



University
of Windsor

Board of Governors

Agenda and Supporting Documents

Tuesday, May 19, 2020

4 pm

VIRTUAL MEETING

Link: [Join Microsoft Teams Meeting](#)

Please review all documents prior to the Board of Governors meeting.

All documents for this meeting are contained in the one PDF file for easy reading/printing.

RSVP to Carol Perkes: carol7@uwindsor.ca

NOTICE OF MEETING
There will be a meeting of the
Board of Governors
Tuesday, May 19, 2020
at 4:00 pm
LOCATION: Virtual Meeting
(See meeting invitation for instructions)

AGENDA

ITEM	DESCRIPTION	DOCUMENT# & ACTION
	<i>Declaration of conflict of interest</i>	
1	Approval of the Agenda	
2	Minutes of the meeting of April 21, 2020	Willis-Approval BG200421M
3	Business arising from the minutes	
4	Outstanding Business/New Business	
4.1	Reports:	
4.1.1	Remarks from the Chair (4:05-4:10pm)	Willis-Information
4.1.2	President's Report (4:10-4:20)	Gordon-Information
4.1.2.1	Memorial Names (4:20-4:25pm)	
4.1.2.2	Annual Accessibility Report (2018-2019) and Multi-Year Plan (p. 4) (4:25-4:35pm)	Johnson-Information BG200519-4.1.2.2
4.1.2.3	Report of the Sexual Violence Task Force (p. 36) (4:35-4:45pm)	Collier-Information BG200519-4.1.2.3
4.1.3	Risk Management	
4.1.3.1	Coronavirus (COVID-19) (4:45-5:15pm)	Gordon-Information
4.1.4	Questions Arising from Vice-Presidents' Reports (p. 48) (5:15-5:30pm)	Kneale/LaCivita/Kirby/Siu-Information BG200519-4.1.4
4.1.5	Research During COVID-19 (5:30-5:40pm)	Siu-Information
4.2	Audit Committee	

4.3 Executive Committee

4.4 Governance Committee

***4.4.1 Board Governance Work Plan (p. 51)**

Wright-Approval
BG200519-4.4.1

***4.4.2 Board Meeting Evaluation (Scorecard) (p. 54)**

Wright-Approval
BG200519-4.4.2

4.5 Investment Committee

***4.5.1 Statement of Investment Policies and Procedures (SIPP) for the Pension Fund – Revisions (p. 56)**

Allison-Approval
BG200519-4.5.1

***4.5.2 Endowment Management Levy (p. 63)**

Allison-Approval
BG200519-4.5.2

***4.5.3 Spending from Internally Restricted Endowments (p. 64)**

Allison-Approval
BG200519-4.5.3

4.6 Pension Committee

***4.6.1 Report of the Pension Committee (p. 65)**

Reidel-Information
BG200519-4.6.1

4.7 Resource Allocation Committee

4.7.1 2020-2021 Proposed Operating Budget (p. 66) (5:40-6:05pm)

Gordon/Heisz-Approval
BG200519-4.7.1

5 In Camera

6 Adjournment

[Bylaw 1, Section 2.6 – Consent Agenda: Items that normally do not require debate or discussion either because they are routine, standard, or noncontroversial, shall be “starred” (identified by an asterisk (*)) on the agenda. “Starred” items will not be discussed during a meeting unless a member specifically requests that a “starred” agenda item be ‘unstarred’, and therefore open for discussion/debate. A request to “unstar” an agenda item can be made at any time before (by forwarding the request to the Secretary) or during the meeting. By the end of the meeting, agenda items which remain “starred” (*) will be deemed approved or received by the Board, as the case may be. No individual motion shall be required for the adoption of “starred” agenda items.]



University
of Windsor

Annual Accessibility Report 2018- 2019 and Multi-Year Plan

Communication of Accessibility Plan

The University of Windsor's past and current accessibility plans are available in alternate format as follows:

- Posted to the Office of Human Rights, Equity & Accessibility ([OHREA website](#))
- By written request to OHREA, University of Windsor, 401 Sunset Avenue, Windsor ON, N9B 3P4;
- By telephoning OHREA at (519) 253-3000, extension 3400;
- By e-mail request at ohrea@uwindsor.ca

Accessibility Feedback Form

Feedback is an essential component to help us identify and remove barriers and achieve our goal full participation at the University of Windsor. Feedback also guides our ability to ensure that the services we deliver advance the inclusion of all those with disabilities. During the time period of September 1, 2018 – August 31, 2019 a review of the effectiveness of the “Report a Barrier” web form was conducted. Also, the “Inclusive Practices Survey”, a survey tool to collect experiences of our provision of services in an accessible and inclusive manner was reviewed. A determination was made to embed the concepts of both former tools into a new, user friendly on-line web presence and Accessibility Feedback Form. Members of our campus community are encouraged to share suggestions for ways to improve accessibility and inclusion, share their experiences of how inclusion and accessibility at our university has made a difference or to report a barrier to accessibility through use of the streamlined webform. Your feedback is always welcome by contacting our offices as noted above.

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1. Introduction and Background

The University of Windsor has a rich tradition of offering comprehensive, student-focused post-secondary education in Southwestern Ontario. Assumption College, predecessor of the University of Windsor, first welcomed students in 1857.

In the more than 150 years that have since passed, the small, liberal arts college has grown into today's non-denominational, comprehensive, teaching and learning university welcoming over 15,000 students each academic year and boasting alumni of over 122,000.

During the 2018 -2019 time period covered by this report, the University of Windsor continued to advance the strong tradition of academic excellence and enhancing an inclusive and accessible work and study environment. This report will capture highlights of between September 1, 2018 and August 31, 2019 and will continue to establish goals for our future.

1.1. Mission and Vision

The University of Windsor's Mission and Vision Statements reflect the ongoing commitment to students as well as to the community and articulate the desire that what we do will empower people to make meaningful contributions to society:

Mission Statement: Enabling people to make a better world through education, research and engagement.

Vision Statement: The University of Windsor is a progressive, student-centered university, where the challenges of communities and of a world in transition inform the education we provide, the research we do, and the creative endeavours we pursue.

This report highlights the progress achieved at the University of Windsor towards creating and fostering learning and working environments that are both accessible and inclusive. The goal is to grow our learning and working environments into testaments of accessibility and inclusion for all.

1.2. The University of Windsor's Commitment to Accessibility

The University of Windsor remains committed to providing everyone with disabilities an inclusive environment in which to study, work and play. This commitment is reflected in our [Accessibility Policy](#). The vision of accessibility is for members of the greater campus community to work together to identify and remove barriers for persons with disabilities and attain the goal of a fully inclusive University which strives to exceed, wherever possible, the commitments established in the legislation.

This Annual Accessibility Report highlights initiatives significantly underway or completed from the previous year, in this case, September 1st, 2018 to August 31st, 2019. The Accessibility Multi-Year Plan update includes short and long-term goals which identify and remove barriers.

Input is welcomed from any member of our community, particularly individuals with disabilities. Should you wish to provide input, please contact the Accessibility Manager in the Office of Human Rights, Equity and Accessibility at 519-253-3000 x. 3400, TTY 519-973-7091, ohrea@uwindsor.ca.

1.3. The Legislative Framework

The **Accessibility for Ontarians with Disabilities Act, (AODA)** was enacted by the Province of Ontario in 2005.

The purpose of the AODA is to benefit all Ontarians by developing, implementing and enforcing standards in order to achieve an inclusive society with full accessibility for Ontarians with disabilities by 2025. Accessibility means that products, programs or services are as useable by people with disabilities as people without disabilities. An enduring truth, virtually everybody has or will have some functional limitations at some stage of their life.

The AODA mandates a broad, inclusive and proactive approach to achieving accessibility. The AODA framework shifts the primary emphasis from individuals with disabilities requesting accommodation to requiring organizations, businesses and institutions to provide services that are barrier-free from conception. Therefore, service providers must anticipate and plan barrier-free environments. This includes barrier removal to meet the general needs of people with differing abilities.

The AODA is a statutory requirement over and above providing individual, customized accommodation when such accommodation is the only way to meet an individual's unique needs under the **Ontario Human Rights Code**.

As defined by the AODA, the University of Windsor is a large, designated public sector organization. As such, the University of Windsor is required to establish, maintain and document a multi-year accessibility plan. This required activity provides an opportunity to outline the University's strategy to prevent and eliminate barriers and to fulfill the requirements of the AODA and supporting Regulations.

At the University of Windsor, progress on the plan is reviewed and reported annually, allowing for ongoing reflection and adaptation to ensure appropriate, timely initiatives can be advanced.

1.4. The University of Windsor's Accessibility Committees

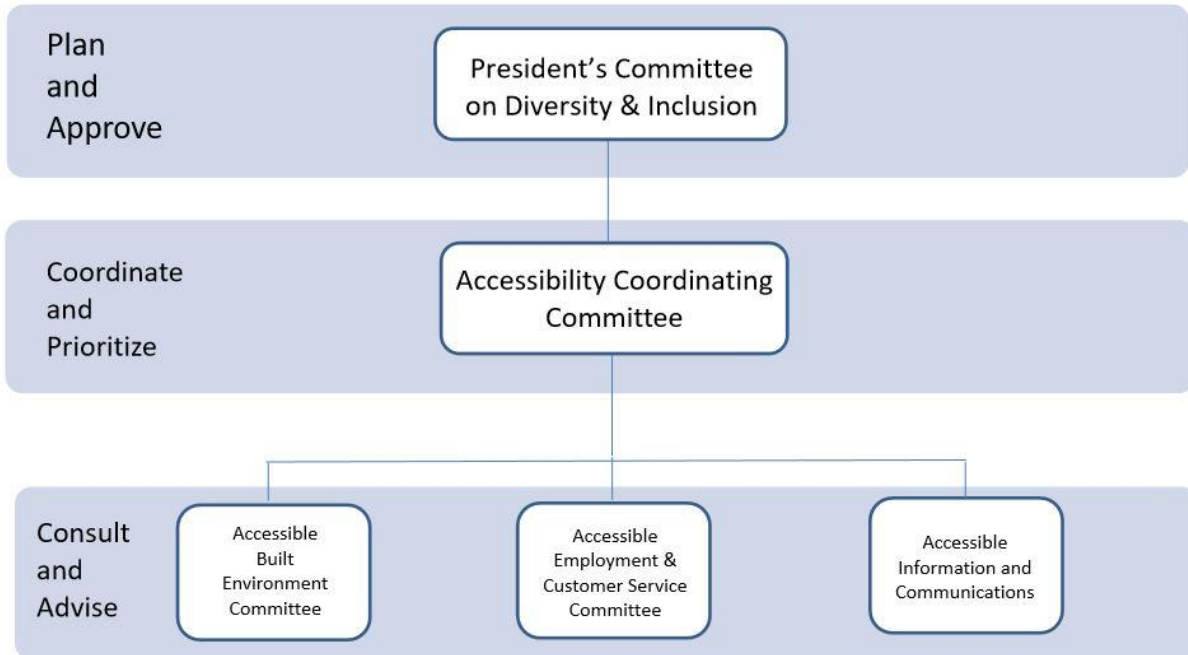
In 2018 the University revisited the accessibility committee structure and reorganized into a six (6) committee model. The Accessible Customer Service Committee and the Accessible Employment Committee were amalgamated under this new model. The reorganized model is:

- Four (4) AODA Standards-based committee, those being the
 - Accessible Built Environment Committee
 - Accessible Employment and Customer Service Committee
 - Accessible Education, Training and Awareness Committee
 - Accessible Information and Communications Committee
- The Accessibility Coordinating Committee
- The President's Committee on Diversity and Inclusion.

As our ongoing efforts to achieve accessibility on campus progressed, a further review of our current committee structure occurred in the summer of 2019 when the University of Windsor reconstructed the accessibility committees to a structure reflecting five (5) committees with the scope of the Accessible Education, Training and Awareness Committee becoming embedded into each remaining committee. The new model moving forward is:

- Three (3) AODA Standards-based committee, those being the
 - Accessible Built Environment Committee
 - Accessible Employment and Customer Service Committee
 - Accessible Information and Communications Committee
- The Accessibility Coordinating Committee
- The President's Committee for Diversity and Inclusion

The University of Windsor Accessibility Reporting Structure



(Updated April 24, 2019)

The three standards-based committees are responsible to review the relevant portions of the AODA standards and ensure compliance. The committees also work to surpass the requirements of the standards. Work includes identifying and removing barriers, developing inclusive practices, programs or policies, and educating the campus community about accessibility and inclusion.

The purpose of the Accessibility Coordinating Committee (ACC) is to ensure a coherent, coordinated approach to accessibility throughout the University community. The ACC reviews, coordinates and prioritizes the activities of the five accessibility standards committees.

The President's Committee on Diversity and Inclusion (PCDI), is responsible to provide campus-wide leadership in the planning and approval of accessibility policies and programs. The committee provides strategic leadership for accessibility throughout the University community. PCDI also provides guidance about compliance with all relevant accessibility legislation.

1.5. Office of Human Rights, Equity and Accessibility: Inquiry and Complaint Resolution

As part of the facilitation and resolution functions within the Office of Human Rights, Equity and Accessibility (OHREA), staff members in OHREA respond to campus accessibility and human rights issues. Ongoing in 2018-2019, team members fielded numerous telephone, in-person and e-mail enquiries. These enquiries involved items such as workplace accommodations, accessible parking requirements and installation of accessible amenities. Resolutions were facilitated or escalated for further discussion, as appropriate.

1.6. Accessibility Feedback at University of Windsor

Feedback is an essential component to help us identify and remove barriers and achieve our goal full participation at the University of Windsor. Members of our campus community are encouraged to share suggestions for ways to improve accessibility and inclusion, to share their experiences of how inclusion and accessibility at our university has made a difference or to identify a barrier to accessibility through use of the streamlined webform. To complete an “Accessibility Feedback Form”, please visit: [Accessibility Feedback \(Reporting a Barrier\)](#).

1.7. Student Accessibility Services

Student Accessibility Services (SAS) staff provide numerous supports including supporting a variety of student accessibility needs including accommodations, referrals, resources, advocacy and education throughout the University community.

Staff in SAS are a valuable resource to the University community and integral partner to the OHREA team. They share their professional expertise with teaching and research staff, and promote student autonomy, privacy and independence. The staff members also provide education about the shared responsibility of all members of the campus community to provide equal access and opportunities to higher education for qualified students with disabilities.

2. Annual Accessibility Report 2018-2019 Achievement Highlights

2.1. Accessible Built Environment Highlights

Between September 1, 2018 and August 31, 2019, the University of Windsor continued to ensure our existing buildings, public spaces and new projects focused on accessibility. Key highlights from include:

a) Continued Installation of Actuators on Campus

For the third year in a row, the University of Windsor was also awarded financial support by receiving an additional Enabling Accessibility Fund Grant through the Ministry of Employment and Social Development Canada. Through continued support to match the funds received, the University of Windsor was able to install additional automated door actuators at locations across campus from our ongoing list of prioritized areas in need. Areas addressed included several doorways in the Leddy Library, Toldo Health Education Centre Classroom 204 and the salon doors in the Alumni Auditorium.



b) Classroom Renovations

Ongoing commitment to update and modernize classroom spaces continued in 2018-2019. Erie Hall 1118 received a significant upgrade making the room more accessible for our students, staff and faculty. Updates included FM transmitters and other technology supports, additional accessible seating and varied seating sizes, and updated door actuators were completed to refresh each space.



c) Cartier Hall Accessible Suite

Providing a significant enhancement to accessibility in our residence suites for our students, the completion of a fully accessible suite in Cartier Hall expands the offerings for life on campus. The new suite is equipped with items such as a fully accessible washroom with automated lift, a kitchenette with accessible shelving and adjustable lighting options.



d) Campus Accessibility Audit

In July of 2019, the University of Windsor embarked upon a significant project to complete a comprehensive accessibility audit of fifteen (15) buildings on campus. These audits reviewed all aspects of the accessibility of our spaces including such items as barrier-free path of travel, signage, fixtures, stair stripping and lighting. These audits afford a “snapshot” of accessibility in relation to legislative requirements and standards and indicate the remedial action and associated costs of bringing our facilities up to current standards. They will also provide the University of Windsor with a baseline understanding as to the extent of accessibility currently available within our facilities and venues and provides recommendations to improve accessibility in the future. These reports will form a critical part of our action plan moving forward and will help to guide the allocation of resources in our planning activities.

e) Design Review for Campus Upgrade Projects

Continuing in 2018-2019 the re-imagined campus spaces continued to ensure accessibility and inclusion was a priority. Input from the Accessible Built Environment Committee was provided towards initial and developing plans for the new St. Denis Centre, the Faculty of Law renovation project and the new Student Research Collaboratory in Leddy Library. Also, input relating to accessible design considerations were provided for the classroom renovation in Erie Hall. The Student Research Collaboratory in Leddy, pictured below, incorporated many elements to ensure accessibility, including floor-to-ceiling white boards, sit/stand desk space and information to ensure moveable furniture remains or is replaced in the appropriate layout.

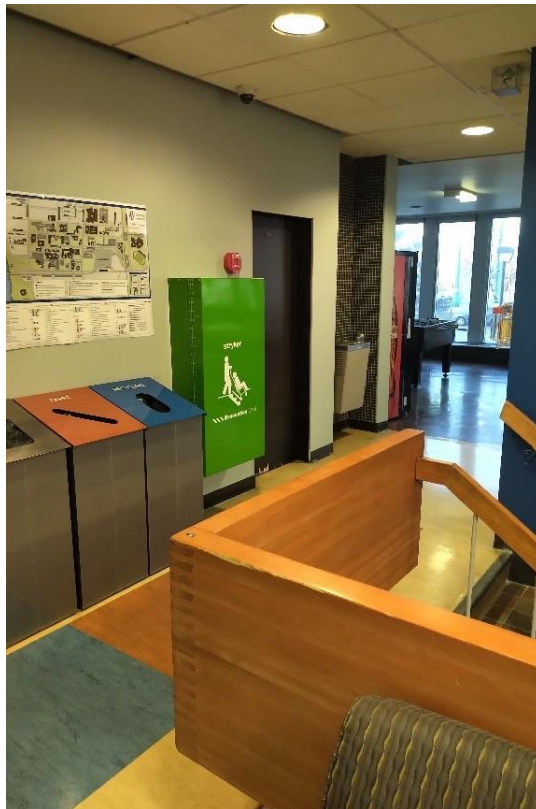


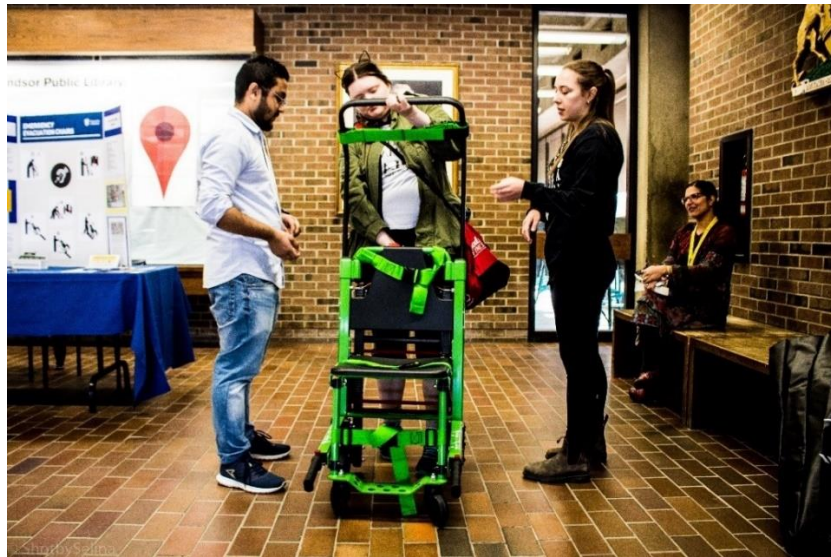
2.2. Accessible Employment and Customer Service Highlights

Accessible service delivery is a key goal for the University of Windsor and ensuring all of those to whom we provide a service have accessible options, helps us to ensure that our commitments to equity, diversity and excellence are realized. Highlights in this realm include:

a) Installation of Emergency Evacuation Chairs Across Campus

The University of Windsor was awarded financial support through an Enabling Accessibility Fund Grant through the Ministry of Employment and Social Development Canada to advance accessibility in a variety of our buildings. Matching the financial support provided by the grant, the University of Windsor was able to purchase and install twenty-five (25) emergency evacuation chairs to support safe and prompt evacuation of persons with disabilities, if needed.





b) Supporting Student Accompanied by Service Animal on Campus

Throughout the 2018-2019 committee meetings, focus was directed to revisiting our policy and processes supporting the presence of students with service animals on campus. OHREA worked closely with Residence Services and Student Accessibility Services to ensure information regarding the streamlined process was available to all our students to ensure the animal registration process was seamless for the student experience.



c) Service Disruption Notification – “If You See It, Report It” Campaign

Throughout the 2018-2019 academic year, efforts continued to raise awareness across our campus community regarding responsibilities to report equipment that is inoperable and other service disruption notifications. RSS Feeds and the UWindsor App continue to notify students of this information.

d) Employee Accommodation Fund

The Office of Human Rights, Equity and Accessibility continued to utilize funds made available by the University of Windsor’s Strategic Priority Fund to support the Employee Accommodation Fund. This fund enables financial support to be provided to Units and Departments to offset costs associated to achieve accommodations for our employees. The accessible equipment short-term loan program coordinated by the Office of Human Rights, Equity and Accessibility continued throughout 2018 and 2019. This program has accessibility supporting items such as a sit-stand tabletop desk adjuster and a ClearView screen magnifier, which are available for trial and to bridge the gap between ordering and delivery times.

2.3. Accessible Education, Training and Awareness Highlights

a) Mandatory AODA & Human Rights Training

The Office of Human Rights, Equity and Accessibility continued to coordinate the legislated AODA training for all employees, volunteers and 3rd party service providers detailing important customer service information and the interconnectivity of the AODA and the Ontario Human Rights Code. Both on-line training and in-class training was provided throughout the 2018-2019 year.

b) Sign Language Club

Since 2013, the Office of Human Rights, Equity and Accessibility has coordinated a sign language initiative for students, staff and faculty on campus. This initiative allows participants to meet weekly to learn and practice sign language through interactive teaching and learning. To date more than 200 participants have studied ASL through this program.



c) Student Mental Health Strategy

Continuing with its ongoing focus of developing and implementing a mental health strategy to support students at the University of Windsor, the strategy to provide wellness and mental health services to our student community was officially revealed to our campus community on October 2nd, 2018 during the first annual Campus Mental Health Day. This strategy includes 39 key recommendations which the University of Windsor will work towards over the next five (5) years.



More information regarding the creation of and plans for the Student Mental Health Strategy as well as information about and resource from the [Wellness Office can be found here](#):

d) 7th Annual Accessibility Awareness Day

The University of Windsor hosted the annual free event on March 27, 2019 to highlight and celebrate accessibility. The theme of the event was “Advancing Accessibility Together” and focused on raising awareness of accessibility initiatives on campus, barrier identification and promoting inclusion for all. Our opening panel of staff and faculty answered questions about accessibility on campus and beyond. To ensure inclusion of both our main and downtown campus, attendees were able to participate in passport pop-up table awareness raising activities throughout the day. The keynote speaker, David Lepofsky spoke of his ongoing efforts to champion the protection of the rights of persons with disabilities in Canada and to raise awareness regarding accessible built environment challenges that can exist in new buildings.

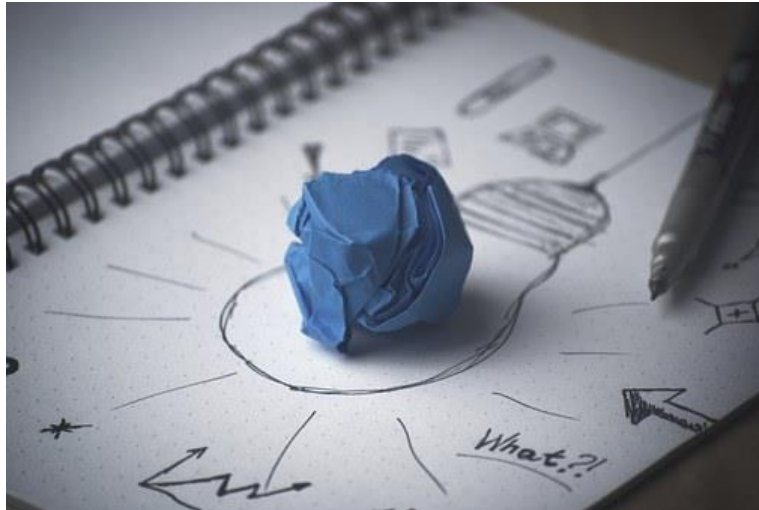


e) Innovative Designs for Accessibility (IDeA) Competition

Inspired by the goal of the AODA to make Ontario the most accessible province by 2025, the University of Windsor held its annual Innovative Designs for Accessibility (IDeA) competition in February 2019. This initiative provided students across the campus an opportunity to design original innovative

solutions to address organizational/systemic, architectural/physical, information and communications, technology or attitudinal barriers.

The University of Windsor also nominated one (1) student to participate in the National IDeA competition, held in October 2019.



2.4. Accessible Information and Communication Highlights

a) Web Accessibility

To read about the background work and history of the web accessibility audit, please visit our earlier [2017-2018 Annual Accessibility Report and Multi-Year Plan](#). Strategies to address the accessibility deficiencies in our web content to meet the goal of WCAG 2.0 Level AA compliance by January 1, 2021 are currently being acted upon. Efforts over the past academic year have greatly reduced the number of deficiencies found as the University of Windsor migrates the final sites to the Drupal 7 platform. Mandatory web content training continues to improve awareness of accessibility challenges for content builders to focus on. Accessible content was the subject of a number of passport pop-up table activities during the annual Accessibility Awareness Day events.

b) Closed Captioning of Online Videos

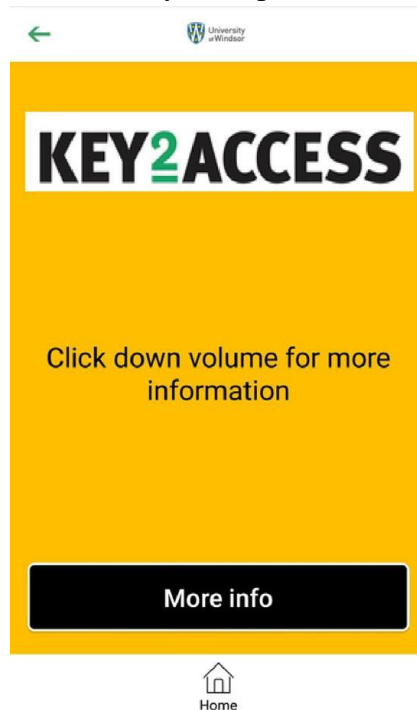
Building on earlier efforts, the University of Windsor continued to move forward with the closed captioning of online videos in 2018-2019. The Centre for Teaching and Learning continues to offer the service, at a cost, to faculties and departments.

c) Resources and Support to Make Electronic Documents Accessible

The dedicated section of the OHREA website to provide valuable resources for staff and faculty to making their documents accessible continues to evolve and grow. Ongoing training opportunities and workshops facilitated by Information and Technology Services supports creators to better understand how to ensure their information is made accessible and to highlight resources available to support this goal.

d) Key2Access Outdoor Navigational App

The Key2Access Outdoor Navigational App project continued to support users on our main campus during 2018 -2019. This App allows users to receive information in an audible format directly to their phone and assists to navigate our outdoor spaces on the main campus. There is also information regarding the accessible amenities within the buildings which can be made available. The five (5) accessible doors at the C.A.W. Student Centre remain equipped with wireless door opening devices so that the doors may be opened directly from a smart phone.



e) Campus Accessibility Map Update

The Office of Human Rights, Equity and Accessibility supported the department of Public Affairs and Communications with a review and refresh of the existing campus accessibility map in the summer of 2019. The accessibility map features

prominent information to support barrier-free movement on our campus and includes information noting the locations of the designated accessible entrances to our buildings, designated accessible pick-up/drop-off points and location of emergency evacuation chairs on campus.

3. Multi-Year Accessibility Plan Update

3.1. Built Environment

Action Item	Timeline	Comments
Development of a strategic plan to address existing barriers on campus. Plan to identify existing barriers and develop options for addressing barriers as well as costs.	Identified in 2014-2016 ongoing Input	Accessible Built Environment Committee recommendation to engage in an updated campus-wide accessibility audit and include identified barriers in the prioritization matrix was completed in part in 2019 with 15 buildings included in audit. Ongoing efforts to prioritize and action improvements will continue throughout 2019-2020. Remaining buildings to be reviewed for determination as to further audit in the future.
Use the prioritization matrix to determine where resources should be allocated to remove existing barriers.	Ongoing	Accessible Built Environment Committee and the Accessibility Coordinating Committee will continue this work.
Exploring access ramp at the Human Kinetics Building	Identified in 2016-2018 Ongoing	Exploration of funding opportunities to support the construction of an accessible ramp at Human Kinetics continue to be explored. The Enabling Accessibility Mid-Sized Project Application, submitted in 2018 was not successful given limited resources available.

3.2. Customer Service/Employment

Action Item	Timeline	Comments
Training the University community about how to organize an accessible meeting or event.	Created in 2014 and Ongoing	In 2018 the current “checklist” was initially updated and re-communicated to the campus community. Further input was provided by the Accessible Employment & Customer Service Committee in 2018-2019. Opportunities to increase awareness and usage of this tool are ongoing.
Reviewing and updating the Policy on Presence of Service Animals on Campus	Updated in 2015-2016 and recent awareness campaign completed 2019	The policy on the Presence of Service Animals on Campus was revised in 2017. An awareness campaign coordinating the processes between Student Accessibility Services and Residence Services was completed in 2018-2019.
Determining the need for updated accessible customer service training for employees and volunteers at UWindsor.	Updated in 2015-2016 and Ongoing	Ongoing review of the training provided will be completed by the Accessibility Manager and input from the accessibility committees sought in 2019-2020.
Reviewing and updating the Accessible Customer Service Policy.	2017-2020	The Accessible Employment & Customer Service Committee will be undertaking this review in the near future.
Updating the “Workplace Accommodation Guidelines for Employees with Disabilities”.	Initial work, 2014-2016 and ongoing review/update	Members of the Accessible Employment Committee as well as representatives from HR, OHREA and the Provost’s Office undertook this initial project. In 2018, guidelines were finalized by the President’s Committee on Diversity and Inclusion.

Action Item	Timeline	Comments
Review of applications to the Employee Accommodation Fund. The Employee Accommodation Fund assists Departments/Units with the costs for providing employees with workplace accommodations. Explore database to track purchases.	Ongoing	Members of the Accessible Employment & Customer Service Committee are responsible for reviewing the applications and providing recommendations to the Director of the Office of Human Rights, Equity and Accessibility. Further communications strategies to be reviewed in 2019-2020.
Updating the Emergency Evacuation Guidelines for Persons with Disabilities.	Initial work, 2014-2016 and ongoing	OHREA and the Office of Health and Safety to work jointly on this project to ensure all documentation regarding process is clear and updated.

3.3. Education, Training and Awareness

Action Item	Timeline	Comments
<p>Developing and implementing an awareness campaign(s) about accessibility. This includes:</p> <ul style="list-style-type: none"> • Daily News Articles • Training about how to ensure web content is accessible • Training about how to organize accessible meetings and events • 	2014-ongoing	Starting in 2019, each of the three accessibility standards-based committees will provide review and input under the new committee model of areas to advance awareness under their terms of reference.
Holding an Accessibility Awareness Day in 2020 to increase awareness about accessibility on campus and in the community.	Established in 2013 and ongoing annually	Accessibility Awareness Day 2019 occurred on Wednesday, March 28th. Plans for the 2020 event are underway.
Providing (1) Accessible Customer Service, and (2) AODA and Human Rights training to all employees, volunteers and 3rd party service providers.	Developed in 2015 and ongoing	Customer Service training is provided to all new hires. AODA & Human Rights training was launched in 2015 and is on-going.

Action Item	Timeline	Comments
Continuing to hold a Sign Language Initiative on Campus, which provides an opportunity for interested members of the University community to learn about and to engage in basic learning of American Sign Language.	Established in fall 2013 and ongoing	OHREA organizes and administers the program for the campus community.
The OHREA Awards celebrate achievements made by members of the University community in the areas of human rights, social justice, employment equity and accessibility. The Mental Health Champion category was added in 2017.	Established in December 2015 and to occur annually	OHREA Awards are held annually in December, close to December 10 th (U.N. Human Rights Day).
To install an App to assist with navigation on campus	Review commenced in 2015-2016	OHREA has selected the Key2Access App to assist with outdoor navigation. Key2Access implemented in 2017 on the main campus.
Exam Space for students at the Downtown Campus who require accommodation.	Identified in 2016	Student Accessibility Services successfully added dedicated exam space at the SOCA complex in 2018-2019.
Student Mental Health Strategy	2014-2018 and ongoing	This is a campus-wide initiative with representatives from numerous faculties and departments working

Action Item	Timeline	Comments
		together to develop a strategic framework for student mental health on Campus. Strategy revealed in October 2018 and recommendations prioritized for the following five (5) years.
Mental Health Awareness Events	2015-2016 and ongoing	First annual Campus Mental Health Day held on October 3, 2018 aligning with reveal of Student Mental Health Strategy.
IDeA Competition	Established in 2016, ongoing annually	This is a campus-wide initiative/competition that provides an opportunity for students to submit their ideas to improve accessibility and remove barriers. In 2018 a National competition was announced and UWindsor competition re-imagined for 2019 to align with National competition.

3.4. Information and Communications

Action Item	Timeline	Comments
Reviewing the accessibility of University's webpages to ensure accessibility with webpage design and content management.	2014-2016	eSolutions, a consulting firm, completed a comprehensive accessibility audit of the University of Windsor's websites and services. The findings were completed and released in 2016-2017. Ongoing work to remediate website deficiencies continued in 2018-2019 academic year.
Review and development of websites and web content to be WCAG 2.0 AA compliant.	Ongoing with a required completion date of 2021	
Working to ensure all videos that are added to the University web site are closed-captioned. Also, work to create awareness about the availability of closed-captioning services.	Ongoing	Reminders and education needs to be circulated regularly to remind all parties of their obligations to close-caption videos added to websites. The Centre for Teaching and Learning offers the service, at cost, to faculties and departments.
Investigating having Course Evaluation Forms completed electronically, rather than paper and pencil.	2015-2016	Representatives from CTL, SDS, OHREA and IT Services completed this project.
Implement outdoor navigational App.	2017-2018	Outdoor navigational App launched in 2018.

4. AODA Compliance Timeline Summarized

Date	Regulation Milestones	University of Windsor Milestones
1/1/2012	<p><u>Integrated Accessibility Standard:</u></p> <p>Section 13 – emergency procedures, plans and public safety;</p> <p>Section 27 – workplace emergency response information to employees with a disability.</p>	<ul style="list-style-type: none"> • Campus Police and the Office of Health and Safety provide emergency procedures, plans and public safety information in accessible formats, upon request. • Employees requiring individualized workplace emergency response information may complete the “Emergency Evacuation Form” available through Campus Police and Human Resources (Office of Health and Safety).
1/1/2013	<p><u>Integrated Accessibility Standard:</u></p> <p>Section 3 – development of accessibility policies, organizational commitment;</p> <p>Section 4 -accessibility plans and annual status report;</p> <p>Section 5 – development of procurement policy;</p>	<ul style="list-style-type: none"> • Senate approved the Accessibility Policy in February 2013. • The Plan and Report were developed and is updated annually. • The Finance Department has incorporated accessibility language into the University’s Purchasing Policy. The VWIZ program is being developed as an additional tool.

Date	Regulation Milestones	University of Windsor Milestones
	<p>Section 15 – Incorporation of accessibility features when designing, procuring or acquiring self-serve kiosks.</p> <p>Section 16 – Information and Communications procurement / training to educators.</p>	<ul style="list-style-type: none"> • The Finance Department has incorporated accessibility language into the University’s Purchasing Policy. • Student Accessibility Services procures and provides accessible or conversion ready electronic formats of educational or training resources or materials; • The Registrar’s Office provides student records and information on program requirements in accessible formats upon request; • The Centre for Teaching and Learning offers Universal Design for Instruction training. The Accessible Education, Training and Awareness Committee is exploring other options of accessibility awareness training related to course delivery and instruction.
1/1/2014	<p><u>Integrated Accessibility Standard:</u> All sections of the Employment Standard (except s. 27) come into force</p>	<ul style="list-style-type: none"> • Training developed and implemented by OHREA; • Feedback processes reviewed to determine accessibility; • Accessibility audit of the UWindor web presence conducted and

Date	Regulation Milestones	University of Windsor Milestones
		remediation strategies developed (2014-2017); <ul style="list-style-type: none"> Recruitment language reviewed; Accommodation for employees with disabilities reviewed and revised.
1/1/2015	<u>Integrated Accessibility Standard:</u> Section 12 – (accessible formats & communication supports); Section 17 – (conversion ready textbooks); Section 18 – (libraries print materials)	<ul style="list-style-type: none"> Resources are in place to make accessible or conversion ready versions of textbooks available upon request; Resources are in place to provide accessible or conversion ready formats of print-based resources or materials for persons with disabilities, upon request.
1/1/2020	<u>Integrated Accessibility Standard:</u> Section 17 & 18 (libraries of educational & training institutions – digital or multimedia resources accessible or conversion ready)	<ul style="list-style-type: none"> Resources are in place to make accessible or conversion ready versions of supplementary resources, upon request; Resources are in place to provide accessible or conversion ready format of digital or multimedia resources or materials for persons with disabilities, upon request.

Date	Regulation Milestones	University of Windsor Milestones
1/1/2021	<u>Integrated Accessibility Standard:</u> Section 14 – all internet websites and web content to conform to WCAG 2.0 Level AA (limited exceptions)	<ul style="list-style-type: none"> • Accessibility audit of the UWindsor web presence conducted and remediation strategies developed (2014-2017); • Remediation strategies ongoing.

**University of Windsor
Board of Governors**

4.1.2.3: Report of the University of Windsor Sexual Violence Task Force

Item for: **Information**

Please accept this report on behalf of the University of Windsor's Sexual Violence Task Force, respectfully submitted for June 1, 2020 submission to the Ontario Ministry of Colleges and Universities.

Sincerely,

Dr. Cheryl Collier
Chair, Sexual Violence Task Force
University of Windsor

University of Windsor Sexual Violence Task Force Report

About the Task Force

In August 2019, the Provost's Office established a Sexual Violence Task Force (SVTF) to convene over the next several months with the purpose of fulfilling the following Terms of Reference as established by the Ontario Ministry of Colleges and Universities:

Task Forces—As stated during the Ministry's March 19, 2019 announcement, each institution is required to create a task force by September 30, 2019. The task force will be responsible for assessing the sufficiency of the University of Windsor's sexual violence policy, assessing the effectiveness of current programs and services to combat sexual violence on campus, and providing recommendations on the additional steps that the University of Windsor may take to ensure a safe environment for all. The task force should represent the diversity of the University of Windsor's student population, as well as faculty and administration. Each task force must submit their independent report to their respective board of governors and to the ministry by June 1, 2020. The rights and privacy of individuals is of utmost concern. The task force should not act as an investigative or adjudicative body responsible for receiving or investigating complaints or incidents of sexual violence.

The Task Force held its first meeting on September 23, 2019 comprised of 17 members of the campus community including students, staff and faculty. Membership included representation from the university's Sexual Misconduct Prevention and Response Office, the Office of Student Experience, the Accessibility Office, the university's Bystander Initiative, the University of Windsor Student Alliance, Residence Services, Campus Police, the Graduate Student Society, the Organization of Part-time University Students, the Provost's Office, Human Resources, the International Student Centre, the University of Windsor Faculty Association, as well as Associate Deans from the Faculty of Law and the Faculty of Arts, Humanities and Social Sciences and faculty researchers with expertise in sexual violence including the current Canada Research Chair in Sexual Violence. The SVTF met bi-monthly (approximately) between September 2019 and March 2020, to conduct work that informs this report.

The work undertaken by the SVTF had three primary points of focus, which were directed by the MCU's Terms of Reference: 1) a review and assessment of the sufficiency of the University of Windsor's current sexual violence policy; 2) an assessment of the effectiveness of current programs and services to combat sexual violence on campus; and 3) recommendations on additional steps that the University of Windsor may take to ensure a safe environment for all. What follows is a consensus report on all three of these areas drawing on the wide-ranging expertise of the task force membership. The membership approached its work with an overarching goal of maintaining and enhancing the strong leadership position that the University of Windsor holds in regard to sexual violence prevention research and action, as well as supporting a comprehensive and survivor-centred approach to responding to incidents of sexual violence across our campus community.

The Task Force notes that the University of Windsor has benefited from significant leadership in the field of sexual violence. Dr. Charlene Senn is a Canada Research Chair in Sexual Violence and is responsible for developing ground-breaking, research-based programming aimed at sexual assault resistance education. Her work, known as the *Enhanced Assess, Acknowledge, Act Program* (EAAA) or the *Flip the Script™* program, has been incorporated into the university's sexual violence prevention programming. Dr. Senn founded the Sexual Assault Resistance Education (SARE) Centre at the University of Windsor and continues to work on world class action-oriented research in the field of campus-based sexual violence. The EAAA program has been widely sought by institutions across Canada and the United States, and implementation of this work on other campuses is made possible through training and support offered through the SARE Centre. Dr. Senn was also the co-creator of the *University of Windsor's Bystander Initiative to End Sexual Violence*. Due to the efforts of Dr. Senn and others, the University of Windsor has consistently been recognized as a leader in the field of sexual violence education, prevention and response. Notably, it has been ranked number one in this category by Maclean's magazine in its yearly rankings of Canadian universities (Maclean's 2014 & 2019).

The SVTF also had access to the recently-released provincial survey of university and college students regarding student “attitudes, beliefs and experiences related to sexual violence” in both a *Summary Report of the Student Voices on Sexual Violence Survey* (2019) and subsequent additional data release related to the *Student Voices* survey (both are posted to the [Sexual Misconduct and Response Office website](#) for public viewing). The *Student Voices* survey was conducted between February and April 2018 with a 26.5% response rate from the University sector. It should be noted that the *Summary Report* cautions any drawing of conclusions from the survey to the broader university community outside of the specific students who responded to the survey itself and to also avoid comparisons and rankings among and between institutions due to varied institutional level response rates and over/under-representation of various campus groups, accordingly (CCI Research 2019:4). As such, the SVTF appropriately weighed any relevant findings included in the *Student Voices* survey in its assessments of campus sexual violence initiatives. These are raised if appropriate in the findings below.

SVTF Review of the University of Windsor’s Policy on Sexual Misconduct

Background:

The University of Windsor’s [Policy on Sexual Misconduct](#) was established and approved by the University’s Board of Governors on March 22, 2016 and came into effect as of September 1, 2016. The policy was developed with input from a variety of relevant campus stakeholders and applies to all members of the campus community including students, staff, faculty, administration and members of the Board of Governors. The policy is a living document subject to review once every three years. It underwent its first such review in March 2019 and a revised version of the policy was subsequently approved by the Board of Governors on November 26, 2019.

The Sexual Misconduct Response and Prevention Officer at the university provides an annual report to the Board of Governors, which is subsequently posted to the SMRPO website. The report, which is guided by the policy, provides a yearly summary of the disclosures, reports, and complaints filed through the Sexual Misconduct Office as well as the sexual violence education and awareness initiatives undertaken on campus.

Assessment of the Policy on Sexual Misconduct:

Since the *Policy on Sexual Misconduct* had just recently undergone a thorough review by a committee of campus experts, chaired by the Associate Vice-President, Student Experience (and including a number of members that were also serving on the SVTF), the SVTF did not see a need for a detailed review of the content of policy at the present time. However, the SVTF has noted that there is an increased need for education about the policy both for the general campus community and those that have professional obligations within the institution. For the latter group in particular, it became evident that some stakeholders on campus appear to be inadequately informed about the nature and expectations of the policy. For example, there has been, on some occasions, a failure to recognize the importance of informing and involving the SMRPO when sexual misconduct occurs. Failure to consult the SMRPO increases the likelihood of inconsistency, inefficiency, and ineffectiveness in the handling of cases – all of which are to the detriment of those who have been harmed by sexual violence.

Consultation with the SMRPO is necessary for the following reasons: 1) to ensure a survivor-centred approach and the broad coordination of supports for those who have been harmed; 2) to ensure the appropriate paths to action are considered as the relevant policies and procedures are context specific and vary depending upon the parties involved; and 3) to ensure the SMRPO is able to track incidents across campus as part of its mandate and reporting responsibilities.

The SVTF would like to register the importance of nuance and that consultation with the SMRPO should not be conflated with unilateral mandatory reporting. The policy should carefully articulate this nuance and community members, particularly those in positions of authority, should be educated about these expectations. The SVTF noted that while it may be difficult to establish one set process for informal reporting and formal reporting/complaint filing across the campus, that it may be helpful to establish a broad checklist or process map for various reporting options for various stakeholders (staff, students, faculty, etc.) to avoid inconsistencies and lapses in communication that may unintentionally occur in the current context.

Recommendations:

1. That the university emphasizes to the campus community the important and central role of the Sexual Misconduct Response and Prevention Office (SMRPO) in all informal or formal reports of sexual misconduct for all campus stakeholders – not just students. This should also be affirmed in training of faculty, staff, and administrators across the university.
2. The SMRPO should be included in risk assessment for cases that relate to sexual violence.
3. That the next review of the university's *Policy on Sexual Misconduct* explores nuanced options for reporting obligations and consultation as it pertains to staff and faculty.
4. For the ease of stakeholder's understandings of policy and procedure, it is recommended that the SMRPO create a broad process reporting (informal and formal) option map to add to the existing *Policy on Sexual Misconduct* either before or at the policy's next review date.

SVTF Assessment of the Effectiveness of Current Sexual Violence Programs and Services on Campus

Background:

The University of Windsor has implemented a comprehensive strategy for addressing sexual violence on campus: '*Prevent. Resist. Support.*'. The goal, foremost, is to prevent violence from occurring in the first place. The *Bystander Initiative* seeks to involve all members of the community as potential bystanders who can intervene and prevent violence from happening. Prevention is the ultimate goal, but we recognize that it is a long-term goal. Further, it is outward looking – it occurs when we see the harm that someone is trying to enact upon someone else and we disrupt it. Resistance, by contrast, is the action we engage in when we try to disrupt harm that is being directed towards us personally. We may not be able to prevent someone from trying to harm us, but we can resist it. Dr. Charlene Senn's research on this educational paradigm has proven that it is particularly effective, and thus the second prong of our sexual violence strategy involves widespread delivery of the *Flip the Script*™ program to young women on campus, who are most at risk for sexual violence. We have invested in these educational programs as they bear the hope of long-term cultural change, but in the interim there is a need for consistent dedicated support for those already affected by sexual violence, which is offered to all members of the community through the Sexual Misconduct Response and Prevention Office.

These specific efforts are supported by a wide variety of services, programs, and events that are designed to increase awareness of sexual violence and engage our community. Awareness campaigns have increased in availability since the establishment of the Sexual Wellness and Consent Committee through the Sexual Misconduct Response and Prevention Office, which is now supported by a permanent part-time staff member. Further awareness campaigns have been coordinated as an extension of the *Bystander Initiative*, which is housed within the Women's & Gender Studies program. Other offices on campus that have been involved in awareness and education include the Office of Human Resources, Residence Services, Campus Police, the International Student Centre, the Office of Student Experience, as well as the Faculty of Arts, Humanities and Social Sciences.

The following is an overview of services and programs and public education offered to the campus community:

- **Support**
 - Individual and on-going support for survivors through SMRPO
 - Navigation of Policy – complaints, reports, etc. through SMRPO
 - Safety planning – through SMRPO - paired with Campus Police
 - Self care planning – through SMRPO
 - *Bounce Back* resiliency program – session for survivors of sexual violence offered through Bounce Back & the SMRPO
 - Monthly Survivors & Supporters wellness events – facilitated by the SMRPO

- **Education and Training**

- *Bringing in the Bystander® In Person Prevention Program (BITB)* (Canadian adaptation) -- Bystander Initiative led – through Women’s & Gender Studies program
- *The Flip the Script™* Program (EAAA) – Research through the Psychology Department; technical support through the SARE Centre; campus implementation through the SMRPO
- *Responding to Disclosures* training – offered by the SMRPO for students, staff, and faculty
- Have You Asked? Campaign - Public education on Consent including workshops by the SMRPO
- Sex & Dating: The Canadian Context – workshop offered by the SMRPO in partnership with the International Student Centre (ISC)
- Wen-Do training (self defence) – offered by the SMRPO

- **Awareness & Advertising**

- Communications – websites (SMRPO; Student Experience) training materials; flyers/posters/advertising, social media, etc.
- Public education events – Many of these coincide with holidays to enhance public awareness, including Halloween, St. Patrick’s Day, Valentine’s Day, International Women’s Day – in partnership BITB & SMRPO
- Days of Remembrance – Transgender Day, Dec 6 National VAW Day; Transgender Day of Visibility – in partnership BITB & SMRPO
- Draw-the-Line poster campaign (6 weeks each winter semester) – Bystander Initiative led

The SVTF was limited in its capacity to formally evaluate the effectiveness of each of these programs and services given time constraints and organizational capacity; however, we conducted our assessment by looking to existing evaluations and reports, as well as general data from the *Student Voices* survey. Additionally, the SVTF considered the current capacity of the SMRPO to continue to administer the majority of these initiatives, particularly in light of the fact that the number of sexual misconduct incidents has increased steadily from 2016-2020 as documented to the Board of Governors in the SMRPO’s annual reports over the past four years.

The SVTF focused its assessment on the four cornerstones of our *Prevent. Resist. Support.* strategy, which includes

- the Bystander Initiative’s campus-wide delivery of the *Bringing in the Bystander® An In-Person Prevention Program* workshop
- the *Flip the Script™* sexual assault resistance program (EAAA)
- the support services offered through the Sexual Misconduct Response and Prevention Office
- the coordination and delivery of *Responding to Disclosures* Training offered through the SMRPO.

Assessment: Bringing in the Bystander® In Person Prevention Program

The SVTF noted the strong success of the *Bringing in the Bystander* (BITB) program. This program was created by the University of New Hampshire and with permission was adapted to the Canadian context by the Bystander Initiative. It was established in 2010 at the University of Windsor with base funding from a Strategic Priority Fund grant and was first offered in the 2011-2012 academic year. It was expanded in Fall 2018 as part of the University’s Strategic Mandate Agreement (SMA) 2 commitment with the provincial government and the workshops are now offered to all year one students in all faculties at the University. This initiative represents one of the few cross campus, multi-faculty learning opportunities for all University of Windsor students on campus and is uniquely tied to students curricular learning. BITB 3-hour workshops are designed to counter bystander passivity in cases of sexual misconduct by teaching participants to:

- Notice situations that could lead to sexual violence
- Take responsibility for changing the situation
- Identify risks involved in intervention and determine how to safely intervene to de-escalate a situation
- Be an effective supporter of victims/survivors

University of Windsor researchers are in the process of conducting a multi-year study of the impact of the BITB workshops on the campus community (for a good current summary of the Bystander Initiative (BI) and BITB workshops, see the attached document). Early data from this research indicates that campus culture, awareness and willingness to act as a bystander is improving over time as the scope of the BI expands and more students participate in the training. BITB research also notes the leadership and experiential learning opportunities and skills development that occur through the academic courses created to train student facilitators of the BITB workshops. The culture change that promises to improve safety for all from sexual misconduct on our campus is still in progress and as such, the SVTF recommends the university continue to commit to BI training of upper year student facilitators and BITB workshops for first year students, as its stated commitment ends as SMA 2 shifts into the new SMA 3 agreement. The strong curricular emphasis on experiential learning inside of the BITB aligns well with SMA 3 commitments to enhance experiential learning opportunities across all faculties on campus. The SVTF notes that former university President Wildeman's addition of financial incentives provided to students to participate in the BITB workshops under the SMA 2 is likely unsustainable, but the coordinator of the BI team notes that the original (2011-2018) curricular incentivizing is more effective in attracting students and ultimately more cost-effective. The SVTF encourages a continued commitment to BITB student training in a cost-effective manner as the university moves into the SMA 3 Framework with the province.

Assessment: The Flip the Script™ Program

The SVTF noted the value of the *Flip the Script™* program, also known as the *Enhanced Assess, Acknowledge, and Act* program (EAAA). This program was created by Dr. Charlene Senn through the SARE Centre, a non-profit organization in Windsor, Ontario. The workshop is implemented on our campus in partnership between the SMRPO and the Student Experience Office. This 12-hour sexual assault resistance program aims to empower women to recognize red flags for coercive behaviour, and to defend themselves when needed. There are four components to this program:

- Assess: Recognize risk cues for sexual violence in situations and in men's behaviour.
- Acknowledge: Identify and overcome personal obstacles to prioritizing their own sexual rights in acquaintance situations.
- Act: Develop a toolbox of effective strategies to defend their bodies and boundaries.
- Relationships & Sexuality: Emancipatory sex-education.

This program fills an important gap in campus-based sexual violence prevention, as we know that bystander programs alone do not adequately address sexual violence. These societal level interventions take time to shift campus culture, and there are numerous situations where a bystander may not be present (<http://sarecentre.org/>). Research has shown the efficacy of this program; EAAA/FTS decreases sexual violence for women who complete the program for at least two years. For every 13 women enrolled in EAAA/FTS, one attempted or completed rape is prevented (sarecentre.org).

The University of Windsor has recently completed three years of participation in Dr. Senn's CIHR funded research trial via the SARE Centre. During this trial EAAA/FTS was offered on campus each year to all women students under the age of 26. Over 200 women completed this intensive workshop between 2017 – 2020. Feedback from the women who participate in this workshop indicates that they find it to be positive, empowering, and fun. Funding for this program was provided during this research trial, but at this point has not been guaranteed to continue. The SVTF suggests the University of Windsor should commit to the continued implementation of this program on our campus.

Assessment: The Sexual Misconduct Response and Prevention Office

The SMRPO was created to administer the University's *Policy on Sexual Misconduct*, support those who have been harmed by sexual violence, and coordinate public education and awareness on campus. When it was created in 2016, the SMRPO consisted of one full-time staff member – the Sexual Misconduct Response and Prevention Officer. The Officer provides confidential support to students, staff, and faculty who have been harmed by sexual violence, and oversees the educational and administrative portfolios of the Office. The number of sexual misconduct cases requiring support has increased each year and is expected to continue to increase for the foreseeable future.

Research shows that use of sexual misconduct services increases as potential service seekers become aware of the supports available to them – it is not because of a sudden increase in sexual violence on campus. The SMRPO has made a concerted effort to promote awareness of services on campus, but public awareness of sexual violence in general has increased steadily on university campuses as a result of the efforts of many to advertise services and in light of the success of global #Me Too and #Times Up! Campaigns since late 2017.

With the notable exception of the Bystander Initiative, the SMRPO coordinates the majority of sexual violence programs and services on campus, including the *Flip the Script*™ program. In 2019, the SMRPO added a half-time Sexual Wellness and Consent Coordinator (SWCC) staff position to develop and deliver programming to meet dedicated learning outcomes (e.g., understanding the scope of sexual violence, increasing capacity to negotiate consent, developing skills to provide support to survivors, increasing knowledge of campus and community resources, etc.). With the addition of this part-time staff member, the SMRPO has increased the amount of educational initiatives available on campus considerably.

The SVTF noted that despite the increase in awareness initiatives, many students on campus still seem to be unaware of the sexual violence supports and services available to them. This may be, in part, attributed to the fact that Windsor is a commuter campus. Reaching students with communications about the SMRPO is an ongoing challenge, even though the Office employs a variety of strategies to advertise their supports and services (posters, postcards, advertisements at events, emails, Daily News stories, social media, classroom visits, active participation in Windsor Welcome Week, etc.). During its deliberations, the SVTF found that some of the students appointed to the SVTF were unaware of what was available on campus. Notably, these students are engaged, elected members of campus student government. Further, the *Student Voices on Sexual Violence* provincial survey illustrated that a majority of students who participated in the survey were also not aware of these services. While this was not different from other university sector experiences, it shows a broad lack of awareness of current offerings that could and should be addressed.

The SVTF noted that the SMRPO has one part-time staff person assigned to education and training at the university at present. This was seen as a capacity weakness, particularly since evidence suggests more needs to be done to communicate the services and programming available. As such, the SVTF recommends that the SMRPO should immediately increase its staff component to include at least two trained support personnel (up from the current one staff person) to better support the increasing numbers of survivors on campus and to guide them through the sexual misconduct reporting process as necessary. This modest increase in staff capacity from the current 1.5 staff members to the recommended 2.5 staff members will also help support needed increases in educational/training activities of the office.

Assessment: Responding to Disclosure Training

The SMRPO conducts *Responding to Disclosure* Training workshops on campus throughout the academic year. This program uses a 3-step method for Responding – Recognize, Respond, and Refer; these steps highlight the importance of a supportive response and a referral to the SMRPO. These are made available as either mandatory (for example in Residence Services for incoming Resident Assistants) or optional training opportunities for persons across campus to better understand proper processes and actions to take when someone on campus discloses an incident of sexual misconduct. Where leadership encouraged staff to attend, the workshop uptake was good which suggests that buy-in from leaders is key to the uptake of the program when it is not mandatory. SVTF members noted that these workshops were found to be extremely important and effective in educating campus leaders who likely would encounter sexual misconduct disclosures. The SVTF found, however, that most disclosure training is in fact optional. It also heard that the uptake of this disclosure training was not as widespread or representative across the institution as it ideally should be and could lead to inconsistencies in the understanding of, and application of, the university's *Policy on Sexual Misconduct*. Additionally, some members of the SVTF became aware of a very problematic recent case of mishandling of a disclosure of sexual misconduct involving a student on campus that was illustrative of the lack of awareness of proper protocol for Disclosure, etc. As such, the SVTF recommends that more *Responding to Disclosure* training is provided as *mandatory* training to the following groups:

- All formal leadership positions on campus, including all senior administrators, managers, department heads, Deans, Associate Deans and Assistant Deans, Heads of Schools, WUFA executive members, etc.

- As a mandatory training module in GATAcademy training of all GAs and TAs on campus (it currently is an optional short presentation)
- As a mandatory session for all incoming faculty members during New Faculty Orientation

Additionally, the SVTF recommends that more disclosure training be available as *recommended* training (not mandatory) for the following groups:

- All existing faculty members – particularly since many students disclose to their professors for academic accommodation reasons
- All existing staff members

The *Student Voices* survey results show that awareness of supports, protocol and the policies on campus can be enhanced at the University of Windsor and all university and college campuses. One key tool to support this enhancement is the broadening of *Responding to Disclosure* training which also provides this information.

Recommendations:

5. Increased support for the SMRPO, including increased staffing from 1.5 to 2.5 members
6. Continued institutional support (including funding) for the *Bystander Initiative* training program and workshops and the *Flip the Script™* program (EAAA)
7. Institutionalize *Responding to Disclosure* Training on campus both *mandatory* and *recommended* to specific campus groups (as outlined above).

Summary List of SVTF Recommendations for the University of Windsor to ensure a Safe Campus Environment

In conclusion, the Sexual Violence Task Force members make the following seven recommendations to the University in order to protect and improve upon its standing as a leader in campus sexual violence prevention and response in the university sector and to ensure a safe campus environment for all stakeholders.

Recommendations:

1. That the University **emphasizes** to the campus community **the important and central role of the Sexual Misconduct Response and Prevention Office (SMRPO) in all informal or formal reports of sexual misconduct for all campus stakeholders** – not just students. This should also be affirmed **in training of faculty, staff, and administrators** across the university.
2. That the **SMRPO should be included in all risk assessments for cases** that relate to sexual violence.
3. That the **next review of the University's Policy on Sexual Misconduct explores nuanced options for reporting** obligations and consultation as it pertains to staff and faculty.
4. For the ease of stakeholder's understandings of policy and procedure, it is recommended that **the SMRPO create a broad process reporting (informal and formal) option map to add to the existing Policy on Sexual Misconduct** either before or at the policy's next review date.
5. That the University **increase its support for the SMRPO**, including a recommended modest staffing increase **from 1.5 to 2.5 trained staff members**, to assist in meeting the current and future increased support and educational demands of the office.
6. That the University **continue its institutional support (including cost-effective funding) for the Bystander Initiative training program and workshops and the Flip the Script™ program** (EAAA) under SMA 3.
7. That the university **institutionalizes the Responding to Disclosure Training on campus by expanding mandatory training to all managerial and leadership positions on campus and promoting greater recommended training** for specific campus groups, as outlined above.



Program Update

UWindsor's *Bystander Initiative (BI)* is a community-based prevention program designed to produce incremental changes in students' attitudes and behavior about sexual violence.

Our key message is: Preventing sexual violence on our campus is *everybody's business*. The long-term goal of cultivating this community responsibility is to influence a shift in campus culture to one that doesn't tolerate sexual violence and is supportive of victims/survivors.

Our method is institutionalization – that is, we seek to embed sexual violence prevention education into the fabric of the University. We do this by using the undergraduate curriculum in two novel ways:

- (i) We offer two experiential learning courses (described below) to educate students about sexual violence and to train workshop facilitators, and
- (ii) The 3-hour *Bringing in the Bystander In-Person Prevention Program™ (BITB)* workshop (described below) is embedded in several (currently nine) year 1 courses across campus. Students in these courses take the workshop as part of a course assignment or for bonus marks. In all cases, students can choose between workshop participation and another assignment.

Using the curriculum in these ways:

- Broadens student participation, especially the participation of men. In 2018-19 – the first year in which the workshop was offered to all first-year students in all Faculties – participation doubled.
- Enhances the legitimacy of the prevention message. For students, the curriculum defines the university and its purpose; hence, embedding prevention education in courses commands students' attention and respect.
- Ensures high quality workshop delivery. No other method can ensure a steady supply of well-educated and rigorously trained and supported facilitators in the numbers needed to sustain the program.
- Insulates the *BI* from shifts in funding priorities. On other campuses, where gender violence prevention education is led by student services staff, funding is often precarious and subject to ever-changing lists of urgent student needs and one-time project funding.
- Facilitates ongoing and sustainable changes in campus culture.

Background and Evolution

The University of Windsor is *the* Canadian post-secondary leader in addressing sexual violence, where prevention education is an institutional priority and recognized by the Maclean's 2019 ratings. The program dates from 2011-12 – well before #MeToo – and our commitment is deeper and more comprehensive than other institutions.

Today, the *BI* is the most visible piece of a multi-pronged effort to create a safer and more welcoming campus. As of last year, *BITB* workshops are offered to undergraduate students in all Faculties plus year 1 Law students. In 2018-19, 1800 undergraduates (including 44% of all year 1 students – our goal is 2/3) and 235 Law students attended.

The *BI* has three components. First is a 3-hour sexual violence prevention workshop. We chose *Bringing in the Bystander* (created by researcher-activists at the University of New Hampshire) because it is grounded in theory, encodes best practice program delivery methods, has been empirically evaluated and proven effective (most importantly for young men who commonly see sexual violence as a “women's issue” that does not affect them), and is scalable without loss of effectiveness. In collaboration with UNH, we created the 3-hour Canadian adaptation of *BITB*, which is now used on many other Canadian campuses.

BITB is built on the foundational insights of social psychologists, Latané and Darley who sought to explain why, in an emergency, so few of those who could help are willing to intervene. From their many studies, they concluded that bystander passivity is not evidence of indifference. Rather, passivity in emergency situations is explained by a series of barriers that are largely social. At every step in the decision-making process – Should I do something or just walk away? – the social forces that make it easier to turn away are more numerous and compelling than those that encourage us to step in and help. The result is the diffusion of responsibility: of the many people who witness an incident, only a handful actually do something to help, assuming someone else will.

Our workshop is designed to counter bystander passivity. Participants learn to:

- Notice situations that could lead to sexual violence (i.e. red flags)
- Take responsibility for changing the situation
- Identify the risks involved in intervention and determine how they could intervene (safely, creatively) to de-escalate the situation, and
- Be an effective supporter of victims/survivors.

The second element of the UW *BI* are two undergraduate courses that educate and train workshop facilitators.

- In course 1, students learn about sexual violence, sexual violence prevention, and the social psychology of bystander behaviour. This course has no prerequisite to ensure that students from any discipline or Faculty could take it. Students also engage in *Community Engaged Learning* (CEL) providing students the opportunity to advance the profile and visibility of our program within our campus community.
- In course 2 – which furthers and deepens students’ experiential learning – a selected group of students from course 1 intensify their knowledge, then, learn to co-facilitate the UW version of *BITB* to other students. Using best-practice methods, workshops are 20-25 students, offered separately to men and women (Trans or non-gender conforming students are invited to attend the workshop where they feel most comfortable) and led by student prevention educators who have completed Bystander course 1 and 2.

Note: We aim to have an even ratio of men to women enrolled in both Bystander courses. These courses can be taken as general social science electives or for program credit in Criminology, Psychology, Social Work, Sociology, and Women’s and Gender Studies.

The third element is message reinforcement. For six weeks in Winter term, we post *Draw-the-Line* campaign materials (developed by the Ontario Coalition of Sexual Assault Centres) in high traffic locations around campus: academic buildings, the library, the student centre, washrooms, and locker rooms.

- For students who have taken the Bystander workshop, *DTL* materials are reminders and reinforce what they have already learned.
- For students who have not taken the workshop, *DTL* materials encourage them to “think again” about everyday occurrences of sexual violence.

Our follow-up research, conducted by graduate students doing their experiential learning as part of their Applied Social Psychology practicum course, revealed that *DTL* materials are:

- Attractive and noticed by students
- Raise issues of concern in students’ lives, and
- Reinforce the bystander message that stopping sexual violence *is everyone’s responsibility*.

Value to the University of Windsor

Campus Profile: The *BI* has the potential to be a signature program for the University. The breadth and depth of our sexual assault prevention education sets us apart from other Canadian institutions, and this leadership is recognized by others. Drs Senn and Forrest have been invited to speak about the *BI* or given conference presentations on this subject 15 times over the last five years.

The *BI* arose from a unique partnership between faculty researchers with a strong commitment to the University and the Administration. Prompted by discussions initiated by the Administration in 2008, the *BI* was funded in 2011-12 through the Strategic Priority Fund. Initially a collaboration among FAHSS, Business, and Law, starting Fall 2018, Bystander workshops are now offered to all year 1 students in all Faculties as part of the University's SMA 2 commitment. This expansion marks the *BI* as a rare campus-wide project. Like many universities, students at Windsor are silo-ed by Faculty. *BITB* workshop participation is one thing that first year students in all Faculties have in common. As such, it is a bridge that connects students across programs and establishes a place from which we can build a campus-wide commitment to creating a safe and welcoming campus.

Student Response: Another important measure of value is student engagement. The majority of workshop participants' responses have been overwhelmingly positive and supportive. In fact, there has been a notable increase in students expressing gratitude in their post-workshop evaluations. Many describe the workshop as friendly, safe, non-judgmental, and engaging; others comment on the personal and practical value of what they learned; and even those who were not particularly interested at the start of the workshop, often say they were engaged by the end. When asked what they think would improve the workshop, the most common response is "nothing."

The response from Bystander students and workshop leaders has also been enthusiastic and positive. Course 2 students, who earn experiential learning credit for leading *BITB* workshops, emphasize the personal and professional value of the experience. For example, many have said they developed their public speaking skills, their inter-personal and communications skills, gained self-confidence, felt ready to address an important and controversial social issue, and learned to work collaboratively – all capacities of importance to prospective employers.

Effectiveness: The *BI* has the potential to affect change at the individual level and campus-wide level. We know from our research, conducted over a four-year period, that individual students' attitudes and behaviours are changing in ways that bystander education intends. Our adaptation of *BITB* increases participants' knowledge and skills and makes it more likely that male and female students will take action in problematic situations (published in *Psychology of Violence* in 2016). By comparison with a control group, students who attended the workshop reported:

- Increased readiness to take action and help others in the future
- Greater confidence that they had the skills needed to intervene, if needed, and
- Increased intention to help.

Workshop participants also expressed:

- Decreased concern that they do not have the skills needed to intervene, and
- Fewer concerns about what their friends would say if they did intervene

Importantly, these effects lasted to at least 4½ months (the length of our follow-up).

We have been asked whether the *BI* has reduced the incidence of sexual assault on campus. No program can do this directly. Even Dr. Senn's sexual assault prevention education for women, which reduces the incidence of sexual assault among the women who take the program, cannot influence the rate of sexual assault for the whole campus (unless taken by the majority of women students).

Reducing rates of sexual assault is not the central purpose of *BITB* or other bystander programs, which are designed to make campuses safer by cultivating pro-active attitudes and bystander behaviours in students of all genders. The *BI* equips students to create a campus culture with zero tolerance of all forms of sexual violence. For example, building students' capacity to respond to the many, everyday forms of demeaning language and coercive behaviour. If left unaddressed, these less recognized examples of sexual violence create a social environment where the behavior of the minority of students who perpetrate sexual violence are tolerated.

By contrast, on pro-active campuses such as ours, bystander training is offered to large numbers of students over a sustained period in order to create meaningful cultural change. For example, our workshop enables students to shut

down comments and jokes that belittle or express hostility towards women or de-escalate situations that often lead to sexual assault. In other words, the social environment on campus influences perpetrator behaviour—such that perpetrators of violence will find their opportunities limited because they are surrounded by others who are willing and able to challenge sexually aggressive language and behaviour. Moreover, it becomes easier for survivors to report their victimization and access help when we have created a campus culture that supports survivors.

Thus, we expect that, over time, this shift in social norms ought to reshape campus climate and contribute indirectly to a reduction in sexual assaults.

We will know more about the dynamic impacts of ongoing BI workshops in a few years' time. We have been gathering data from annual campus wide surveys about students' attitudes and experiences related to sexual violence at UW and a control site since 2011 and will continue to do so through 2020. Preliminary analysis of the data revealed positive changes in students' attitudes about sexual violence and strengthened connections to the University since the BI workshops began to reach more students. Sustained effort will be needed to maintain and extend these positive outcomes.

**University of Windsor
Board of Governors**

4.1.4: Vice-Presidents' Reports

Item for: **Information**

Report of the Provost and Vice-President, Academic
Douglas Kneale

In non-COVID-19 business:

New Dean of Nursing announced: Dr Debbie Sheppard-Lemoine

“Dr Debbie Sheppard-LeMoine is the assistant director at St Francis Xavier University’s Rankin School of Nursing. An experienced Canadian educator with international teaching, research, and project experience, Debbie was a faculty member at Dalhousie University for 20 years and on faculty at the University of Calgary in Qatar for almost 4 years. She is an expert in curriculum design and community/public health/family nursing practice, and recently completed a study on enhanced home visiting practices for women and children living in vulnerable conditions in Nova Scotia.”

The University thanks Dr Linda Patrick for a decade of outstanding service as Dean of our Faculty of Nursing.

Searches are underway for

- Dean of the Faculty of Arts, Humanities and Social Sciences
- Dean of the Faculty of Engineering
- Dean of the Faculty of Human Kinetics
- Dean of the Faculty of Law
- University Librarian

Recruitment & Enrolments

- Intersession/Summer enrolments currently stand at 7,505. Students still have time to register because of the delayed term start date.
- We have received and processed second term midterm grades for high school applicants. No offers will be rescinded, as final high school grades are guaranteed not to be lower than midterm grades.
- Spring Convocation: 3,858 students have applied to graduate, with 2,900 having been reviewed and deemed eligible. While Spring Convocation has been cancelled, all eligible students will still graduate and receive their diplomas.
- June 27 is *UWindsor Live: Ready! Set! Register!* for 1st-year undergraduate registration via virtual platform *vFair*.
- Our 2021-22 Viewbook is in progress and will be available in both hard-copy and downloadable versions.

Report of the Vice-President, Human Resources
Rita LaCivita

Consultations with Bargaining Agents re: COVID-19 impacts

Meetings with CUPE and Unifor University, Local and National representatives regarding the institutional impact of COVID-19. Discussions centred around budgetary impacts, the need for some realignments as well as collective agreement obligations and working together during these unprecedented times. Further discussion regarding institutional planning for resumption of activities is also occurring.

Together with the Provost and VPRI, I am attending bi-weekly meetings with the Windsor University Faculty Association, WUFA, Executive. This is an opportunity for open dialogue on matters related to institutional impact of COVID-19.

Council of Ontario Universities and Universities Canada

Supporting the work of COU and UC in lobbying the federal government to permit Supplemental Employment Benefit (SUB) plans to the CERB.

Employee Wellness

Working with CMHA to offer additional mental health and wellness webinars. We're exploring lengthier sessions to deal with the deeper impacts of COVID-19, including:

1. Loss and grief – from the perspective of all the losses associated with the current situation, the loss of your routine, spending time with family, colleagues, etc.
2. Recognizing emotions and how to deal with them.
3. Resilience and hope – building self-compassion, being kind to ourselves.

Report of the Vice-President, Planning and Administration

Anna Kirby

Construction Projects

As of May 4th, 2020, construction projects and services that support the operations of, and provide new capacity in universities were deemed essential work. This allowed the projects halted as of April 4th, to begin again. The Lancer Sport and Recreation Centre (LSRC) construction resumed immediately. Planning with other contractors for projects that are required to be completed by September continue to ensure that the work and securing critical supplies will allow for the completion of the projects by the required deadlines. Planning for all other projects to resume continues. All site protocols developed for COVID-19 are being reviewed and endorsed before construction resumes on any capital project.

Resumption to Work Planning

Planning for the return to work is well under way. Focus has been on the modeling of various scenarios and the space planning necessary to prepare physical spaces to ensure staff, faculty and students feel safe. This includes evaluating all physical areas to consider proper signage and reconfiguring and/or retrofitting but all the while designing for adaptability to allow for changes in best practices. Protocols are being reviewed and developed to safeguard staff, faculty, students and visitors to the campus. This is all being developed in conjunction with the overall University planning.

Transforming Windsor Law

The schedule for the renovation of the Ianni Building has been revised to begin construction roughly six months later, with a planned start date no later than January 2021. The Law Library will move this summer to the Leddy Library, as planned. The rest of the Faculty will move to temporary quarters at the end of the Fall 2020 term. Substantial completion and re-occupancy of the building is expected in the spring of 2023. This change will enable better planning for the project and may give the University access to stimulus funding opportunities which may be introduced by the governments to support "shovel-ready" projects. Given the current environment, the configuration of the temporary spaces is being re-evaluated to accommodate physical spacing, etc.

Report of the Vice-President, Research and Innovation

Michael Siu

Tri-Council Funding Success

Researchers from our Faculties of Science, Engineering, and Human Kinetics did exceptionally well in the NSERC Discovery Grant and Research Tools and Instruments (RTI) Grants competition this year. Thirty-one researchers have

been awarded a total of more than \$5.6 million over five years or \$1.1 million per year for a broad range of research initiatives through the Discovery Grant program. All research projects were funded for the full five-year term. Our success rate for the 2020 Discovery Grant competition was 63%, an increase of 6% from last year when 57% of the applications we submitted were successful, and higher than the national average. Our success rate with the 2020 RTI competition was also exceptional. Seven out of 19 applications submitted were awarded \$907,298 (\$1.1 million with matching funds), representing a 37% success rate. The historic national average success rate is 33% for RTI grants. These successes were featured as a group in the Daily News on May 7. Stories on individual research projects will follow in future. Although still under embargo for public announcement, researchers from our Faculty of Arts, Humanities, and Social Sciences and Human Kinetics also recognized significant success with this year's SSHRC Insight Grant competition. Five projects were awarded \$540,000; a success rate of 46% that exceeds the national average of 41%. Stories on the SSHRC Insight Grant competition and funded projects will be featured in the Daily News following the federal announcement of these awards.

WE-Spark Health Institute Igniting Discovery COVID-19 Rapid Response Grants

In early April, the WE-Spark Health Institute launched an Igniting Discovery COVID-19 Rapid Response Grants competition. In collaboration with the OVPRI, WE-Spark awarded \$143,000 to 21 COVID-19-focused research projects aiming to accelerate the development, testing, and implementation of medical and social countermeasures to mitigate the effects of the COVID-19 outbreak in our region. These grants are intended to be seed funding to enable researchers to develop research programs and collect data in order to secure next-stage funding from external agencies. Successful projects are a balanced mix of social sciences, natural sciences, and engineering initiatives, and are being led by researchers from diverse disciplines including nursing, business, psychology, science, and engineering. Many of the awardees have already applied to a range of external COVID-19 research funding opportunities, including the Ministry of Colleges and Universities COVID-19 Rapid Research Fund and NSERC's Alliance Grants for COVID-19 Research program. Daily News featured a general announcement of the WE-SPARK Igniting Discovery COVID-19 Rapid Response Grants on April 23. Stories on the success of individual initiatives will be published in the future.

Essential Research Committee

The OVPRI has recently created an Essential Research Committee (ERC). While all research that can be conducted virtually has continued unabated and accommodations have been made to allow COVID-19-related research to proceed, there is a growing need to allow other research that is critical and/or time-sensitive to move forward. Chaired by the VPRI and comprising representatives from all Faculties, Health and Safety, and Facilities, the ERC is charged with defining essential research as it applies to lab, face-to-face, and field research, and establishing guidelines for proposing and evaluating essential research activities on and off campus in terms of ability to maintain physical distancing measures, health and safety considerations, and safety of travel where applicable. A subcommittee is being formed to develop protocols that will assist decision makers across disciplines in evaluating essential research and determining what research will move forward. Criteria considered will include urgency and time-sensitiveness; impact on collaborators; funding agency timelines and deliverable; impact on the physical and economic health of the community; and contributions to the training of HQP. Criteria will be considered in terms of the availability of consumables and supplies; physical distancing balanced by safety in numbers; access to public space and field; maintenance and calibration of equipment; and availability of emergency response services on and off campus. In the future, the ERC will also be charged with developing a framework for the resumption of research on campus in a phased and coordinated manner.

**University of Windsor
Board of Governors**

*4.4.1: **Board Governance Work Plan**

Item for: **Approval**

Forwarded by: **Board Governance Committee**

MOTION: That the proposed Board Governance Work Plan be approved.

Report of the Governance Committee/Rationale:

Following the January 2020 Board retreat, the Governance Committee reviewed a report compiling the results of the governance review brainstorming session with the facilitator and reported back to the Board at its February 2020 meeting on the six key areas of focus which emerged from the session. As noted at the February Board meeting, the next step was for the Governance Committee to develop a proposed work plan to address these areas of focus. The attached Board Governance Work Plan stems from discussions and action items identified at the January 2020 Board retreat.

Also affirmed at the February 2020 Board meeting, an external governance review will await the completion of the governance work plan and the implementation of action items, to avoid duplication and ensure that an external governance review is more focused.

See attached.

Board Governance Work Plan
Goal: Enhance Board Governance

DRAFT – For Discussion, Revision, and Approval

Governance Areas of Focus	Actions	Timeline	Update/Comments	Completed
1. Introduce a scorecard	a) Approve a Board meeting evaluation scorecard for use after each Board meeting/retreat to assess Board performance and ensure that it is appropriately discharging its responsibilities as the governing body with oversight over fiduciary and operational matters	June 2020		
	b) Establish a process whereby the Governance Committee reports on the results to the Board by posting them to the Board Portal	June 2020		
2. Allocate more time on the meeting agenda for the discussion of strategic items/risk issues	a) Develop list of strategic items/risk issues, inviting suggestions from Board members	May 2020		
	b) Add a standing item on the Board agenda for discussion on “Strategic Items/Emerging Priorities/Risk Issues”	June 2020		
3. Review and update the Board orientation program	a) Following-up on the Governance Committee’s 2019 review of the Board Orientation Binder, post the orientation materials to the Board portal	June 2020		
	b) Consider providing annual or biennial refresher orientation to all Board members	June 2020		
4. Introduce awareness raising and knowledge development opportunities within or outside scheduled meetings	a) Add a standing item on the Board agenda for guest speakers and develop a list of speakers to present on the various key functions and priorities of the University (teaching, learning, research, support services, finance, capital, community initiatives, etc.)	June 2020		

[January 2020 Retreat - Board Governance Review Follow-up]

Governance Areas of Focus	Actions	Timeline	Update/Comments	Completed
	b) Commit to continuing to hold annual Board retreats with discussion on current and emerging strategic items and issues as one way of furthering Board member development	May 2020		
	c) Establish a process for inviting Board members to key events, town halls, etc.	June 2020		
	d) Provide annual list of events from which members could choose; establish a process for inviting Board members; and consider formalizing a statement that there is an expectation that all Board members attend 2 informational events per year, in addition to the retreat as a way of increasing knowledge of the activities of the University and engagement.			
	e) See 2(b) above re: regular discussion on strategy/risk issues	June 2020		
5. Enhance communication/connection between the Board and Senate	a) Establish a process whereby the Board meeting schedule is shared with Senate and vice-versa, at the beginning of each academic year. Encourage members to attend the public meetings	June 2020		
	b) Introduce an annual Board/Senate dinner which could include an orientation session and an information session on a current or emerging key issue affecting the University	September 2020		
	c) Commit to continuing to post all public Board and Senate materials online for review by Board and Senate members, and any other individuals	May 2020		
6. Board diversity	a) Continue to encourage members to self-identify as members of a designated group, as appropriate, on the self-assessment form	May 2020		
	b) Establish a process to seek potential Board members who meet the current skills gaps and who identify as members of a designated group	June 2020		

**University of Windsor
Board of Governors**

*4.4.2: **Board Meeting Evaluation (Scorecard)**

Item for: **Approval**

Forwarded by: **Board Governance Committee**

MOTION: That the Board Meeting Evaluation Scorecard be approved for use after each Board meeting or retreat.

Report of the Governance Committee/Rationale:

One of the action items coming out of the January 2020 retreat, and included in the Board Governance Work Plan, was the creation of a meeting evaluation scorecard to enable the Board to evaluate its performance and make improvements as needed.

In developing the scorecard, the Board Governance Committee reviewed a sample scorecard from another Board and the section from the UWindsor Annual Board Evaluation Survey relating to meeting effectiveness.

Proposed Board Meeting Evaluation (Scorecard)

An evaluation for the XXXXXXX Board of Governors meeting has been set up in Qualtrics and will remain open until XXXXX (one week).

Q1: Board Meeting Attendance

___ I was present in-person for the meeting

___ I participated remotely for the meeting

___ I was not able to participate in this meeting (Go to end of survey)

Q2: Board Meeting Evaluation

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Materials: Agendas and supporting documents were made available five calendar days prior to the meeting or retreat to allow sufficient time to prepare; documents, presentations, and decisions requested were clear and easy to understand, providing enough information and context to enable the Board to discharge its responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Presentations: Those presenting during the meeting or retreat were prepared and effective, and information was interesting and relevant. ☐ ☐ ☐ ☐ ☐

Participation: All Board members were encouraged to participate (including those participating remotely), and the level of participation and contribution from members was appropriate. ☐ ☐ ☐ ☐ ☐

Board Role: The Board performed its governance role (*i.e.*, focused on the mission of the University, strategic directions, performance, compliance with policies and regulations, and discussion and decision-making supported the best interest of the University) and did not become overly involved in operational issues. ☐ ☐ ☐ ☐ ☐

Leadership: The structure and leadership (Chair and President) of the meeting or retreat encouraged thoughtful questions and respectful discussion; time for discussion/debate was adequate – all sides were heard and decisions reached, as appropriate. ☐ ☐ ☐ ☐ ☐

If you answered "Somewhat Agree", "Disagree", or "Strongly Disagree", please explain. This will provide context to as results are reviewed and enable improvements to be made.

Q3: Overall Board Meeting Assessment

Rate the meeting on a scale of 1-10: Very Effective \rightarrow Ineffective
 10 ☐ 9 ☐ 8 ☐ 7 ☐ 6 ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

If you answered "7" or lower, please explain. This will provide context as results are reviewed and enable improvements to be made.

Q4: Additional Comments:

1. What did you find to be of most value?

2. What could have been done differently to make the meeting or retreat a more effective use of time?

3. Are there any other comments or questions you would like to share?

**University of Windsor
Board of Governors**

*4.5.1: **Statement of Investment Policies and Procedures (SIPP) for the Pension Fund – Revisions**

Item for: **Approval**

Forwarded by: **Board Investment Committee**

MOTION: That the proposed revisions to the Statement of Investment Policies and Procedures for the Pension Fund of the University of Windsor be approved.

Report of the Investment Committee/Rationale:

- At its May 7, 2020 meeting, the Investment Committee reviewed and supported the proposed changes to the Statement of Investment Policies and Procedures for the Pension Fund of the University of Windsor. The changes set the asset mix benchmark for cash/short term at 1% (from 0%) providing some needed flexibility, and remove the “cash/short term” asset category from Foyston, Gordon and Payne allowing Administration greater flexibility over the cash component of the pension plan which is currently held solely by FGP. This removes the discretionary decision-making from FGP and allows Administration to decide how to invest the cash component (e.g. moving the cash component to a more competitive product with either Northern Trust, Philips, Hager and North, or FGP).
- The changes also reflect updates to the investment manager portfolio benchmark allocations and the minimum and maximum ranges relating to the recent Canadian Equities manager transition.

Proposed Revisions

[Revisions are in red, using track changes]

[...]

III. INVESTMENT POLICIES AND PROCEDURES

A. Categories of Investments

Based on the risk tolerance and obligations structure of the Plan, and with consideration to the purposes and risks of various investments, the following categories of investments and loans have been adopted:

Investment Category	Target Allocation
Demand deposits and cash on hand	0 1%
Canadian stocks	30%
Non-Canadian stocks	30%
Canadian bonds and debentures	3 4%
Other investments (Infrastructure)	5%

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B. Asset Mix Benchmark

An asset mix analysis conducted in 2016/17 considered historic and expected rates of return, correlation of expected returns and the volatility of expected returns of various asset classes and a review of current economic expectations.

The analysis identified a long term asset mix that would balance the various goals of the Fund. Implementation of a new long term asset mix is implemented in multiple stages. The asset mix benchmark described in Table 1, with the minimum and maximum allocations subsequently adopted, represents the benchmark asset mix. A summary of Capital Market Assumptions used in the analysis is provided in Section H. An allocation to cash/short term was added in 2020 to account for disbursements and liquidity.

Table 1: Asset Mix Benchmark (at market value)

Asset Class	Benchmark Index	Benchmark (%)	Minimum (%)	Maximum (%)
Cash/Short Term	FTSE Canada 91-Day T-Bill	<u>1</u>	0	20
Universe Bonds*	FTSE Canada Universe Bond	<u>7</u>	3	18
Long Bonds*	FTSE Canada Long Bond	27	17	37
Canadian Equities	S&P/TSX Capped	30	15	40
Global Equities	MSCI World	30	15	40
Alternative Investments (including Infrastructure and Private Equity Investments)	Consumer Price Index + 4%	5	0	10

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*Consistent with the benchmark indices shown above, the minimum rating for the target investment allocation of Canadian fixed income securities is BBB low (or equivalent), as rated by at least one credit rating agency that is recognized by a competent authority. Notwithstanding this target, actual quality requirements and permitted ranges shall be determined by the respective investment managers responsible for implementation of the strategy.

C. Investment Manager(s): Objectives and Evaluation

As part of the 2016/17 asset mix review, the Committee completed a review of the mandates of the Investment Managers. Table 2 outlines the Investment Managers and their respective mandates.

Table 2: Investment Managers and Mandates (percentage of market value of Portfolio)

	Universe Bonds (%)	Long Term Bonds (%)	Canadian Equities (%)	Global Equities (%)	Alternative Investments (%)	Cash/Short Term (%)	Total Allocation (%)
Foyston, Gordon & Payne	<u>3.5</u>	13.5	<u>1</u>				<u>17</u>
Fidelity Investments Canada			15				15
Phillips, Hager & North	<u>3.5</u>	13.5	<u>15</u>			<u>1%</u>	<u>33</u>
Baillie Gifford				15			15
Burgundy Asset Management				15			15
JP Morgan Asset Management					2.5		2.5
IFM Investors					2.5		2.5
TOTAL	<u>7</u>	27	30	30	5	<u>1</u>	100

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Each Investment Manager will be allocated funds in accordance with the asset mix identified in Table 2. The portfolio will

be rebalanced among the managers in accordance with the Rebalancing Policy approved by the Committee. The indices used in this SIPP were chosen as they are established indices in their particular market.

For an Investment Manager with an active mandate, it is expected that the annualized returns of the Investment Manager's portfolio and its component asset classes shall exceed the returns of the representative benchmark indexes plus the value-added targets identified below for that Investment Manager. Total portfolio value-added for a particular Investment Manager shall be the principal measure of performance; asset class value-added shall be a supplemental measure of performance.

The assets of the Fund are invested together to maximize returns while minimizing costs to the Fund. The overall fund is expected to generate a long term rate of return of the Consumer Price Index (CPI) plus 4.5%. The overall expected return in excess of the CPI can be separated into two components as follows:

- The Asset Mix Benchmark identified in Table 1 above has an expected real return of 3.6%, an expected annual surplus volatility of 10.5% for the Faculty plan and an expected annual surplus volatility of 11.1% for the Employees plan, based on the analysis outlined in section H; and
- The total fund return shall earn an annualized return of 0.9%, before fees, above the returns that could have been earned by passively investing the benchmark asset mix in the indices shown in the table below.

For the purpose of measuring rates of return for the Investment Manager(s), all returns shall be measured before investment management fees, but after transaction costs, over rolling four-year periods. All index returns shall be total returns. All foreign returns shall be calculated in Canadian dollars. The returns of all portfolio benchmarks utilizing more than one asset class shall be calculated assuming quarterly rebalancing.

In the benchmark tables below, the portfolio benchmark allocations and the minimum and maximum ranges are measured at market value.

Foyston, Gordon & Payne – Fixed Income

Asset Class	Benchmark Index	Min. (%)	Max. (%)	Portfolio Benchmark (%)	Value-Added Target (% / annum)
Universe Bonds	FTSE Canada Universe Bond	16	26	21	0.25
Long Bonds	FTSE Canada Long Bond	74	84	79	0.25
Total *	Portfolio Benchmark			100	0.25

*Includes value-added expectation for asset mix management.

Fidelity Investments Canada

Asset Class Pooled Fund	Benchmark Index	Min. (%)	Max. (%)	Portfolio Benchmark (%)	Value Added Target (% / annum)
Cash / Short Term	FTSE Canada 91-Day T-Bill	0	10	0	0
Canadian Equities	S&P/TSX Capped Total Return Index	90	100	100	1.00

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Phillips, Hager & North – Fixed Income

Asset Class	Benchmark Index	Min. (%)	Max. (%)	Portfolio Benchmark (%)	Value-Added Target (% / annum)
Universe Bonds	FTSE Canada Universe Bond	<u>16</u>	<u>26</u>	<u>21</u>	0.25
Long Bonds*	FTSE Canada Long Bond	<u>74</u>	<u>84</u>	<u>79</u>	0.25
Total **	Portfolio Benchmark			100	0.25

**Includes value-added expectation for duration management.

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Phillips, Hager & North – Equity

Asset Class	Benchmark Index	Min. (%)	Max. (%)	Portfolio Benchmark (%)	Value-Added Target (% / annum)
Canadian Equity	S&P/TSX Capped Total Return Index	<u>100</u>	<u>100</u>	<u>100</u>	<u>1.00</u>

Phillips, Hager & North – Cash/Short Term

Asset Class	Benchmark Index	Min. (%)	Max. (%)	Portfolio Benchmark (%)	Value-Added Target (% / annum)
Cash/Short Term	FTSE Canada 91-Day T-Bill	<u>100</u>	<u>100</u>	<u>100</u>	<u>0.00</u>

Baillie Gifford

Asset Class Pooled Fund	Benchmark Index	Min. (%)	Max. (%)	Portfolio Benchmark (%)	Value-Added Target (% / annum)
Global Equities	MSCI All Country World (Gross Dividend)	100	100	100	1.50

Burgundy Asset Management

Asset Class Pooled Fund	Benchmark Index	Min. (%)	Max. (%)	Portfolio Benchmark (%)	Value-Added Target (% / annum)
Global Equities	MSCI World	100	100	100	1.50

JP Morgan Asset Management

Asset Class Pooled Fund	Benchmark Index	Min. (%)	Max. (%)	Portfolio Benchmark (%)	Value-Added Target (%/ annum)
Infrastructure	Consumer Price Index (Canadian) + 4%	100	100	100	0

IFM Investors

Asset Class Pooled Fund	Benchmark Index	Min. (%)	Max. (%)	Portfolio Benchmark (%)	Value-Added Target (%/ annum)
Infrastructure	Consumer Price Index (Canadian) + 4%	100	100	100	0

The Committee will cause the Fund to be rebalanced in accordance with the approved Rebalancing Policy for the Pension Funds from time to time in order to:

- be consistent with the Asset Mix Benchmark in Table 1 above; and
- maintain the necessary allocations between the Investment Manager(s) to provide the desired level of style offset.
- Private market alternative asset classes are not expected to be rebalanced due to the long term illiquid nature of the investments.

[...]

D. Investment Constraints

Part 1: The following are the acceptable investment vehicles for the Portfolio:

Cash/Short Term

Cash on hand, demand deposits, treasury bills, commercial paper, short-term notes and bankers' acceptances, term deposits and guaranteed investment certificates of less than or equal to a one-year term.

Fixed Income

Bonds, debentures or notes of Canadian or developed market foreign issuers whether denominated and payable in Canadian or a foreign currency. Preferred shares, mortgage-backed securities, maple bonds and asset-backed securities are also permitted. See fixed income limits section.

Investments in mortgage-backed securities will be managed in accordance with the underlying credit rating of the security and the limits contained in the Fixed Income limits below.

The Board of Governors has approved an exception to the above-mentioned investment constraints regarding fixed income to allow for investment into:

- PH&N Core Plus Bond Fund (Appendix A)
- PH&N Long Core Plus Bond Fund (Appendix A)
- FGP Universe Bond Fund, and (Appendix B)
- FGP Long Term Bond Fund (Appendix B).

For the purpose of these investments, the investment constraints contained in the respective Investment Policy Statements apply.

[...]

H. Capital Market Assumptions

The capital market assumptions were used in the development of the benchmark. These assumptions, contained in Table 3, are intended to represent reasonable expectations for the next 20 years.

The development of asset class assumptions incorporates a wide range of considerations including:

- Historical return, risk and correlation statistics of broad indices;
- Estimation of expected future bond yields and returns, based on:

Deleted: <#>PH&N Long Bond Pension Trust Fund (Appendix A)¶

Deleted: <#>PH&N Enhanced Long Bond Pension Trust (Appendix A)¶

- Convergence to the equilibrium yield curve (EYC), with
- 10-year maturity of the EYC set to 90% of assumed long-term nominal GDP growth;
- Remainder of the EYC established using long-term average term premia for other maturities;
- Estimation of component returns to develop total equity returns, using as starting points such items as:
 - Current level of equity earnings yield;
 - Inflation expectations (based on the inflation target set by the central bank);
 - Expected economic growth;
- Expected relative relationships between asset classes;
- Some forward-looking judgment.

The use of different historical periods, different indices and/or different assumptions about the distribution of returns will produce different estimates of return and risk characteristics for the benchmark asset mix.

Table 3: Asset Class Input Factors

Asset Class	Median 20 year return	Standard deviation	Correlations													
			1	2	3	4	5	6	7	8	9	10	11	12	13	14
1 Treasury Bills	1.6%	1.5%	1.00	(0.05)	0.01	(0.01)	0.09	(0.08)	(0.26)	(0.24)	(0.30)	(0.05)	(0.03)	(0.07)	0.07	0.36
2 Real return bonds	2.6%	7.5%	(0.05)	1.00	0.73	0.76	0.72	0.26	0.06	0.15	0.08	0.28	0.03	0.07	0.35	0.02
3 Strip 20+	1.3%	17.0%	0.01	0.73	1.00	0.98	0.92	(0.03)	0.05	0.35	(0.02)	0.09	0.11	0.17	0.23	0.03
4 Overall long-term bonds	2.5%	8.5%	(0.01)	0.76	0.98	1.00	0.96	(0.05)	0.02	0.36	(0.03)	0.08	0.07	0.14	0.22	(0.03)
5 Overall Universe	2.8%	5.4%	0.09	0.72	0.92	0.96	1.00	(0.15)	(0.07)	0.31	(0.11)	(0.01)	0.03	0.14	0.22	(0.09)
6 Canadian equity (large cap.)	6.4%	19.5%	(0.08)	0.26	(0.03)	(0.05)	(0.15)	1.00	0.68	0.31	0.73	0.78	0.12	(0.04)	0.21	0.16
7 Global equity (large cap.)	6.4%	16.1%	(0.26)	0.06	0.05	0.02	(0.07)	0.68	1.00	0.77	0.95	0.71	0.50	0.40	0.29	0.20
8 Global low vol equity	5.8%	13.0%	(0.24)	0.15	0.35	0.36	0.31	0.31	0.77	1.00	0.69	0.37	0.58	0.52	0.25	0.15
9 Global equity (small cap.)	7.0%	17.6%	(0.30)	0.08	(0.02)	(0.03)	(0.11)	0.73	0.95	0.69	1.00	0.71	0.45	0.36	0.25	0.17
10 Emerging equity	7.6%	25.0%	(0.05)	0.28	0.09	0.08	(0.01)	0.78	0.71	0.37	0.71	1.00	0.22	0.15	0.38	0.20
11 Private equity	9.7%	25.0%	(0.03)	0.03	0.11	0.07	0.03	0.12	0.50	0.58	0.45	0.22	1.00	0.81	0.28	0.46
12 Hedge funds	5.1%	11.0%	(0.07)	0.07	0.17	0.14	0.14	(0.04)	0.40	0.52	0.36	0.15	0.81	1.00	0.20	0.14
13 Infrastructure	6.2%	13.0%	0.07	0.35	0.23	0.22	0.22	0.21	0.29	0.25	0.25	0.38	0.28	0.20	1.00	0.21
14 Real estate unlevered	5.2%	13.0%	0.36	0.02	0.03	(0.03)	(0.09)	0.16	0.20	0.15	0.17	0.20	0.46	0.14	0.21	1.00

Source: Mercer's Canadian long-term capital market assumptions (March 31, 2020). Expected return represents expected return over the next 20 years.

¹ Expected returns include the expected level of inflation but do not include allowance for manager value added.

Returns are gross i.e. do not reflect the expenses of investment management.

² Risk is measured as the annual standard deviation of returns of the asset class.

Based on Mercer Capital Market Assumptions, which used the foregoing inputs, the University's benchmark has an expected real return of 3.6%, plus expected manager value added of 0.9% to result in an overall expected real return of 4.5%. The expected annual volatility of return is 10.3% and the expected annual surplus volatility is 10.5% for the Faculty plan and 11.1% for the Employees plan.

The asset classes reported in Table 3 are defined as follows:

Canadian T-bills:	FTSE Canada 91-Day T-Bill Total Return Index
Canadian Universe Bonds:	FTSE Canada Universe Bond Total Return Index
Canadian Stocks:	S&P/TSX 60
Global Equities-Baillie Gifford	Morgan Stanley Capital International All Country World Total Return Index in Canadian Dollars (Gross Dividends)
Global Equities-Burgundy Asset Management	Morgan Stanley Capital International World Index
Infrastructure	Consumer Price Index (Canadian) + 4%

Basis of Active Management Objectives

The following table was used to establish the Active Management Objectives of the Portfolio:

Table 4: Value-Added Targets by Asset Class (before fees)

Asset Class	Premium (Base Points)	Benchmark Index
<u>Cash/Short Term</u>	0	FTSE Canada 91-Day T-Bill Total Return Index
Fixed Income – Universe Bonds	25	FTSE Canada Universe Bond Total Return Index

Code	Expected Return	Risk ²	Cash	Real Return Bonds	Ultra-Long Bonds (Strips)	Unlevered
Cash	2.88%	1.50%	1			
Real Return Bonds	2.88%	7.50%	-0.19	1		
Ultra-Long Bonds (Strips)	2.31%	17.00%	-0.10	0.66	1	
Overall LT Bonds	3.18%	8.50%	-0.15	0.70	0.97	
Overall Universe Bonds	3.29%	5.40%	0.00	0.66	0.89	
Can Equity (LC)	6.10%	19.50%	-0.19	0.22	-0.16	
Global Equity (LC)	6.10%	16.11%	-0.32	0.01	0.00	
Global Low Vol Equity	5.59%	13.00%	-0.27	0.08	0.29	
Global Equity (SC)	6.61%	17.79%	-0.34	-0.04	-0.09	
Emerging Equity	8.00%	25.00%	-0.12	0.21	-0.02	
Private Equity	8.63%	25.00%	-0.10	-0.01	0.06	
Hedge Funds	5.36%	11.00%	-0.11	0.04	0.19	
Infrastructure	6.38%	13.00%	0.14	0.49	0.23	
Deleted: Real Estate	5.88%	13.00%	0.27	-0.09	-0.03	

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Deleted: Cash

Fixed Income – Long Bonds	25	FTSE Canada Long Bond Total Return Index
Canadian Equities	100	S&P/TSX Capped Total Return Index
Global Equities	150	MSCI All Country World Total Return Index (Gross of Dividends) or MSCI World Index
Alternative Investments	0	Consumer Price Index (Canadian) + 4%
TOTAL*	90	

*Based on the benchmark asset mix and on the allocation of active and passive mandates.

Appendices

Appendix A: **PH&N Fund Mandates** – Core Plus Bond Fund, 

Long Core Plus Bond Fund  **& Money Market Fund** 

Deleted: Long Bond Pension Trust

Deleted: & Enhanced Long Bond Pension Trust

Appendix B: **FGP Fund Mandates** - Universe Bond Fund & Long Term Bond Fund

**University of Windsor
Board of Governors**

***4.5.2: Endowment Management Levy**

Item for: **Approval**

Forwarded by: **Board Investment Committee**

MOTION: That Board of Governors approve that the Endowment Management levy be 20 basis points of the Endowment's market value as at April 30th, using a one-year lagged approach.

Rationale:

Currently, UWindsor charges a \$100K fixed levy for the annual administration of the Endowment fund. This cost allocation has remained the same for at least twenty years. The Operating Budget of the institution includes a significant investment in the management and administration of the Endowment Funds by internal personnel within Finance, Advancement, and Student Awards and Financial Aid.

Based on a review of other Canadian Universities, not every University levies the Endowment annually, some levy individual donations which is not our practice. It was noted that best practice is to charge the endowment a levy based on the market value of the Endowment fund.

To determine an appropriate levy amount, Administration has reviewed a sample of Endowments (which approximate the size of UWindsor's Endowment) from across Canada using a management levy approach.

CAUBO Survey 2018: Endowments with Management Levies

Institution	Market Value (\$000's)	Management Levy (\$000's)	Management Levy (BPS)
St. Francis Xavier	132,131	263	20
Windsor	110,038	100	9
Brock	96,090	296	31
Lakehead	95,484	307	32
Laurier	92,339	194	21
Acadia	83,142	315	38

A one-year lagged approach using the previous fiscal year end market value of the endowment would allow for a timely fee calculation. The levy of 20 bps would represent an administrative fee of \$237K for 2020/21. This amount is included in the draft 2020/21 Operating Budget.

Report of the Investment Committee

At its May 7, 2020 meeting, the Investment Committee supported replacing a fixed levy with a levy based on the market value of the Endowment fund, noting that the fee will not have a material impact on specific endowments, since it will be spread out over all endowment accounts, and will have no impact on scholarship payouts. The Committee did suggest that 20 bps may be too low, to which Administration responded that it was comfortable with this amount and would report back to the Investment Committee if needed.

**University of Windsor
Board of Governors**

***4.5.3: Spending from Internally Restricted Endowments**

Item for: **Approval**

Forwarded by: **Board Investment Committee**

MOTION: That the annual allocation from the internally restricted scholarship Endowments be set at 5%.

Background/Rationale:

Within the Endowment Fund there are several general (internally or externally restricted) scholarships and internally restricted general Endowments. The Funds are historical and have benefited from donor participation as well as past government matching programs such as the Ontario Student Opportunity Trust Fund.

In 2008/09, administration included in the Operating Budget a total annual spend of \$400,000 from five general Endowments. The \$400,000 is a permanent transfer from the Endowment to operations and supports the Scholarship and Bursary programs of the institution. The intention was that, as the endowment grows, these funds would provide relief to the Operating Budget.

Information on the accounts are as follows:

Endowment Account #/Name	April 30, 2019		Proposed future Spending from Account (\$000's)
	Balance in Capital & Expendable (\$000's)	Spending from Account (\$000's)	
60004 – Grad Scholarship	237	12	15
60083 – Grad Scholarship	2,061	82	120
60666 – Grad Scholarship	6,483	156	300
60076 – Undergrad Scholarship	3,247	130	180
60109 – General Endowment	1,045	20	35
Total	13,074	400	650

When this strategy was initiated in 2008/09, it was noted that with ongoing efforts in fundraising and through interest, this allocation should grow over time. Indeed, the endowments have increased considerably since 2008/09, but the spending has never been revaluated. It is timely to propose an increase to the spending.

Report of the Investment Committee

At its May 7, 2020 meeting, the Investment Committee reviewed the proposal to increase the spending from the internally restricted general Endowments and concurred that the University was overdue for a revaluation of the spending from these accounts and that, with the fiscal pressures that 2020/21 will bring, an increase in the spending was warranted. In its original proposal, Administration recommended an increase in scholarship spending to \$650K; the money to go directly to students. However, rather than setting a fixed dollar amount, the Investment Committee recommended a percentage rate of 5% of assets (currently \$650K). Administration would evaluate the amount annually to ensure the capital balance remains sufficient to support a ≥\$650K spend; and would seek an exception to the resolution as needed based on investment returns.

**University of Windsor
Board of Governors**

*4.6.1: **Report of the Pension Committee**

Item for: **Approval**

Forwarded by: **Board Pension Committee**

Report of the Pension Committee

At its May 14, 2020 meeting, the Pension Committee received an update on current market conditions and their impact on the University of Windsor Pension Plans (for both the Faculty and Certain Employees Plan and the Employees Plan). Members were informed that, due to the COVID-19 pandemic, there has been significant downturn and volatility in the markets, which could result in significant increases to required contributions if valuations are filed at July 1, 2020 (for the Faculty Plan) and January 1, 2021 (for the Employee Plan). As interest rates decrease, liabilities increase; and volatility in interest rates results in volatility in actuarial liabilities. As a result, the University, working with the Faculty and Employee Retirement Committees, is considering filing valuations as at January 1, 2020, when conditions were more stable, thereby mitigating significant increases in contributions. The University will also be applying to the regulator for approval to continue making commuted value payments to those members who choose to retire with a lump sum pension payment.

**University of Windsor
Board of Governors**

4.7.1: Proposed 2020-2021 Operating Budget

Item for: **Approval**

Forwarded by: **Resource Allocation Committee**

MOTION: That the Board of Governors approve the 2020-2021 Operating Budget.

Rationale:

In April 2020, we presented a first draft of the 2020/21 Operating Budget for information to the Resource Allocation Committee (RAC).

Subsequent to the delivery of that document, administration has been carefully monitoring both internal and external information that would impact the various assumptions within the budget. This includes political announcements by all levels of government, actual registrations for Spring/Summer semesters, application and offer data for Fall 2020 cohorts (both domestic and international), and surveys of international student populations prepared by various reputable agencies.

As of April 29, 2020, there has been no new information that has come to light that would cause us to make a material change to the Operating Budget that was tabled.

We continue to note that there is a high level of uncertainty associated with our enrolment assumptions, as discussed in *Part Three: Risk Assessment* of the Operating Budget. Administration has modeled various budget scenarios that may arise in the event of a material decrease in enrolment beyond what is contemplated in the budget. We continue to identify strategies to both avoid this 'worst case' scenario and to be prepared to meet the financial challenges that would arise should this scenario become a reality.

Administration will table a three-month budget review in August 2020 for RAC's consideration. We anticipate that at that time, the enrolment picture will be more clear.

Report of the Resource Allocation Committee

No changes were made to the 2020-2021 Operating Budget as presented at the April 21, 2020 meeting of the Board of Governors. Revenue assumptions and expenditure reduction strategies presented at that time remain reasonable based on available information. The Committee noted that contingency planning, continual scenario modeling (revenue and expenditures), and an additional review of the budget at the 3-month mark (just prior to the Fall term) by the Resource Allocation Committee and the Board have been implemented, providing the needed enhanced oversight during this unprecedented time.

The Committee was also informed that restrictions on campus construction had been lifted and was provided with an update on current capital projects.



University
of Windsor

OPERATING BUDGET

2020 - 2021

**STANDING TOGETHER,
WINDSOR PROUD**



Office of the President

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April 8, 2020

To the University of Windsor Campus Community,

Budgets are always eagerly anticipated documents. They are very much a reflection of the recent past and a much-needed look into the future. While every budget has its unique qualities and circumstances, perhaps the 2020/21 University of Windsor Operating Budget comes at a more difficult and uncertain time than any in our institution's history.

The COVID-19 pandemic has changed, and continues to change, our campus in ways we still cannot fully appreciate. As the 2020/21 Operating Budget is released, we are in a mode of providing essential services only, most of our faculty and staff are working remotely, and exams are not being conducted in a traditional face-to-face setting, but through different models of delivery.

Our campus is virtually deserted as we do all that's possible to put the health and safety of every member of our community - students, faculty and staff - first. Their well-being continues to be at the forefront of all the decisions we are making.

But what you can still feel during these exceedingly difficult days is the spirit that is ingrained in each and every member of our campus community. That spirit will sustain us as we go forward, and this year's Operating Budget is designed to do everything it can to help in this process.

First, the 2020/21 budget is balanced. To accomplish this difficult task took an immense effort on the part of a group leaders from various areas of the University, but who came together under a shared set of principles.

Over the next while, we know our students will need support more than ever, and the Operating Budget continues investments in student supports as well as an increased commitment to scholarships and bursaries.

The 2020/21 Operating Budget also sets out to capture the challenges we see to both our international and domestic student intakes and our enrolments. As a result, we've reduced our originally contemplated tuition budget by 10 per cent to reflect the realities of COVID-19, and have established an \$8 million enrolment contingency fund to hedge against losses beyond those contemplated.

When we do emerge from the challenge we are facing, every area of the campus will have a hand in balancing the budget. It will be accomplished through a mix of cost management strategies, a streamlining of strategic initiatives, and the use of a portion of unencumbered reserves.

For the first time, this year's Operating Budget document responsibly includes three different lenses to better find the path we need to take:

- The budget has been contemplated in a pre COVID-19 world.
- There is an adjusted budget model to reflect our best guess at the realities of COVID-19's impact.
- As well, there is a detailed sensitivity analysis disclosing where we are exposed to risk, and how we would propose addressing those risks.

While we are all focused on the COVID-19 challenge, it is also important to remember what an incredibly successful year the University has experienced as the 2019/20 academic year ends. This is only possible through the work and efforts of our exceptional students, faculty, staff and alumni.

One thing is certain as we emerge from the COVID-19 crisis - what we do best will become even more important.

Our University is a major economic engine in Windsor-Essex, and it's a role that we must devote even more energy to. We have made a difference, and we will continue to do so.

- We will continue to address challenges related to the Great Lakes and to our national borders.
- We will help ensure safe, vibrant and healthy communities, and we will promote sustainable manufacturing.
- We will continue to build on our commitment to overall excellence, as well as ground-breaking academic research at our incredible institution.

We are in an incredible position to move forward, and our Operating Budget is part of preparing for the post COVID-19 world. But everyone in our campus community will need to come together to help make 2020/21 a success. I have no doubt that will happen.

Let us continue to celebrate our strengths and we will overcome the challenge we face. That is very much the reason we continue to say we are Windsor Proud.

Dr. Robert Gordon
President and Vice-Chancellor

Standing Together, Windsor Proud: The 2020/21 Operating Budget

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PART ONE: ORIGINAL 2020/21 BUDGET PROPOSAL

I. THE ENROLMENT CENTRED BUDGET MODEL (ECM)

1. MANAGING ENROLMENT: THE OBJECTIVES OF THE ECM MODEL

Student enrolment continues to drive almost all operating revenue for the University of Windsor and remains the primary focus of the Enrolment Centred Management (ECM) budget model. Faculties continue to concentrate their efforts on achieving their enrolment management strategies as base budgets are directly impacted by enrolment levels under ECM.

UWindsor has developed and approved a Strategic Enrolment Management (SEM) plan that is guiding enrolment activities. The SEM is complementary to the ECM in achieving the institution's strategic plan and the metrics included in SMA3.

The Enrolment Centered Management (ECM) budget model was first introduced in 2016/17 with the intent of better aligning Faculty resources with their respective enrolment activities. ECM was designed to achieve institutional priorities by adhering to the following set of guiding principles:

1. **Strategic Mission** – Resource allocations should align and support the core academic and research mission and institutional priorities.
2. **Responsibility** – Ensure the alignment of authority for financial management decisions and the responsibility for those decisions.
3. **Sustainability** – Aim to foster a comprehensive university and incentivize behavior in support of long-term financial sustainability of the institution.
4. **Transparency** – Provide a clear delineation of revenue and expenses by unit in order to support and rationalize decisions.

ECM includes a revenue allocation methodology where the direct costs associated with teaching and learning in Faculties are aligned to their enrolment-driven tuition revenue. Government operating grants, investment income and other revenues are directed towards funding institutional infrastructure, services that support teaching and learning, and strategic investment funds.

For 2020/21, Faculties will continue the established pattern of repositioning 15% of their net position (revenue less expenditures) based on their projected prior year (2019/20) tuition fee results. Therefore, Faculties continue to be “held harmless” (i.e. not impacted positively or negatively) for 85% of their net position.

2. EFFECT OF THE DOMESTIC TUITION RATE REDUCTION UNDER ECM

On January 17, 2019, the Ministry of College's and Universities (MCU) announced that all domestic tuition rates would be decreased 10% for the 2019/20 fiscal year and will remain frozen for the 2020/21 year. Because the ECM budget model calculations are based on prior year tuition fee achievements, the effect of this tuition fee cut was not realized in the ECM budget allocation model until the 2020/21 budget year.

Also, since the ECM model funds Faculties solely based on tuition fees, the reduction of the tuition rate had a dramatic negative effect on the net position for every Faculty unit.

Figure 1 below provides the projected 2019/20 net position for each Faculty with the associated budget adjustment required during the 2020/21 fiscal year.

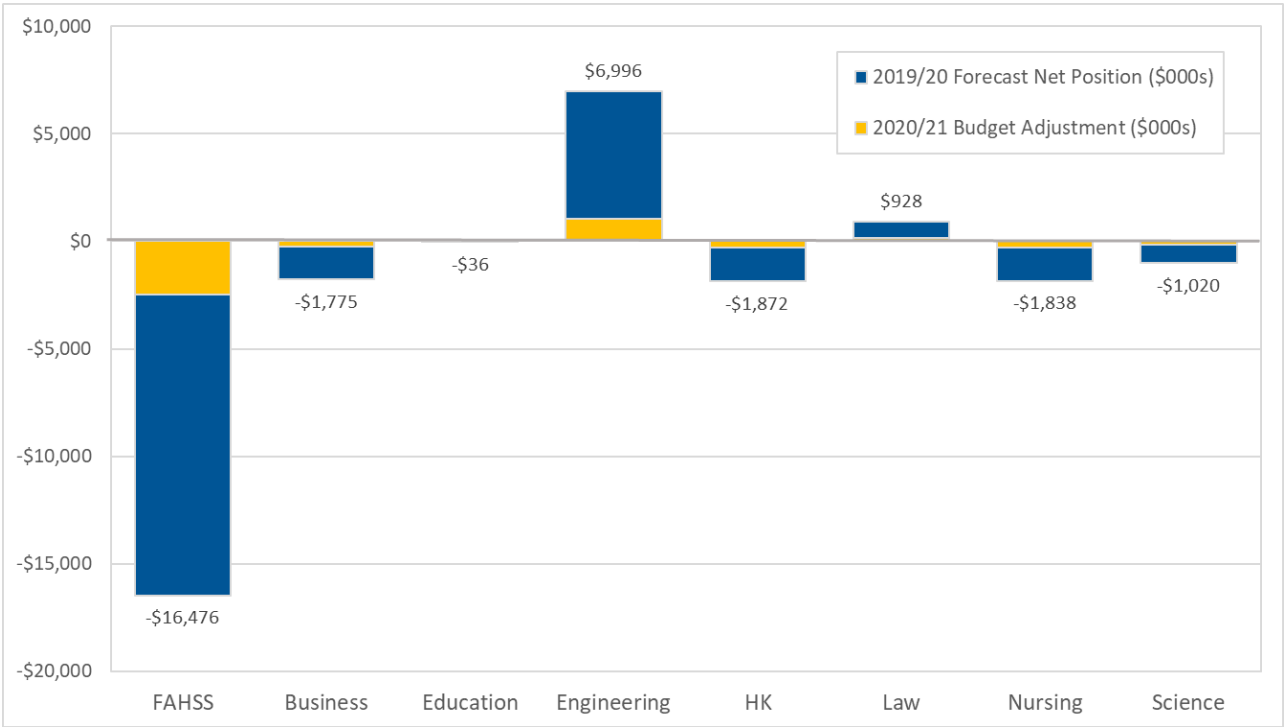


Figure 1: Faculty ECM Net Positions and Budget Adjustments

3. BUDGET MODEL REVIEW AND CHANGES

The 2020/21 fiscal year will mark UWindsor’s 5th year of operations under ECM. A comprehensive and fully consultative review of the ECM budget model has begun. We intend to implement a redesigned budget model for the 2021/22 fiscal year.

II. 2020/21 OPERATING REVENUE

Pre-COVID-19 Operating revenue for 2020/21 is budgeted at \$305.7M, an increase of \$13M (4.7%) over last year.

1. ENROLMENT PROJECTIONS

Enrolment is classified into four main components: 1) undergraduate domestic; 2) undergraduate international; 3) graduate domestic; and 4) graduate international.

There has been a shift over the past several years towards graduate international students and away from undergraduate domestic students as a percentage of the total student population at UWindsor. This shift can be attributed to the continuing growth in international student enrolment in course-based Master's programs in Engineering, Science and Business in particular.

UWindsor's total full-time enrolment was projected at 15,781 in Fall 2020 pre-COVID-19. The totals for undergraduate and graduate students were 10,848 and 4,933, respectively. This total enrolment represents a 6.8% increase over Fall 2019 levels.

i) Undergraduate Students

First-year enrolment is a critical driver of total undergraduate student enrolment. An increase in first-year enrolment has long-lasting effects, as these students continue their studies through the remainder of their 3- or 4-year undergraduate programs.

First-year enrolment has a number of components, including 101s (students entering university directly from high school), 105s (college transfers and out of province Canadian students), international students, students entering Law School, and returning students (those who are continuing at the year 1 level).

In Fall 2020 the predicted pre-COVID-19 number for full-time first-year students at UWindsor was expected to increase to 3,000. This would have marked four continuous years of first-year enrolment growth and return enrolment to Fall 2016 levels.

ii) Graduate Students

Total full-time graduate student enrolment headcount was projected to reach 4,933 in Fall 2020 pre-COVID-19. This number, which included 4,585 Masters and 348 PhD students, would have marked another record year in terms of graduate student counts for UWindsor.

The UWindsor domestic graduate student enrolment projection remains flat to Fall 2019 at 1,510 and has not fluctuated dramatically in recent years. Growth in international graduate student enrolment was projected at 3,423, an increase from 1,441 just five years ago. This growth has been driven largely by increased foreign enrolment in course-based Masters programs in Engineering (Master of Engineering), the Odette School of Business (Master of Management), and Science (Master of Medical Biotechnology, Master of Applied Computing, Master of Actuarial Science and Master of Applied Economic Policy).

2. STUDENT ACADEMIC FEES

In January 2019, MCU announced a new two-year tuition fee framework that included a 10% reduction of all domestic student fee rates effective for the 2019/20 academic year and a freeze at the 2019/20 rates for the 2020/21 academic year.

The pre-COVID-19 budgetary plan at UWindsor was to offset the effects of a domestic tuition rate freeze including the following enrolment and rate adjustments:

- Target 3,000 first year undergraduate enrolment headcount for Fall 2020;
- Increases to international tuition fee rates; and
- Targeted increases in enrolment for graduate course-based masters programs.

Tuition Fees

Pre-COVID-19 tuition fee revenue was budgeted at \$200.3M for 2020/21, up \$21.6M (or 12.1%) from 2019/20. The overall increase is mainly recognized from gains in the Graduate International category of tuition revenue.

There has been a steady shift in tuition revenue away from the highly regulated Domestic fees category towards in-demand Graduate International programs with unregulated tuition rates.

3. GOVERNMENT OPERATING GRANTS

In the 2019 Ontario budget, the government announced that the next round of Strategic Mandate Agreements (SMA3) would see a substantial portion of funding tied to performance in 10 metrics. This would be accomplished using existing levels of funding and reallocating from the Core Operating Grant, into the Differentiation fund which has been renamed to the Performance fund.

Initially 25% of funding will be linked to performance, increasing to 60% by 2024/25 at 'steady state' where all metrics have been developed and activated. This will be achieved by moving the appropriate amount of funds from the Core Operating Grant to the Performance grant.

The metrics and the associated funding would be phased in over three years as per Table 1 below:

Table 1: SMA3 Funding Metrics

	2020/21 Year 1	2021/22 Year 2	2022/23 Year 3	2023/24 Year 4	2024/25 Year 5
Metrics Activated	6	9	10	10	10
Funding	25%	35%	45%	55%	60%

The 10 metrics align with the following government priorities:

- Skills and job outcomes (6 metrics)
- Economic and community impacts (4 metrics)

Included with the SMA3 are two reporting metrics for transparency and accountability only: faculty activity and compensation.

Metrics planned to be activated in 2020/21 are:

- Graduate employment
- Graduation rate
- Institutional strength and focus
- Research funding and capacity
- Community/local impact
- Institution-specific economic impact metric

Two of these metrics allowed input by the university for which there were campus-wide consultation. The Ministry will calculate targets and will apply a band of tolerance, both formulaic, around performance so that small annual variations will not affect funding.

The university assigns each metric a weighting, within ministry parameters, which determines the amount of funding associated with such. Any changes in funding will be calculated for the year and applied to the grant paid in the following year.

The Core Operating Grant (COG) will be adjusted to reflect the roll-in of funding for the actual Education enrolment and the actual graduate enrolment achieved up to the targets that were to be funded. Considering the Core Operating grant, differentiation grant, graduate expansion as well as the Teacher Education time limited funding, there is a small difference of \$25K.

The COG is governed by an enrolment corridor in which the University receives a base level of funding by maintaining eligible enrolment within +3% of the corridor midpoint, established in 2016/17. As funding is moved from COG to the Performance fund, the amount per weighted grant unit will decline.

Special Purpose Grants

Special purpose grants are budgeted at the same level as last year. These are grants provided to address government and system-wide priorities, including Municipal Tax Grant, the Clinical Nursing Grant, and Grants for students with disabilities.

The 2020/21 budget for Special Purpose grants totals \$1.755M and includes the following:

- 1) Funding for Students with Disabilities - \$395,000;
- 2) Municipal Tax grant - \$833,000;
- 3) Clinical Nursing grant - \$427,000; and
- 4) Mental Health Services - \$100,000.

Other Grants

In addition to the above grants, UWindsor has budgeted \$5.48M for the Collaborative Nursing Grant. This separate envelope supports a Collaborative Nursing program offered jointly with St. Clair and Lambton

Colleges and is paid through our college partner. This grant is budgeted based on prior year enrolment levels.

The International Student Recovery (ISR) effectively reduces the COG by \$750 for each international undergraduate and Master’s student enrolled at the institution (PhDs are excluded). Pre-COVID-19 ISR was budgeted at \$3.1M for 2020/21, \$345K over last year as UWindsor projected an increase to international student enrolment levels.

Figure 2 below provides a breakdown by category of the Provincial Operating grants budgeted for UWindsor in 2020/21 with details provided in Appendix B.

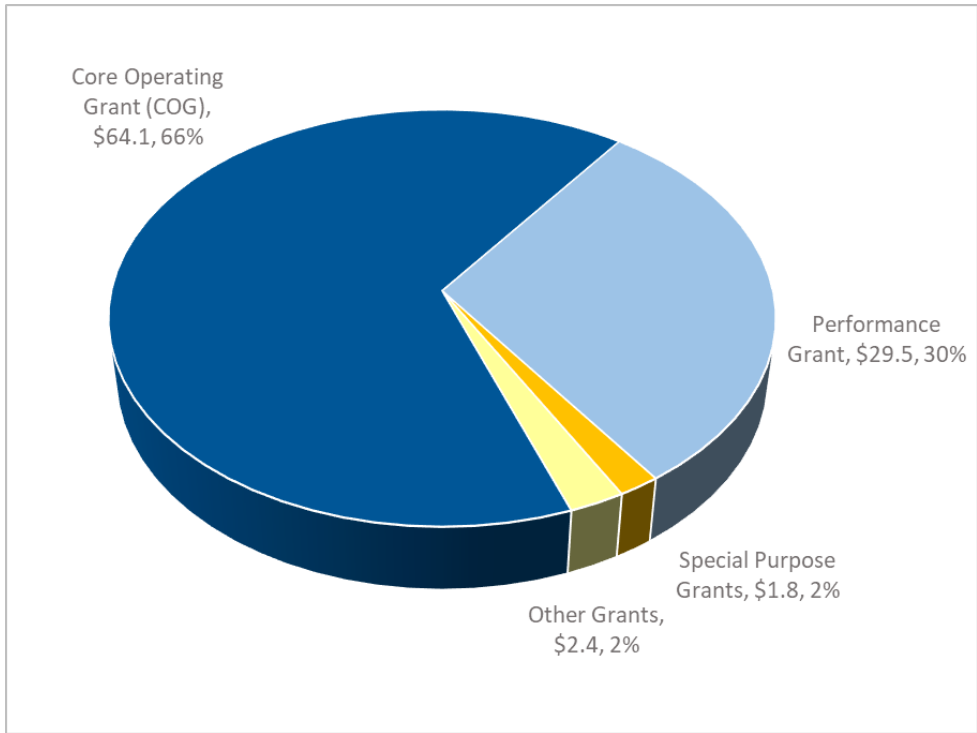


Figure 2: 2020/21 Provincial Operating Grants (in \$M)

On April 8, 2020, MCU communicated their intention of defer the deadline for signing SMA3 agreements, originally set for March 31, 2020, to allow institutions to focus resources on addressing the COVID-19 outbreak. Administration sees this as a delay of the SMA3 and its related metrics, quite possibly until 2021/22.

4. OTHER SOURCES OF OPERATING REVENUE

Other sources of operating revenue include Investment Income on working capital, Student Application Fees, and other Miscellaneous Revenue items. These revenues are budgeted flat to last year at \$5M.

III. 2020/21 OPERATING EXPENDITURES

The 2020/21 operating budget continues UWindsor's history of fiscal responsibility in presenting a balanced budget with operating expenditures (including University Investment Funds) flat to operating revenue at \$305.7M, up \$13.7M (4.7%) from 2019/20.

Under the ECM budget model calculation, all operating units – Faculty and non-Faculty – are responsible for their full cost of operations, including all cost increases resulting from negotiated wage and benefit changes. Net tuition revenue funds the Faculty units in support of their “Direct Costs of Academic Delivery” while government grant revenue, a portion of international student tuition, and other institutional and departmental revenues support non-Faculty units to cover “Infrastructure and Shared Service Costs”.

The largest single component of the institutional budget, comprising approximately 77% of all budgeted expenditures, is the cost of salaries, wages and benefits for faculty and staff.

1. FACULTY & STAFF SALARIES, WAGES & BENEFITS

UWindsor operates with eight bargaining units and a non-union group, including:

- 1) Windsor University Faculty Association – Faculty, librarians, ancillary academic staff and sessional instructors;
- 2) UNIFOR Local 195 – Campus Community Police & Parking;
- 3) UNIFOR Local 2458 Full-time – Office & Clerical Staff;
- 4) UNIFOR Local 2458 Part-time – Office & Clerical Staff;
- 5) UNIFOR Local 2458 Engineers – Stationary Engineers;
- 6) CUPE Local 1001 – Full- & Part-time Food Services, Housekeeping & Grounds;
- 7) CUPE Local 1393 – Technical Staff, trades and professional staff; and
- 8) CUPE Local 4580 – Graduate and Teaching Assistants.

The benefit cost to the institution, which amount to approximately 25.8% of budgeted salaries and wages, can be classified into three main areas:

- i) Legislated Benefits
- ii) Negotiated Benefits
- iii) Pension Contributions

Of these three areas, contributions to the University's two pension plans – 1) the Employees' Plan, and 2) the Faculty Plan – which provide post-retirement support to faculty and staff, are budgeted at approximately 13.0% of salaries and wages. Legislated benefit contributions are budgeted at 6.3% and negotiated benefit contributions at 6.5% of budgeted salaries and wages.

Due to the significant pension plan contribution costs, planning for these required contributions is ongoing. The Financial Services Regulatory Authority of Ontario requires actuarial valuations to be completed at least every three year. The actuarial valuations completed for each pension plan dictate

contribution levels required by the members of the Plans and UWindsor. Mandatory valuations were completed as of July 1, 2017 for the Faculty Plan and January 1, 2018 for the Employees' Plan.

The *Employees' Plan* is fully cost-shared between UWindsor and the Plan members. As of the January 1, 2018 valuation, the Employees' Plan showed a going concern surplus of 110%, and a solvency deficit of 97%. Ontario Pension Legislation does not require special payments to fund solvency deficits unless they are below 85%, thus the Employees' Plan does not make any special payments at this time. The contributions to the Plan are shared evenly between the members and the University, with each group contributing a blended rate of 7.1%. This represents an annual expense for the operating budget of \$3.6M.

The *Faculty Plan* is a hybrid plan comprised of two components: 1) a Money Purchase Plan component (MPP); and 2) the Minimum Guaranteed Benefit (MGB). Contributions to the MPP component for the Faculty Plan is currently 9% of pensionable earnings for plan members and 6% for UWindsor, subject to Income Tax Act annual contribution limits. UWindsor is solely responsible for funding the MGB liability, which represents the amount paid to ensure pensions are at a defined benefit level prescribed in the Plan.

As of the July 1, 2017 valuation the Faculty Plan showed a going concern deficit of 91%, and a solvency surplus of 108%. The special payment required by the University to fund the going concern deficit during 2020/21 will be \$6.4M. In addition to the special payment, the July 1, 2017 valuation requires annual contributions from the plan sponsor at a blended 12.6% rate, representing an annual expense for the operating budget of approximately \$11M. Members of the plan contribute 9.0% annually.

2. DIRECT COSTS OF ACADEMIC DELIVERY

Salaries, wages and benefits for faculty and staff working within Faculty units comprise approximately 91% of the direct cost of academic delivery. The 2020/21 operating budget also includes \$11M in graduate and undergraduate teaching assistantship budget and a further \$2.5M for other expenses.

Under the ECM budget model each Faculty receives increases/decreases to its base expenditure budgets equivalent to 15% of their respective net position (actual revenue generated less base expenditure budgets) based on their prior year activity. Faculties are being "held harmless" for 85% of their current net position.

Faculties receiving incremental base budget can allocate these budgets to best meet the needs of their Faculty. Funds could be invested in faculty to support new program development, staff to enhance student services, or other expenditure budgets that align with the respective Faculty's strategic direction.

Faculties with base reductions will be required to find savings within their base budgets or identify revenue growth opportunities to bridge this gap in the short term.

Operating funds allocated to direct academic and research activities in the 2020/21 pre-COVID-19 budget totaled \$160.2M.

3. INFRASTRUCTURE AND SHARED SERVICES COSTS

Costs of delivering key services in support of academic and research activities of the institution were budgeted at \$135.0M in the 2020/21 pre-COVID-19 budget and can be divided into two broad categories: 1) costs directly linked to supporting the student experience; and 2) costs indirectly linked that provide the infrastructure from which services can be provided.

4. STRATEGIC INVESTMENT FUNDS

Key to a successful budget is its ability to allocate resources in support of strategic initiatives of the institution. The practice of including strategic funds over the last number of years has provided funding primarily to Faculties in meeting their academic and research strategic goals. Table 2 below provides details of the University Strategic Investment Funds that had been planned for the 2020/21 fiscal year:

Table 2: 2020/21 Strategic Investment Funds (in \$000s)

Strategic Investment Fund	2020/21 Base Budget
University Fund	\$3,003
SMA Fund – Mental Health & Sexual Assault Prevention	1,500
Research Activity & Stimulus Funds	800
Student Experience Funds	2,200
UWinsite Fund	1,681
Deferred Maintenance Fund	1,335
Total Strategic Investment Funds	\$10,519

5. ANCILLARY SERVICES

UWindsor operates services in support of the core academic mission that function as entities outside of the operating budget. These Ancillary Services, including Residence Services, Food & Conference Services, Campus Bookstore, Parking Services and the UWinCARD office, are required to cover their respective costs, including capital renewal and other overhead contributions through their own revenue streams.

The COVID-19 pandemic is expected to have a material impact on all ancillary services during 2020/21. However, any financial losses incurred by ancillary service areas are kept separate and do not factor into the UWindsor operating budget. Currently, ancillary areas are only budgeted for modest contributions towards the University operating budget. The ancillary areas will look to address any 2020/21 COVID-19 losses with multi-year payback plans.

i) Residence Services

Residence Services (RS) manages four residences on campus with a capacity to accommodate approximately 925 students. RS fosters an environment of personal growth, which supports students'

efforts to become academically and socially responsible individuals and engaged in both the campus and broader communities. A variety of room style offerings are available, ranging from traditional dormitories to suite-style accommodations. RS' primary role continues to be to provide transition support for first-year students, although it continues to retain and attract upper-year students.

RS did not achieve its occupancy target for 2019/20 and is forecasting a deficit of between \$250,000 to \$300,000 at year end, representing almost 5% of the total RS budget. RS will be identifying several mitigation measures for 2020/21 to achieve a balanced budget. The residence occupancy target for 2020-21 is 850 students, however planning is underway to right-size variable expenses to the extent possible should the target not be met.

ii) Food Services

Food Services (FS) provides essential services supporting students, faculty, staff, and visitors to campus through its residence dining program, retail and catering operations. RS and FS continue to work together on a long-term sustainability strategy. During Winter 2020 focus groups were conducted with international students to get feedback on how we can improve their campus experience and promote the option of living on campus. As a result of the feedback received, FS will be expanding hours of services in selected areas of campus for Fall 2020 and will expand our off-campus restaurant program to include with new restaurants specializing in Indian food.

iii) Parking Services

Parking Services (PS) funds its operating expenses and capital enhancements from parking permit and fine revenues. PS operates on the guiding principals of being equitable for all campus patrons, with rates that are in line with the median cost of the Ontario Universities. PS is proposing a 2% increase in fees for all parking permits for 2020/21, including staff and students.

The pre-tax annual rate for a faculty/staff permit will be \$871.07, an annual increase of \$17.08, with the Hunting Rate fee of \$708.57, an annual increase of \$13.89. The proposed pre-tax parking rates for students will be as follows: an 8-month surface lot pass of \$381.15, an increase of \$7.47; a 12-month pass of \$455.82, an increase of \$8.94 and an 8-month Parking Garage pass of \$580.42, an increase of \$11.38.

PART TWO: COVID-19 ADJUSTED 2020/21 BUDGET PROPOSAL

IV. COVID-19 ADJUSTMENTS

1. ADDRESSING THE FINANCIAL IMPLICATIONS OF COVID-19

The Coronavirus pandemic (COVID-19) will have severe negative effects on the original operating budget planned for the University of Windsor in 2020/21 (the “original budget”). The Provost’s Budget Committee convened a Budget Working Group (BWG), a cross-functional leadership team, to review the original budget with the intention of identifying and recommending adjustments, both to revenues and expenditures, to accommodate for our new realities under COVID-19.

Perhaps most importantly, the group reflected on the fact that the pandemic was changing the world on a minute by minute basis, and uncertainty was at the crux of the decisions they were attempting to make. More than ever, it is important that our budget assumptions be conservative, and we have contingency funds available in-year as a risk mitigation strategy. To that end, we determined a **\$8M enrolment contingency reserve** would be included in the 2020/21 revised budget.

In the first phase of review, the BWG revised enrolment projections considering the realities of COVID-19. Working directly with the Deans and other experts on student recruitment and retention, the group defined a revised enrolment scenario for the 2020/21 academic year, which is reflected in this COVID-19 budget scenario. The scenario contemplates a **loss of \$21.4M in tuition fees from the Original Budget**.

The second phase was an expenditure review. The objective was to identify one-time budget savings of \$21.4M during 2020/21 while maintaining our enrolment protection contingency fund in the base to protect against further potential lost enrolment in the Intersession/Summer and Fall terms. To this end, the BWG recommended twelve expenditure reduction strategies that were all accepted by the Provost’s Budget Committee and have been incorporated into this revised 2020/21 Operating Budget. Appendix A provides complete details of the 2020/21 adjusted operating budget.

2. REVISED ENROLMENT PROJECTIONS UNDER COVID-19

i) Summary of Tuition Revenue Revisions

We would note that the enrolment projections contemplated in this budget were prepared with information available up to and including April 9, 2020.

The COVID-19 adjusted budget contemplates an overall 11% decrease of tuition revenue. The budget’s assumptions contemplate that the Intersession/Summer Semester will be delivered through alternative methods, without in-person classroom sessions, the Fall Semester having a balance of strategies, including some on-campus based learning, and the Winter Semester returning to a more typical campus experience. Similarly, the 2020/21 budget presumes that cross-border travel for international students continues to be permitted by the Government of Canada, and global restrictions for cross-border travel begin to ease starting in the months of July and August 2020.

Table 3 below provides a summary of the impact of the revised enrolment projections on tuition revenue by semester.

Table 3: Tuition Revenue Projections (in \$000s)

Semester	2020/21 Original Budget	2020/21 Adjusted Budget	Variance (\$)	Variance (%)
Summer 2020	\$37,966	\$30,681	(\$7,285)	(19%)
Fall 2020	82,870	74,862	(8,008)	(10%)
Winter 2021	79,462	73,310	(6,152)	(8%)
Total 2020/21	\$200,298	\$178,853	(\$21,445)	(11%)

When factoring in the \$8M enrolment contingency reserve, the revised 2020/21 budget is prepared for a loss of tuition of up to \$29.4M or 15%.

Figure 3 below provides a historical summary of the UWindsor tuition budget compared with the proposed original and adjusted (COVID-19) budgets for 2020/21.

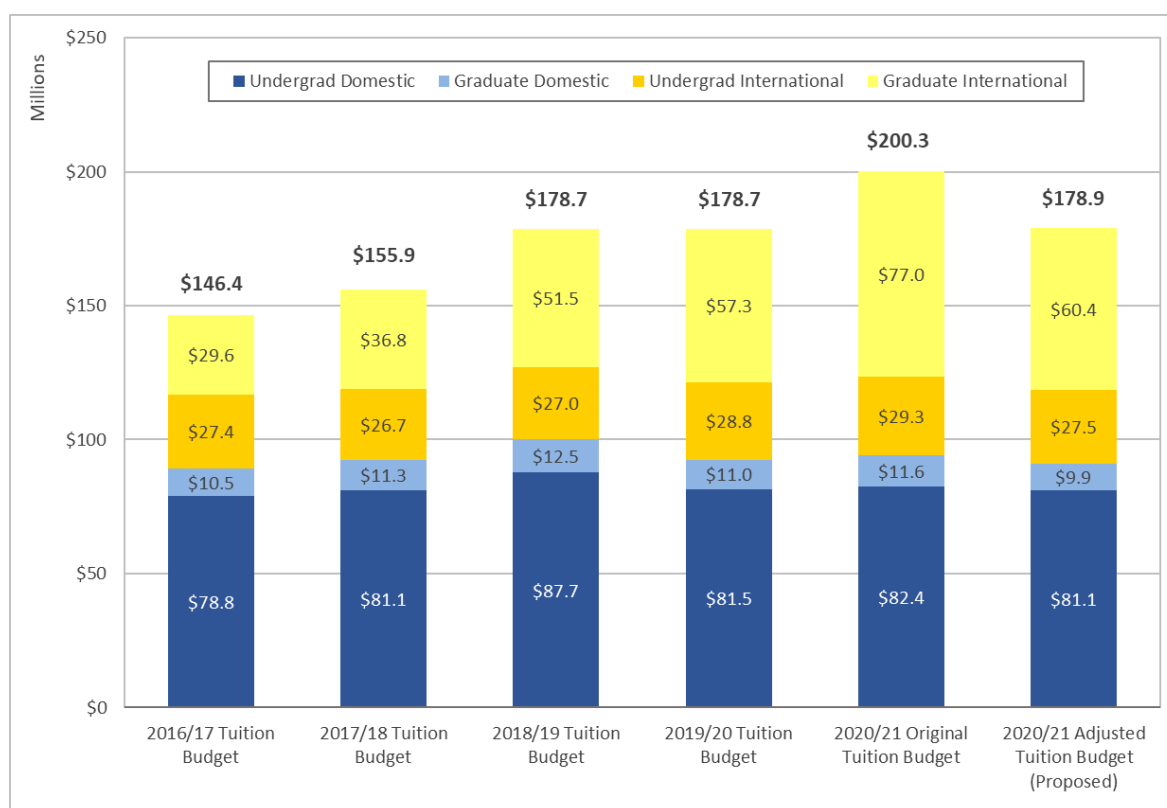


Figure 3: Tuition Budget History with Projections Under COVID-19

ii) Enrolment Adjustments by Semester

Figure 4 below summarizes enrolment headcount projections and adjustments by student classification for each academic semester.

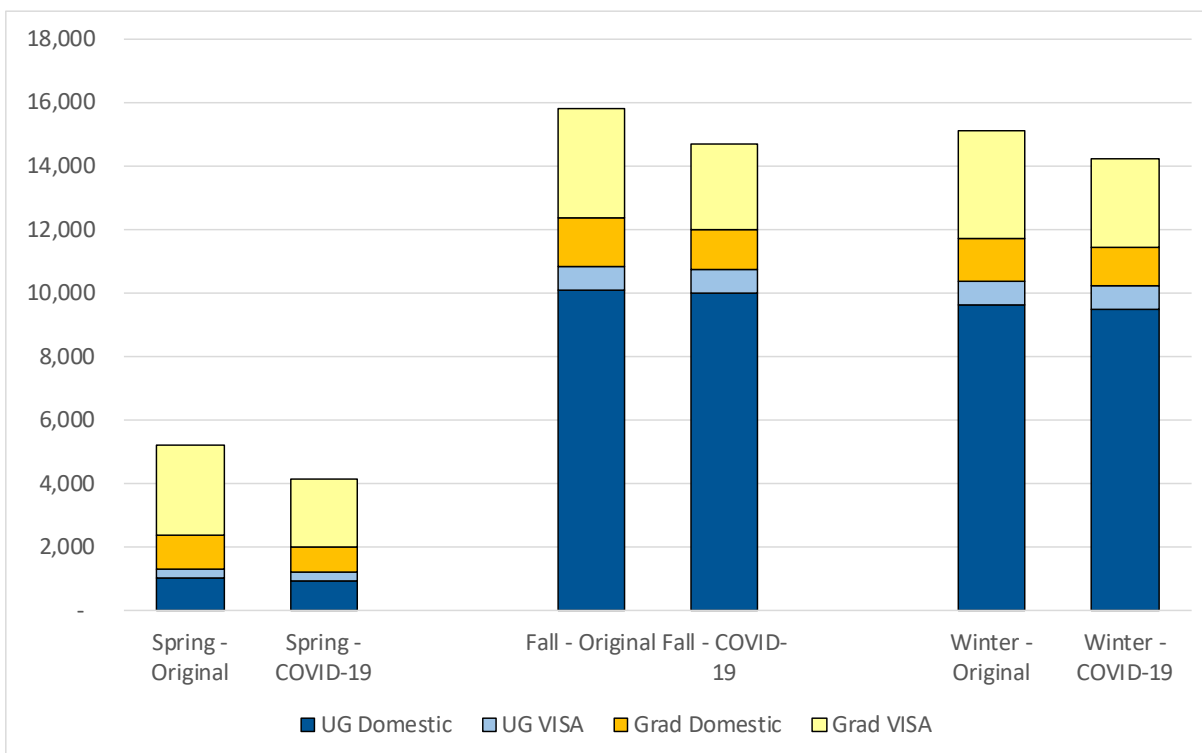


Figure 4: Full-Time Enrolment Adjustments Proposed for COVID-19 Scenario (headcount basis)

Interession/Summer Semester (Revenue Adjustment - \$7.5M or -20%)

The realities of COVID-19 will change the delivery method used for our Interession/Summer semester, with faculty and staff planning for alternative delivery methods for the delivery of all courses. Overall, we are anticipating a decrease in enrolment (by headcount) of 20% versus the original budget. As a result, we are planning for a decrease in both domestic and international student enrolment, particularly in lab and other experiential based learning programs.

In the Interession/Summer semester, most of the students enrolled in classes are returning students; there are very few programs that start during the Summer months. Based on outreach we have done with our international student groups, we have assumed the majority are planning to continue their studies through this Summer Semester.

The Master of Engineering (MEng) program is the sole course-based master's program with a cohort that was planned to begin in May 2020. These incoming students have been informed that the program will have a delayed (July 2020) start, and while effectively all of these students continue to be committed to arriving in Canada in July, we have scaled back our enrolment projection for this cohort by 60%. Should we be unable to accommodate this cohort in Summer 2020, we may be able to do so during the Fall and

Winter semesters, however we have not budgeted for an increase in the intake in those semesters at this time.

Fall Semester (Revenue Adjustment - \$8.1M or -10%)

The most sensitive assumption of the 2020/21 operating budget requires contemplation of what the state of the COVID-19 pandemic will be in September 2020, and what social and travel restrictions will be in place both locally in Ontario as well as around the world.

Overall, we are planning for a slight decrease in enrolment for Fall 2020, with headcount down by 7% compared to the original plan. The assumption is supported by a strong local domestic base for our undergraduate programs as well as our smaller class sizes. Based on our experience during previous economic downturns in the Windsor-Essex region, we believe that domestic enrolment will be reasonably flat, with the vast majority of domestic students choosing to continue their studies. Finally, UWindsor is a mid-sized institution with smaller class sizes than many other Ontario institutions, and most of our students are commuters. We believe that these factors may appeal to students who are looking to complete their degrees in the current environment.

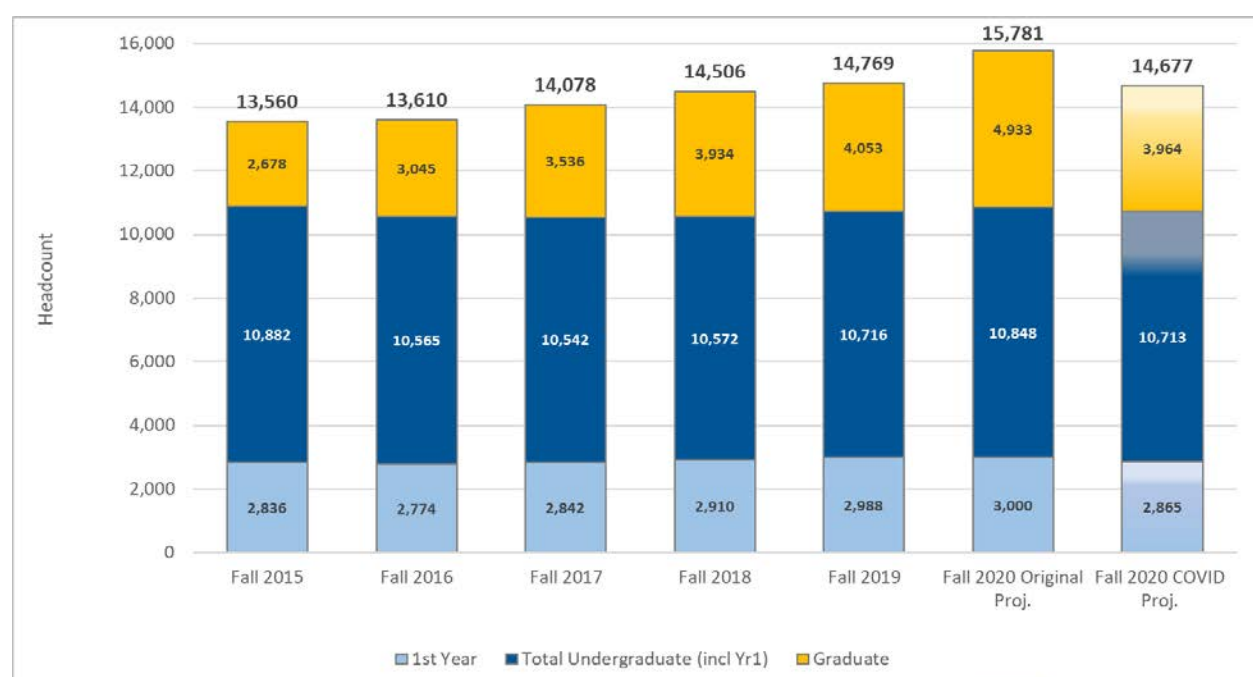


Figure 5: UWindsor Full-time Enrolment Headcount

For year one entries, we are budgeting for a slight decrease in enrolment from 101's and 105's (3%) versus the original budget. We assumed a full composite in Windsor Law's Fall 2020 class due to the continued demand for this program.

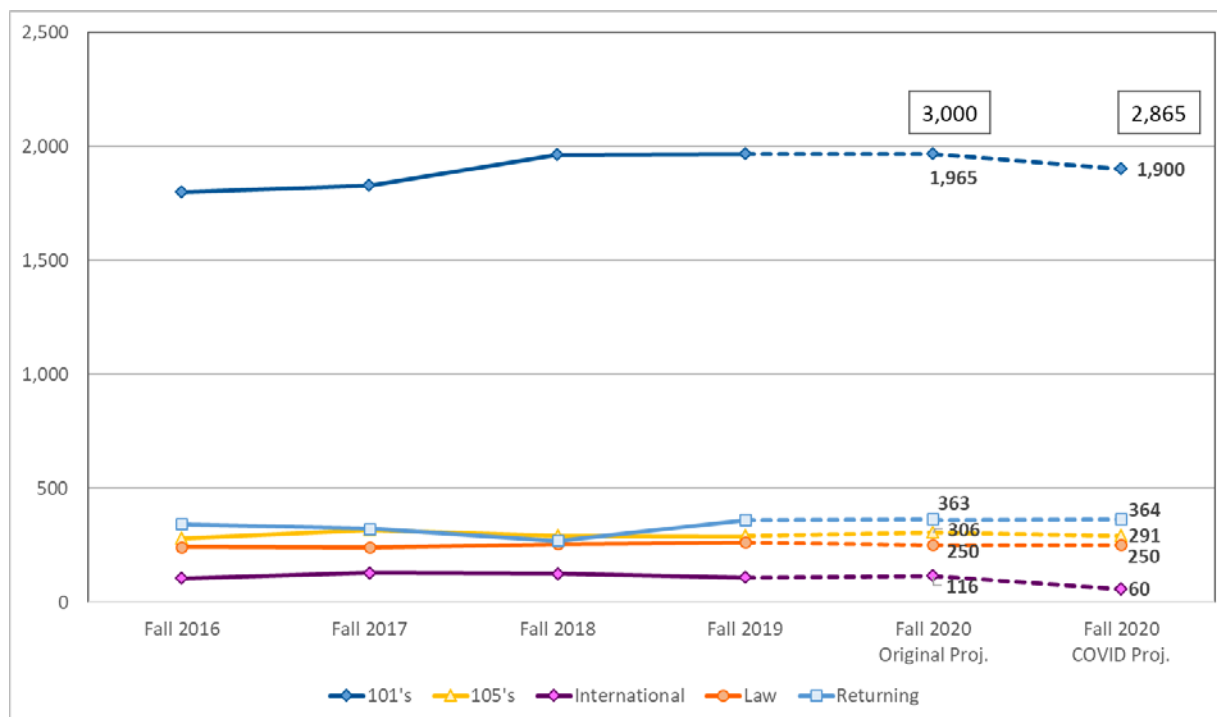


Figure 6: UWindsor adjusted First Year Enrolment Budget

The Fall and Winter budget scenarios both contemplate a softness in the international student market, not as a result of a loss of demand for our programs, rather because we suspect students may be challenged in their ability to arrive in Canada in the coming months.

As a result, we have scaled back our enrolment projections for Fall 2020 incoming international students between 0% and 50%, depending on the program.

Overall, we are expecting international student enrolment at the graduate level to decrease by 20% versus the original plan. The enrolment projections were evaluated on a program by program basis, with data such as country of origin, current geographic location, program demand, as well as feedback from both the incoming students themselves and our network of recruiters around the world.

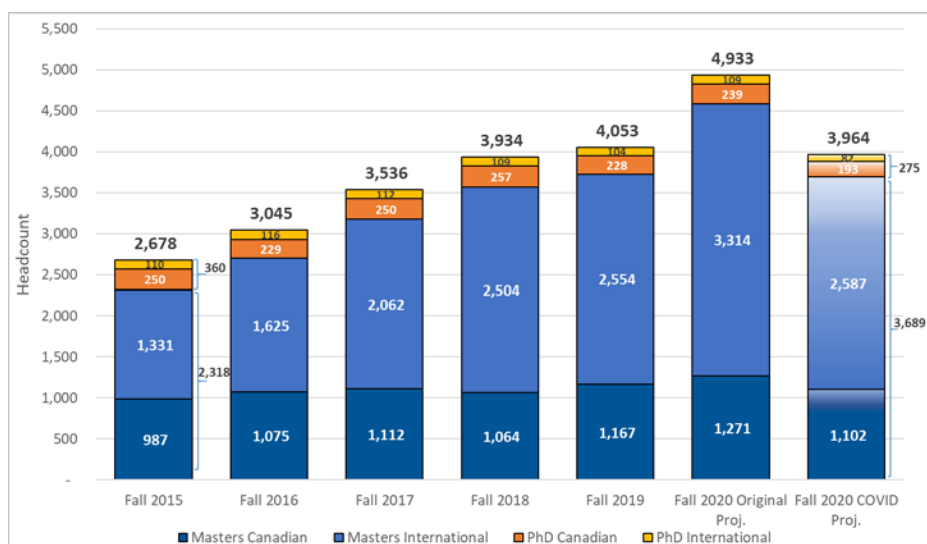


Figure 7: Full-time Graduate Student Enrolment

The particular impact of COVID-19 will be felt in the growth trajectory of the popular course-based masters programs, with enrolment expected to drop closer to Fall 2018 levels. Based on student offers, acceptances, program demand, and a larger number of cohorts than ever, we were anticipating a record-breaking group of students in these programs for Fall 2020.

It is noteworthy that 56% of the revised COVID-19 enrolment in the master's international group are students in the Master of Engineering program.

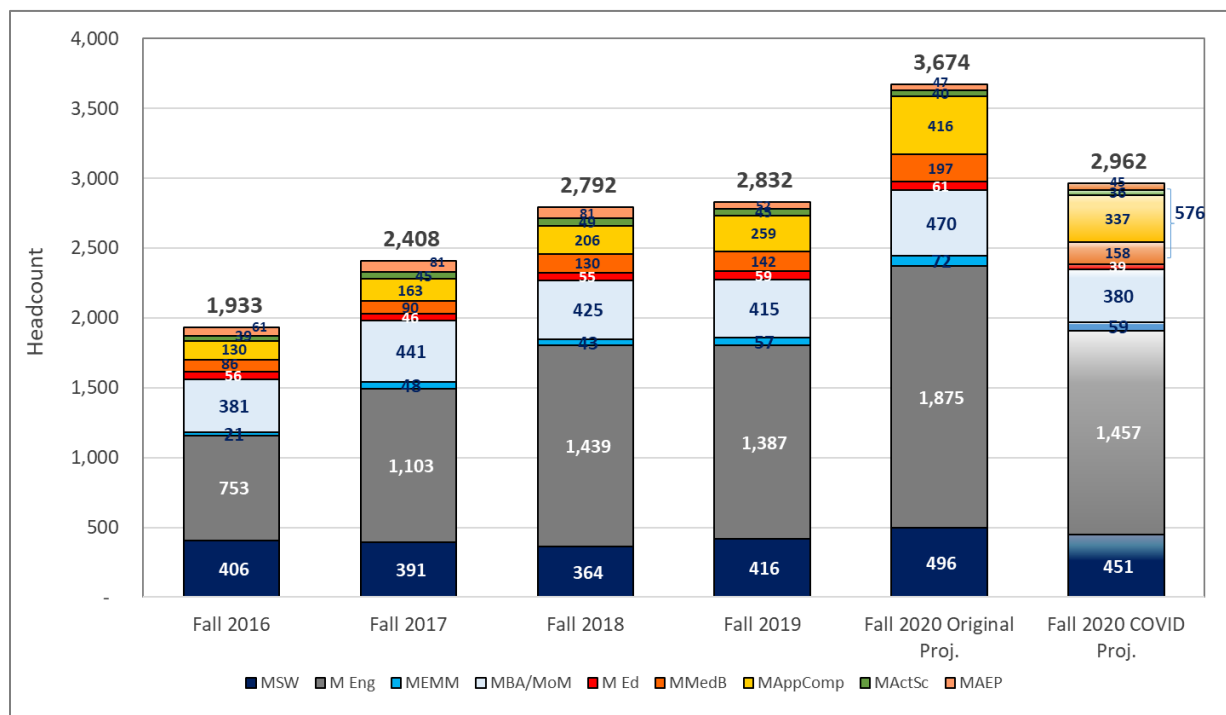


Figure 8: Fall Full Time Course-Based Master's by Program

Winter Semester (Revenue Adjustment - \$6.4M or -8%)

With the arrival of the Winter semester, we hope to have the most significant waves of the pandemic behind us and hope that campus life will return to something more typical. We have therefore not scaled back any of our incoming cohorts for Winter 2021. The decrease in revenue noted here is the flow through impact of smaller Spring 2020 and Fall 2020 classes.

iii) Student Enrolment Protection Fund

As was mentioned earlier, the Original budget included an \$8M set aside as contingency against potential revenue loss from COVID-19, which was in its initial stages when the budget was under development. This contingency fund will remain intact to protect against potential further lost enrolment in the upcoming academic year and will be used to manage the flow through impact of lower enrolment due to COVID-19 in future budget years.

Enrolment projections will be taken ahead of the Fall term to estimate the full impact of COVID-19 on the UWindsor operating budget. If additional tuition adjustments are not required, it will be possible to free up the contingency funds at that time to be allocated on a one-time basis.

3. REQUIRED EXPENDITURE ADJUSTMENTS UNDER COVID-19

i) Principles for Proposed Budget Adjustments

The BWG set the principles that, using the best available data at the time, they would strive to ensure the expenditure adjustments would:

- Cause the least amount of disruption to the student experience as possible;
- Prioritize the health, safety and well-being of our students, faculty and staff;
- Be consistent with our various collective agreements and/or other legislative requirements;
- Support the short- and long-term financial viability of the institution;
- Be flexible, allowing us to scale up or down as external factors change; and
- To the extent possible, align with the strategic direction of the institution.

The expenditure adjustments have been reviewed with a number of campus leaders including the Deans. While the adjustments will be a challenge for the entire campus community, we have strived to be balanced in our approach, and uphold our shared principles, demonstrating a continued commitment to the student experience.

ii) Budget Reduction Strategies

The BWG identified twelve budget reduction strategies to address the COVID-19 deficit. Table 4 below provides a summary of these strategies with the associated funding adjustment for each.

Table 4: Strategies for Balancing the 2020/21 Operating Budget Under COVID-19 (in \$000s)

Budget Reduction Strategy	2020/21 Budget Adjustment
1) Savings from International Student Recovery	\$500
2) Levy 2019/20 Unencumbered Carryovers	6,000
3) Implement a 1.1% Payroll Tax	2,500
4) Consolidate and Reduce Strategic Investment Funds	2,578
5) Defer FAHSS-Engineering Agreement Spending	800
6) Defer Hiring of New Earmarked Positions	630
7) Reduction of one-time funds from Non-academic Provost budget	540
8) Reduction of Executive Contingency Funds	995
9) Maximize our Endowment Funds	370
10) Unwind the Central share of the ECM Fund	3,000
11) Savings for future capital projects and utilities budget	3,200
12) Miscellaneous/other Savings	332
Total Budget Reduction Strategies	\$21,445

Strategy 1 – Savings from the International Student Recovery

The International Student Recovery (ISR) is an offset of \$750.00 per international student against the Provincial operating grant. Based on revised COVID-19 enrolment assumptions, we expect to save approximately \$500K compared to our Original ISR budget due to a reduction in international student enrolment.

Strategy 2 – Levy the 2019/20 Unencumbered Carryover/Appropriations

As at April 30, 2019, appropriations held by Faculties and Departments totaled approximately \$22.4M with the majority of these funds unrestricted. The University does not apply an appropriations policy meaning Faculties and Departments generally receive 100% of their carryover funds. The University has immediately begun to deploy a process, under the leadership of the Provost, to review plans for the use of carryover funds with the intention of recovering approximately \$6M in unrestricted carryover funds from Faculties and Departments to be applied against the 2020/21 funding gap.

Strategy 3 – Implement a 1.1% Payroll Tax

The adjusted budget requires an “across the board” reduction of \$2.5M to be spread out proportionately across campus. However, a general realignment strategy was reviewed and determined to not be in the best interest of the campus at this time because departments with large materials budgets would be penalized, including Information Technology Services and Facility Operations. A payroll tax on all salaries and benefit budget spending of approximately 1.1% is required to balance the 2020/21 budget. To be able to facilitate these savings, a Human Resources Working Group has been deployed to support campus budget owners in identifying tools they might use to help realize these cost savings.

Strategy 4 – Consolidate and Reduce the Strategic Investment Funds

The Original budget included \$10.5M in Strategic Investment Funds. The adjusted budget includes a consolidation of all except the University Fund (see Strategy 10 below), the UWinsite Fund and the Deferred Maintenance Fund into a new 2020/21 Strategic Priority Fund. Approximately \$1.9M from this new fund will be combined with \$500K in earmarked one-time funding and \$200K in Ministry provided COVID-19 relief funding to balance the operating budget. The remaining \$2.65M will be available for 2020/21 strategic priorities.

The chart below provides details of recommended changes to the 2020/21 Investment Funds.

Table 5: 2020/21 Strategic Investment Fund Adjustments

Strategic Investment Fund	2020/21 Original Budget	2020/21 Adjusted Budget	Required Adjustments
2020/21 Strategic Priority Fund	\$0	\$2,650	\$2,650
University Fund (see Strategy 10)	3,003	0	(3,003)
Strategic Mandate Agreement Funds	1,500	0	(1,500)
Research Activity & Stimulus Funds	800	0	(800)
Student Experience Funds	2,200	0	(2,200)
UWinsite Fund	1,681	1,681	0
Deferred Maintenance Fund	1,335	1,335	0
Total Strategic Investment Funds	\$10,519	\$5,666	(\$4,853)

Strategy 5 – Defer the FAHSS-Engineering Agreement Spending

An agreement is currently in place between the Faculty of Engineering and FAHSS to fund a portion of direct costs associated with enrolling 100 additional MEng students per semester over six semesters (i.e. for two years beginning in Fall 2019). As the projected enrolment in the MEng program has decreased as a result of the COVID-19 pandemic, this agreement must be revisited. The 2020/21 budget proposes that the agreement will be deferred until 2021/22 and all associated unencumbered expenditure budgets will be freed up in 2020/21.

Strategy 6 – Defer the Hiring of New Positions

A selection of unposted and unrecruited staff positions included in the original budget will be deferred until 2021/22 with the associated budget (approximately \$630K) freed up in 2020/21.

Strategy 7 – Reduction of one-time funds from non-academic Provost budgets

The University maintains contingency budgets for sports team performance and staff bumping into the Athletics area. Unfortunately, as many teams were unable to travel during 2019/20, this budget was not required, and the funds will be used on a one-time basis in 2020/21 to offset the enrolment losses. In addition, base budget is typically set aside for major investments in new equipment in the IT services areas. The base budget for 2020/21 to this fund will be deferred into 2021/22.

Strategy 8 – Reduce Executive Contingency Funds

One-time contingency funding typically set aside for use at the discretion of the President, Provost and VP, Planning & Administration will be assigned to balance the 2020/21 budget.

Strategy 9 – Maximize the University's Endowment

During 2008/09, a selection of five internally restricted scholarship Endowment Funds were identified to support the annual scholarship and bursary budget of the institution in the amount of \$400K per year. The spending from those Endowments has not increased since 2008/09 despite significant growth in the Funds. Administration has conducted a review of the capital component of these Endowment Funds and determined that a \$250K increase in spending is supportable. This additional endowment support will replace operating budget to be moved towards balancing for COVID-19 reductions.

Similarly, Administration has recently conducted a review of the practices of other Canadian Universities in terms of allocating direct administrative expenses to the Endowment fund. It has been our practice to allocate a flat \$100K of direct administrative expenses to the Fund. The \$100K amount has been in place for over 30 years. Based on the results of the review conducted, administration will change the strategy for direct administrative expense recovery to be a 20-basis point levy. This change in strategy will result in a \$120K increase in proceeds for the operating budget.

Strategy 10 – Central ECM Budget Adjustments (University Fund)

The ECM budget model adjusts the base budgets for Faculties by 15% of their “net positions” (projected adjusted tuition revenue less their existing base budgets) on a slip-year basis. The 10% domestic tuition rate reduction applied in 2019/20 effectively lowered the net position for Faculties and shifted funding through the ECM budget model to Central. These funds were set up in a “University Fund” and will be fully forfeited to balance the operating budget against COVID-19 losses.

Strategy 11 – Repurpose Facilities Set-aside Funds and Utility Savings

One-time funding of \$1.7M, which had built up over the last few years that had been set aside to support future contemplated capital projects will be assigned to balance the budget.

In addition, utility savings will be recognized during the time while campus is operating under an essential services model, with limited to no buildings open. Also, in a typical year, utilities budget savings are recognized in year for a variety of reasons. We forecast \$1.5M in utility savings to be allocated toward COVID-19 balancing.

Strategy 12 – Miscellaneous/Other Savings

Various other smaller adjustments were recognized in the budget totaling \$332K in savings.

PART THREE: RISK ASSESSMENT

V. RISK ASSESSMENT

The COVID-19 pandemic has changed, and continues to change, our campus in ways we still cannot fully appreciate. The 2020/21 budget has attempted to forecast the future and its impact on our campus and has built in contingencies as high levels of uncertainty exist.

The most material and significant financial risks we observe, at this time, include:

i) The status of COVID-19 related social restrictions prevalent in Fall 2020

The budget contemplates a return to something closer to a ‘typical’ social environment in Fall 2020. The financial impact of this assumption is that we assume we will be able to offer a suite of our in-person courses to students at that time. Should we be unable to offer any in-person programming, we could expect that both domestic and international enrolments will decline beyond what is contemplated in our revised enrolment projections.

The financial mitigation strategy to this risk is the \$8M enrolment protection fund included in the budget.

ii) The status of COVID-19 related travel restrictions prevalent from July 2020 forward

As of the date of this document, the Government of Canada has confirmed that international students already holding the required VISA’s to study in Canada will be permitted entry to the country (with a 14-day self-isolation restriction in effect). While this allows students to enter Canada, the status of international borders across the world is different. For the first time in decades, it is difficult not only to fly across international borders, but also to be admitted to your country of destination. UWindsor’s student population is one-quarter international students, with a high concentration of students coming from India and China.

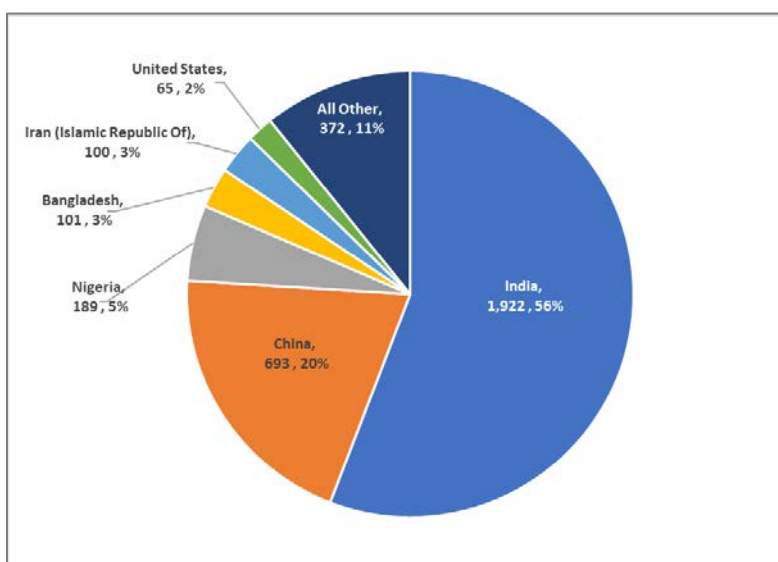


Figure 9: Full-Time International Students by Country of Origin (Fall 2019)

We understand that many students who started their studies prior to March 2020 remain in Canada, however we are planning for some students to have elected to return home, and many others to not be willing or able to travel to Canada.

We have used the best information available about our incoming and current students' intentions, however those are constantly changing, and external regulations will prevail.

In particular, we see risk within the MEng cohort expected to arrive (predominantly from India) in July 2020. We have reduced this enrolment target by 60%, and as a mitigation strategy, are looking to increase the cohort size for Fall 2020 and Winter 2021 to capture any students who cannot arrive in July. To be conservative, we have not increased the budgeted enrolment for the Fall and Winter cohorts.

The financial mitigation strategy to this risk is the \$8M enrolment protection fund included in the budget, as well as not budgeting for the increased class size being planned for MEng in Fall and Winter.

iii) Financial flexibility: limited contingencies and high fixed costs

In general, our business model is dominated by high fixed costs, specifically salaries and benefits expenses, which are primarily dictated by collective agreements. There are risks associated with a 2020/21 budget having smaller than typical amounts of general or central contingency funds (outside of the \$8M enrolment contingency fund), especially given the current environment.

As a financial mitigation strategy, we have carried forward from 2019/20 approximately \$1.5M in one-time funds in a University Fund which will be managed at the President's discretion. Because this is one-time funding from a previous year, it is not reflected in the budget. This fund will give some ability to manage unknown expenses and provide some flexibility. Other one-time savings identified through the 2019/20 fiscal year end close process will also be evaluated as potential contingency funds.

iv) Government support

The budget does not include any incremental government support beyond our typical grant. As of the date of this document, the University has received \$400K in one-time monies from MCU to support COVID-19 efforts. We have not received any correspondence to suggest that more monies will flow and have budgeted assuming no incremental support. Through Universities Canada, the Council of Ontario Universities, and directly, we are lobbying for Provincial and/or Federal support for Universities through the pandemic. We are prepared to provide financial information to support our need for support should it be requested.

We have also been informed that the SMA3 implementation will be delayed as we work through COVID-19 and we are expecting that the government will keep our operating grants stable.

In the case of this assumption, we have been conservative, and any incremental government funding that may flow through 2020/21 can be used to support urgent needs, become part of the enrolment contingency reserve, or be used to ease some of the expenditure mitigation strategies proposed.

VI. CONCLUSION

Even in uncertain times, the need to be fiscally responsible remains a primary focus for UWindsor. Innovative thinking, a balanced budget policy and strategic savings will allow us to endure the COVID-19 crisis through implementation of a one-time funding solution that ensures our commitment to students, faculty, staff, and community are not compromised. These temporary measures will preserve our ongoing ability to deliver an exceptional academic experience for our students while providing stability and strength to the region.

APPENDIX A: 2020/21 OPERATING BUDGET

	2019/20 RECLASSIFIED BASE BUDGET (\$000s)	2020/21 PRELIMINARY BASE BUDGET (\$000s)	2020/21 COVID-19 ADJUSTMENTS (\$000s)	2020/21 ADJ. BUDGET FOR APPROVAL (\$000s)	2020/21 % OF TOTAL BUDGET	\$ INCREASE/ (DECREASE) OVER 2019/20 (\$000s)	% INCREASE/ (DECREASE) OVER 2019/20
OPERATING REVENUE							
Student Academic Fees	\$ 185,841	\$ 207,726	\$ (21,445)	\$ 186,281	65.4%	\$ 440	0.2%
Less: Enrolment Protection Offset	-	(8,000)	-	(8,000)	(2.8%)	(8,000)	100.0%
Government Grant - Provincial	97,799	97,693	500	98,193	34.5%	394	0.4%
Government Grant - Federal	3,369	3,288	-	3,288	1.2%	(81)	(2.4%)
Investment Income	2,500	2,500	-	2,500	0.9%	-	0.0%
Other Revenue	2,528	2,533	-	2,533	0.9%	5	0.2%
TOTAL OPERATING REVENUE	\$ 292,037	\$ 305,740	(20,945)	\$ 284,795	100.0%	\$ (7,242)	(2.5%)
OPERATING EXPENDITURES							
Faculty Expenditures	\$ 152,776	\$ 160,171	\$ (5,759)	\$ 154,412	54.2%	\$ 1,636	1.1%
Research Services	6,779	6,855	(181)	6,674	2.3%	(105)	(1.5%)
Academic & Student Services	27,524	28,776	(1,360)	27,416	9.6%	(108)	(0.4%)
Library	13,238	13,359	(352)	13,007	4.6%	(231)	(1.7%)
Scholarships	13,965	13,998	(370)	13,628	4.8%	(337)	(2.4%)
Administration	20,959	21,735	(5,247)	16,488	5.8%	(4,471)	(21.3%)
Information Technology	11,213	11,336	(1,006)	10,330	3.6%	(883)	(7.9%)
Facility Costs (including Utilities)	29,727	30,391	(1,817)	28,574	10.0%	(1,153)	(3.9%)
External Debt Costs	8,600	8,600	-	8,600	3.0%	-	0.0%
<i>Subtotal Base Operating Expenditures</i>	\$ 284,781	\$ 295,221	(16,092)	\$ 279,129	98.0%	\$ (5,652)	(2.0%)
STRATEGIC INVESTMENT FUNDS							
2020/21 Strategic Priority Fund	\$ -	\$ -	\$ 2,650	\$ 2,650	0.9%	2,650	100.0%
University Fund	740	3,003	(3,003)	-	0.0%	(740)	(100.0%)
Strategic Mandate Agreement Fund	1,500	1,500	(1,500)	-	0.0%	(1,500)	(100.0%)
Student Experience Fund	1,200	1,200	(1,200)	-	0.0%	(1,200)	(100.0%)
International Student Experience Fund	-	1,000	(1,000)	-	0.0%	-	0.0%
Research Activity & Stimulus Funds	800	800	(800)	-	0.0%	(800)	(100.0%)
UWinsite Fund	1,681	1,681	-	1,681	0.6%	-	0.0%
Deferred Maintenance Fund	1,335	1,335	-	1,335	0.5%	-	0.0%
<i>Subtotal Strategic Investment Funds</i>	\$ 7,256	\$ 10,519	\$ (4,853)	\$ 5,666	2.0%	\$ (1,590)	(21.9%)
TOTAL EXPENDITURES	\$ 292,037	\$ 305,740	\$ (20,945)	\$ 284,795	100.0%	\$ (7,242)	(2.5%)
BASE OPERATING POSITION	\$ 0	\$ 0	\$ 0	\$ 0	0.0%	\$ 0	0.0%

APPENDIX B: 2020/21 PROVINCIAL GRANTS

	2019/20 BASE BUDGET (\$000s)	2020/21 PRELIMINARY BASE BUDGET (\$000s)	2020/21 COVID-19 ADJUSTMENTS	2020/21 ADJ. BUDGET FOR APPROVAL	\$ INCREASE/ (DECREASE) OVER 2019/20 (\$000s)	% INCREASE/ (DECREASE) OVER 2019/20
PROVINCIAL GRANT						
Core Operating Grant (COG)	\$ 76,457	\$ 64,121	\$ 0	\$ 64,121	\$ (12,336)	(16.1%)
Performance (Differentiation) Grant	14,451	29,457	0	29,457	15,006	103.8%
Sub-Total	\$ 90,908	\$ 93,578	\$ -	\$ 93,578	\$ 2,670	2.9%
Graduate Expansion Grant (SMA2)	\$ 940	\$ 0	\$ 0	\$ 0	\$ (940)	(100.0%)
Special Purpose Grants	1,761	1,755	0	1,755	(6)	(0.3%)
Teacher Education Grant	1,705	0	0	0	(1,705)	(100.0%)
Collaborative Nursing	5,260	5,480	0	5,480	220	4.2%
International Student Recovery	(2,775)	(3,120)	500	(2,620)	155	5.6%
TOTAL PROVINCIAL GRANTS	\$ 97,799	\$ 97,693	\$ 500	\$ 98,193	\$ 394	0.4%