



# UNIVERSITY of Prince Edward ISLAND

TO: Members of Senate  
FROM: Andrea Trowbridge, Secretary to Senate  
DATE: April 25, 2025  
RE: Ninth Senate Meeting – May 2, 2025

The Senate of the University of Prince Edward Island will hold its ninth meeting for 2024-2025 on **Friday, May 2, 2025 at 3:00 p.m. at Alumni Hall in Rm 102.**

## OPEN AGENDA

1. **Call to Order, Welcome, Land Acknowledgement and Opening Remarks from Chair and Vice-Chair** 3 min
2. **Approval of Agenda** 2 min  
*MOTION: That Senate approve the agenda as presented.*
3. **Approval of Minutes** 5 min  
a. **April 11, 2025**  
*MOTION: That Senate approve the open minutes of April 11, 2025, as presented.*
4. **Business Arising from Minutes** 5 min
5. **Senior Administration Reports** 15 min
  - a. **President's Report**
  - b. **Vice-President Academic and Research Report**
  - c. **Vice-President People and Culture Report**
6. **Question Period** 5 min
  - a. **Questions and Answers Received from Placemats**
  - b. **Questions Received in Advance**
  - c. **Questions Received from the Floor**
7. **Senate Standing Committee Reports** 5 min
  - a. **Senate Steering and Nominating Committee – W. Rodgers – For Information**
    - i. **Committee Report – April 3, 2025**
    - ii. **Senate and Senate Committee Vacancies**
      1. **Committee for Emerita/Emeritus/Emeriti Status:**
        - a. **One faculty member – IKERAS**

Agenda  
Ninth Senate Meeting – May 2, 2025

iii. Senate and Senate Committee Appointments

1. *Ad Hoc Senate Committee on Teaching Evaluation:*

- a. Rose Avoine-Dalton, Undergraduate Student
- b. Deanelle Magbanua, Undergraduate Student
- c. Hexi Wang, Graduate Student

- 8. **Revised Course Materials Policy** – G. Naterer – For Consultation 20 min
- 9. **Policy on Academic Units** – G. Naterer 10 min  
*MOTION: That an ad hoc Committee for the drafting of a Policy on Academic Units be struck.*
- 10. **Faculty of Medicine Update** – P. Smith – For Information 10 min
- 11. **Board Report to Senate** – W.Montelpare/W. Waterman – For Information 5 min
- 12. **Shout Outs**
- 13. **Motion to Move to a Closed Agenda**
- 14. **Adjournment**  
*MOTION: That the Senate meeting be adjourned.*

**DRAFT Minutes of the Eighth Meeting of Senate**  
**Friday, April 11, 2025**  
**3:00 – 5:00pm**  
**Alumni Hall and via Zoom**

**Present:** A. Braithwaite, A. MacKenzie, A. Trowbridge, A. Weenie, B. Linkletter, P. Drake, D. Griffon, D. Moses, G. Jiang, H. Wang, J. McClure, J. Sentance, K. Gottschall-Pass, K. Mears, M. Arfken, M. v. Eccher, M. Sweeney-Nixon, M. A. McMahon, N. Etkin, N. Mannholland, P. Bernard, P. Foley, P. Smith, R. Gauthier, R. Raiswell, S. Fitzpatrick, S. Myers, S. Hamilton, S. Kresta, T. Mady, W. Rodgers, W. Whelan, Y. Rashchupkina.

**Regrets:** A. Hsiao, A. MacLaren, B. Waterman, C. Adeyanju, F. Sadat, G. Naterer, J. McIntyre, M. Buote, M. Clapson, M. Turnbull, N. Clark, N. R. Agunbiade, P. J. Augustine, R. Dennis, R. McPhee, S. Connolly, T. Judson, W. Montelpare.

**Secretariat:** P. Robichaud, K. Porter, W. Anderson

**OPEN SESSION**

1. **Call to Order, Welcome, Land Acknowledgement and Opening Remarks from Chair and Vice-Chair**  
W. Rodgers called the meeting to order at 3:03 pm and acknowledged the land.

2. **Approval of Agenda**  
The Chair noted that item 9 of the draft agenda will not proceed as Dr. Naterer is unavailable due to unforeseeable circumstances.

**MOTION: (P. Drake/ M. A. McMahon) that the agenda be approved as amended. CARRIED.**

3. **Approval of Minutes**  
a. **March 14, 2025, Open Minutes**  
**MOTION: (M. Sweeney-Nixon/J. Sentance) That Senate approve the minutes of the open session of Senate of March 14, 2025, as presented. CARRIED.**

4. **Business Arising from Minutes**  
No business arising was raised.

5. **Senior Administration Reports**  
a. **President's Report**

The University has engaged students to canvass their needs and identify innovations in the delivery of services. A survey has been conducted with results to be known soon. As part of ongoing efforts to connect with students, the University held a student mixer with members of the Board of Governors and Senior managers of the University.

W. Rodgers spoke to the incident at the AVC regarding the display of artwork. She recognized that this is an important issue of academic freedom that requires immediate action. The University has extended an apology to the artist and offered an alternate opportunity to share their art with the University Community, both of which were accepted.

Senate was informed that the Government of PEI tabled the budget for 2025 – 2026 in the House the day before. Following the presentation of the budget, the Ministry is to provide details as to the funding to the University, which have not yet been received. The University remains dedicated to the recovery of revenue lost from declining international student enrolment, with a focus on the retention of enrolled students. All things considered, UPEI is doing well compared to other

universities, but we must continue to seek means to generate sustainable revenue.

Work continues to implement the Action Plan not only to live up to our commitments before government, but to ensure a successful transition to a better community.

Continuing professional development and asking them to continue. UPEI is doing very well compared to other universities.

W. Rodgers reminds Senate that a joint Board and Senate Equity, Diversity and Inclusion session will soon be arranged and noted a Governance training session with Cheryl Foy coming up in May.

**b. Vice-President Academic and Research Report**

N. Etkin, Dean of Science, acting on behalf of G. Naterer, noted the President's strong response to the incident related to the art exhibition at the AVC.

From a long list of successes to be celebrated at UPEI, N. Etkin highlighted two of note: the new Cleantech program and the UPEI Panthers bringing home a gold medal.

**c. Vice-President People and Culture Report**

In S. Connolly's absence, W. Rodgers delivered a report. The implementation of the Action Plan continues as we now move to the Audit of years 0 and 1. A progress report is in development and will be made available to everyone.

With the Board's approval, Employee Benefit Rates have been adjusted and will be reflected in the first pay in the month of May along with payroll adjustments resulting from actuarial calculations as of April 30.

The development of policies to replace the Fair Treatment Policy is going well, with members of the Committee bringing forth innovative approaches. The essence of the policy is now written, with some time now devoted to drafting procedures.

Jessica Field is starting to meet with campus leaders, teams and directors to share faculty and department specific employee engagement results.

EDI education is being conducted with all campus supervisors on humble learning and active listening.

The SVPRO is collaborating with the Student Union Student Wellness Coordinator at student events on consent and boundaries. SVPRO is also offering training sessions with all campus supervisors on receiving disclosures and supporting survivors of sexual violence.

**6. Question Period**

- a.** Questions and answers received from Placemats – no questions from the last meeting.
- b.** Questions Received in Advance – no questions received in advance.
- c.** Questions Received from the Floor

**Q:** Will UPEI be taking advantage of the federal election to lobby governments to change their policy regarding international students? **A:** W. Rodgers indicates that University Presidents are taking this up through Universities Canada and directly in talks with elected officials.

**Q:** UBC opened registration in January to US students. Will UPEI do the same? **A:** UPEI will look into it.

**Q:** Will the panel discussion with C. Griffin be made available remotely? **A:** Yes, we will see to it that there is remote access.

**Q:** Is the funding received for EDI initiatives perpetual? **A:** The funding was initially a restricted grant and has now been rolled into our base funding.

**Q:** Who are the auditors of the Action Plan. **A:** Deloitte.

## **7. Senate Standing Committee Reports**

### **a. Academic Planning and Curriculum Committee – G. Naterer**

#### **i. *Seventh Curriculum Report***

N. Etkin presented motions 1 to 96 as described in the documentation provided to Senate in advance of the meeting and moved them in blocks along Faculty lines.

**MOTION: (N. Etkin/S. Myers) That Senate motions 1 to 32 be approved. CARRIED**

**MOTION: (N. Etkin/R. Gauthier) That Senate motions 33 to 37 be approved. CARRIED**

**MOTION: (N. Etkin/A. Weenie) That Senate motions 38 to 42 be approved. CARRIED**

**MOTION: (N. Etkin/P. Drake) That Senate motions 43 to 62 be approved. CARRIED**

**MOTION: (N. Etkin/K. Gottschall-Pass) That Senate motions 63 to 94 be approved. CARRIED**

**MOTION: (N. Etkin/P. Bernard) That Senate motions 95 and 96 be approved. CARRIED**

#### **ii. *Scheduling Procedures – For Information***

Following the approval of the Scheduling Policy, procedures have been developed and are shared with Senate for information and to receive input.

Concerns are raised as to the scheduling of laboratories. The scheduling of classes on Friday afternoon also raises questions, as much service to the institution takes place at that time because it is generally free of classes. It was indicated that Friday afternoon schedules were added in response to significant demand to expand the teaching schedule and offer more options and in accordance with established practice as there are several classes regularly offered at that time. Noting that there is debate on the issues, the Chair noted the need for further discussion and for the topic to come back to Senate. Senators are to review the two documents and forward any concerns to the attention of Senate.

### **b. Senate Steering and Nominating Committee – W. Rodgers**

#### **i. *Committee Report***

As Chair of SSNC, President Rodgers noted the SSNC Report was provided for information and invited Senators to submit nominations for the vacancies.

#### **ii. Senate and Senate Committee Vacancies**

##### **1. *Ad Hoc Senate Committee on Teaching Evaluation:***

Two undergraduate students; One graduate student needed

##### **2. *Committee for Emerita/Emeritus/Emeriti Status:***

One faculty member – IKERAS

#### **iii. Senate and Senate Committee Appointments**

##### **1. *Senate Committee on the Enhancement of Teaching:***

As a result of elections to fill three faculty seats on the Committee on the Enhancement of Teaching, the following members were elected:

- Terri Jackson from the Faculty of Education

- Kristina Kupferschmidt from the Faculty of Science (School of Mathematics and Computer Science)
- Stephanie Shaw from the Faculty of Sustainable Design Engineering

**2. Ad Hoc Senate Committee on Teaching Evaluation:**

A new member was appointed by the UPEI Faculty Association to the Ad Hoc Senate Committee on Teaching Evaluation,

- Emilia Bourassi from the AVC.

**8. Board Report to Senate – W.Montelpare/W. Waterman**

The two Senator members of the Board being absent, the report is carried over to the next meeting. As there has not been a report for a few meetings, a written report will be presented at the next meeting.

**9. Creation of Ad Hoc Committee**

The item is deferred in light of the absence of the VPAR.

**10. Second Consultation with Senate on UPEI Draft Strategic Plan Framework Development – Tanya Chapman, The Chapman Group (Facilitator)**

As the University progresses toward the establishment of a new Strategic Plan, T. Chapman of the Chapman Group has been invited to facilitate a discussion to seek input from Senate. Through a variety of venues, there has been much consultation of the University Community. The Senate is asked to review what has been heard so far and provide additional feedback in response to two framing questions: what resonates with you? What's missing?

The vision coming out of consultation so far is "Connected to the Island and the world, we empower people to explore, grow, and shape the future with bold vision and impact.

Comments received:

- Consider words such as *potential*, *nurture* and *life-long learning*.
- Some indicated that some words from the former vision are missing and should be considered
- The notion of our outstanding programs and education for students to take to the world is missing.
- There is no mention on teaching, which is an essential value of the institution.

As per the values, the following comments were received:

- Support for *integrity* and *equity*, but unsure about *innovation*.
- The expression *People first* do not speak to others with which we share the planet. *Community first* might be better.
- The values are in line with those of former plans, but academic freedom is missing.
- *Individuality* can speak to personal accountability or a self-centered approach, when we should look to institutional or collective responsibility.
- Striving for excellence should be retained. It should be a standard for us.

On priorities, comments received were:

- Should we commit to everyone thriving or rather to provide the opportunity to thrive?
- Uncertainty about the meaning of *Growth*. Does it mean *Renewal*?
- Telling our unique story is crucial.
- Need for some wording that states that while we are building, we are keeping the good elements we have.

- It's important that we commit to doing what we're already started before taking on more.
- Uncertainty as to the meaning of *Focal sustainability* and concern that it won't be understood.
- We are missing a focus on education of the future, which was in previous plans.
- The solutions to improve sustainability feel technical. We need to be more inclusive.
- Knowledge should be the focal point.

**11. Annual Reports – For Information**

Senate received the report from the Senate Library Committee and the Committee for Emerita/Emeritus/Emeriti Status as circulated to Senators prior to the meeting.

**12. Shout Outs**

M. Sweeney-Nixon – shoutout to our IT Team specifically David Ross who dropped everything to help develop a form for grad student stipends.

P. Smith – shoutout to the 20 Islanders who received a letter of admission to the Faculty of Medicine.

A Braithwaite – shoutout to Christopher Griffin for reminding us of what we stand for.

H. Wang – shoutout: Black Islander History available.

D. Griffon – Shoutout to AVC for receiving a 7-year accreditation, which is the longest possible.

**13. Motion to Move to a Closed Agenda**

**MOTION: (M. A. McMahon/N. Etkin) that Senate move to a closed session. CARRIED**

**14. Adjournment**

**MOTION: (P. Drake/H. Wang) that the Senate meeting be adjourned.**

Placemat Questions and Responses from Eighth Meeting of Senate, April 11, 2025

Q: Timetable – Labs. Jan. 17<sup>th</sup> Senate Minutes 7(a) “Senators raised concerns that the policy 0 include labs ...it was decided to include time patterns in the procedures”.

A: As discussed at the April 11<sup>th</sup> Senate meeting, it was noted that further discussion is required on the Scheduling Policy and Procedures.





# Committee Report to Senate

**Committee Name:** Senate Steering and Nominating Committee

**Committee Meeting Date:** 4/3/2025

**Attendance:** Wendy Rodgers, Kim Mears, Shannon Fitzpatrick, Andrea Trowbridge, Pam Trainor, Pascal Robichaud, Willow Anderson & Kim Porter

**Regrets:** George Jiang

**Senate Meeting Date:** 3/14/2025

## Items Discussed

- Senate agenda requests: Scholarly Integrity Committee Terms of Reference (TOR); Ad hoc Committee Policy on Academic Units; Scheduling Procedures; Draft Strategic Plan Framework
- The Senate SharePoint site is in an implementation phase. Historical information continues to be added, and administrative assistants of Committees will be identified and trained on how to use the new site. The VRE will continue to be accessible, however no new information will be added. The goal is to have all Senate Committees using the SharePoint site as the main document repository.

## Decisions Made

- The March 6, 2025, Senate Steering and Nominating Committee Report was approved as presented.
- The Scholarly Integrity Committee TOR has been updated to “no more than two” however the Research Advisory Committee (RAC) hasn’t met to review the regulation/policy issue. As a result, this item will be deferred to a future Senate meeting, following the review by RAC. Committee members raised concern on the potential conflict of interest if members on the Scholarly

**Report due to [senate@upeu.ca](mailto:senate@upeu.ca) at least two weeks prior to Senate meeting**

Integrity Committee are the same members to serve on the Complaint Investigation Committee. This concern is to be communicated to RAC.

- An Ad hoc Committee to develop a policy on academic units will be brought to Senate, as no policy is currently in place and there have been requests to create new departments. A briefing note will be written to describe the situation.
- The Scheduling Procedures will be brought forward to Senate as an information item and as a follow-up to the Scheduling Policy that was recently approved by Senate.
- Senators will be consulted on the draft Strategic Plan Framework.
- The April 11, 2025 Senate Open and Closed Agendas were approved.
- A review of the Senate Policy on Processes and Procedures is required, specifically the agenda order.
- A future Senate agenda item will be an update on the Faculty of Medicine

### **Recommendations to Senate**

- N/A

<b>University of Prince Edward Island Policy</b>		<b>Policy No.</b> admfingnl0003	<b>Revision No.</b> 0
<b>Policy Title</b> Fair Access to Course Materials Policy			<b>Page 1 of 1</b>
<b>Creation Date</b> February 6, 2002		<b>Version Date</b> April 23, 2025	
<b>Authority</b> Board of Governors		<b>Review Date</b> April 23, 2028	
<b>Responsibility</b> Vice-President, Academic and Research			<b>Access</b> W

## 1. Purpose

1.1 The purposes of this policy are to:

- (a) ensure that students have fair, reasonable and appropriate access to course materials and grading materials;
- (b) establish rules respecting the acquisition of course materials by students; and
- (c) establish rules that promote openness, transparency and accountability in circumstances where instructors are involved in the creation of course materials.

## 2. Definitions

2.1 In this Policy:

- (a) **Closely Associated Person** has the same meaning as defined in the University's Conflict of Interest Policy;
- (b) **Conflicts Officer** has the same meaning as defined in the University's Conflict of Interest Policy;
- (c) **Course materials** means reference materials, physical or digital, that students are encouraged or required to use in a course, and include:
  - (i) textbooks;
  - (ii) other published materials;
  - (iii) compiled manuals;
  - (iv) subscriptions;
  - (v) software; and
  - (vi) access to online websites or courseware.
- (d) **Grading materials** means materials, physical or digital, that are used to evaluate students' performance in a course, and include:
  - (i) assessments;

- (ii) assignments;
  - (iii) tests and quizzes;
  - (iv) laboratory assignments; and
  - (v) examinations.
- (e) **Instructor** includes Faculty Members, sessional instructors, librarians, and anyone who teaches a course at the University.
- (f) **Open Educational Resources (OER)** means learning, teaching and research materials in any format or medium that reside in the public domain, or under copyright, that have been released under an open license, and that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others.
- (g) **Third party publisher** means a publisher or other supplier of course materials in which an instructor, or a Closely Associated Person of the instructor, does not have a personal, business, financial, or other interest, whether direct or indirect

### 3. Scope

This policy applies to everyone who acts as an instructor at the University.

### 4. Authority and Responsibility

- 4.1 The University's Board of Governors has authorized this Policy pursuant to clauses 14. (1) (h) and (i) of the *University Act*, and the Board of Governors is responsible for establishment and amendment of this policy.

### 5. Administration

- 5.1 The Vice-President, Academic and Research is responsible for the administration of this policy.

### 6. Principles

- 6.1 Instructors have academic freedom pursuant to the Faculty Collective Agreement. Instructors have discretion, within the boundaries of academic freedom, to:
- (a) select course materials that their students will be assigned or recommended; and
  - (b) assign grading materials.
- 6.2 The University affirms the significant and valued contributions represented by editing or publishing a textbook or other course materials in the area of one's scholarly expertise. The University encourages and supports instructors in these scholarly endeavours.
- 6.3 While instructors are encouraged to create course materials, and have academic freedom to select course materials and assign grading materials, they may not:

- (a) determine or manage the ways in which course materials are made available to students, whether for purchase, rental, or otherwise; or
  - (b) impose any costs upon students to access grading materials.
- 6.4 The University encourages the creation and adoption of Open Educational Resources where possible and reasonable.
- 6.5 Because course materials can represent a significant cost to students, the University has a responsibility to ensure that the cost of course materials is not a barrier to students.
- 7. Course Materials**
- 7.1 All assigned or recommended course materials must:
  - (a) identify all (co-)authors by name;
  - (b) cite all sources and contributions;
  - (c) acknowledge the work of others;
  - (d) identify all copyright holders; and
  - (e) comply with copyright laws in all respects.
- 8. Access to Course Materials and Grading Materials**
- 8.1 Instructors are encouraged to place course materials on reserve with the Library, or to make course materials available to students through the University's online learning platform.
- 8.2 Instructors must ensure that assigned or recommended course materials are available at the University Bookstore, and shall direct students to the University Bookstore to acquire course materials. This requirement does not limit students' choices to acquire course materials elsewhere.
- 8.3 Instructors may not sell or rent course materials to students directly, or collect any fees from students in relation to course materials.
- 8.4 Instructors may recover incidental out of pocket costs in relation to course materials, for example actual photocopying or printing costs, subject to obtaining prior approval from the Dean, and providing verifying receipts. Incidental out of pocket costs do not include an instructor's development time.
- 8.5 Instructors may not refer students to third-party vendors (for example websites or publishers) for the purpose of acquiring course materials.
- 8.6 If sale and rental options are available, both shall be made available to students.
- 8.7 In general, purchase or rental of course materials should not be a necessary pre-condition to full participation in the course and its methods of assessment. For example, a student who decides not to purchase or rent course materials should not be prevented from writing

quizzes, assignments and exams, or from receiving a full assessment for attendance, participation, and similar matters.

- 8.8 An exception under Section 8.7 may exist in cases where a subscription, device, or other item necessary to full participation in the course and its methods of assessment is bundled for sale with a textbook by its publisher. Any exceptions must be identified, with their necessity explained in a letter to the Dean, approved by the Dean, and listed in the course outline.
- 8.9 If course materials (print or digital) come bundled with grading materials that instructors may choose to use in assessment, an instructor may list such a bundle as a “required text” provided that the grading materials to be used for assessment are available to students separately and the cost of the grading materials portion of the bundle is below a stated limit. If the grading materials are not available separately, the entire bundle should be within a cost limit of \$50.
- 8.10 Instructors must clearly communicate, in their course outlines or syllabi, details, including cost, respecting the use of third-party digital course materials and grading materials.

## **9. Course Materials and Grading**

- 9.1 Subject to the above provisions, an instructor shall not:
  - (a) require a student to purchase, rent, or license course materials as a condition for receiving a grade in, or passing, a course; or
  - (b) impact a student’s grade in a course on the basis of whether or not the student has acquired assigned or recommended course materials.

## **10. Conflicts of Interest**

- 10.1 The University has a responsibility to address conflicts of interest that may arise in relation to course materials.
- 10.2 When an instructor or a Closely Associated Person of an instructor:
  - (a) is an author, co-author, contributor, member of an authorial or publishing collective, or consultant to the production of assigned or recommended course materials;
  - (b) has a personal, ownership, business, financial, or other interest, direct or indirect, in a publisher, or authorial or publishing collective, of assigned or recommended course materials; or
  - (c) might benefit financially from the assignment or recommendation of course materials;

the University’s Conflict of Interest Policy applies, and a conflict of interest within the meaning of the Conflict of Interest Policy exists.

- 10.3 For greater certainty, a conflict of interest does not exist where an instructor has co-authored or authored course materials produced by an arm's length publisher and receives royalties from the publisher.
- 10.4 An instructor shall declare, in writing, a conflict of interest to the applicable Conflicts Officer.
- 10.5 An instructor's declaration shall include the following information and supporting materials:
- (a) a copy of the course materials to be recommended or assigned;
  - (b) details of the nature and extent of the instructor's, or the Closely Associated Person's, role in the creation or production of assigned or recommended course materials;
  - (c) details of the instructor's, or the Closely Associated Person's, interest in the publisher, or authorial or publishing collective;
  - (d) details of the instructor's, or the Closely Associated Person's, financial interest arising from the assignment or recommendation of course materials: for example, financial benefit per unit sold or rented, the number of students who will be required to acquire the course materials, and any consulting or other fees received in relation to the course materials.
- 10.6 In accordance with the Conflict of Interest Policy, the Conflicts Officer shall investigate and make a determination on the manner in which the situation ought to be addressed.

## **11. Review**

- 11.1 The Vice-President, Academic and Research is responsible for initiating a review of this policy at least once every five years.

## **Establishment of an Ad-Hoc Committee for a *Policy on Academic Units***

### **Recommendation to Senate from the Vice President, Academic and Research**

**April 11, 2025**

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#### **Action**

To have Senate establish an Ad-Hoc Committee to make recommendations for a Policy on Academic Units (proposed terms of reference attached).

#### **Background**

Academic units (Departments, Schools and Faculties) are the foundations of the University. Academic programs are offered therein to collectively deliver on the University's mandate of teaching, research and community engagement. It is, therefore, crucial that the University community has a shared and common understanding of their nature, scope, authority and roles, and that decisions concerning academic units are made based on clear and transparent criteria.

A clearly articulated policy ensures that the academic structure of the University aligns with its mission, strategic plan, and academic priorities. Such a policy leads to non-arbitrary, effective and collegial decision-making that enhances trust and fosters a sense of fairness.

A policy also provides clarity about the roles of academic units, their responsibilities, governance mechanisms, and interactions with Senate, and helps academic leaders understand their mandates more clearly. This is particularly important as accrediting and review bodies are placing more emphasis on the need for robust collegial models of governance within academic units, and within the University as a whole.

The University has been asked to consider proposals for the creation of new departments, as well as merging existing departments. However, without a policy, there isn't a defined process or criteria upon which such decisions can be made.

#### **Rationale**

The main goal of developing a policy on academic units is to bring consistency and clarity to how academic units are established, merged, or disestablished. Currently, there is a lack of transparency and uniformity in how these decisions are made, which can create confusion, duplication of effort, and governance challenges.

A robust policy will ensure fair, transparent and collegial decision-making. The policy would define criteria and factors to be considered when establishing a new academic unit, including by re-designation or amalgamation, or merging or closing an academic unit.



A policy will also provide guidance on the roles, functions, authorities, structure, and governance of collegial decision-making processes within the unit, which is particularly relevant in newly established Faculties. The policy should also make space for and encourage creative thinking about interdisciplinary programs and innovative governance models that ensure that all voices are heard and respected.

**Note:** The decision to establish, merge, amend or disestablish an academic unit rests with the Board of Governors, which acts on the advice of Senate. This is achieved by a first consideration at Senate, with a recommendation proceeding to the Board. Senate cannot regulate the Board's decisions, but it can regulate how it formulates its recommendation to the Board. An effective policy will strengthen Senate's processes and empower Senate and the academic units to bring forward recommendations based on clear and transparent criteria.

## **SENATE AD-HOC COMMITTEE FOR A POLICY ON ACADEMIC UNITS TERMS OF REFERENCE**

### **MANDATE**

In establishing the Ad-Hoc Committee, Senate directs that it make recommendations on a *Policy on Academic Units*, including:

1. The role, function, authority and structure of academic units (Departments, Schools or Faculties);
2. Relevant elements of an academic plan and structure to be developed when proposing the creation of a new academic unit;
3. Assessment criteria and factors to be considered when establishing a new academic unit, merging existing academic units, or closing an academic unit; and
4. A process for Senate to make recommendations to the Board of Governors for the establishment of a new academic unit, merger of existing units, or closing of an existing unit.

### **COMPOSITION**

- Six (6) Faculty Members, no more than one from any Faculty, elected by Senate, but not necessarily Senators;
- Two Deans – one from a departmentalized Faculty and one from a non-departmentalized Faculty (appointed by the Vice-President, Academic and Research);
- One Department Chair, elected by Senate, but not necessarily a Senator;
- Student appointed by the Student Union;
- Registrar or their designate;
- University Secretary (non-voting ex-officio); and
- Vice-President, Academic and Research, who will chair the committee.

**Note:** Senate will consider the principles of Equity, Diversity, and Inclusion in balancing the composition of the committee.

## **Report to Senate**

*From Senator members of the Board of Governors, Montelpare and Waterman*

May 2, 2025

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A verbal report to Senate from Senators on the Board being circumstantially prevented at the last meetings of Senate, we have chosen to provide a written report on activities of the Board since last we reported.

### **Board meeting**

The Board last met on March 25 to consider the following:

- Approve the new process for the review of the President's performance in office. This new process provides a rational and transparent way to assess the performance of the President against competencies and behavior expected of the holders of the office, but also the incumbent's goals and commitments to the University Community.
- Receive a presentation from the Assistant Vice President Research and Dean of Graduate studies, Dr. Marva Sweeney-Nixon on the organization of research at UPEI.
- Received the President's report, including written comments on the President's 14 goals and priorities. Although all priorities can have an impact on the areas of responsibility of Senate, we point out some elements of particular interest such as the work to establish and accredit the Faculty of Medicine, the development of Indigenous Studies programs, the refinement of our enrollment management and retention strategy and work to increase the University's research capacity.
- The appointment of External Auditor for 2025 – 2026. Doane Grant Thornton, LLP were appointed following a thorough procurement process.
- The appointment of Deloitte LLP as auditor for the Action Plan.
- Amendment to the Health, Safety and Environment Policy to reflect new requirements under the PEI Occupational Health and Safety Act.
- Approval of a new *Policy on Non-Disclosure Agreements in Harassment & Discrimination* in line with the new *Non-Disclosure Agreements Act*.
- Approved several policies regarding the appointment of acting or interim officers of the University. These policies apply to the President, all Vice Presidents, the Secretary, the Registrar, Deans, the University Librarian and Associate Deans. They were enacted following the review to clarify the process and criteria for acting and interim appointments and to prevent long-term interim appointments.

During the March Board cycle, committees reported the following:

- The Property and Environment Sustainability Committee received an update on capital projects
- The Development, Fundraising and External Relations Committee welcomed an education session on *Institutional Reputation and the Role of Communications Strategies and External Relations Plans*.
- The Governance, Nominating and Appeals Committee received an update on the implementation of the Action Plan and the Governance Review noting that significant progress has been made and that actions are consistent with the reviews and generally on schedule.
- The Campus Culture Oversight Committee received and discussed the results of the Employee Engagement Survey and provided feedback to inform the development of the Year 2 implementation of the Action Plan. The Committee also met with representatives of the UPEI Faculty Association to broadly discuss organizational culture.
- The Human Resources Committee has approved the latest faculty appointments. It should be noted that the HRC will now hold short monthly meetings, possibly as electronic consultations, to quickly approve urgent appointments, with the approval of appointments now being delegated from the Board to the Committee. The Committee also received an update on grievances and separations at the University and approved the updated Employee Benefit Renewal rates.
- The first Trii-Committee meeting was held on April 3. As part of the new Terms of Reference of the Finance, Audit and Risk Committee, the Property and Environmental Sustainability Committee and the Development, Fundraising and External Relations Committee are to meet in a joint session once a year to review capital infrastructure priorities and capacity.
- There was much more committee activity, but most of it is captured in the aforementioned Board items.

The next meeting of the Board will be held on May 27, from 4:00pm to 7:00 in this room.