nd:

- Dr. Naterer reported on the following items: the importance of the Research Support Fund
 which includes tri-agency funding supporting the indirect cost of research at UPEI; changes
 to the English Academic Preparation program; an external review of graduate admissions;
 and a student advisory initiative with student engagement and retention being important
 objectives.
- A revised Course Materials Policy was tabled for consultation with Senators. Following
 considerable discussion, it was determined that further work is required, with the policy
 returning to the Senate, prior to the Board for approval.
- Senators received a proposal to establish an Ad Hoc Committee to create a policy on Academic Units which would provide structure on role, establishment, merging or discontinuation of an academic unit.
- An update was provided on the status of the Faculty of Medicine.
- In a closed session, Senators approved the awarding of more than 1200 degrees to graduates.

12. Establishment of Cleantech Leadership & Transformation Program

G. Naterer informed Governors of the new Cleantech Leadership and Transformation Program which has been approved by the Senate and the Maritime Provinces Higher Education Commission. Funding for the new program has been approved by the Government of PEI and is included in the main campus restricted grant for the 2025-2026 Budget. This unique program will offer a 60-month graduate course base, through the Faculty of Graduate Studies, with an expected cohort of 20-24 students.

MOVED by W. Waterman, SECONDED by W. Montelpare that the Master of Cleantech Leadership and Transformation be established within the Faculty of Graduate Studies with immediate effect. CARRIED.

13. Annual Report under the Fighting Against Forced Labour and Child Labour in Supply Chain Act for 2024 – 2025

A. MacBeath informed Governors that the Finance, Audit and Risk Committee reviewed the report and recommended the annual report be approved and posted as presented.

MOVED by A. MacBeath, SECONDED by G. Evans, that the Annual Report under the Fighting Against Forced Labour and Child Labour in Supply Chain Act for 2024 - 2025 be approved, that the Chair of the Board be authorized to submit the report to Minister of Public Safety and that the University Secretary be authorized to post the report on the University's website. CARRIED.

14. Approval of Policies

B. Thompson, Chair of GNAC, noted a change has been made to the materials that Board members will receive in relation to policies. Board members will now receive a briefing note for each policy along with a comparative table indicating changes made to an existing policy. Material for each policy was circulated in advance of the meeting.

a. International Student Fee Policy

B. Thompson noted there are no substantive changes to the policy. It was clarified that the International Student Fees were removed from the policy and added to the procedures.

MOVED by B. Thompson, SECONDED by K. Creighan to approve the revised International Student Fee Policy. CARRIED.

b. Signing Authority Policy

B. Thompson noted that the Signing Authority and Spending Authority are two separate policies. However, as they are related, the same briefing note was prepared for each policy. The comparative table for each policy outlines the changes.

MOVED by B. Thompson, SECONDED by C. Lacroix to approve revised Signing Authority Policy. CARRIED.

c. Spending Authority Policy

MOVED by B. Thompson, SECONDED by W. Waterman to approve revised Spending Authority Policy. CARRIED.

d. Selection of the Chair and Vice Chairs of the Board of Governors Policy

B. Thompson noted this is a new policy developed to appoint the Chair and Vice Chairs of the Board.

MOVED by B. Thompson, SECONDED by C. Lacroix to approve Selection of the Chair and Vice Chairs of the Board of Governors Policy. CARRIED.

15. Appointment of Student Members to Committees

B. Thompson noted the new student Board members need to be appointed to Standing Committees.

MOVED by B. Thompson, SECONDED by C. Simpson to approve the appointment of Erica Kyalo to the Campus Culture Oversight Committee and the appointment of Luciana Quiroa Paredes to the Development, Fundraising and External Relations Committee. CARRIED.

16. MOVED by W. Montelpare, SECONDED by K. Creighan to move to an in-camera session. CARRIED.

MEETING MOVED TO AN IN-CAMERA SESSION.

17. MOVED by W. Montelpare, SECONDED by K. Creighan to return to an open session. CARRIED.

MEETING RETURNED TO OPEN SESSION.

S. MacDonald acknowledged W. Waterman's term on the Board is ending June 30, 2025, and C. Lacroix term expires in August 2025. The two Alumni representatives, Betty Anne Younker and Sara Underwood, end in June with the potential for their reappointment at the Alumni Association Annual General Meeting. These members were thanked for their commitment and time to the UPEI Board.

The Chair also offered thanks to all Board members for their commitment to the Board and to the University; to the President and her team, for their support and dedication to task; and to the Secretariat office in developing and supporting governance over the last year.

18. Adjournment

MOVED by W. Waterman, SECONDED by C. Lacroix that the meeting adjourned at 7:04 pm.



UPEI BOARD OF GOVERNORS BOARD OF GOVERNORS' SPECIAL MEETING Friday, August 29, 2025 Via Teams 9:00 am

DRAFT MINUTES

Members Present: Shannon MacDonald (Chair) Wendy Rodgers (President); Gary Evans; Erika Kyalo,

Karen Creighan; Lucianna Paredes, Lynn Ellsworth; Geraldine Johnston; Christian Lacroix; Alex MacBeath; Kevin Magee; Mary Anne McMahon; Brian Thompson;

Sara Underwood, Ajay Sahajpal

Regrets: Don MacKenzie; Hon. Diane Griffin, William Montelpare, Alexander (Sandy)

MacDonald, Pam Montgomery, Kateri Coade, Brian Affouan

Staff Present: Tim Walker, Vice President Administration and Finance, Breanne MacInnis,

Acting Comptroller, Pascal Robichaud, University Secretary

1. Call to Order, Welcome and Land Acknowledgement

Chair, S. MacDonald called the meeting to order at 9:00 am.

2. Approval of Open Agenda

MOVED by Mary Anne McMahon, SECONDED by Christian Lacroix that the August 29, 2025, agenda of the special meeting of the Board be approved as presented. CARRIED.

3. Approval of land purchase on Belvedere Avenue

The Chair of the *Properties and Environmental Sustainability Committee* presents the topic and confirms that the proposal was reviewed and recommended by that Committee.

The Vice President Administration and Finance explains the need to purchase the land adjacent to campus as part of long-established practice to consolidate the University's main campus and that the price of the property is reasonable in the current market.

Motion: MOVED by Mary Anne McMahan and SECONDED by Erika Kyalo that the purchase of a property at 99 Belvedere Avenue, Charlottetown, Prince Edward Island for the sale price of \$499.900 (exclusive of any reasonable and normal closing costs), be approved.

CARRIED.

4. Approval of debt facility for the Faculty of Medicine

Chair of the Finance, Audit and Risk introduces the topic and reminds members of previous decisions regarding financing for the construction of the Faculty of Medicine building: this proposal being in keeping with previous decisions and a continuance of them. The Committee has reviewed the proposal and recommends that it be approved.

The Vice President Administration and Finance indicated that, given the partnership with the provincial government, this carries little risk for the University.

Motion: MOVED by Alex McBeath and SECONDED by Erika Kyalo that the long-term debt facility for the Faculty of Medicine be approved.

CARRIED

5. Adjournment

At 9:10 am, the Chair declared the meeting adjourned.

Pascal Robichaud, University Secretary

Board of Governors

Draft 2025-2026 Workplan

As of September 19, 2025

Agenda Item	Action	Oct	Dec	Mar	May	As Req
Board Standing Committee Membership and						
Succession Planning						
Skills Matrix and Representation Survey for 2026 -	Receive				Х	
2027						
Renewal of term of incumbent members of the	Appoint		X			
Board						
Appointment of New Board Members for 2025 -	Appoint			X		
2026						
Appointment to Standing Committee Members	Appoint			Х		
Appointment of Committee Chairs	Appoint			Х		
Program to orient new members	Receive			Х		
Election of Chair and Vice Chairs						
Appointment of Chair and Vice Chairs of the Board	Appoint		Х			
Start of Term of Chair and Vice Chairs	Receive				Х	
Role Descriptions						
Board Chair Role Description	Receive	X				
Vice-chair Role Description	Receive	X				
Standing Committee Chair Role Description	Receive	X				
Board member Role Description	Receive	Х				
Board Evaluation						
Board Evaluation Process and Tool	Approve				Х	
Results of Evaluation	Review	X				
Policies						
Status of Board policies	Receive		Х			
Visual Identity Policy	Approve	X				
Harassment and Discrimination Policy	Approve	X				
Sexual Violence Policy	Approve	X				
Course Material Policy	Approve			X		
Risk Management Policy	Approve					Х
Policy on Academic Units	Receive				Х	
Conflict of Interest Policy	Approve				Х	
Code of Conduct of the Board of Governors	Approve				Х	
Board Education						
Board Orientation Program	Review		Х			
Board Training Plan	Receive		Х			
Audit and Financial Statements						
Annual Financial Statement	Approve	Х				
Selection of External Auditors	Approve			Х		
Finance						
Annual Operating Budget	Approve			Х		

Agenda Item	Action	Oct	Dec	Mar	May	As Req
Capital Budget	Approve			Х		
Capital Projects Funding	Approve					Х
Annual Fundraising Priorities	Approve			Х		
Banking Resolution	Approve					Х
Governance						
Terms of Reference of Board and Committees	Recommend				Х	
Annual Workplan of the Board	Approve			X		
Annual Workplan of Committees	Receive					
Annual Report of the Board	Approve	Х				
Annual Report of Committees	Receive	Х				
Quarterly Report of Committees	Receive	Х	Х	Х	Х	
Professional Development Needs	Review				Х	
Professional Development Session	Complete			Х		
Action Plan						
Action Plan Progress Update	Receive		Х		Х	
Governance Review Implementation Oversight	Review		Х		Х	
Labour Relations						
Ratification of collective agreements	Approve					Х
Properties						
Updates to Campus Mater Plan	Approve					Х
Academic Affairs						
Academic programs	Approve					Х
Academic Units	Approve					Х
Scholarships and Prizes	Approve					Х
Appointment of officers of the University						
Appointment of Department Chairs	Approve					Х
Appointment of Chief Information Officer	Approve				Х	



REPORT TO THE BOARD OF GOVERNORS

On the meeting of the

Property and Environmental Sustainability Committee

Held on September 11, 2025

The Property and Environmental Sustainability Committee met on September 11, 2025

During this meeting, the Committee:

- Received updates on capital projects, capital projects planning and priorities and Physical and Infrastructure.
- Approved its annual workplan for 2025 2026
- Approved its annual report for 2024 2025

Capital Projects Update

The Committee received an update on Capital projects in the form of a project management dashboard outlining projects that are in progress, tendered or at the design phase. There are 20 projects with a value of \$100K or more currently tracked for a total value of \$174M over five years. The construction of the new Faculty of Medicine Building accounts for \$103M of that amount, with the Government of PEI covering the cost. Of the tracked projects, only one is under some budget pressure, as the needs for the renovations to McDougall have evolved. The project is relatively small at \$150K, so there is little risk to the University. One project is not quite on schedule, as the replacement of the generator at the Atlantic Veterinary College must be delivered at the right time to minimize impact on university operations. All other projects are tracking as planned.

Capital Projects: Planning and Priorities update

In 2017, an external review of the University's capital needs generated a list of prospective capital projects. The current projections of needed investment in capital projects are based on that list. However, there may be other emerging projects that are captured and for which there may be need for future discussion with the committee. The University is reviewing that list with consideration to the impact of each project. The estimated cost of resolving all projects on the list is over \$161M, while funds available from all sources amount to \$44M over five years. Although this is typical of most post-secondary institutions in Canada, UPEI will need to make some choices as to where to invest in capital renewal.

The Vice President Administration and Finance reported that there is a sense that our current understanding of the Accumulated Deferred Maintenance (ADM) is understated. Efforts are underway to better estimate our ADM.

Property and Physical Infrastructure: Oversight Update

The University owns several properties totaling some 664 acres of land. Information is currently being collected about these properties to have a more realistic state of our properties. This can form the basis of in-depth discussions are to how UPEI can optimize use of its properties both to better deliver on its mandate and to generate revenues.

Annual Workplan

The Committee approved an annual workplan based on its terms of reference, Action Plan related to its terms and elements of the Governance Review. The workplan is provided to the Board for information.

Annual Report

The Committee approved its annual report for 2024 – 2025, highlighting key activities and decisions taken during the year. The Annual report is provided to the Board for information.



REPORT TO THE BOARD OF GOVERNORS1

On the meeting of the

Finance, Audit and Risk Committee

Held on September 23, 2025

The Finance, Audit and Risk Committee met on September 23, 2025

During this meeting, the Committee:

- Receive an inaugural Compliance Statement and a report on legal matters
- Approved its Annual Report for 2024 2005
- Approved its Annual Workplan for 2025 2026
- Received a Budget-to-Actual Report
- Received a presentation on 2024 -2025 Financial Results
- Received an Internal Audit and Risk Management Report

Inaugural Compliance Statement

The Committee received a report regarding compliance with regulatory requirements relating to financial management and disclosure of financial statements. To the best of Senior Management's knowledge and belief UPEI remains compliant with legislation, regulation, and related reporting requirements.

Annual Report

The Committee approved its annual report for 2024 – 2025, highlighting key activities and decisions taken during the year. The Annual report is provided to the Board for information.

Annual Workplan

The Committee approved an annual workplan based on its terms of reference, Action Plan related to its terms and elements of the Governance Review. The workplan is provided to the Board for information.

¹ Committee reports to the Board cover items of business that are not elevated to the Board for discussion or recommended to the Board for approval.



Budget-to-Actual Report

The Committee received a Budget-to-Actual Report from the Vice President Administration and Finance, with a forecast balanced Operating Fund budget for the year ended April 30, 2026.

Presentation on Financial Results

The Committee received a report on the Financial Results of 2024 – 2025 along with a presentation on the Financial Health of the University based on indicators developed by the Canadian Association of University Business Officers (CAUBO). Those indicators point to UPEI being in the middle of the pack when compared to other similar Canadian universities, for "small institutions" and for small Atlantic institutions. They denote no obvious, undue or atypical current financial risk to the University.

Internal Audit and Risk Management Report

The Committee received the report of the Internal Auditor on audit activities conducted during the last year.

The Vice President Administration and Finance proposed, and the Committee agreed, a restructuration of the Internal Audit and Risk Management functions, which includes the creation of a position designed for broader enterprise risk management and the performance of the internal audit function potentially using resources external to the University.

In-Camera session with External Auditors

The Committee met with the University's External Auditors in Camera.



REPORT TO THE BOARD OF GOVERNORS1

On the meeting of the

Governance, Nominating and Appeals Committee

Held on September 18, 2025

The Governance, Nominating and Appeals Committee met on September 18, 2025 During this meeting, the Committee:

- Approved its Annual Report for 2024 2005
- Approved its Annual Workplan for 2025 2026
- Approved several descriptions of the roles and responsibilities
- Received an update on the implementation of the Governance Review
- Approved a Protocol on the recruitment, selection and appointment of members of the Board.
- Discussed Board vacancy planning and the appointment of a new Chair of the Campus Culture Oversight Committee
- Approved an assessment grid for the selection of the Chair and Vice Chairs of the Board of governors.

Annual Report

The Committee approved its annual report for 2024 – 2025, highlighting key activities and decisions taken during the year. The Annual report is provided to the Board for information.

Annual Workplan

The Committee approved an annual workplan based on its terms of reference, Action Plan related to its terms and elements of the Governance Review. The workplan is provided to the Board for information.

Description of roles

Fulfilling one of the University's commitments under the Governance Review and a requirement under the General By-Laws, the Committee approved new descriptions of roles for members, Chairs of committees, Vice Chairs and the Chair of the Board. These descriptions will serve not only to inform the University Community of the roles of members and officers of the Board but will also be useful references to recruit and

¹ Committee reports to the Board cover items of business that are not elevated to the Board for discussion or recommended to the Board for approval.



onboard and train members and officers of the Board. They are provided to the Board for information.

Governance Review Update

The Committee received an update on the implementation of the Governance Review and noted that the implementation is tracking well against the University's commitments.

Process for the recruitment, selection and appointment of members of the Board.

In compliance with the By-Laws of the Board and its Terms of Reference, the Committee approved a Protocol on the recruitment, selection and appointment of members of the Board. The Protocol applies to all but ex-officio members of the Board and detail the timelines and steps leading to the appointment of members. The overarching aim is to proceed to appointments in March for most members, to synchronize members' terms to start on June 1 and end on May 31. The Protocol is shared with the Board for information.

Appointment of a new Member and Committee Chair

With the departure of Carolyn Simpson from the Board after her election to the Legislature of PEI, a new Chair of the Campus Culture Oversight Committee is to be selected. The Committee has discussed potential replacements with the aim of bringing a recommendation to the Board on October 7.

The Committee also discussed current vacancies on the Board, of which there are five, and the process to fill them. A request has been submitted to the Province to fill the two positions to be filled by the Lieutenant Governor in Council, an election was held to elect a member of the University Teaching Staff to the Board, Senate considered the election of a Senator to the Board on September 26 and a public call was published to fill one seat to be appointed by the Board. For this latter case, the Committee has received five candidacies and is currently vetting them with the intent of soon bringing a recommendation to the Board.

Assessment Grid for the Selection of the Chair and Vice Chairs of the Board

As is required under the Policy on the Selection of the Chair and Vice Chairs of the Board, the Committee has approved a grid to assess candidates and formulate a recommendation to the Board. A description of the process to select the Chair and Vice Chairs of the Board is provided to the Board for information.



REPORT TO THE BOARD OF GOVERNORS1

On the meeting of the

Campus Culture Oversight Committee

Held on September 9, 2025

The Campus Culture Oversight Committee met on September 9, 2025

During this meeting, the Committee:

- Approved its Annual Report for 2024 2005
- Approved its Annual Workplan for 2025 2026
- Reviewed the Harassment and Discrimination Policy

Annual Report

The Committee approved its annual report for 2024 – 2025, highlighting key activities and decisions taken during the year. The Annual report is provided to the Board for information.

Annual Workplan

The Committee reviewed the draft annual workplan and decided to wait till the appointment of a new Chair to finalize it.

Policy on Harassment and Discrimination

President Rodgers presented the Policy on Harassment and Discrimination and the process for its development. The Committee expressed satisfaction with the consultative process for the drafting of the Policy and noted the importance of such a frame to protect members of the University Community from a recurrence of past unfortunate events.

Submitted by Chair Shannon MacDonald

¹ Committee reports to the Board cover items of business that are not elevated to the Board for discussion or recommended to the Board for approval.



REPORT TO THE BOARD OF GOVERNORS

On the meeting of the

Human Resources Committee

Held on September 17, 2025

The Human Resources Committee met on September 17, 2025

During this meeting, the Committee:

- Received a Faculty and Staff Report from the VPAR and aproved a faculty appointment.
- Received an update from the President on Labour Relations
- Received an update from the Vice President People and Culture on the Employee Engagement Survey
- Approved its annual report to the Board for 2024 -2025
- Approved its annual workplan for 2025 -2026
- Received an Employee Separation Report

Faculty and Staff Report

The Committee received and approved a recommendation from the VPAR to appoint Dr. Dylan Jubinville as Assistant Professor, step 3, to a probationary tenure track position within the Faculty of Sustainable Design Engineering, effective December 1, 2025.

Labour Relations

The Committee received an update from President Rodgers on Labour Relations at the University.

Employee Engagement Survey

Vice President Ngobia presented the latest update on the Employee Engagement Survey. The Survey is a key component of UPEI's Action Plan, which requires a survey to be conducted annually starting in 2025 – 2026. On the recommendation of Human Resources, the survey is moved to a triennial schedule with the next survey to be delivered in the Fall of 2027. The first survey was delivered from September to October 2024, following a broad consultation of the University Community, with the help of TalentMap as the provider chosen following an RPP process. Results of the survey have been widely communicated, including a presentation to the Campus Culture Oversight Committee of the Board in April 2025.

Annual Report

The Committee approved its annual report for 2024 – 2025, highlighting key activities and decisions taken during the year. The Annual report is provided to the Board for information

Annual Workplan

The Committee approved an annual workplan based on its terms of reference, Action Plan related to its terms and elements of the Governance Review. The workplan is provided to the Board for information.

Employee Separation Report

The Committee received a detailed Employee Separation Report providing trend analysis of employee separations from the University looking back to the fiscal year ended April 30, 2025, as well as current fiscal year results as of August 31, 2025. Employee separations have gradually increased in recent years. There were (76) separations in 2021 and (73) in 2022. In 2023, separations rose to (93), followed by (80) in 2024, a noticeable increase from earlier years. If the trend continues, deeper analysis will be needed to understand the causes and shape targeted retention strategies to address ongoing turnover concerns.



REPORT TO THE BOARD OF GOVERNORS1

On the meeting of the

Executive Committee

Electronic consultation on September 26, 2025

The Executive Committee approved via an electronic consultation on September 26

- Its Annual Report for 2024 2025
- Its Annual Workplan for 2025 2026
- The Board's Annual Workplan with recommendation to the Board
- The Agendas of the Annual General Meeting and the Open session of the Board on October 7

Annual Report

The Committee approved its annual report for 2024 – 2025, highlighting key activities and decisions taken during the year. The Annual report is provided to the Board for information.

Annual Workplan

The Committee approved an annual workplan based on its terms of reference, Action Plan related to its terms and elements of the Governance Review. The workplan is provided to the Board for information.

Board's Annual Workplan

The Terms of Reference of the Executive provide that it receives the workplans approved by all other committees, prepares an annual workplan for the Board. The recommended Board Annual Workplan is provided to the Board for approval under consent.

Agenda of AGM and Open session of October 7

For the first time, the Board will hold an Annual General Meeting immediately preceding the open session on October 7. With there being several important and hefty items of business to resolve, the Committee has advanced the start of the meeting to 3:30 pm on October 7.

¹ Committee reports to the Board cover items of business that are not elevated to the Board for discussion or recommended to the Board for approval.

A. GENERAL PROVISIONS

A.1 Purpose

This Protocol, established under the auspices of the Governance, Nominating and Appeals Committee (the Committee), outlines the process and responsibilities to recruit, select, and appoint members of the Board of Governors (see the Composition of the Board in Appendix A).

A.2 Scope

This protocol applies to the recruitment, selection, and appointment of external members¹, Teaching Staff members, Senator members and Student members. The appointment of Ex-Officio members² and the appointment of the Chair and Vice Chairs of the Board are not subject to this protocol and proceed under separate policy³.

A.3 Authority

This Protocol proceeds from article 4 (Board Composition and Role) and 6 (Board Recruitment, Nomination and Selection) of the General By-Laws of the Board of Governors (see Appendix B).

A.4 Confidentiality and Communications

All information shared with members of the Committee, other than that which has expressly been approved by the Committee for disclosure to facilitate outreach to prospective members, is kept confidential. The Committee does not disclose the names or status of candidates at any time during the process.

A.5 Onboarding and transition

In the period between their appointment to the Board and the start of their term, new members of the Board, providing they have signed the Confidentiality and Conflict of Interest Declaration, will be invited to attend as a non-voting member any open sessions of the Board and meetings of any committee of the Board to which they have been appointed and will be invited to participate in any training session offered

https://files.upei.ca/policy/selection_of_the_chair_and_vice_chairs_of_the_board_policy.pdf

Acting and Interim President: https://files.upei.ca/policy/appointment_of_acting_or_interim_university_president.pdf

¹ The General By-Laws of the Board of Governors define "External Member" to mean an LGIC Board member, a Board Member elected by the Alumni Association, or a Board Member elected by the Board from among persons other than officers, members, employees or students at the University.

² Ex-officio members include the Chancellor and the President of the University and the President of Holland College.

³Chair and Vice Chairs of the Board:

to members of the Board.

B. RECRUITMENT AND SELECTION

B.1 General

- B.1.1 As the need arises, the Committee will undertake all required action under this policy for the appointment of:
 - External members appointed by the Board of Governors
 - Members appointed by the Lieutenant Governor in Council
 - Members elected by the Teaching Staff of the University
 - Members elected by the Student Body
 - Members elected by Senate
 - Members appointed by the UPEI Alumni Association

B.2 Eligibility Criteria

In the selection of members of the Board, the Committee will consider in its recommendation, and the Board will consider for all appointments the eligibility criteria established under the Act and the General By-Laws of the Board of Governors.

B.2.1 INELIGIBILITY

Is ineligible any person who,

- a) Is a member of the Legislative Assembly of PEI,
- b) Is at the employ of UPEI as administrative or managerial staff,
- c) Is an ex-officio member⁴ of the Board,
- d) Has served for six years on the Board⁵,
- e) Has had their status as a member of the Board rescinded by the Board for not meeting the standard of conduct set out in the General By-Laws of the Board or other applicable Board policies or agreements.

B.2.2 ELIGIBILITY

- B.2.2.1 For members elected by and from the Senate of the University, be a member of Senate at the time of appointment and be so for a projected three years.
- B.2.2.2 For Teaching Staff members, be under the employ of UPEI in a teaching role at the time of appointment and be so for a projected three years.
- B.2.2.3 For Student members, not be in a leadership role with a university student association, be enrolled as a full-time student in good standing⁶ at UPEI at the time of appointment and be so for the coming year.

⁵ In extraordinary circumstances, a member may serve up to nine years on the Board.

⁶ Student standing is defined under Academic Regulations established by the Senate of the University.

B.2.2.4 For Alumni members, be a graduate of UPEI at the time of appointment and project to be a member of the Board for three years.

B.3. Board Elected Members

Board Elected Members are recruited based on their qualifications, skills, experiences, perspectives, and the ability to contribute to the overall mission of the university. Individuals proposed for membership should be able to demonstrate skill, interest, and knowledge in at least one skill identified by the Committee.

Board Elected Members are appointed to serve a term of three years, with the possibility of renewal for another three-year term. Under extraordinary circumstances, a member can be appointed to third three-year term.

The process to select external members is as follows:

- a) Establishment and periodic renewal of a Board Skills Matrix and Gap Analysis.
- b) Identification of candidates
- c) Shortlist of candidates
- d) Interview
- e) Recommendation
- f) Appointment

B.3.1 Establishment and periodic renewal of a Board Skills Matrix

- B.3.1.1 Once a year, normally in May, each of the Board's Committees will review its skills needs with consideration of upcoming departures, representation demographics and in-year appointments of external members and report their findings and recommendations to the Committee.
- B.3.1.2 Once a year, normally in September, the Committee will update the Skills Self Declaration Questionnaire ("the Questionnaire") to be filled by members of the Board in late February to early March.
- B.3.1.3 At the following meeting, normally in November, the Committee will:
 - review the individual and cumulative results of responses to the questionnaire and, accordingly, update the Skills Matrix and identify skills gaps that should be resolved through recruitment.
 - From the Skills Matrix and Gap Analysis and with knowledge of any current or upcoming vacancies and recommendations from other committees, the Committee will:
 - i. identify the number of seats to be filled within the governance year,

- ii. approve a recruitment profile for each seat to be filled,
- iii. rank seats to be filled in order of priority.
- B.3.1.4 The Skills Matrix and Gap Analysis will be shared in closed session at the regular meeting of the Board in December.

B.3.2 Identification of candidates

In January, the University Secretary will publish a call for candidates based on the recruitment profile and priorities identified by the Committee and, in February, report to the Committee candidacies received.

B.3.3 Shortlist of candidates

- B.3.3.1The Committee will establish a shortlist of candidates who can be approached by the Chair of the Committee and/or the Chair of the Board in order of priority.
- B.3.3.2 Normally in Late February or Early March, the Chair of the Committee and/or the Chair of the Board will reach out to shortlisted candidates in order of priority to assess their fit for the role.
- B.3.3.3 To establish the shortlist the Committee may rank candidates on a basis of 10⁷ as how they meet the following or other criteria as defined by the Committee:
 - Demonstrated skill in one of the Board skills needs.
 - Previous Board experience.
 - Experience with large not-for-profit institutions.
 - Education/Credentials.
 - Professional designations.
 - Alignment with UPEI's values.

B.3.4. Interview

- B.3.4.1Once a shortlist of candidates has been established, the Chair of the Board and/or the Chair of the Committee will interview candidates in ranked order to determine their willingness and availability to serve. Candidates are provided with a copy of the Role of members of the Board prior to the interview.
 - a. Where appropriate, a board member who may have connections to a potential candidate may make the initial contact, and advise the Chair of the Board, the Chair of the Committee of the outcome.

B.3.5 Recommendation

- B.3.5.1 Normally in March, the Chair of the Board and the Chair of the Committee will report to the Committee, the results of the interview and advise the Committee as to whether the candidate should be recommended to the Board for appointment.
 - a. In March, the Committee will recommend to the Board the appointment of as many members as there are seats vacant on the Board to be filled by appointment by the Board.

⁷ See Appendix D for a proposed scorecard

B.3.6 Appointment

- B.3.5.1 In March, the Board will appoint as many members as there are seats vacant on the Board to be filled by appointment of the Board to a term to start on June 1 and end three years hence on May 31.
- B.3.5.2 In the case where the Board rejects the recommendation of the Committee, the Committee will, at a subsequent meeting, recommend another candidate from other candidacies received or, in absence of other candidacies to be recommended, proceed to a new call for candidacies with the aim of recommending another candidate in May. This process can be repeated until the seat is filled.
- B.3.5.3 The appointment of a new member is approved in a Non-Public meeting of the Board and announced forthwith by the Chair of the Board to the University Community in a Public meeting of the Board. Communication with the University Community can be authorized by the Chair of the Board once the appointment has been announced in a public meeting of the Board. The appointment is noted in the synopsis and minutes of the public meeting of the Board, which are posted on the Secretariat's website.

B.4 Appointment of members by the Lieutenant Governor in Council

- B.4.1 The appointment of members by the Lieutenant Governor in Council is not under the control of the University, but the Committee has a role in triggering the process, identifying its skills need, and. communicating the appointment to the Board.
- B.4.2 In respect of the prerogative of the Province, the process is understood to be as follows:
 - a. Establishment and periodic renewal of a Board Skills Matrix and Gap Analysis
 - b. Communication of needs to the Province
 - c. Appointment by the LGIC
 - d. Communication of appointment to the Board
- B.4.3 Normally in January, following the establishment of recruitment profiles under section B.3.1, the Secretary will communicate them to relevant officials of the Province and enjoin them to start a process to appoint to the Board in March as many members are there are vacant to be filled by the LGIC for a three-year term to start on June 1 and end three years hence on May 31.
- B.4.4 Upon receiving confirmation of the appointment of a member by the LGIC, the Chair of the Committee will communicate to the Board that a member has been appointed to the Board.

B.5 Members elected by the Teaching Staff of the University

- B.5.1 The process is understood to be as follows:
 - a. Call for nominations
 - b. Election

- c. Communication of appointments to the Board
- B.5.2 In April, the Secretary will call for nominations from among all eligible teaching staff of the University and conduct an election with results to be delivered to the Committee in May. All eligible teaching staff of the University may vote in the election, with the candidate receiving the most votes being elected.
- B.5.3 The Secretary will confirm the results of the election with the Chair of the Committee, who will communicate the election of a member of the Board by the University's Teaching Staff to a term to start on June 1 and end three years hence on May 31.

B.6 Members elected by the Student Body of the University

- B.6.1 In March, the Secretary of the University will call for nominations to elect a student to the Board and conduct the election by the end of March. All eligible students at the University may vote in the election, with the candidate receiving the most votes being elected.
- B.6.2 The Secretary will confirm the results of the election with the Chair of the Committee, who will communicate the election of a member of the Board by students to a term to start on June 1 and end two years hence on May 31.

B.7 Members appointed by the Alumni Association

- B.7.1 Normally in March, following the establishment of recruitment profiles under section B.3.1, the Secretary will communicate them to the UPEI Alumni Association and enjoin them to appoint to the Board by the end of March as many members are there are vacant to be filled by the UPEIAA for a three-year term to start on June 1 and end three years hence on May 31.
- B.7.2 Upon receiving confirmation of the appointment of a member by the UPEIAA, the Chair of the Committee will communicate to the Board that a member has been appointed to the Board.

C.1 General

C.1.1 All members of the Board, other than ex-officio members, may be renewed in their term of office providing that at the end of the new term of office they will not have been a member of the Board for more than six years.

C.2 Renewal by appointing entities

C.2.1 The renewal of Senator Members, Alumni Members, and LGIC Members is managed by the body that appoints them providing that their term complies with C.1.1.

C.3 Renewal by the Board

C.3.1 The renewal of Board elected members, proceeds as follows:

- a) Normally in October preceding the end of their term, outreach by the Chair of Committee, or the University Secretary in their stead, to canvass their willingness to renew.
- b) If the member elects to renew their term, the Chair of the Committee will seek from the Committee in November, a recommendation to the Board for their renewal.
- c) If the Committee agrees to renew the term, a recommendation will proceed to the Board in December for approval with the renewed term to start on June 1.
- d) If the Committee does not agree to renew the term, it will inform the members who may appeal directly to the Board in a non-public meeting in December at which time the Board will deliver a final decision in absence of the member after hearing the member.
- e) If the member term is not renewed, the Committee will proceed under B.3 with a projected vacancy at the conclusion of the member's term.

APPENDIX A

Composition of the Board as defined under Article VII of the Board By-Laws

The Board of Governors is composed of 21 members as follows:

- (a) nine members appointed by the Lieutenant Governor in Council, and chosen from among persons other than officers, members, employees or students of the University;
- (b) the Chancellor of the University;
- (c) the President;
- (d) the President of Holland College;
- (e) two members elected by and from the Senate of the University;
- (f) two members elected by and from all the members of the teaching staff of the University;
- (g) two members elected by and from the student body of the University by such democratic procedures as shall be specified in a student body constitution;
- two members elected by and from the Alumni Association of the University;
 University Act Property
- (i) six members elected by the members of the Board referred to in clauses (a) to (h).

APPENDIX B

Provisions of the General By-Laws of the Board of Governors related to the Board's complement

4.1 Board Composition

The Board will work to ensure that its composition is diverse and reflects diverse perspectives. The Board will seek the cooperation of the Electing Constituencies and the Lieutenant Governor in Council to ensure a diverse Board composition.

4.2 Terms and Term Limits

- a) With the agreement of the Electing Constituency and with a view to increasing continuity of membership, it is preferable that Board Members serve as follows:
 - i. LGIC Board Members will serve for up to three years ending on May 31st in the third year following the year the member is appointed in accordance with s. 10 (1) of the Act.
 - ii. Ex Officio Board Members will hold office for the duration of the appointment associated with their role as a Board Member.
 - iii. Senate Board Members will serve for three (3) years.
 - iv. Teaching Staff Board Members will serve for three (3) years.
 - v. Student Board Members will serve as follows:
 - a. One (1) Student Board Member will serve a one-year Term.
 - b. One (1) Student Board Member will serve a two-year Term.
 - vi. Alumni Board Members will serve for three (3) years.
 - i. Board Elected Members will serve for three (3) years.
- b. If an Electing Constituency would like to vary the Term of the Board Member(s) it nominates from that specified above, it will provide written notice to the Board Chair of the proposed change and the reasons for it. The Committee of the Board responsible for governance matters will consider the matter and work with the Electing Constituency to reach consensus.
- c. Normally, Board Members will serve no more than two (2) Terms or more than six (6) years, whichever is less. Under no circumstances shall a Board Member be reappointed or re-elected for more than three consecutive (3) Terms or nine consecutive (9) years, whichever is less. Service will be considered consecutive when there is a break of less than one year between Terms.
- d. Ex Officio Board Members will cease to hold office immediately upon the effective date of resignation, leave (not including vacation), or termination from their respective role as Chancellor, President or President of Holland College.

- e. In accordance with the Act (s. 10(3)), Board Members continue in office until their respective successors have been elected or appointed. The Board will take all reasonable steps to ensure that appointment and election processes are such that no Board Member exceeds the nine-year (9) Term limit.
- 6.1 The Board will ensure that the Board and its Standing Committees are composed of Board Members with the diversity, skills and experience necessary to steward and govern the University. The Board will maintain a skills matrix and will be guided by the matrix in the recruitment and selection of new Board Members and the appointment of Board Members to Standing Committees. The Board will seek the cooperation of the Electing Constituencies and the LGIC to recruit and select diverse Board Members with the required skills and experience indicated by the application of the skills matrix.
- 6.2 The Board will develop, maintain, document and publish in Policy Instruments the means, processes, and procedures for:
- a) The identification of the skills and attributes and characteristics needed for an effective and diverse Board.
- b) The application of skills-based recruitment criteria to the recruitment of Board Members.
- c) The application of skills-based recruitment criteria to the appointment and election of Board Members.
- d) The identification of the skills, attributes and characteristics required for Board Leaders.
- e) The application of skills-based nomination criteria to the recruitment, selection, and appointment of those nominated to be Board Leaders and, where applicable Officers.
- f) The application of skills-based nomination criteria to the recruitment, selection, and appointment of Board Members to Standing Committees.
- g) A transparent and easily accessible process for potential Board candidates to apply to be a Board Member.

APPENDIX C

BOARD MEMBER, BOARD OF GOVERNORS

ROLE DESCRIPTION

(Pending approval by GNAC)

Approved by: Governance, Nominating and Appeals Committee

Date: (Insert Date)

Purpose

Members of the Board of Governors ("Board members") at the University of Prince Edward Island are fiduciaries of the University, entrusted with governing the institution in the public interest. They provide strategic oversight, ensure accountability, and support the long-term success of the University. As members of one of two primary governing bodies within UPEI's bicameral governance system, Board members work alongside Senate (the academic governing body) to uphold UPEI's mission, vision, values, and responsibilities to students, the province, and the public. Their collective role is to help the University navigate complexity and change with courage, compassion, and integrity.

Key Responsibilities

1. Governance, Legal, and Fiduciary Duties

- Act honestly, in good faith, and in the best interests of the University as a whole.
- Fulfill fiduciary duties of loyalty and care and comply with relevant legislation, Board by-laws, and University policies.
- Understand the respective roles of the Board and the Senate, and the distinct responsibilities of each under UPEI's bicameral governance structure.
- Maintain a clear distinction between:
 - o Strategic and policy-level governance (Board responsibility), and
 - Academic matters and operational implementation (Senate and administration responsibility).

Note: While Board members may bring the perspective of the constituency from which they hail (e.g., faculty, students, government), they do not serve as representatives of those groups. All decisions must be made based on the best interests of the University as a whole.

2. Institutional Oversight and Strategy

- Provide informed input into the development and monitoring of the University's strategic plan, institutional goals, and performance measures.
- Be knowledgeable about the University's mandate, objectives, operations, and public role.
- Monitor progress on financial, reputational, strategic, and risk-related goals.

3. Financial and Risk Stewardship

- Review and approve the annual budget, audited financial statements, and material capital expenditures.
- Oversee institutional risk, internal controls, audit processes, and long-term financial health.

4. Participation and Board Effectiveness

- Attend all Board and assigned committee meetings, development sessions, and related events.
- Review materials in advance, ask questions, and engage thoughtfully and respectfully in discussions.
- Serve on at least one Board committee and contribute actively to its work.
- Participate in self-assessment and evaluation processes to support continuous Board improvement.

5. Communication

- Recognize that the Chair of the Board (or their express delegate) is the sole spokesperson on Board matters, and the President (or their express delegate) is the sole spokesperson on behalf of the University.
- Refer any requests for comment or information to the appropriate spokesperson and refrain from making unofficial statements about Board matters.
- Promptly communicate any significant concern from the community to both the Board Chair and President.
- Maintain the confidentiality of all in-camera or sensitive discussions.

6. Ethical, Collegial, and Compassionate Governance

- Govern with integrity, independence, respect, and professionalism.
- Demonstrate compassion and awareness for those in the university community who may have experienced or may be experiencing fatigue, stress, or hardship, particularly during times of uncertainty, transition or crisis.
- Be courageous and principled in the commitment to do the right thing for the institution and its communities, especially in difficult or complex situations.
- Consider the impact of decisions on key stakeholders, demonstrate this through asking questions and raising issues, and treat stakeholders fairly and equitably, while acting in the best interests of the University.
- Disclose any real, potential, or perceived conflicts of interest to the Board Chair, Committee Chair or University Secretary, and withdraw from related discussions or decisions in accordance with the University's conflict-of-interest policy.
- Maintain the confidentiality of sensitive Board materials and discussions, particularly during incamera sessions.
- Support a Board culture that is inclusive, respectful, and open to diverse perspectives.

7. Public Trust and Institutional Advocacy

- Act as stewards, safeguarding the autonomy, reputation, and integrity of the University.
- Promote transparency, inclusion, sustainability, and reconciliation with Indigenous Peoples.
- Serve as ambassadors of the University in the community, advancing its mission through networks, advocacy, and service.
- Support the President and senior administration in advancing the University's goals and reputation.

Qualifications and Attributes

- Commitment to postsecondary education and public service.
- Independent judgment, integrity, and the ability to collaborate in a complex governance environment.
- The attached skills matrix outlines the key competencies required for effective governance by the Board of Governors. While individual Board members are not expected to possess all of these skills, it is important that the Board as a whole reflects a well-distributed and balanced range of these competencies to fulfill its responsibilities effectively.
- Appointees should be willing and able to devote sufficient time and attention to Board work.

Time Commitment

- Attend 4–6 Board meetings per year, along with committee work, retreats, and preparation.
- Estimated time commitment: 12–20 days per year, depending on responsibilities.

Term of Appointment

• Board and Government appointed members are typically appointed for a three-year term, renewable in accordance with the University Act. Terms for other appointed or elected members vary according to the rules of the appointing bodies (e.g. Senate, Alumni Association).

Support and Orientation

- Board members receive comprehensive orientation and ongoing access to professional development opportunities.
- Governance support and information are provided through the University Secretariat.

APPENDIX D PROPOSED CRITERIA SCORECARD TO SHORTLIST CANDIDATES

On a scale of 1-10 (1= not acceptable, 10=great), please rate the candidate on each item listed below.

Criteria	Proposed Weighting	Candidate A	Candidate B	Candidate C
Addresses Board skills need*/gap	35%			
Previous Board experience	15%			
Experience with non-profit institutions	10%			
Education and professional designation	10%			
Connection to UPEI / espouses university values	10%			
Demographic Representation	20%			
Total	100%			

APPENDIX E

Timeline and process for the recruitment, selection and appointment of new members and for the renewal of incumbent members

Timeline and process for recruitment of external members appointed by the Board

Step	Time	Responsibility
Identification of Committee skills	May	GNAC
needs		
Approval of questionnaire	September	GNAC
Administer questionnaire and collect	October	University Secretary
results		
Skills Matrix Update, Gap Analysis and	November	GNAC
Recruitment profile. Approve format of		
call for nominations.		
Call for nominations	January	University Secretary
Shortlisting of candidates	Mid-February	GNAC
Outreach to candidates	Late February/Early March	Chair of the Board/Chair of GNAC
Recommendation by GNAC	March	GNAC
Appointment by the Board	March	Board/Chair of GNAC

Timeline and process for appointment of member by the Lieutenant Governor in Council

Step	Time	Responsibility
Approval of questionnaire	September	Committee
Administer questionnaire and collect	October	University Secretary
results		
Skills Matrix Update, Gap Analysis and	November	GNAC
Recruitment profile		
Communication of needs to Province	January	University Secretary
Appointment by LGIC	March	Province
Communication of appointment to	March	Chair of GNAC
Board		
Start of term	June 1	NA

Timeline and process for election of a member by Teaching Staff

This will be decided in the man by touching the		
Step	Time	Responsibility
Call for nominations	April	University Secretary
Election	May	University Secretary
Communication of appoint to Board	June	Chair of GNAC
Start of term	June 1	NA

Timeline and process for the appointment of a member by the UPEI Alumni Association

Step	Time	Responsibility
Approval of questionnaire	September	GNAC
Administer questionnaire and collect	October	University Secretary
results		
Skills Matrix Update, Gap Analysis and	November	GNAC
Recruitment profile		
Communication recruitment profiles to	January	University Secretary
UPEIAA		
Appointment by UPEIAA	March	Province
Communication of appointment to	March	Chair of GNAC
Board		
Start of term	June 1	NA

Timeline and process for the appointment of a student member

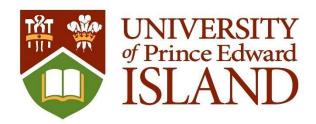
Step	Time	Responsibility
Call for nominations	March	University Secretary
Election	March	University Secretary
Communication of results	March	Chair of GNAC
Start of term	June 1	NA

Timeline and process for the appointment of a Senator member of the Board

Step	Time	Responsibility
Communication to Chair of Senate	March	University Secretary
Appointment by Senate	March	University Secretary
Communication of results	March	Chair of GNAC
Start of term	June 1	NA

Timeline for the renewal of incumbent members appointed under section 8(1) h) of the Act

Step	Time	Responsibility
Outreach, canvass of willingness to	October	Chair of GNAC or University
renew		Secretary
Decision by GNAC	November	GNAC
Decision of Board	December	Chair of GNAC
Start of term	June 1	NA



CHAIR, BOARD OF GOVERNORS ROLE DESCRIPTION

(Draft for Discussion as of June 2025)

Approved by: Governance, Nominating and Appeals Committee

Date: September 18, 2025

Purpose

The Chair of the Board of Governors (the "Chair") provides leadership to the Board in fulfilling its governance responsibilities, ensuring it acts in the best interests of the University. The Chair fosters a culture of integrity, transparency, accountability, and informed decision-making. The Chair also plays a critical role in supporting and overseeing the President and enabling effective Board operations and strategic governance.

In addition to the duties and responsibilities of a Governor, the Board Chair is responsible for fulfilling the following Key Responsibilities.

Key Responsibilities

1. Leadership and Governance

- Provide leadership in promoting effective Board governance, aligned with the University's mission, vision, and values.
- Call¹ and chair² all regular and special Board meetings and, where appropriate, meetings of other governance bodies such as the Executive Committee and, in

¹ The call of meetings may be delegated to the University Secretary.

² In their absence, the First Vice Chairs will chair meetings of the Board and Executive Committee.

- doing so, ensures that the Board conducts its meetings in respect of procedures as may be adopted from time to time by the Board³.
- Ensure the Board conducts its affairs with integrity, transparency, and independence.
- Remind Board members regularly of their obligation to exercise due diligence, act in the University's best interests, and uphold their fiduciary duties.
- Participate in the development of Board workplans and meeting agendas to ensure that the Board is fulfilling its role and duties and that Board priorities are addressed.
- Determine who will be permitted to attend closed and in camera Board meetings, or portions thereof.
- Oversee the work of the University Secretary.
- Perform other such functions as may be ancillary to the responsibilities described herein and may be delegated to the Board Chair by the Board of Governors from time to time.

2. Strategic Oversight

- Ensure the Board is appropriately engaged in strategic planning, long-term goal setting, and monitoring institutional performance.
- Lead the Board in assessing and approving major strategic initiatives, ensuring alignment with institutional priorities.

3. President Relationship and Oversight

- Serve as the primary liaison between the Board and the President, fostering a respectful and constructive relationship and ensuring that Board decisions are duly implemented.
- Meet regularly with the President to:
 - o Provide confidential advice and support.
 - Monitor progress on goals and key institutional matters.
 - o Discuss the President's wellbeing and overall performance.
- Report regularly to the Board (in camera, where appropriate) on the state of the relationship and the President's performance.
- Lead the annual performance review of the President and, where applicable, recommend to the Board the rate of remuneration of the President beyond what is prescribed under contract.
- Provide feedback to the President at the end of each Board cycle regarding the quality and sufficiency of materials and briefing documentation provided to the Board.

³ The Board has established as its code of rules of assembly, *Francis and Francis Democratic Rules of Order*, 10th edition.

• Ensure the continuance of managerial leadership by leading the process to select a permanent or interim President of the University.

4. Board Development and Performance

- Promote the ongoing development, orientation, and effectiveness of Board members.
- Lead the recruitment, succession planning, and performance evaluation of Board members.
- Support the Vice Chair(s) to gain experience and knowledge of the requirements and functions of the Board Chair role, to ensure the future smooth transition into the Chair's role.
- Actively seek feedback from Board and committee members during in-camera sessions to strengthen Board effectiveness and identify any concerns.

5. Meeting and Decision-Making Facilitation

- Develop meeting agendas in collaboration with the President and University Secretary, ensuring alignment with strategic priorities.
- Ensure Board meetings are conducted efficiently, respectfully, and inclusively, allowing for diverse views and robust deliberation.
- Facilitate a clear decision-making process by:
 - Encouraging full participation from Board members.
 - Summarizing discussions on key issues.
 - Confirming that the Board has sufficient and timely information to proceed with a decision before votes are taken.

6. Committee and Governance Oversight

- Serve as Chair of the Executive Committee and ex-officio member of all other Board committees.
- Ensure that committees have appropriate mandates, resources, and leadership to fulfill their responsibilities.
- Receive and act on feedback from committees (namely the Governance, Nominating and Appeals Committee) and the University Secretary to improve governance processes and support sound decision-making.

7. Stakeholder and Community Relations

• Be the official spokesperson of the Board, both internally and externally.

- Represent the Board, and when appropriate, the University, at major internal and external events, namely convocation.
- Build and maintain effective relationships with key partners including government, alumni, donors, Indigenous communities, and other postsecondary institutions.
- Support and promote the University's values, brand, and strategic priorities in the broader community.

8. Compliance and Risk Oversight

- Ensure the Board fulfills its statutory, fiduciary, and regulatory obligations.
- Support the Board's oversight of institutional risk, financial sustainability, audit, and compliance functions.
- Together with the University Secretary, sign all by-laws, policies and Board minutes.

Qualifications

- Proven leadership experience in governance or senior executive roles, ideally within complex public or not-for-profit organizations.
- Experience chairing meetings and general proficiency with rules of order.
- Strong understanding of fiduciary responsibilities, postsecondary education, and public accountability in a Canadian context.
- Exceptional communication, facilitation, and relationship-building skills.
- Commitment to equity, diversity, inclusion, and reconciliation with Indigenous Peoples.

Term and Time Commitment

- The Chair is appointed from among external members of the Board who have served the Board for at least a year for a one-year term and may be renewed up to four times for a total tenure in the role of no more than 5 years as per the Board of Governors By-laws and the Policy Governing the Selection and Appointment of the Chair and Vice Chairs of the Board of Governors.⁴
- Estimated time commitment: 20–30 days/year, including meetings, preparation, stakeholder engagements, and Board development.

Support

• The Chair works closely with the University Secretary, who provides governance advice, documentation, and administrative support.

⁴ https://files.upei.ca/policy/selection_of_the_chair_and_vice_chairs_of_the_board_policy.pdf

•	Resources for orientation, development, and performance feedback are provided to enable the Chair's success.



STANDING COMMITTEE CHAIR, BOARD OF GOVERNORS ROLE DESCRIPTION

(Draft for Discussion as of June 2025)

Approved by: Governance, Nominating and Appeals Committee

Date: September 18, 2025

Purpose

The Chair of a Standing Committee of the Board of Governors (the "Committee Chair") provides strategic and operational leadership to the committee, ensuring that it fulfills its mandate as defined in its Terms of Reference. The Committee Chair plays a key role in facilitating informed, diligent, and accountable decision-making that supports the effective governance and oversight of the University.

Key Responsibilities

1. Committee Leadership and Governance

- Provide leadership in guiding the committee's work in accordance with its approved
 Terms of Reference, including:
 - Ensuring that committee members clearly understand the role and scope of the committee.
 - Ensuring that the committee's annual work plan addresses all responsibilities outlined in the Terms of Reference.
 - Ensuring that committee meeting agendas align with the work plan and that proposed changes or additions reflect institutional priorities and governance needs.

- Actively managing changes to the work plan to accommodate emerging risks, priorities, or strategic issues.
- Ensuring the committee is fully engaged and demonstrates diligence in executing its responsibilities.

2. Meeting Facilitation and Decision-Making

- Chair committee meetings in a manner that fosters constructive discussion, participation, and consensus.
- Following discussion on any substantive item, confirm with committee members whether they have received sufficient information to make an informed recommendation or decision.
- Remind committee members regularly of their duty of diligence, their fiduciary obligations, and the governance responsibilities of the Board.
- Encourage critical questioning and inclusive dialogue in line with the University's values and commitment to public accountability.

3. Engagement and Feedback

- Actively seek feedback from committee members, including during in-camera sessions, to surface concerns, identify process improvements, and enhance committee effectiveness.
- Foster a respectful and inclusive environment where all committee members feel comfortable contributing and raising issues.

4. Committee Reporting and Board Engagement

- Ensure that all committee decisions and recommendations to the Board are clearly communicated and documented.
- When recommending a decision to the Board, the Committee Chair will:
 - Prepare and deliver comprehensive remarks describing the presentation(s) received, the concerns and risks explored, and the basis for the committee's recommendation.
 - Invite questions from Board members and facilitate informed, transparent decision-making.
- Provide written reports to the Board for each Board meeting:
 - A non-confidential report for inclusion in the open session Board package.
 - A confidential report to be delivered and discussed during closed session, as appropriate.
- Report annually to the Board on the committee's progress against its delegated priorities, annual work plan, and Terms of Reference and recommend to the Board annually areas of focus for the committee for the following year.
- Monitor committee member attendance and engagement and advise the Chair,
 Governance, Nominating and Appeals Committee of any concerns.

5. Collaboration with Board and Administration

- Work closely with the Board Chair, University Secretary, and relevant senior administrators to:
 - Develop meeting agendas and ensure that materials are appropriate in scope, quality, and timeliness.
 - Provide feedback to administration following each committee cycle on the clarity, relevance, and sufficiency of materials.
 - Support strategic alignment between committee activities and institutional goals.

Qualifications

- Current member of the Board of Governors in good standing.
- Familiarity with the responsibilities of the specific committee.
- Demonstrated leadership, facilitation, and communication skills.
- Understanding of university governance structures and a commitment to the public mission of postsecondary education.
- Commitment to equity, inclusion, and continuous improvement in governance practices.

Term and Time Commitment

- Appointed by the Board annually.
- Estimated time commitment: 10–15 days per year, including meeting preparation, consultation, and reporting.

Support

- Committee Chairs are supported by the University Secretary and relevant senior administrators who provide governance guidance, logistical support, and subject matter expertise.
- Orientation and professional development are provided to support the Chair's effectiveness.



VICE CHAIR, BOARD OF GOVERNORS ROLE DESCRIPTION

(Draft for Discussion as of June 2025)

Approved by: Governance, Nominating and Appeals Committee

Date: (Insert Date)

Purpose

The Vice-Chair of the Board of Governors supports the Chair in providing leadership to the Board and fulfilling its fiduciary and oversight responsibilities. The Vice-Chair acts as Chair when the Chair is unavailable and may be delegated specific responsibilities to ensure the effective governance and functioning of the Board. The Vice-Chair is expected to be willing and able to be considered as a successor to the Board Chair.

Key Responsibilities

1. Support to the Chair

- Serve as a key partner to the Chair in ensuring the integrity and effectiveness of Board processes and relationships.
- Provide counsel and support to the Chair on matters relating to governance, member engagement, and meeting planning.
- Act as Chair of the Board, Executive Committee or other Chair led meetings in the Chair's absence or as delegated.

2. Governance and Leadership

- Assist in upholding the Board's responsibility for institutional oversight, risk management, and strategic direction.
- Promote a culture of accountability, transparency, respect, and informed decisionmaking within the Board.

• Ensure continuity of leadership by supporting Board succession planning and being prepared to assume the Chair's role if needed.

3. Relationship Management

- Foster productive relationships among Board members, and between the Board and university leadership.
- As needed, represent the Board in meetings or ceremonial functions when the Chair is unavailable.

4. Acting in the Best Interests of the Institution

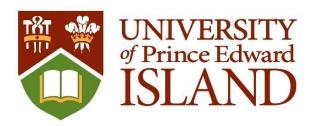
- Bring independent and thoughtful judgment to Board deliberations.
- Recognize the importance of the Vice-Chair's role in supporting the institution's academic mission, financial health, and public trust.

Qualifications

- Demonstrated commitment to the values and mission of the University.
- Prior experience serving on the Board and deep understanding of its responsibilities.
- Strong communication, facilitation, and consensus-building skills.
- Ability to act with discretion, diplomacy, and integrity.
- Availability to take on the time commitment required for leadership.

Term

• The Vice-Chair is elected for a one-year term and may be renewed in accordance with the Board By-laws and the Policy Governing the selection and Appointment of the Chair and Vice Chairs of the Board of Governors.



BOARD MEMBER, BOARD OF GOVERNORS ROLE DESCRIPTION

(Draft for Discussion as of June 2025)

Approved by: Governance, Nominating and Appeals Committee

Date: (Insert Date)

Purpose

Members of the Board of Governors ("Board members") at the University of Prince Edward Island are fiduciaries of the University, entrusted with governing the institution in the public interest. They provide strategic oversight, ensure accountability, and support the long-term success of the University. As members of one of two primary governing bodies within UPEI's bicameral governance system, Board members work alongside Senate (the academic governing body) to uphold UPEI's mission, vision, values, and responsibilities to students, the province, and the public. Their collective role is to help the University navigate complexity and change with courage, compassion, and integrity.

Key Responsibilities

1. Governance, Legal, and Fiduciary Duties

- Act honestly, in good faith, and in the best interests of the University as a whole.
- Fulfill fiduciary duties of loyalty and care and comply with relevant legislation, Board by-laws, and University policies.
- Understand the respective roles of the Board and the Senate, and the distinct responsibilities of each under UPEI's bicameral governance structure.
- Maintain a clear distinction between:
 - Strategic and policy-level governance (Board responsibility), and
 - Academic matters and operational implementation (Senate and administration responsibility).

Note: While Board members may bring the perspective of the constituency from which they hail (e.g., faculty, students, government), they do not serve as representatives of those groups. All decisions must be made based on the best interests of the University as a whole.

2. Institutional Oversight and Strategy

- Provide informed input into the development and monitoring of the University's strategic plan, institutional goals, and performance measures.
- Be knowledgeable about the University's mandate, objectives, operations, and public role.
- Monitor progress on financial, reputational, strategic, and risk-related goals.

3. Financial and Risk Stewardship

- Review and approve the annual budget, audited financial statements, and material capital expenditures.
- Oversee institutional risk, internal controls, audit processes, and long-term financial health.

4. Participation and Board Effectiveness

- Attend all Board and assigned committee meetings, development sessions, and related events.
- Review materials in advance, ask questions, and engage thoughtfully and respectfully in discussions.
- Serve on at least one Board committee and contribute actively to its work.
- Participate in self-assessment and evaluation processes to support continuous Board improvement.

5. Communication

- Recognize that the Chair of the Board (or their express delegate) is the sole spokesperson on Board matters, and the President (or their express delegate) is the sole spokesperson on behalf of the University.
- Refer any requests for comment or information to the appropriate spokesperson and refrain from making unofficial statements about Board matters.
- Promptly communicate any significant concern from the community to both the Board Chair and President.
- Maintain the confidentiality of all in-camera or sensitive discussions.

6. Ethical, Collegial, and Compassionate Governance

Govern with integrity, independence, respect, and professionalism.

- Demonstrate compassion and awareness for those in the university community who may have experienced or may be experiencing fatigue, stress, or hardship, particularly during times of uncertainty, transition or crisis.
- Be courageous and principled in the commitment to do the right thing for the institution and its communities, especially in difficult or complex situations.
- Consider the impact of decisions on key stakeholders, demonstrate this through asking questions and raising issues, and treat stakeholders fairly and equitably, while acting in the best interests of the University.
- Disclose any real, potential, or perceived conflicts of interest to the Board Chair, Committee Chair or University Secretary, and withdraw from related discussions or decisions in accordance with the University's conflict-of-interest policy.
- Maintain the confidentiality of sensitive Board materials and discussions, particularly during in-camera sessions.
- Support a Board culture that is inclusive, respectful, and open to diverse perspectives.

7. Public Trust and Institutional Advocacy

- Act as stewards, safeguarding the autonomy, reputation, and integrity of the University.
- Promote transparency, inclusion, sustainability, and reconciliation with Indigenous Peoples.
- Serve as ambassadors of the University in the community, advancing its mission through networks, advocacy, and service.
- Support the President and senior administration in advancing the University's goals and reputation.

Qualifications and Attributes

- Commitment to postsecondary education and public service.
- Independent judgment, integrity, and the ability to collaborate in a complex governance environment.
- The attached skills matrix outlines the key competencies required for effective governance by the Board of Governors. While individual Board members are not expected to possess all of these skills, it is important that the Board as a whole reflects a well-distributed and balanced range of these competencies to fulfill its responsibilities effectively.
- Appointees should be willing and able to devote sufficient time and attention to Board work.

Time Commitment

- Attend 4–6 Board meetings per year, along with committee work, retreats, and preparation.
- Estimated time commitment: 12–20 days per year, depending on responsibilities.

Term of Appointment

 Board and Government appointed members are typically appointed for a three-year term, renewable in accordance with the University Act. Terms for other appointed or elected members vary according to the rules of the appointing bodies (e.g. Senate, Alumni Association).

Support and Orientation

- Board members receive comprehensive orientation and ongoing access to professional development opportunities.
- Governance support and information are provided through the University Secretariat.

Role Descriptions for Board Members, Board Chair,

Board Committee Chair and Vice Chair.

Draft Briefing not for the Governance, Nominating and Appeals Committee

The attached draft role descriptions reflect common practices across Canadian universities and are aligned with principles of good governance, fiduciary responsibility, and institutional accountability. They also incorporate relevant provisions from the Board By-laws and respond to recommendations from the recent governance review.

Governance Review Implementation Plan

As part of the Governance Review Implementation Plan, several key recommendations have been integrated into these role descriptions to strengthen clarity of responsibilities, promote effective oversight, and support a culture of accountable and informed governance.

LOVE, LOYALTY AND GENEROSITY OF SPIRIT

Include reminder in the Board member role description and on the meeting
placemats for the Board to be mindful of fatigue, stress, and resourcing issues and
having compassion for those who continue to be affected and troubled will be
important.

INSTITUTIONAL COURAGE - THE ACTION PLAN AND THE GOVERANCE REVIEW

• Include in **Board member role description** and meeting placements that Board members individually and as a whole encouraged to continue to be brave in their bid to do the right thing for the institution and its communities.

CLARITY OF RELATIONSHIP - BOARD AND THE PRESIDENT

• Include in the **Board Chair role** the responsibility to meet regularly with the president, provide advice and monitor the president's wellbeing and performance providing updates to the Board on how things are going.

SOURCES OF INFORMATION

- Include in **role descriptions** requirement for **Board and committee chairs** seek feedback from committee members during in-camera sessions
- Include in Chair role description requirement to provide President with feedback on quality and sufficiency of materials at end of each board cycle

Following discussion on substantive items, the **Board or Committee Chair** confirm whether members believe there is sufficient information to make a decision. ...

 Include requirement to confirm whether sufficient information has been provided to make a decision in Chair role description

EFFECTIVE CHANGE

Board Chair and Committee Chairs regularly remind members of the role of the board to demonstrate diligence.

- Include requirement to remind Board members of the role of the Board in Chair role description
- When recommending a decision to the board for approval, the Committee Chair will prepare comprehensive remarks describing to the Board the nature of the presentation received, the concerns and risks explored by the committee....

CONFLICT OF INTEREST

Develop and educate Board members on member role descriptions to ensure that elected Board members understand their roles:

- Develop role description for Board members
- The Board will clarify through **written role descriptions** and expectations for all members, that their role is to bring the perspective of the constituency from which they hail, but not to represent the group.

STANDING COMMITTEE MANDATES AND MEETINGS - ALL COMMITTEES

- Develop **Standing Committee Chairs role descriptions** which include direction to the Committee Chairs as follows:
 - a. The Standing Committees' Terms of Reference represent the Board's delegation of authority and responsibility to the committee. It is the role of the Committee Chair to ensure that the committee fulfills its obligations under the Terms of Reference including:
 - i. Ensuring that committee members understand the role of the committee.
 - ii. Ensuring that committee work plans address all aspects of the committee Terms of Reference.
 - iii. Ensuring that committee agendas reflect the work plan and actively managing requested changes and new priorities.
 - iv. Ensuring that the committee is actively engaged and demonstrates diligence in its activities and presenting recommendations to the Board outlining the committee's decision, process, and reasons for decision.

- v. Reporting to the Board on the committee's activities for inclusion in the board package Committee Chairs to provide two written reports and present them to the Board at each board meeting: 1) Report of activities that are non-confidential, and 2) Report of confidential activities in closed session.
- vi. Reporting to the Board annually the progress of the committee against delegated priorities, the work plan, and the Terms of Reference.
- vii. Recommending to the Board annually areas of focus for the committee for the following year.
- viii. Monitoring the attendance and engagement of the committee members and advising the Governance Committee Chair of any concerns.

SUCCESSION PLANNING - LEADERSHIP & MEMBERSHIP

• Develop role descriptions.

Process to select the next Chair and Vice Chairs of the Board under policy

On May 27, the Board of Governors approved a *Policy on the Selection of the Chair and Vice Chairs of the Board of Governors* with immediate effect.

To deliver on the policy, the following process and timeline is established by the incumbent Chair of the Board.

Eligibility¹

To be eligible for all three roles, one must be

- An external member of the Board,²
- A member of the Board for a year at the start of the term³,
- A member till May 31, 2026.
- For the role of First Vice Chair, the member must also be willing and able to be considered as a successor to the Chair of the Board.

Process⁴

In early September, the Secretary will seek, and the incumbent Chair and Vice Chairs will provide no later than mid-September, their willingness to be renewed in the role. As soon as the incumbent has confirmed, the Secretary will initiate the process to elect a new Chair and Vice Chairs of the Board and notify members. Notice will be given to members that the process of election has started, and members will be invited to nominate candidates for each of the three roles⁵.

Candidates will submit to the Secretary a letter of candidacy and an updated professional biography. The Secretary will remit those documents, in confidence, to the Governance, Nominationg and Appeals Committee (GNAC).

At its November meeting, GNAC will consider, in closed session, the candidacies received and recommend one for each role to the Board of Governors for election.

¹ Eligibility standards are defined in the By-Laws of the University.

² External members are those appointed by the LGIC, by the Alumni Association or by the Board from among persons other than officers of the university, members of faculty (including Senators), employees or students.

³ Therefore, new members to be appointed in October 2025 are not eligible.

⁴ As established under section 5.4 of the By-Laws of the University.

⁵ If there are no candidates for the role of Second Vice Chair, unsuccessful candidates for the role of First Vice Chair may be asked to stand for the second role.

The Board will appoint via a substantive motion in closed session in absence of candidates, a new Chair or Vice Chairs of the Board in the Fall, so that the new Chair and Vice Chairs will be Chair Elect and Vice Chair Elect from January 1 to May 31 of the following year.

Timeline

In keeping with the schedule of meetings of the Board and Board Committee approved by GNAC on April 24, the timeline to elect a Chair and two Vice Chairs of the Board is as follows:

Timeline	Step	Lead
Early September	Confirmation of the incumbent's will to renew	University
		Secretary
Early September	Election notice to members and call for nominations	University
	(see appendix A)	Secretary
September 18	GNAC approves candidacy assessment grids	Chair of GNAC,
		University
		Secretary
October 31	Nominations close	Secretary
November 17	GNAC receives report from the Secretary and	Chair of GNAC,
	recommends a candidate for each role	University
		Secretary
December 2	Election of Chair Elect and Vice Chairs Elect in closed	Chair of the Board,
	session with announcement in open session	University
		Secretary
December 4	Communication of appointment to the University	Chair of the Board,
	Community	University
		Secretary
January 1	Elected candidates become Chair Elect, First Vice	NA
	Chair elect and Second Vice Chair Elect	
January 1 to May 31	Transition period: Chair and First Vice Chair Elect are	Committee Chairs,
	invited to meetings of all committees.	Chair of the Board,
		University
		Secretary
June 1	Chair and Vice Chairs begin their term of office	Chair and Vice
		Chairs

Appendix A

Notice of Election

Governors: Pursuant to the *Policy on the Selection of the Chair and Vice Chairs of the Board*, I am officially serving notice that the Board will proceed to the election of a new Chair and two new Vice Chairs of the Board of Governors at its regular meeting on December 2.

This is the **official call for nominations** for the positions of:

- Chair of the Board of Governors
- First Vice Chair of the Board
- Second Vice Chair of the Board

All external members of the Board who will have served a full year as of June 1, 2025, are eligible. External members are those appointed by the LGIC of PEI, elected by the Alumni Association, or by the Board other than officers, members of Faculty, employees or students at the University.

All terms are for one year starting on June 1, 2025, and ending on May 31, 2026.

External members may be self-nominated, and all members may nominate an external member. To submit a nomination, external members must write, in confidence, to me no later than October 31, 2025. In the case of the nomination of another member, I will reach out to the proposed candidate to confirm their willingness to stand for the role.

Candidates must submit to me, no later than November 1, 2025, a letter of candidacy and an updated professional biography, both of which will be shared with the Governance, Nominating and Appeals Committee.

Appendix B Description of roles

Chair of the Board

Role as defined under the By-Laws

- Chair all meetings of the Board.
- Determine the procedures for the conduct of meetings.
- Encourage full and respectful engagement of Board Members in the Board's work.
- Oversee the development of Board workplans and meeting agendas to ensure that the Board is fulfilling its role and duties, and that Board priorities are addressed.
- Serve as the sole spokesperson for the Board
- Meet regularly with the President to assist the Board in its role of supporting, directing, and managing the work and performance of the President.
- Determine who will be permitted to attend meetings.
- Support the Vice Chair(s) to gain experience and knowledge of the requirements and functions of a Board Chair to ensure the future smooth transition of the Vice Chair into the Chair's role.
- Sign all By-Laws, and approved Board Minutes.

Other expectations⁶

- Attend all meetings of the Board, both regular and special.
- Mentor Committee Chairs.
- Meet regularly with the Secretary of the University to discuss the business of the Board.
- Be available to the University and represent it at events and ceremonies, including convocation.

First Vice Chair of the Board

- Is willing and able to be considered as a successor to the Board Chair.
- Assist the Board Chair as the Board Chair requests.
- Assume the responsibilities of the Board Chair in the Chair's Absence.

⁶ The Chair of the Board is an ex-officio member of all Board committees. Attendance of committee meetings is discretionary.

• In the case of a challenge to a rule of the Chair of the Board, preside over the resolution of that challenge.

Second Vice Chair of the Board

- Assist the Board Chair as the Board Chair requests.
- In absence of the Chair of the Board, where the First Vice Chair assumes the duties of the Chair, assume the role of First Vice Chair.

Executive Committee

Draft Workplan As of September 2, 2025

Agenda Item	Action	Sept	Nov	Mar	May	As Req
	Required					
Evaluation and Remuneration of the						
President Annual Performance Objectives	Review				X	
<u>-</u>			+			
Evaluation of Performance Against Objectives	Review				Х	
President's Compensation	Review				X	
Evaluation and Compensation of the	11011011					
University Secretary						
Annual Performance Objectives	Review				Х	
Performance Evaluation	Review				Х	
Board Agenda						
Open Board Meeting Agenda	Approve	Х	Х	Х	Х	
Closed Board Meeting Agenda	Approve					Х
Annual Board Meeting Agenda	Approve	Х				
Board and Standing Committee						
Workplans						
Board Annual Workplan	Review				Х	
Standing Committee Workplans	Review			Х		
Relationship with Senate						
Joint Senate-Board Meeting Plan	Review			Х		
Senate-Board Liaison Committee	Review				Х	
Strategic and Reputational Matters						
Proposed Strategic and Reputational	Review					Х
Matters for Consideration						
Presentation on Identified Strategic and	Review				X	
Reputational Matters						
Governance						
Terms of Reference	Recommend			Х		
Committee Workplan	Review			X		
Professional Development Needs	Review			Х		
Professional Development **	Complete			X		Х
Policies	Review					Х
Committee Annual Report	Approve	Х				
	•					

^{**} Training for Committee Chairs

Human Resources Committee

Draft 2025-2026 Workplan As of September 10th, 2025

As of September 10th, 2025									
Agenda Item	Action Required	Sept	Nov	Mar	May	As Req	Resource		
Employee Engagement and									
Workforce Development									
Employee Relations and Trends	Review			Χ			J. Ngobia		
Update									
Leadership development	Review			Χ					
Onboarding	Review				Х				
Performance Evaluation	Review			X			W. Rogers/J Ngobia		
Reward and Recognition	Review			X					
Exit data and survey	Review		Х						
Compliance									
Workplace Health and Safety Compliance	Review				Х		J. Ngobia		
Sexual Violence and Human Rights Policy Compliance	Review		Х		Х		J. Ngobia		
Employment law compliance update	Review				Х		J. Ngobia		
Labour Relations									
Update on Approach to Labour Relations	Review			Х		Х	J. Ngobia/ G. Naterer		
Update on State of Labour Relations	Review			Х			J. Ngobia/ G. Naterer		
Update on Collective Bargaining	Review				X	Х	J. Ngobia/ G. Naterer		
Update on Grievances, Arbitrations/Mediations	Review	Х	Х	Х	Х		J. Ngobia/ G. Naterer		
Collective Bargaining Mandate	Approve		Х	Х	X	Х	J. Ngobia/ G. Naterer		
Ratification of Collective Agreements	Recommend					Х	J. Ngobia/ G. Naterer		
Hiring, Tenure and Promotion									
Appointments of Tenure Stream and Term Faculty and Librarians*	Approve	Х	X	Х	Х		G. Naterer		
Faculty & Librarian Tenure/Permanency Applications	Approve		Х				G. Naterer		
	Approve		Х	1			G. Naterer		
Department Chair Appointments Update	Receive	Х	X	Х	Х		G. Naterer		

Senior Executive Appointments*	Approve					Х	W. Rodgers
Employee Benefits Renewal							
Annual Renewal Report	Recommend			X			J. Ngobia/ K. Drummond
Update on Market Differentials	Review					X	J. Ngobia/G. Naterer
Governance							P. Robichaud
Terms of Reference	Recommend			Х			
Workplan	Approve			Х			
Professional Development Needs	Review			Х			
Professional Development	Complete					Х	
Annual Report to the Board	Approve	Х					
Policies	Review					Х	
Chair Meeting with CCOC Chair on Matters of Collective Interest			X				
Special Projects**							
University Recruitment and Retention Strategy	Review				X		J. Ngobia/ K. Drummond
Process for President to Confirm Compliance with University Hiring, Tenure and Promotion Processes	Review				X		G. Naterer/ P. Robichaud
Employee Relations Data Framework	Review				Х		J. Ngobia/ G. Naterer
Clarify Board's Role in Collective Bargaining	Review				X		J. Ngobia/ G. Naterer

^{*}Appointments will also be approved in October, December, January February, April, June, July and August via special meetings or e-votes.

^{**} Some projects may extend into 2026-2027

Property and Environmental Sustainability Committee

Draft 2025-2026 Workplan As of August 27, 2025

Agenda Item	Action	Sept	Mar	Apr	As	Resource
Agenda item	Required	Бері	riai	Abi	Req	resource
Campus Master Plan	•					T.Walker/
						J.Dunn
Updates to Campus Master Plan	Recommend				Χ	
Master Plan Overview/Status	Review					
Property and Infrastructure						T.Walker/ J.Dunn
Physical Space Requirements	Review		Х			
Land Planning &Development Update	Review		Х			
Property and Asset Maintenance and Renewal Update	Review			Х	Х	
Information Technology Requirements	Review		Х			
Compliance Reports						T.Walker/ J.Dunn
Compliance Update	Review			Х		
Environmental Sustainability						T.Walker/ J.Dunn
Environmental Sustainability in Policies Update	Review				Х	
Capital projects						T.Walker/ J.Dunn
Capital Project Proposals	Recommend				Х	
Capital Projects Update	Review	Х	Х	Χ	X	
Governance						P. Robichaud
Terms of Reference	Recommend		Х			
Workplan	Approve		Х			
Professional Development Needs	Review		Х			
Professional Development *	Complete		Х	Х		
Annual Report to the Board	Approve	Х				
Policies	Review				Х	
Meet Annually with FDER and F&A	Review			Χ		
Committees on Capital Infrastructure Priorities						
Special Projects**						T.Walker/ J.Dunn
Project Analysis Template	Review			Х		
Process for Approval of Capital Projects	Review			Х		
Approach to Environmental Sustainability	Review			Х		
Deferred Maintenance Plan	Review			Х		
L		-1				

^{*}Planned Professional Development: Environmental Sustainability and Capital Projects Oversight

^{**}Some projects may extend into 2026-2027

Governance, Nominating and Appeals Committee

Draft 2025-2026 Workplan As of August 27, 2025

Agenda Item	Action Required	Sept	Nov	Feb	Mar	Apr	As Req
Board Standing Committee Membership							
and Succession Planning							
Skills Matrix and Representation Survey	Approve						Χ
Appointment of New Board Members	Recommend				Χ		
Appointment to Standing Committees	Recommend	Χ					
Appointment of Committee Chairs	Recommend	X					
Board and Committee Attendance	Review					Х	
Standing Committee Structure and Terms of Reference							
Standing Committee Terms of	Review				Х	Х	
Reference							
Standing Committee Structure	Recommend			Х			
Role Descriptions							
Board Chair Role Description	Review	Х					
Vice-chair Role Description	Review	Χ					
University President Role Description	Review			Х			
Standing Committee Chair Role	Review	Х					
Description							
Board Code of Conduct and Conflict of							
Interest	Davis					V	
Board Code of Conduct Policy	Review					X	
Board Code of Conduct Implementation	Review					Х	
Conflict of Interest Policy	Review					X	
Conflict of Interest Process Implementation	Review					Х	
Board Evaluation							
Board Evaluation Process and Tool	Approve				Х		
Results of Evaluation	Review	Х					
Appeals							
Appoint Appeals Panel to Hear Appeals	Approve						Х
Board Report on Appeals Metrics	Review			1		Х	1
Board Education							
Board Orientation Program	Review		Х				
Board Training Plan	Approve					Х	
Board Policies							
Status of Board Policies	Review		Х		Х		
New, Revised, Repealed Board Policies	Recommend	X	Х	Х	Х	Х	Х
Governance							

Terms of Reference	Recommend				Х	Χ	
Workplan	Approve				Х		
Annual Report to the Board	Approve	Х					
Professional Development Needs	Review				Х		
Professional Development	Complete			Х			
Special Projects**							
Role Descriptions – Board Chair, President, Committee Chairs, Board Members	Review					Х	
Board Succession Plan	Review					Х	
Orientation Program Update	Review					Х	
Governance Review Implementation Oversight	Review	Х	Х	Х	Х	Х	

^{*}Training session on appeals

** Some projects may extend into 2025-2026

Board of Governors Finance, Audit and Risk Committee (FARC) ANNUAL WORKPLAN 2025-26

In addition to the specific items listed in a specific meeting of the Annual Workplan, the following standing and/or Consent Agenda items may be included in each meeting as appropriate:

- 1. Agenda
- 2. Minutes of the prior meeting(s)
- 3. Action Item Register
- 4. Compliance Statement (s.14.1.4)
- 5. Update on Legal Matters (s.14.6.1.2)
- 6. Review the internal audit activity's performance relative to its plan, i.e. regular (s. 14.4.4)
- 7. Review progress, findings, recommendations and follow-up actions stemming from internal audit activities, i.e., regular report (s.14.4.5)
- 8. Pre-approval of all significant non-audit services to be provided to the University by the external auditor (s.14.3.4)
- 9. Committee Meeting Report(s) to Board i.e. after each meeting and annual (s. 8.2)
- 10. Monitor progress of major IT projects (s. 14.7.3)

The Committee has the discretion to move items between and among meetings but will cover all Workplan items over the couse of the year.

NOTE: All references to sections (i.e., "s.") relate to currently approved Terms of Reference.

DATE	ITEM
September 23	Monitor financial performance against the approved budget, noting variances
	and significant issues (s. 14.1.2)
	Presentation of 2024-25 Financial Results (s.14.1.6)
	Review and Recommendation of 2024-25 audited Financial Statements
	(s.14.1.5)
	Review of Audit Results, Internal Control Letter and Management
	Representations (s. 14.1.3; s.14.3.1; s. 14.5.1, s. 14.5.2)
	In-camera session with the external auditor (s.10)
	In-camera session with the Vice-President Administration and Finance (s.10)
	In-camera session with the Comptroller (s.10)
	Develop and oversee policy respecting non-audit services (s. 14.3.3)
	Review and Approval of FARC Committee Terms of Reference (s.15)
	Review and Approval of FARC Annual Workplan (s. 8.1)
	Review annually and approve the internal audit charter (s. 14.4.1)
	Approve decisions regarding the appointment and removal of the University
	Auditor (s. 14.14.2)
	Review and approve the annual internal audit plan and all major changes to
	the plan (s. 14.4.3)

	Support the internal audit function in receiving the right support and
	cooperation from management and ensure it has sufficient independence
	to conduct activities in a professional manner (s. 14.4.6)
November 13	Oversee the annual process for the development of the University's annual
	operating and capital budget (s.14.2.1)
	Meet with Properties and Environmental Sustainability Committee and
	Development, Fundraising and External Relations Committee to review capital
	infrastructure prioorties and capacity (s. 14.12)
	Oversee (through the Committee's appointees) the governance and
	administration of the Pension Plan for the Employees of the University of
	Prince Edward Island (s. 14.9).
February 12	Monitor financial performance against the approved budget, noting variances
	and significant issues (s. 14.1.2)
	Oversee the University's process for identifying, assessing, and managing
	the principal risks of the university (s. 14.6.1.1)
	Reviewing regular reports on all areas of significant risk to the University
	(s.14.6.1.2)
	Review insurance coverage pertaining to all property of the University,
	liability and other insurable risks as identified by management (s.
	14.6.1.3)
	Receive and review the opinions of management, the University Auditor
	and others, as needed, regarding the strength and appropriateness of
	management's risk mitigation strategies (s. 14.6.2)
	Assess the adequacy and effectiveness of the IT risk management process (s.
	14.7.4)
	Monitor the risks and financial consequences associated with deferred
	IT renewal (technical debt) (s. 14.7.7)
March 12	Review and recommend to the Board the approval of the annual operating
	and capital budgets of the University (s. 14.2.2)
	Periodically assess the adequacy and effectiveness of the University's IT
	resources in meeting the University's strategic objectives. (s. 14.7.1)
	Review IT strategy and ensure its alignment with the University's strategic
	objectives (s. 14.7.2)
	Oversee the development of a cybersecurity strategy that aligns with
	University strategy and priorities and identifies the necessary controls to
	protect the organization from material cyber events and monitor progress
	on strategy implementation (s. 14.7.5)
	Oversee the development of a digital transformation strategy that aligns
	with University strategy and priorities and monitor strategy
	implementation (s. 14.7.6)
	In-camera session with the Chief Information Officer (s.10)
	Recommend approval to the Board of the external auditor (s.14.3.2.1) and
	terms of the engagement, including the compensation to be paid (s.14.3.2.2).
May 7	Monitor financial performance against the approved budget, noting variances
	and significant issues (s. 14.1.2)

Review and approve (changes in) accounting policies and the implementation of new accounting standards (s. 14.1.6)

Oversee the work of the external auditor i.e., approve external audit plan (s. 14.3.1)

Provide oversight on the governance and administration of the University's Endowment and Special Purpose Funds (s. 14.8.1)

Receive and review the annual report of the University's Endowment and Special Purpose Funds (s. 14.8.2)

Appoint employee representatives to the Sponsor Board and the Board of Trustees for the Pension Plan for the Employees of the University of Prince Edward Island (s. 4.7)

Review progress, findings, recommendations and follow-up actions stemming from internal audit activities, i.e., annual report of prior year findings (s.14.4.5)

In-camera session with the University Auditor, i.e., internal auditor (s.10)

Development, Fundraising and External Relations Committee

Draft 2025-2027 Workplan As of August 27, 2025

Agenda Item	Action	Sept	Mar	May	As	Resource
	Required				Req	
Fundraising, Gift Acceptance and Donor						
Recognition						
Annual Fundraising Priorities	Recommend		X			W.Rodgers/ M.
						Jenkins-Smith/
Even describing Personne	Davis		\ <u>\</u>	\ <u>\</u>		A. Gill
Fundraising Progress	Review		X	X		W.Rodgers/ M. Jenkins-Smith/
						A. Gill
Resources to Support Fundraising	Review		X			W.Rodgers/ M.
Activities (Budgeted and Volunteer)	T C V I C V V		r			Jenkins-Smith/
,						A. Gill
Gift Acceptance	Approval				Х	W.Rodgers/ M.
						Jenkins-Smith/
						A. Gill
Donor Recognition/Naming	Approval				X	W.Rodgers/ M.
						Jenkins-Smith/
Day at force Carata as Caratin to f	D i			\ <u>\</u>		A. Gill
Report from Senate on Granting of Awards	Review			X		A.Trowbridge
Communications and External						W.Rodgers/
Relations						N.Phillips?
Progress on Communication Priorities	Review		Х	Х		l l
-	Review		X	Х		
Institutional Reputation and Image						W.Rodgers
Update on Strategies/Initiatives	Review		Х	Х		
University Brand Performance	Review		Х	Х		
Risks Related to Reputation and Image	Review		Х	Х	Х	
Governance						P.Robichaud
Terms of Reference	Recommend		Х			
Workplan	Approve		Х			
Professional Development Needs	Review		Х			
Annual Report to the Board	Approve	Х				
Professional Development	Complete				Х	
Policies	Review				Х	
Meet Annually with PESC and F&A	Review			Х		
Committees on Capital Infrastructure						
Priorities						
Special Projects**						
Communication Plans Framework	Review			Χ		W. Rodgers

Fundraising Plans Framework	Review	X		W.Rodgers/ M.
				Jenkins-Smith/
				A. Gill
External Relations and Community	Review		X	W. Rodgers
Engagement Framework				
Institutional Reputation and Image	Review		X	W. Rodgers
Framework/Plan				

^{**} Some projects may extend into 2026-2027

Purpose: INFORMATION

Subject: Election of members of the Board

Prepared by: Pascal Robichaud, University Secretary

Prepared for: Board of Governors

Date: October 7, 2025

ACTION

Information regarding the election of two members of the Board of Governors.

BACKGROUND

Two vacancies on the Board of Governors have been filled via elections, i.e.: a Teaching Staff member and a Senator member.

Teaching Staff

Under the supervision of the University Secretary, elections were held to elect a member of the Board of Governors from among the University's teaching staff who could commit to a three-year term. Seven candidacies were received. Richard Raiswell, having received the most votes, is elected to a three-year term to start immediately and end in September 2028.

Senator

On September 26, the Senate proceeded to elect a Senator to the Board. Senator John McIntyre from the Department of English at the Faculty of Arts is elected to a three-year term to start immediately and end in September 2028.