

NOTICE OF MEETING

There will be a meeting of the
Board of Governors
Thursday, December 9, 2021
at 4:00 pm

VIRTUAL MEETING

Link: [Join Microsoft Teams Meeting](#)

SPECIAL MEETING AGENDA

ITEM	DOCUMENT# & ACTION
<i>Declaration of conflict of interest</i>	
1 Approval of the Agenda	
2 Minutes of the meeting of November 23, 2021	Allison-Approval BG211123M
3 Business arising from the minutes	
4 Outstanding Business/New Business	
4.1 Report of the Anti-Black Racism Task Force (p. 2)	Beckford-Information BG211209-4.1
4.2 Audit Committee	
4.2.1 Audited Financial Statements of the University of Windsor Pension Plans for the year-ended June 30, 2021 (p. 62)	Cowell-Approval BG211209-4.2.1
4.3 Governance Committee	
4.3.1 Policy and Process for Filling Seats on the University of Windsor Board of Governors from the Alumni Association, Assumption University, Canterbury College, and Iona College (p. 99)	Tucker-Approval BG211209-4.3.1
4.4 Resource Allocation Committee	
4.4.1 Centre for Engineering Innovation – Charge Lab (p. 101)	Chetty-Approval BG211209-4.4.1
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
Board of Governors

4.1: **Report of the Anti-Black Racism Task Force**

Item for: **Discussion**

See attached:

- Anti-Black Racism Task Force – Recommendations Report Executive Summary (BG211209-4.1a)
- Report of the University of Windsor Anti-Black Racism Task Force (BG211209-4.1b)

The Report will be presented to the Board at its December 9, 2021 meeting and to Senate at its December 10, 2021 meeting.

ANTI-BLACK RACISM TASK FORCE

RECOMMENDATIONS REPORT
EXECUTIVE SUMMARY

FALL 2021

Submitted to: The President and Vice
Chancellor; Executive Leadership Team;
Anti-Black Racism Working Group;
University of Windsor Board of Governors;
University of Windsor Senate.

ANTI-ANTI-BLACK RACISM IN GLOBAL AND NATIONAL CONTEXTS

The United Nations has declared 2015-2024 the International Decade for Peoples of African Descent. It has also established the Permanent Forum of Peoples of African Descent in recognition of the legacies of the Trans-Atlantic Slave Trade and the enslavement of African Peoples including racism, racial discrimination, and poverty. The Permanent Forum was established in the wake of the murder of George Floyd which underscored the depth of systematic racism, and xenophobia and associated intolerance. It is also a recognition that contemporary racism and its historical roots of slavery, have never been effectively addressed anywhere in the world. The UN has also declared March 25 International Day of Remembrance of the Victims of Slavery and the Trans-Atlantic Slave Trade.

But these symbolic gestures have been largely ignored and rarely observed and seemed to have escaped public knowledge and attention. In Canada, we have seen the adoption of documents and reports such as Principles on Indigenous Education by Universities Canada, 2015; Inclusive Excellence Principles by Universities Canada, 2017; Report on Equity, Diversity, and Inclusion by Universities Canada, 2019; and the Statement on Equity, Diversity and Inclusion by Colleges and Institutes Canada, 2021. The latest of these is the Scarborough Charter on Anti-Black Racism and Black Inclusion in Higher Education: Principles, Actions and Accountabilities. This is a product of the National Dialogues and Actions for Inclusive Higher Education and Communities.

The United Nations' International Day has been formally recognized by Canada but, this and the other initiatives noted here, have not curbed exclusion, marginalization, and various forms of oppression of Black people in every area of our society.

Research indicates that the education sector has in many ways been ground zero for racial oppression with reverberating effects and shocks in every other segment of society. Throughout the country, the postsecondary sector has been hard hit by anti-Black racism prompting a flurry of statements and actions notably since the public killing of Mr. Floyd.

Universities and colleges have been forced to act in response to agitation and advocacy championed by Black students and their allies.

This is not new of course. Generations of Black students have been at the forefront of the fight for civil rights. Black academics and staff have also been on the frontlines and continue to be.

Signatories to the Scarborough Charter commit to redressing anti-Black racism and fostering Black inclusion in universities and colleges across Canada through four broad action areas:

- Black Flourishing
- Inclusion
- Mutuality
- Accountability

The task force calls on the University of Windsor as a signatory to the Charter, to uphold these principles and commitments for improving the campus experiences of Black faculty and librarians, staff, and students.

The Charter is a commitment to doing better. Simply signing it as a performative gesture is not an option. We must commit as an institution to act consistent with the Charter and take leadership.

There are only three years left in the declared International Decade for Peoples of African Descent. We must commit to taking transformative action to advance the interests of Black people on our campus between now and 2024. Going forward, we must act in accordance with the Permanent Forum to make Black advancement a matter of course in our university. Let's be a champion for what Dr. Rosalind Hammond calls the 'anti, anti-Black racism' movement.

ANTI-BLACK RACISM AND THE UNIVERSITY OF WINDSOR

We believe that the University leadership is serious about change and the campus community is ready for it. The University of Windsor acknowledges that it must be better. In the last two decades or so there have been five different investigations of anti-Black racism with detailed reports and recommendations. Precious little has been accomplished in response to these reports. Black faculty,

staff, and students still do not feel safe or protected. They continue to endure blatant racism, microaggressions, hyper surveillance, exclusion, and other dehumanizing behaviour. Unwanted negative press attention has damaged the institution.

The efforts of the current administration to address this scourge has been met with general approval by our campus community. The University has said the right things about ending anti-Black racism. But talk is not enough- not this time. The renewed commitment to building a more inclusive environment for Black people has so far been punctuated with several tangible actions. The establishment of the Anti-Black Racism Working Group was followed by the appointment of the Anti-Black Racism Initiatives Strategic Planning Officer and the establishment of the Anti-Black Racism Task Force. Several other critical actions have been taken since then. This must continue with accepting and implementing the recommendations of the task force.

I REVIEW OF RECOMMENDATIONS

The Anti-Black Racism Task Force Recommendations Report focuses specifically on issues of anti-Black racism at the University of Windsor. The Anti-Black Racism Task Force recommendations have been thoroughly reviewed and details have been extracted and categorized based on the following themes:

1. The Office of Student Experience Restructuring
2. Redress Student Policy
3. Black-Centric Inclusivity and Safe Space Expectations
4. Restructuring of the Office of Human Rights, Equity, and Accessibility (OHREA)
5. Respect and Value Campus Afrocentric Initiatives
6. Data Collection and Analysis
7. Proportionate Representation of Racialized Employees
8. Promotion of Black Studies, Education, and Training
9. Specialized Services and Supports
10. Equity Audit of Lancer Athletics

By identifying the categorically organized critical issues that need to be addressed, the Anti-Black Racism Task Force is requesting that the institution review these recommendations with the utmost respect, care, thoroughness, and foresight as it relates to the future of the University of Windsor and the quest to strategically dismantle anti-Black racism. The undermentioned provides detailed explanations to the specific areas of concern and recommendations as to next steps on how these measures can be achieved.

1. THE OFFICE OF STUDENT EXPERIENCE RESTRUCTURING

As a post-secondary institution of higher learning, the University of Windsor must be held to a standard of responsibility both on an individual level and a collective level. Defined as “rules and laws that prevent illegal and unethical behavior that harms individuals as well as institutions”, institutional responsibility is foundational to addressing anti-Black racism. This can be demonstrated either individually (staff, faculty, student employees, students, and anyone representing the institution on and off campus) or collectively (per group of people, e.g. an office, department, or union) as a University of Windsor stakeholder.

RECOMMENDATIONS

- 1.1 Racism Misconduct Response Team and Prevention Officer
- 1.2 Review of Student Confidentiality Agreements
- 1.3 Student Assessment and Care Team
- 1.4 Increased Accountability Measures
- 1.5 Consequences for Racist Behaviour
- 1.6 Restructuring the Current Office of Student Experience Positions
- 1.7.Campus Police Re-Assessment Regarding Anti-Black Racism

2. REDRESS STUDENT POLICY

RECOMMENDATIONS

- 2.1 Review all Student Policies at the University of Windsor
- 2.2 Establish Transparent Policies and Procedures
- 2.3 Establishment of EDI Advisory Committee/ Watchdog

3. BLACK CENTRIC INCLUSIVITY AND SAFE SPACE EXPECTATIONS FOR BLACK STUDENTS

RECOMMENDATIONS

- 3.1 Establish an Office of Black Students’ Access and Inclusion on Campus
- 3.2 Safe Space for Black Students on Campus
- 3.3 Creating a Campus Anti-Black Racism Resource Toolkit
- 3.4 Black Student Leadership Opportunities
- 3.5 Create a Network of Black Alumni that Black Students Can Lean On
- 3.6.Protect Black Students on Campus

4. RESTRUCTURING OF THE OFFICE OF HUMAN RIGHTS, EQUITY, AND ACCESSIBILITY (OHREA)

For the University of Windsor to take crucial steps towards dismantling systemic and oppressive institutional practices that are at the root of anti-Black racism on campus, it is imperative to lead by example. For the institution to stand by its word on commitment to doing better, it is of great urgency to exemplify top-down leadership. The culture of the institution must change for our campus to be safe for all faculty, students, staff, and alumni.

The University of Windsor has stated that it has “failed” its Black faculty, students, staff, and alumni (University of Windsor, 2021). These actions will forge the pathway towards reconciliation and healing.

The task force submits that the process for handling complaints and resolving disputes through OHREA does not function in the interest of justice.

This recommendation is based on the discussions of the task force and the experiences of some members with direct experience with OHREA as well as a consultative process with faculty, staff and students who have had interactions with OHREA. Shortcomings identified related to:

- Visibility and Awareness of OHREA on campus
- Accessibility
- Case Resolution
- Time Management
- Communication
- Effectiveness

Of note is the lengthy and cumbersome reporting procedures and the length of time taken to complete investigations. An inconsistent and less than transparent procedural process was also reported. There were complaints that users of the office's services often feel even more victimized and marginalized through their experience. Some people reported feeling that their complaints were not taken seriously.

RECOMMENDATIONS

- 4.1 Conduct Review of OHREA
- 4.2 Campus Survey of Human Rights Experiences
- 4.3 Transparent Communication
- 4.4 Transparent Review of Human Rights Policy
- 4.5 Timely Management of Complaints
- 4.6 Create Independent Office of Human Rights
- 4.7. Establish Coherent Process of Conflict Resolution
- 4.8 Continually maintain and improve a campus environment free of harassment and all forms of discrimination

5. RESPECT AND VALUE CAMPUS AFROCENTRIC INITIATIVES

The University must demonstrate genuine support of and respect for Black undergraduate and graduate students and various Afrocentric campus activities.

RECOMMENDATIONS

5.1 Scholarships and Grants for Black Students

5.2 Recommitment to existing and Longstanding Afrocentric Initiatives:

- i. The African Diaspora Youth Conference (ADYC)
- ii. AFROFEST

6. DATA COLLECTION AND ANALYSIS

Race-based data includes and is not limited to consultations, self-identification, and the overall compendium of the campus community composition. School of Nursing assistant professor at the University of Victoria, Dzifa Dordunoo argues that "collecting race-based data is a good first step toward equity but should not be the only one." (Dordunoo, 2021). Thus, literacy on the data is essential as well. To have data literacy, the first necessary course of action is to collect data on race. Dr. Malinda Smith, Vice President of Equity, Diversity, and Inclusion at the University of Calgary states "it is too fundamental to defer to the future" emphasizing that there is, "a data gap on campus wherein no specific data on Black students exists." Dr. Smith further provides a framework for race-based data collection around:

- a. The basic compositional data (quantitative)
- b. Assessing the experiences (qualitative data) focus groups

To move forward, race-based data collection at the University of Windsor must strive to attain the following:

- i. Inform the Campus: When an institution is more informed, the decisions made will be more informed.
- ii. Provide Data Transparency: providing clear communication regarding the collection, usage, storage, and access to information.
- iii. Create Data Literacy: consultations, self-identification, and compendium.

A growing number of post-secondary institutions in Canada are now collecting racialized data from students.

This is recent in Canada but has been done in the United States for decades. The University of Windsor has been discussing such an initiative but even after years of consultation and discussion about this had not taken concrete implementation steps. Interestingly, the University has been collecting such data for employees for years through the Self-Identification Survey through the Office of Human Rights, Equity and Accessibility (University of Windsor, 2021). The task force submits that it is time to implement a student racialized data collection project.

RECOMMENDATIONS

6.1 Collect Raced-Based Data Now

- a. Demographic Data
- b. Student Success
- c. Overall Campus Experience

6.2 Long-Term Data Collection Initiative Data Is Collected on Overall Student Experience

6.3 Ensure Safe and Secure Race-Based Data Collection Process for faculty, students, and Staff

6.4 Data on hiring, Promotion, Tenure, and Renewal (PTR) for Faculty and Staff

7. PROPORTIONATE REPRESENTATION OF RACIALIZED EMPLOYEES

The current demographic of employees at the University of Windsor is not reflective of the extraordinarily diverse racial and cultural makeup of the study body. This under-representation is most noticeable at the university amongst professorate but also rings true at the staff levels. This low representation begs to question the recruitment and hiring practices of the institution.

RECOMMENDATIONS

7.1 Review and Revise Employment Equity and Institutional Hiring Practices

7.2 Diversification and Inclusion on Board of Governors and Senate

7.3 Race-based Salary Review

7.4. Permanence of Vice-President Equity, Diversity, and Inclusion Portfolio

7.5 Twelve (12) Black Faculty Hires at the University of Windsor

8. PROMOTION OF BLACK STUDIES, EDUCATION, AND TRAINING

Building an educational framework that will foster knowledge sharing and knowledge mobility, by not only educating the campus community about eradicating anti-Black racism but establishing ourselves as a leader in empowerment and advancement of Black students and the development of Black talent from undergraduate to the professorate. Decoloniality of curriculum and pedagogy is critical in this regard.

RECOMMENDATIONS

8.1. Implement a Black Studies Program

8.2 Anti-racism Education and Training

9. SPECIALIZED SERVICES AND SUPPORTS

It is recognized that there is a lack of specialized services on campus to address the unique needs of Black students. These specialized services can serve Black students with specialized academic, mental health and physical well-being services to ensure students can continue to engage in a safe environment and learn and thrive in an environment that fosters growth and development. A holistic approach to ensure students are receiving the best guidance possible to be the best students they can possibly be. It is of utmost importance that these services be accessible and free of cost.

RECOMMENDATIONS

9.1 Black Student Support Office and Coordinators

9.2 Create A Network of Black Alumni

10. EQUITY AUDIT OF LANCER ATHLETICS

It is recognized that the University of Windsor Department of Athletics has ongoing issues based around anti-Black racism. The University of Windsor's Athletic Department must undergo a departmental equity audit. This includes hiring practices of coaches, recruitment processes, Black and racialized student athlete academic support, discrimination complaint process etc. In consultation with former and current student athletes, the current culture in the Athletics department is unhealthy, unwelcoming, anti-Black, and harmful to Black student athletes.

RECOMMENDATIONS

10.1 Review of Hiring Practices for Coaching Staff

10.2 Implementation of a Safe Student Athlete Complaint Process

ANTI-BLACK RACISM TASK FORCE MEMBERS

WIDMIA ALTAGRACIA RIVIERE - Student, University of Windsor Student Alliance (UWSA) Representative

JESSICA BONA-MENSAH (Co-Chair) - Student, Making it Awkward (MIA) Representative

FAITH ENEMAKU - Student At-Large

TABITHA VALDEZ - Student At-Large

KEVINPRECIOUS FAWEHINMI - Student, African Students' Association (ASA) Representative

KEVIN LIMBOMBE - Student, Black Law Students' Association (BLA) Representative

SATHISH PICHKA - Student, Graduate Students' Society (GSS) Representative

WESLEY ROSE - Student, Fusion Representative

REBECCA WILLIAMS - Student, Caribbean African Organization of Students (CAOS) Representative

KATIA BENOIT - Staff At-Large

RADHA PATEL - Staff At-Large

KAITLYN ELLSWORTH - Community/Alumni Representative

DR. NATALIE DELIA DECKARD - Faculty At-Large

DR. RICHARD DOUGLASS-CHIN - Faculty At-Large

NICOLE SCOTT - Faculty At-Large

DR. CAMISHA SIBBLIS (Co-Chair) - Faculty At-Large

DR. CLINTON BECKFORD - Ex-Officio Academic Administrator

DR. KEVIN MILNE - Ex-Officio Academic Administrator

DR. RAJESH SETH - Ex-Officio Faculty, Windsor University Faculty Association (WUFA) Representative

DE'NEA BURTON ROSE - Student, Organization of Part-time Students (OPUS)

Note-taker:

LILA IRIBURIRO HAPPY - Honours Bachelor of Arts, Law and Politics, Student

ANTI-BLACK RACISM TASK FORCE

RECOMMENDATIONS REPORT
EXECUTIVE SUMMARY

REPORT OF THE UNIVERSITY OF WINDSOR

ANTI-BLACK RACISM TASK FORCE

FALL 2021

Submitted to: The President and Vice Chancellor;
Vice-President and Provost; Vice-President of Equity,
Diversity, and Inclusion; Vice-President of Human Resources;
Anti-Black Racism Working Group; University of Windsor
Board of Governors; University of Windsor Senate; University of
Windsor Executive Leadership Team

I TABLE OF CONTENTS

Task Force Group Members	3	7. Proportionate Representation of Radicalized Employees.....	23
Overview of the Report	4	8. Promotion of Black Studies, Education and Training	25
What is Anti-Black Racism?	5	9. Specialized Services and Supports.....	26
Breaking the Cycle: The Trajectory of Anti-Black Racism	8	10. Equity Audit of Lancer Athletics.....	27
Historical Overview of Anti-Black Racism in Canada	10	Summary and Index of Recommendations	28
Consultations	13	References	29
Recommendations Review	13	Appendix A	31
1. Office of Student Experience Restructuring	13	Appendix B	33
2. Redress Student Policy.....	15	Appendix C	35
3. Black Centric Inclusivity and Safe Space Expectations for Black Students	16	Appendix D	40
4. Restructuring of the Office of Human Rights, Equity and Accessibility.....	18	Appendix E	42
5. Respect and Value Campus Afrocentric Initiatives	20	Appendix F	44
6. Data Collection and Analysis	21	Appendix G	45
		Appendix H	46

“ANY CRITICAL ENGAGEMENT WITH RACISM REQUIRES US TO UNDERSTAND THE TYRANNY OF THE UNIVERSAL. FOR MOST OF OUR HISTORY, THE VERY CATEGORY “HUMAN” HAS NOT EMBRACED BLACK PEOPLE AND PEOPLE OF COLOR. ITS ABSTRACTNESS HAS BEEN COLORED WHITE AND GENDERED MALE...IF INDEED ALL LIVES MATTERED, WE WOULD NOT NEED TO EMPHATICALLY PROCLAIM BLACK LIVES MATTER.”

– ANGELA DAVIS

ANTI-BLACK RACISM TASK FORCE MEMBERS

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Note-taker:

LILA IRIBURIRO HAPPY - Honours Bachelor of Arts, Law and Politics, Student

I REPORT OVERVIEW

The University of Windsor is not only situated in one of the most culturally diverse cities in Canada (City of Windsor, 2021), it is home to an equally diverse student population. Despite its location in this place of historic and rich diversity and being home to one of the most diverse post-secondary student populations in Canada, the university has a long-standing association with the malady of racism and racial discrimination that has characterized institutions of higher learning in Canada.

Windsor is home to one of the oldest Black communities in Canada. The University of Windsor is situated literally at the entrance to Old Sandwich Towne (founded 1797), which is one of the original Black communities in the southwestern Ontario region. Sandwich Baptist Church, established in 1840 by former enslaved Africans, is situated steps away from the University (Ontario Heritage Trust, 2021).

Over the last three decades, the University of Windsor has responded to incidents of racial bias and discrimination and specifically anti-Black racism with commissions of inquiry external and internal investigations. The numerous reports of these investigations tell a story of systemic racism (www.uwindsor.ca/antiblackracism) which has never been adequately addressed. Lack of attention and the failure to act has resulted in our campus being a place where anti-Black racism has flourished. The University acknowledges that they must do better. Institutions must be better.

Today, the University of Windsor states that they are committed to dismantling systematic racism and anti-

Black racism to create a more inclusive, safe and just campus.

The University of Windsor, like every other institution of higher learning in Canada, is responsible to multiple stakeholders. As the public university in Southwest Ontario, it should honor and serve the racially and ethnically-diverse regional community it represents. As the academic home to undergraduate, graduate, and professional students from a vast array of national and cultural contexts, it is obligated to provide equal treatment irrespective of difference. Finally, as the institutional launching pad for countless alumni currently living and working throughout Canada and the world, the University of Windsor must maintain a stellar reputation for equitable fair treatment that speaks positively on resumes and CVs. Until now, however, the university has been unable to fulfill these obligations, and has rather become known – privately and publicly – as a deeply racist one.

Over the last three decades, the University of Windsor has responded to incidents of racial bias and discrimination with commissions of inquiry and external investigations. The numerous reports of these investigations tell a story of systemic racism – particularly anti-Black racism – that has never been adequately addressed. Despite the findings of these inquiries and investigations, a lack of action has resulted in a University of Windsor in which anti-Black racism, particularly, has flourished. This report hopes to stand in contrast to its predecessors in setting out recommendations for action that will be followed.

WHAT IS ANTI-BLACK RACISM?

"Anti-Black racism is prejudice, attitudes, beliefs, stereotyping and discrimination that is directed at people of African descent and is rooted in their unique history and experience of enslavement and its legacy. Anti-Black racism is deeply entrenched in Canadian institutions, policies and practices, to the extent that anti-Black racism is either functionally normalized or rendered invisible to the larger white society. Anti-Black racism is manifested in the current social, economic, and political marginalization of African Canadians, which includes unequal opportunities, lower socio-economic status, higher unemployment, significant poverty rates and over representation in the criminal justice system." (<https://www.ontario.ca/document/data-standards-identification-and-monitoring-systemic-racism/glossary>)

FINDING AND FIGHTING ANTI-BLACK RACISM AT THE UNIVERSITY OF WINDSOR

Problems of racism are noted in university reports as early as 1989, and perhaps earlier. More recent incidents of racially-charged dress codes, police reporting, campus banning, non-academic misconduct investigations, plagiarism charges, and racially-biased evaluations and disciplinary outcomes may be understood as part of a single trajectory of racist developments that may be understood as a single UWindsor story. The public declarations of mental and physical harm from UWindsor community members, attestations of an unsafe campus, panels and conferences convened to discuss on-campus racism, and reports and documentation of undignified, dehumanizing, and oppressive treatment painted a picture of reprehensible practices that created an unwelcoming and unsafe learning and working environment. Our position as a case study of anti-Black racism in Canadian universities on CBC's The National, was both a sad reminder of the ubiquity of the anti-Blackness on our campus and a call to action.

Recognizing the extent of the reforms needed and despite considerable backlash, the Anti-Black Racism Task Force was struck by the University President. The Task Force's explicit mandate was to actively engage the Black communities on campus to learn about student, staff, and faculty experiences of Anti-Black Racism across UWindsor; and identify, review, and recommend policies, programs, pedagogical practices, research, and other concrete actions that foster and support equitable, safe, and engaging

environments for Black students, staff, and faculty on campus. While this Task Force focused specifically on issues of anti-Black racism, its work and recommendations will benefit all historically oppressed groups on our campus – as well as members of the dominant culture.

Steps taken at the University of Windsor are not without provincial context. In response to the widespread institutional racism noted at universities across Ontario, on December 18, 2020, the Ontario Human Rights Commission drafted a public letter to Ontario colleges and universities demanding action. Simply, the University of Windsor is being held accountable for mitigating and ending the abuses noted above, for the first time in our institutional history. The recommendations in this report identify what the Task Force believes to be the crucial priorities that must be addressed to create a campus environment that is safe for Black faculty, students, staff, and alumni – as well as mechanisms of accountability for anti-Black racism institutionally.

HOW DID WE GET HERE?

Universities and colleges could no longer avoid taking a long hard look at how they failed Black faculty, students, and staff. The public declarations of mental and physical harm inflicted on students, attestations of an unsafe campus, reports and documentation of undignified, dehumanizing, and oppressive treatment painted a picture of reprehensible practices that created an unwelcoming and unsafe learning and working environment.

The retelling and reliving of these experiences and putting trauma on display for public consumption, in order for those experiences to be validated is often profoundly humiliating. The real shame was the pathetic nature of the typical university response to reports of anti-Black racism. Responses were notoriously weak and ineffective because they were generally token and performative.

The brutal murder of George Floyd in Minnesota witnessed first-hand by a few and beamed to hundreds of millions around the world shattered the veneer of apathy, silence and benevolence around anti-Black racism outside the Black community and lead to what for many was truly an awakening. For the first time, millions of people begun to understand that anti-Black racism was indeed real.

It is time to act. We must do so as a community that rallies around foundational principles and values that espouse equity and justice. We all must do the necessary work without solely expecting the survivors of oppression to fix the behaviours of the oppressor. The incessant disrespect and disregard of the lives of Black people is what brought us to this point. As a society, we can no longer stand on the sidelines of racial injustice. We can no longer turn a blind eye to injustice. As an institution of higher learning, we must hold ourselves to a higher standard of accountability and set the example for racial equity and justice.

The university cannot be a place where racism is allowed to flourish. UWindsor cannot be a place where racism is tolerated. We must do everything to transform to a culture that eschews anti-Black racist behaviour and practices. If UWindsor does not, it is not worthy of the faculty and staff it employs, the students that fill its classrooms, and the alumni that bear its name on their degrees.

On December 18, 2020, the Ontario Human Rights Commission drafted a public letter to Ontario colleges and universities demanding the immediate end to systemic anti-Black practices (Appendix B). Recognizing the insidiousness of these events in post-secondary institutions that have inflicted extreme harm on Black, Indigenous, and racialized students. The University of Windsor must commit to doing better and being better.

The Ontario Human Rights Commission reminded post-secondary institutions of the of the six (6) criteria that must be follow regarding the organizational complaint process (Appendix B):

1. The response must be prompt
2. There must be organizational awareness that the conduct complained of is prohibited
3. The matter must be dealt with seriously
4. There must be a complaint mechanism in place

5. The organization must act so as to provide a healthy environment
6. The organization must communicate its actions to the complainant.

(Ontario Human Rights Commission, 2021)

WHY IS THIS TIME DIFFERENT?

This must be different!

There is a pervasive sentiment on our campus that says 'we have been here before. We have had many investigations and reports about racism against Black people. Nothing has been done. How is this time different?' This is a valid position. This time is different because we are different. This time is different because this is a different time- a different moment. There is a renewed awakening- a reckoning if you will- in the fight for racial justice and equality and victims and survivors of racism and discrimination. We expect better for ourselves, from ourselves, and our communities. We have a new wave of advocacy and agency as manifested in for example the Black Lives Matter movement that is compelling and will not be silenced nor denied. The demand is for real change- not words. So as a society, we are different. We will no longer tolerate hate and injustice in our society and on our university campus.

We must change the university culture and we must hold one another accountable in order to effect change for a more equitable, inclusive and justice demanding campus. The time is now to build, and in some cases re-build a culture of trust, honour, respect, and equality. This is the behavioural standard that we must set for our campus and uphold without compromise.

HOW DO WE HOLD ONE ANOTHER ACCOUNTABLE?

The University of Windsor is our home away from home. Each of us spend a large portion of our day and thus our lives here. Our lives and long-term interests are bound together although we might not always appreciate this. When one of us hurts, we may all be hurt. Every person in our community deserves to be treated with respect and dignity. As an institution we must do everything to ensure this. As individuals, each of us has an obligation to play our part in securing this. We must each be willing to call out racism where we see or experience it. The recommendations of the Anti-Black Racism Task Force will provide insights into what accountability for acts of anti-Black racism looks like at the University of Windsor. They identify some of the top priorities that we must address to create a campus environment that is safe for Black faculty, students, staff, and alumni.

WHERE DO WE GO FROM HERE?

As an institution of higher learning which helps to shape the mind of our future leaders in every industry known to us, it is imperative to review these recommendations that have been put forth by the Anti-Black Racism Task Force with care, concern, and intent in order to take the necessary steps required to mobilize the University of Windsor toward healing and reconciliation.

WHY DOES THIS MATTER?

This time matters because University of Windsor stakeholders cannot allow themselves to be bystanders to racial injustice. As stakeholders in an institution of higher learning, the institution owes it to the future generations of UWindsor students, faculty and staff to be rebuilding the foundation, to set a higher standard for humanity, toward equity, inclusion, and belonging.

In an ideal world, racism, prejudice, systems of oppression, hegemonic rule and colonialist ideologies would not have infiltrated our society. An Anti-Black Racism Task Force would not be required at the University of Windsor. Recommendations against Anti-Black Racism would not require drafting with yet additional requests to once and for all, address and resolve these issues. Today, at this moment, the institution is not there. However, starting today, the University of Windsor must move forward by reviewing the recommendations of the Anti-Black Racism Task Force and determining the next steps to create sustainable changes.

Surface level optics and disingenuous gestures are not enough to tackle the deep-rooted problems. These change efforts are only possible and sustainable if the University of Windsor campus community exhibits top-down leadership. Through the implementation of systems of accountability and commitments for change, and consideration of the recommendations this will be possible.

The University of Windsor has admitted to its shortcoming and failures. This admission is just one step forward in institutional change.

To show real dedication and commitment to dismantling anti-Black racism, in this document, UWindsor is receiving the proper guidance in order to help position themselves as a post-secondary institutional leader in anti-Black racism advocacy and justice. In the quest of building a campus that is deeply invested in anti, anti-Black racism, developing and implementing effective strategies in building a safer campus for all.



BREAKING THE CYCLE: THE TRAJECTORY OF ANTI-BLACK RACISM

In order to confront anti-Black racism, the first step is to declare that it exists. The University of Windsor acknowledged the pervasiveness of anti-Black racism and expressed its commitment to dismantling anti-Black racism and building a more inclusive and engaging campus. This commitment set the tone for a cultural shift at the institution.

The establishment of the Anti-Black Racism Task Force and pending recommendations report could prove to be the catalyst for mobilization with the necessary depth and perspective on the issues to effect substantive changes within the institution

THE UNIVERSITY OF WINDSOR COMMITMENT

*A Message from President and
Vice-Chancellor Rob Gordon*

As an institution of higher learning, the University of Windsor has a duty to its faculty, staff, students and broader community to strive to be an agent of effective change. We have failed to fully address the pervasive racial injustice that manifests in society and on our campus. The year 2020 represents a significant shift in the global conversation around Anti-Black Racism. Black, Indigenous, and racialized peoples in Canada continue to face oppression, and the work of eradicating Anti-Black Racism and oppression in all its forms on our campus is critical. The University of Windsor is affirming its commitment to challenge and dismantle systemic oppression. A truly inclusive future for the University of Windsor begins with our actions and choices today. We invite all members of the campus community to engage in this important work.

(University of Windsor, 2020)

THE BROADER CONTEXT FOR CHANGE

The United Nations has declared 2015-2024 the International Decade for Peoples of African Descent. It has also established the Permanent Forum of Peoples of African Descent in recognition of the legacies of the Trans-Atlantic Slave Trade and the enslavement of African Peoples including racism, racial discrimination, and poverty.

The Permanent Forum was established in the wake of the murder of George Floyd which underscored the depth of systematic racism, and xenophobia and associated intolerance. It is also a recognition that contemporary racism and its historical roots of slavery, have never been effectively addressed anywhere in the world. The UN has also declared March 25 International Day of Remembrance of the Victims of Slavery and the Trans-Atlantic Slave Trade.

But these symbolic gestures have been largely ignored and rarely observed and seemed to have escaped public knowledge and attention. In Canada we have seen the adoption of documents and reports such as, Principles on Indigenous Education by Universities Canada, 2015; Inclusive Excellence Principles by Universities Canada, 2017; Report on Equity, Diversity, and Inclusion by Universities Canada, 2019; and the Statement on Equity, Diversity and Inclusion by Colleges and Institutes Canada, 2021. The latest of these is the Scarborough Charter on Anti-Black Racism and Black Inclusion in Higher Education: Principles, Actions and Accountabilities. This is a product of the National Dialogues and Actions for Inclusive Higher Education and Communities. The United Nations' International Day has been formally recognized by Canada but, this and the other initiatives noted here, have not curbed exclusion, marginalization, and various forms of oppression of Black people in every area of our society.

Research indicates that the education sector has in many ways been ground zero for racial oppression with reverberating effects and shocks in very other segment of

society. Throughout the country, the postsecondary sector has been hard hit by anti-Black racism prompting a flurry of statements and actions notably since the public killing of Mr. Floyd. Universities and colleges have been forced to act in response to agitation and advocacy championed by Black students and their allies. This is not new of course. Generations of Black students have been at the forefront of the fight for civil rights. Black academics and staff have also been on the frontlines and continue to be.

Signatories to the Scarborough Charter, commit to redressing anti-Black racism and fostering Black inclusion in universities and colleges across Canada through four broad action areas:

- Black Flourishing
- Inclusion
- Mutuality
- Accountability

The task force calls on the University of Windsor as a signatory to the Charter, to uphold these principles and commitments for improving the campus experiences of Black faculty and librarians, staff, and students. The Charter is a commitment to doing better. Simply signing it as a performative gesture is not an option. We must commit as an institution to act consistent with the Charter and take leadership. There are only three years left in the declared International Decade for Peoples of African Descent. We must commit to taking transformative action to advance the interests of Black people on our campus between now and 2024. Going forward, we must act in accordance with the Permanent Forum to make Black advancement a matter of course in our university.

Let's be a champion for what Dr. Rosalind Hammond calls the 'anti, anti-Black racism' movement.

HISTORICAL OVERVIEW OF ANTI-BLACK RACISM IN CANADIAN EDUCATION

The infographic features a winding timeline path that starts at the top left and ends at the bottom right. The path consists of alternating red and yellow circular nodes containing years. Red nodes are connected by a dark grey line, while yellow nodes are connected by a light grey line. Each node is followed by a text box describing the event of that year.

Year	Event Description
1807	GREAT BRITAIN BANNED THE SLAVE TRADE IN THE BRITISH EMPIRE 1807 AND UPPER AND LOWER CANADA OUTLAWED THE PRACTICE OF SLAVERY BECAUSE THIS REGION WAS UNDER BRITISH RULE AT THE TIME (GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD)
1819	IN 1819, THE ATTORNEY GENERAL OF UPPER CANADA DECLARED THAT BLACK PEOPLE RESIDING IN CANADA WERE FREE AND PROTECTED BY BRITISH LAW
1850	THE COMMON SCHOOLS ACT OF 1850 LEGALIZED SEPARATE SCHOOLS FOR BLACK STUDENT AND CATHOLICS IN ONTARIO WHICH WAS ALSO KNOWN AS THE SEPARATE SCHOOL ACT OF 1850
1883	IN 1883, WINDSOR HAD ONE ROMAN CATHOLIC SCHOOL AND TWO PUBLIC SCHOOLS.
1851	MARY ANN SHADD GARY WAS A TEACHER AT A BLACK, PRIVATE SCHOOL IN WINDSOR UNTIL 1853. IN 1851, MRS. SHADD WAS HIRED BY THE BLACK COMMUNITY IN WINDSOR TO TEACH THEIR CHILDREN.
1851	IN 1851, A SEPARATE SCHOOL WAS OPENED UNDER THE COMMON SCHOOLS ACT FOR AMHERSTBURG'S BLACK CHILDREN.
1884	THE BOARD OF EDUCATION FOR THE TOWN OF WINDSOR IN 1884, JUSTICE THOMAS FERGUSON DENIED AN APPLICATION BY A BLACK PARENT FOR 'A WRIT OF MANDAMUS TO COMPEL THE WINDSOR PUBLIC SCHOOLS TO ADMIT HIS CHILD.
1888	IN 1888 SCHOOLS LEGALLY BECAME DESEGREGATED IN WINDSOR (NCCG, 2007)
1891	IN 1891, MERCER STREET SCHOOL OPENED AND WAS MOSTLY ATTENDED BY BLACK STUDENTS WHO LIVED IN THIS PREDOMINATELY BLACK AREA OF WINDSOR
1983	THE LAST SEGREGATED SCHOOL IN CANADA DID NOT CLOSE UNTIL 1983 IN NOVA SCOTIA.
1964	IN 1964, SEGREGATED SCHOOLS WERE LEGALLY ABOLISHED IN CANADA. THE LAST KNOWN SEGREGATED SCHOOL IN ONTARIO COLCHESTER, ONTARIO #11 OFFICIALLY CLOSED THEIR DOORS IN 1967

ANTI-BLACK RACISM TASK FORCE

ANTI-BLACK RACISM AND THE UNIVERSITY OF WINDSOR

We believe that the university leadership is serious about change and the campus community is ready for it. The University of Windsor acknowledges that it must be better. In the last two decades or so there have been five different investigations of anti-Black racism with detailed reports and recommendations. Precious little has been accomplished in response to these reports. Black faculty, staff, and students still do not feel safe or protected. They continue to endure blatant racism, microaggressions, hyper surveillance, exclusion, and other dehumanizing behaviour. Unwanted negative press attention has damaged the institution. The efforts of the current administration to address this scourge has been met with general approval by our campus community. The university has said the right things about ending anti-Black racism. But talk is not enough- not this time. The renewed commitment to building a more inclusive environment for Black people has so far been punctuated with several tangible actions. The establishment of the Anti-Black Racism Working Group was followed by the appointment of the Anti-Black Racism Initiatives Strategic Planning Officer and the establishment of the Anti-Black Racism Task Force. Several other critical actions have been taken since then. This must continue with accepting and implementing the recommendations of the task force. It was critical to ensure that the Anti-Black Racism Task Force was not another performative exercise in tokenism that unfortunately characterizes organizational response to racism and discrimination. It could not simply be an effort to appease the University of Windsor campus community or to provide the illusion of addressing anti-Black racism. In the Summer of 2020, it was announced that an Anti-Black Racism Task Force would be established, was met with some resistance. Sentiments were shared that task forces in general were a 'waste of time and resources', and that 'they do not accomplish anything', and many other negative tropes used to describe their level of effectiveness, or rather ineffectiveness, in other situations and environments.

The level of frustration and apathy towards the University of Windsor, based on past efforts to address racism was widely shared. It was the mission of the Strategic Planning Officer to ensure that this Task Force was not going to fall within that realm.

ANTI-BLACK RACISM SUBCOMMITTEES

ANTI-BLACK RACISM TASK FORCE SUBCOMMITTEE: OFFICE OF STUDENT EXPERIENCE & DATA COLLECTION AND ANALYSIS

1. Kevin Limbombe
2. Richard Douglass-Chin
3. Kaitlyn Ellsworth
4. Jessica Bona-Mensah
5. Radha Patel

ANTI-BLACK RACISM TASK FORCE SUBCOMMITTEE: CREATE A SPACE FOR BLACK STUDENTS

1. Tabitha Valdez
2. Faith Enemaku
3. Nicole Scott

ANTI-BLACK RACISM TASK FORCE SUBCOMMITTEE: REDRESS STUDENT POLICY

1. Natalie Delia Deckard
2. Kevin Milne
3. Widmia (Mia) Riviere

ANTI-BLACK RACISM TASK FORCE SUB-COMMITTEE: REFORM THE OFFICE OF HUMAN RIGHTS, EQUITY, AND ACCESSIBILITY

1. Rajesh Seth
2. Camisha Sibblis
3. Wesley Rose

ANTI-BLACK RACISM TASK FORCE SUB-COMMITTEE: PROPORTIONATE REPRESENTATION OF RACIALIZED EMPLOYEES

1. Clinton Beckford
2. Katia Benoit
3. Sathish Pichika

There is the need to address the issues of anti-Black racism openly and honestly with courage, rigour and care, but as expeditiously as possible, for the sake of establishing a safe campus for our faculty, students, and staff, that is also trustworthy, and engaging without having to endure the racist taunts, microaggressions in the form of attitudes, comments and beliefs that are embedded in all areas of the UWindsor environment. Racism is deep, dark, and insidious and to say this is not a problem at the U of W is to devalue those who are survivors of the victimization of oppression. Whether one is consciously aware or directly impacted, it does exist. We acknowledge that and now, it's time to move toward change.

COMPOSITION OF THE ABR TASK FORCE

The Anti-Black Racism Task Force was made up of a variety of UWindsor campus stakeholders which included faculty, students, staff, and alumni. (Appendix C).

The Anti-Black Racism Task Force met regularly. Meeting commenced on November 26, 2020 and the work of the Anti-Black Racism Task Force officially concluded July 31, 2021. The Anti-Black Racism Task Force met as a full membership 16 times over the course of seven months. Additional meetings were had amongst the Anti-Black Racism Task Force membership within their subcommittees which were focused on specific agreed upon issues based on the areas the Anti-Black Racism Task Force members identified as urgent issues that UWindsor must address. The University of Windsor could transform the institution and become a leader in anti-Black racism advocacy and justice in the quest of building a campus that is deeply invested in anti, anti-Black racism, and equity, diversity, and inclusion. The Task Force was organized under five sub-committees representing the key themes that emerged from a task force issues analysis exercise.

TASK FORCE RECOMMENDATIONS

The Anti-Black Racism Task Force members provided the Strategic Planning Officer with their findings on of July 31, 2021. The Anti-Black Racism Task Force submitted their findings via a secure data repository. Once all subcommittees provided their data, the data was then extracted and categorized according to themes that emerged through the data collection and data analysis process. These themes are categorized in this report. All recommendations provided are those of the Anti-Black Racism Task Force membership alone and were determined by the membership independent of external pressure.

“I FEEL THAT IF WE DON’T TAKE SERIOUSLY THE WAYS IN WHICH RACISM IS EMBEDDED IN STRUCTURES OF INSTITUTIONS, IF WE ASSUME THAT THERE MUST BE AN IDENTIFIABLE RACIST WHO IS THE PERPETRATOR, THEN WE WON’T EVER SUCCEED IN ERADICATING RACISM.”

– ANGELA DAVIS

I CONSULTATIONS

The Anti-Black Racism Task Force had the opportunity to facilitate a consultative process with various stakeholders of the University of Windsor. This included current students, faculty, staff, retirees, and alumni of the University of Windsor. The consultations intentionally avoided detailed engagement with Black members of our community about their lived experiences with racism and discrimination on campus.

As we alluded to earlier in the report, there have been several investigations and reports on racism at the University. Anti-Black racism on our campus is indisputable and well-documented and another investigatory consultation would only serve to re-traumatize survivors. Instead, the task force took a problem-solving approach centered around our community’s perspectives on critical issues and challenges around anti-Black racism on campus, and steps required to resolve these. The task force focused on hearing the voices of students, faculty, and staff rather than those at the administrator and manager classification. The sub-committees, therefore, proceeded to communicate with key constituents related to their particular theme. The task force listened to its members and their lived experiences in classrooms offices and other spaces on campus. It also consulted with previous reports of racism at the university.

I RECOMMENDATIONS REVIEW

The Anti-Black Racism Task Force Recommendations Report focuses specifically on issues of anti-Black racism at the University of Windsor. The Anti-Black Racism Task Force recommendations have been thoroughly reviewed and details have been extracted and categorized based on the following themes:

1. The Office of Student Experience Restructuring
2. Redress Student Policy
3. Black-Centric Inclusivity and Safe Space Expectations
4. Restructuring of the Office of Human Rights, Equity, and Accessibility (OHREA)
5. Respect and Value Campus Afrocentric Initiatives
6. Data Collection and Analysis
7. Proportionate Representation of Racialized Employees
8. Promotion of Black Studies, Education, and Training
9. Specialized Services and Supports
10. Equity Audit of Lancer Athletics

By identifying the categorically organized critical issues that need to be addressed, the Anti-Black Racism Task Force is requesting that the institution review these recommendations with the utmost respect, care, thoroughness, and foresight as it relates to the future of the University of Windsor and the quest to strategically dismantle anti-Black racism. The undermentioned provides detailed explanations to the specific areas of concern and recommendations as to next steps on how these measures can be achieved.

1. THE OFFICE OF STUDENT EXPERIENCE RESTRUCTURING

As a post-secondary institution of higher learning, the University of Windsor must be held to a standard of responsibility both on an individual level and a collective level. Defined as “rules and laws that prevent illegal and unethical behavior that harms individuals as well as institutions”, institutional responsibility is foundational to addressing anti-Black racism. This can be demonstrated either individually (staff, faculty, student employees, students, and anyone representing the institution on and

off campus) or collectively (per group of people, e.g. an office, department, or union) as a University of Windsor stakeholder.

Recommendations

1.1 Racism Misconduct Response Team and Prevention Officer

The University of Windsor must commit to developing and implementing a racism misconduct policy, and the hiring of a Racism Misconduct Response Team and Prevention Officer. This would ensure that extraordinary powers of suspensions and expulsions from campus be granted to persons literate in equity, diversity, and inclusion, reviewing from a trained anti-racism and anti-anti Black racism lens. The duties of the Associate Vice President of Student Experience must be carefully delineated and given to several persons/teams as per advice of adjudicator Dr. Bruce Elman, in his decision of June 10, 2020, on the case dealing with a current University of Windsor student.

The University of Windsor has a sexual misconduct policy, a sexual misconduct response team and officer and the Office of Human Rights Equity and Accessibility (OHREA) has proven to be inadequate in filling the role of racism misconduct response. (See recommendations of the Anti-Black Racism Task Force Committee on OHREA). As Elman stated in that report: “In my opinion, one impediment to a fair and equitable process is the inherent conflict in roles which the Procedures for Addressing Student Non-Academic Misconduct place upon the Associate Vice President, Student Experience and the Office of Student Experience (OSE). They are counsellors; they are investigators; they prosecute complaints; and they make decisions on those complaints. It is untenable to hold all of these roles at once” (Item 59, page 12).

The University of Windsor must commit to hiring a position solely responsible with receiving complaints of racism, additional supports to work with complainants, and those with mediation, restorative, and transformative justice responsibilities, working through an equity, diversity, and inclusion lens with a sensitivity to an intersectionally diverse student population.

² Sollers College, 2016

1.2 Review of Student Confidentiality Agreements

The signing of confidentiality forms in any Office of Student Experience case, whether disciplinary or not, should be optional for students. Students may experience the signing of confidentiality forms as a muzzling measure meant to guard the University of Windsor liability rather than protect the student.

The Office of Student Experience personnel should be well versed in case law and knowledge of Ontario Human Rights policies and legislation. This is a tribunal process, subject to judicial review. Recourse for students does not currently exist.

1.3 Student Assessment and Care Team

All hiring committees for positions in the Office of Student Experience must be composed of important university and community stakeholders who understand equity, diversity, and inclusion through an anti-racist lens.

The hiring of coordinators, counsellors, etc. in the office of Student Experience and Assessment and Care Team needs to be conducted in an extremely careful manner, with great consideration given to equity, diversity and inclusion issues since these issues are integral to the fair and equitable treatment of all students. The task force submits that this has not always been the case and an intentional strategy to remedy the situation is overdue. Executive members of the University of Windsor assigned to currently review the process, apprised the Committee that a Black Student Coordinator is to be hired soon. This is of critical importance and should be done without delay.

1.4 Increased Accountability Measures

The Office of Student Experience can play a big role in the experiences of students at the University of Windsor. Many Black students think that this Office has not served them well and is not set up to do so. A lack of accountability is perceived to be a significant issue. The task force submits that the OSE should be accountable to a much more diverse body than only the Office of the Provost. Greater oversight is needed that takes decisions out of the hands of single individuals and recreates trust and confidence among Black and other racialized students. One solution could be a committee or advisory formed based on principles of representation and diversity with inclusion of historically marginalized stakeholders including racialized peoples.

The Office of Student Experience only reporting to the Provost is problematic and dangerous as the Provost's office has seemingly been ill equipped to deal with equity based issues, especially issues dealing with anti-Black racism.

1.5 Consequences for Racist Behaviour

Racism and discrimination flourish in an environment where there are no disincentives for bad behaviour. The 2020 open letter to university presidents by the Ontario Human Rights Commission, outlined the OHRC's frustrations that universities' responses to racism concerns by their students were so ineffectual, that students were turning to the OHRC in growing numbers for remedy. The University of Windsor must demonstrate zero-tolerance to racism in its policies, procedures, and disciplinary processes. Failure to impose meaningful consequences for racism and racial discrimination is quite rightly seen as tacit approval of such behaviour. Appropriate consequences would serve as a disincentive to racist behaviour to perpetrators but also signal to our community that this is not who we want to be. In accordance with the established principles of due process, consequences should consider termination, expulsion, suspension (without pay in the case of employees), reprimand, and consideration for PTR. Mandatory education, and training should be part of every sanction. The task force understands that terms of collective bargaining and by-laws, policy, and procedures are important to the orderly functioning of the institution. Racism zero tolerance efforts should thus be enshrined in collective agreements and other governance structures.

1.6 Restructuring the Current Office of Student Experience Positions

Hire an external Equity, Diversity, and Inclusion consultant to meet with various stakeholders on campus to ensure continued collaboration from campus stakeholders in the hiring of new positions such as an Intake Coordinator(s); Case Management Team(s), etc. The Executive members of campus currently assigned to review this process have already engaged the services of Charles Smith, an external equity consultant. The last time an external equity consultant did this kind of work was 2008, when Smith was hired to assist the Senate Advisory Committee on Diversity and Inclusion (SACDI) to create change. Little to nothing came of Smith's exemplary work. Now, in 2021 thirteen years later, a new assessment is necessary to establish the present state of the University vis a vis equity, diversity, and inclusion. It is hoped that this time, the University can move forward in better ways.

1.7 Campus Police Re-Assessment Regarding Anti-Black Racism

Campus Police, Windsor Police, and any law enforcement agency with jurisdiction on the University of Windsor's campus must be assessed for their literacy in properly addressing anti-Black racism, the role of University of

Windsor Campus Police in student misconduct issues and their role in any Office of Student Experience issues.

Black students (and staff) disproportionately have unjust and unnecessary interactions with law enforcement and face hyper- policing and profiling on campus.

"OUR LIVES BEGIN TO END THE DAY WE BECOME SILENT ABOUT THINGS THAT MATTER."

– DR. MARTIN LUTHER KING JR.

2. REDRESS STUDENT POLICY

In January of 2021, a committee was struck to assess and modify the non-academic student misconduct policy at the University of Windsor. This committee was chaired by Daniella Beaulieu, Executive Director of Academic Initiatives, and met a few times between January and April 2021. It became clear early on, that addressing the myriad of student policies embedded in different documents at the University in addition to changes at the office of student experience and the associated handling of both academic and non-academic misconduct that this was not a task that could be completed in a short timeframe. Daniella Beaulieu provided our subcommittee with documents related to some of the proposed changes, but these documents were all in draft format, overlapped with other task force subcommittee items, and included unknowns. The non-academic student misconduct committee then became a subcommittee under The Office of Student Experience reorganization working group (the AVP EDI sits/oversees this committee). Subsequently, the University non-academic student misconduct committee was suspended, and the University has now hired a consultant to investigate student non-academic misconduct policies. The consultant (Charles C. Smith Consulting) has begun the first phase of consultation which will take place between July and September 2021, and we expect that it will involve community, faculty/staff, and student consultation.

RECOMMENDATIONS

2.1 Review all Student Policies at the University of Windsor

In line with Bonilla-Silva's (2018) work on systems of color-blind racism, student policy at the University of Windsor is ostensibly race-neutral but, appears to be substantially racist in its intent and, additionally, in its execution.

These racisms are not easily corrected -many changes exist in a zero-sum system in which more fair treatment for racialized students broadly, and Black students particularly, will result in less privilege for other community members. They must be corrected, nonetheless. Every University of Windsor student, irrespective of racial identity, should be guaranteed to be protected by the University on campus. Both complainants and accused should be accountable in all formal and informal disputes. Considering the history of anti-Black racism in justice and disciplinary proceedings, a particularly critical lens is required for cases involving students- complainants or accused- who are Black.

2.2 Establish Transparent Policies and Procedures

There must be transparency around the complaint and adjudication process. Policies and procedures should NOT be hidden, incomprehensible, or linked with other both related and un-related policies and procedures such that interpretation of those policies and procedures can in any way harm or prevent their application. Clear and unambiguous articulation of policies and procedures are critical to just outcomes for all students. Policies and procedures should, therefore, be subject to independent external review for clarity and transparency and revised as necessary.

2.3 Establishment of EDI Advisory Committee/ Watchdog

We recommend that the campus-wide EDI Advisory Committee proposed by Dr. Clinton Beckford (Interim VP of Equity, Diversity, and Inclusion) be operationalized with the express purpose of considering these recommendations at the institutional level, be resourced as the next step in this process.

“WITHOUT COMMUNITY, THERE IS NO LIBERATION . . . BUT COMMUNITY MUST NOT MEAN A SHEDDING OF OUR DIFFERENCES, NOR THE PATHETIC PRETENSE THAT THESE DIFFERENCES NOT EXIST.

– AUDRE LORDE

3. BLACK CENTRIC INCLUSIVITY AND SAFE SPACE EXPECTATIONS FOR BLACK STUDENTS

At the University of Windsor, which in the realm of institutions of higher learning would be classified as a Predominately White Institution or PWI's (term used to describe institutions of higher learning in which Whites account for 50% or greater of the student enrollment. Lamotey, 2010)) it is important and necessary that Black students have a space where they feel welcomed and safe.

Post-secondary institutions have quite a way to go in adequately addressing their longstanding issues of inclusion, but first must understand their position as institutions that are about exclusion as well. Post-secondary institutions are built on a system of exclusion and inclusion practices. This is not only based on academic admission criteria, but on race as well.²

By their very nature, they are exclusionary and have abided by exclusionary frameworks and practices for generations. (see page 10 for history of Segregation in schooling in Canada from K-12 to post-secondary.)

RECOMMENDATIONS

3.1 Establish an Office of Black Students' Access and Inclusion on Campus

Create space for Black students. This space could start off as a virtual space as we continue to grapple with the effects of the COVID-19 pandemic. In the interim, a safe physical space must be investigated on campus. Once it is deemed to be safe for folks to gather, students, faculty, and staff will be able to do so at a time when it is appropriate in accordance with government health and safety guidelines for institutions in Ontario. Lessons can be learned from other post-secondary education institutions that have successfully developed spaces for Black students. A good example is

Dalhousie University's Black Student Advising Centre, which supports all Black students at Dalhousie and the Indigenous Student Centre, which helps create a sense of belonging to support student success for Indigenous students. Their Indigenous Student Advisor provides support and advocacy for all of Dalhousie's Indigenous students. Other examples include, York University's York United Black Students' Alliance and Humber College's, The BASE (Black Academic Success and Engagement) Program.

Implementing a community-based model (peer tutoring, mentoring (professor-student, alumni-student, student-student)) for this physical location promotes inclusion, a sense of community and encourages volunteerism among the Black student body.

Black students have a hard time talking with non-Black people about their experiences because of the historical evidence of apathy, bias, and downright hostility from non-Black people. We can address this need by creating a new office, under the Office of the VP Equity, Diversity and Inclusion, and hiring a team of Black people whose job description includes; discussing the needs of Black students; providing additional resources (mental, financial etc.) to help students in need; developing workshop and seminar modules on multicultural education, and gender and ethnic bias awareness etc. for faculty and campus employees (including campus police); annual anti-Black racism training for all staff; bias incident reporting training for all professional staff and student workers, and developing further guidelines for how to handle bias incident reports.

² *Queen's to redress harms of historic ban on black medical students*

3.2 Safe Space for Black Students on Campus

All students should feel safe everywhere on our campus. The campus should be a safe space for students, period. However, this is not the case for Black students. Examples from other institutions in the USA and Canada indicate that creating designated safe space can be impactful. Positive outcomes include building community and fostering a sense of inclusion and belonging. The task force recommends that the University of Windsor, establishes a physical space designated for Black students. The institution should consult and collaborate with Black stakeholders in the campus community on any such initiative.

It is recognized that a physical space might take some time to set up and run functionally. As an interim measure a virtual space could be an equally powerful tool of congregating and meeting the needs of Black students. Possible options include setting up a Diversity and Inclusion page on the university's website; creating a website and social media pages for the safe center (IG, FB, Twitter, LinkedIn), and include links to Black student groups and the ABR website on campus. The goal should be to create a social structure where Black students, Black prospective students, and Black Alumni experience inclusion and belonging on campus.

3.3 Creating a Campus Anti-Anti-Black Racism Resource Toolkit

Create an Anti-Black Racism Resource Toolkit that includes materials on allyship and understanding race in Canada, reading resources authored by Black people in the field of study, among others. Each academic and service delivery area must equip themselves with the necessary information, training, resources, policies, and procedures to address Anti-Black racism in their respective areas. In efforts to increase levels and systems of accountability, these areas should be required to report on their ongoing efforts to eradicate anti-Black racism within their spaces.

3.4 Black Student Leadership Opportunities

The University of Windsor must provide opportunities for Black students to participate in leadership roles within the University. Representation matters, and so for every student group that exists, if membership is desired, it is

important that Black students are included in leadership roles, and in committees, advisory boards, groups, task forces, agencies, and entities on campus. We recognize that increasing the population of Black students will result in increasing levels of visibility on campus.

3.5 Create a Network of Black Alumni that Black Students Can Lean On

The University of Windsor must initiate more and meaningful engagement with Black Alumni. There is a reservoir of Black talent developed at the University of Windsor and honed through alumni lived experiences which is untapped and hence unavailable to present Black students. Black alumni can help current students successfully navigate the university system as Black people. They can be sources of inspiration and advice that can impact outcomes for current students. The rationale behind this is the need to feel 'in community' with other Black people affiliated with the University of Windsor and support, through networking opportunities and mentorship, and the Black alumni association is in a better position to provide this to Black students.

3.6 Protect Black Students on Campus

Ensure Black students feel seen and included on campus. All spaces on campus must be deemed a safe space for Black students, staff, and faculty. When it comes to police presence on campus, the role of Campus Community Police and Windsor Police must be reviewed. The municipal law enforcement has the institutional responsibility to serve and protect the University of Windsor community. According to the UWindsor website, "The Campus Community Police play an important role in keeping the University of Windsor, its staff, students, and faculty safe. Campus Community Police are sworn to preserve the peace, prevent crimes, enforce the law, and protect our community... Campus Community Police officers are "Special Constables" appointed under Section 53 of the Police Services Act of Ontario. In Windsor they are given police powers for the law enforcement of the Criminal Code of Canada, Ontario Provincial Statutes, Federal Statutes and additionally, University Bylaws. While they are not employed specifically by Windsor Police, they have powers of enforcement as Peace Officers specifically for the University of Windsor and its Affiliated Colleges."³

³ UWindsor Camus Police, 2021

“NOW IS THE ACCEPTED TIME, NOT TOMORROW, NOT SOME MORE CONVENIENT SEASON. IT IS TODAY THAT OUR BEST WORK CAN BE DONE AND NOT SOME FUTURE DAY OR FUTURE YEAR.”

– W.E.B. DU BOIS

4. RESTRUCTURING OF THE OFFICE OF HUMAN RIGHTS, EQUITY, AND ACCESSIBILITY (OHREA)

For the University of Windsor to take crucial steps towards dismantling systemic and oppressive institutional practices that are at the root of anti-Black racism on campus, it is imperative to lead by example. For the institution to stand by its word on commitment to doing better, it is of great urgency to exemplify top-down leadership. The culture of the institution must change for our campus to be safe for all faculty, students, staff, and alumni.

The University of Windsor has stated that it has “failed” its Black faculty, students, staff, and alumni (University of Windsor, 2021). These actions will forge the pathway towards reconciliation and healing.

The task force submits that the process for handling complaints and resolving disputes through OHREA does not function in the interest of justice. This recommendation is based on the discussions of the task force and the experiences of some members with direct experience with OHREA as well as a consultative process with faculty, staff and students who have had interactions with OHREA. Shortcomings identified related to:

- Visibility and Awareness of OHREA on campus
- Accessibility
- Case Resolution
- Time Management
- Communication
- Effectiveness

Of note is the lengthy and cumbersome reporting procedures and the length of time taken to complete investigations. An inconsistent and less than transparent procedural process was also reported. There were complaints that users of the office’s services often feel even more victimized and marginalized through their experience. Some people reported feeling that their complaints were not taken seriously

RECOMMENDATIONS

4.1 Conduct Review of OHREA

Conduct an immediate and comprehensive transparent audit or review of OHREA to identify and define deficiencies. This office is critical to the university community and the well-being of students, staff, and faculty. It must not only function in the interest of the public but, be seen to do so.

4.2 Campus Survey of Human Rights Experiences

Conduct a comprehensive survey of the campus community (students, faculty association, and staff association members) to document feedback on the experience of the campus community with the current structure and processes within as related to human rights complaints. This will help establish a baseline against which any improvement can become compared.

4.3 Transparent Communication

There must be a process for keeping people with open cases apprised of the status of investigations related to the disposition of their cases in accordance with the rules of privacy and confidentiality. This is not only respectful but, is important in building trust and confidence in the system.

4.4 Transparent Review of Human Rights Policy

The policies and procedures within the Human Rights Policy must be reviewed immediately against the University’s renewed mandate for equity, diversity, and inclusion (EDI). This is necessary as the University took an important and commendable first step for dismantling racism on campus by creating a new Vice President of Equity, Diversity and Inclusion position and appointing a racialize person to fill the role. All policies and procedures at the university that can be subject to discrimination and harassment should be reviewed through an EDI lens by this new office. After revisions based on the review and recommendations from VP (EDI) office, consultations should be held with the campus community on the draft human rights policy before finalization and implementation of the revised policy. Future revisions should be subject to a similar consultative process.

Consultations and feedback on any administrative policy that affects the life and well-being of the campus community can be very helpful in gaining and maintaining the trust of the campus community in the University's mission of providing an environment free of harassment and all forms of discrimination.

4.5 Timely Management of Complaints

Establish a transparent and timely process for dealing with complaints and investigations at the University of Windsor. The long delays that currently exist, are untenable and foment discord and discontentment. They reinforce the perception that the university drags its feet and denies justice to certain parties. An investigative process that has the confidence and trust of the university community and marginalized constituencies within it is imperative.

4.6 Create Independent Office of Human Rights

The Office of Human Rights should not be part of OHREA and should not report to the President of the University or a vice president. For human rights to have meaning, a truly independent office must be established as a matter of urgency reporting to the Board of Governors. A professional independent office of human rights is fundamental to securing the EDI entitlements for the university community. The Ontario Human Rights Code prohibits discrimination and harassment on the following grounds: race, ancestry, place of origin, colour, ethnic origin, sex, citizenship, creed (religion), disability, age, marital status, family status, sexual orientation, gender identity and gender expression, receipt of public assistance (in accommodation only), and record of offences (in employment only). To ensure the applicability of the rules of natural justice, achieve fair treatment of all members of the University community and create an environment free of harassment and all forms of discrimination prohibited under the Code, the Board of Governors (BoG) at the University of Windsor enacted and approved a human rights policy for the institution in 1997. Under the Human Rights Policy [HRP], 1997 the Human Rights Commissioner at the university had responsibility for the implementation of the policy. In 2010, the roles and responsibilities of human rights that had been under the purview of the Human Rights Commissioner in HRP (1997), were aggregated with other responsibilities to create a new Office of Human Rights, Equity & Accessibility (OHREA). The task force submits that feedback from students, faculty, and staff suggest that this change has not served our community well.

4.7. Establish Coherent Process of Conflict Resolution

There is widespread dissatisfaction with complaints, disputes, and conflict resolution on campus. There are feelings of uncertainty, perceptions of inconsistency and allegations of unfair and unjust practices. This has caused a distrust of and lack of confidence in the University's ability to provide due process to racialized members of its community especially Black students. The task force is calling for new process for addressing complaints, disputes and conflict which is fair, trustworthy, inclusive, and just. The university should consider the role of an Office of Ombudsperson or an Office of Disputes and Conflict Resolution. Such an office should be well resourced and staffed with expert investigators, mediators, and problem-solvers who are competent in EDI analyses by virtue of education and training and lived experiences.

“A DEMOCRACY CANNOT THRIVE WHERE POWER REMAINED UNCHECKED AND JUSTICE IS RESERVED FOR A SELECT FEW. IGNORING THESE CRIES. AND FAILING TO RESPOND TO THIS MOVEMENT IS SIMPLY NOT AN OPTION – FOR PEACE CANNOT EXIST WHERE JUSTICE IS NOT SERVED.

– JOHN LEWIS

4.8 Continually maintain and improve a campus environment free of harassment and all forms of discrimination

The University must establish an EDI infrastructure that can deliver sustainable attention to issues of discrimination and oppression. It must invest in EDI capacity building and action to nurture this infrastructure. It must continue to hire talent to support and complement its decision to appoint a senior level EDI portfolio. The bases of discrimination and harassment are wide-ranging. To improve and maintain a welcoming and caring community and an environment free of harassment and all forms of discrimination in perpetuity, will require sustained effort and commitment. The task force recommends that the university expands the office of VP, EDI and with authority that allows it to independently lead anti-Black and EDI strategies. The office should collaboratively engage with the campus community through creation of representative working groups and action committees on development of a coherent EDI and anti-Black racism strategy.

5. RESPECT AND VALUE CAMPUS AFROCENTRIC INITIATIVES

The university must demonstrate genuine support of and respect for Black undergraduate and graduate students and various Afrocentric campus activities.

RECOMMENDATIONS

5.1 Scholarships and Grants for Black Students:

An increase in scholarship and bursary funds for Black students is paramount. Finances can prove to be yet another barrier for Black students in the completion of post-secondary studies at a disproportionately higher rate than non-Black students (James and Taylor, 2008). By increasing these funds, this will not only lead to more Black students completing their university studies, but Black students that are more focused and engaged within the institution.

5.2 Recommitment to existing and Longstanding Afrocentric Initiatives

i. The African Diaspora Youth Conference (ADYC) ⁴

The University of Windsor's African Diaspora Youth Conference (ADYC) must have complete and unconditional institutional support from the University of Windsor administration in the form of both funding and resources on an annual basis in perpetuity.

The African Diaspora Youth Conference, hosted by the University of Windsor since 2004 has acted as an informal recruitment hub for Black students from Windsor, Detroit, and the Greater-Toronto area. Founded by former Faculty of Arts and Social Sciences Dean Cecil Houston and headed by Faculty of Education Associate Professor, Dr. Andrew Allen, every year hundreds of high school students are brought to the University of Windsor to experience university life. Out of those students many decide to attend the University of Windsor.

Institutional support for the African Diaspora Youth Conference has not been at the level deserved for such an important event. The African Diaspora Youth Conference has been an important recruitment initiative of Black students even if it has not been officially recognized as so in enrollment management. There has been strong take-up of the \$1000 scholarships offered to all students that attend the conference and enrol at the University of Windsor.

Furthermore, the event creates a much-needed safer space for Black Windsor, Detroit, and the Greater Toronto area students to be in community with each other to learn and listen effectively which in turn serves as a vehicle of creating safer spaces for Black students, staff, and faculty at the University of Windsor.

⁴ www.uwindsor.ca/diasporayouthconference/298/history-diaspora

“DO THE BEST YOU CAN UNTIL YOU KNOW BETTER. THEN WHEN YOU KNOW BETTER, DO BETTER.”

– MAYA ANGELOU

ii. AFROFEST

The University of Windsor Student Alliance's (UWSA) AFROFEST programming must be annually supported institutionally through funding and resources by University of Windsor's administration in collaboration with the University of Windsor Student Alliance (UWSA).

AFROFEST is a long-standing Black student run initiative providing spaces for Black students at the University of Windsor to celebrate Black joy, Black liberation, Black history, Black futures, and Black student life on campus during Black History/African History/Black Futures Month. Ms. Camesha Cox, a two-time University of Windsor alumna developed AFROFEST in 2005 with the following mandate “Afrofest promotes unity on campus, celebrates the journey and progression of Black history, as well as engages in cross cultural exchange. AFROFEST is a fusion of intellectual discussion, film, fashion, and artistic and musical talent” (UWSA, 2021). The University of Windsor must be in support of all events that support unity on campus and celebrates the Black students at University of Windsor.

The University of Windsor's administration historically, has not been tangibly supportive of AFROFEST. Through the intentional lack of access to meeting spaces on campus, to the hyper policing of Black focused events, the administration has not provided a safer environment for AFROFEST to thrive at the University of Windsor.

⁵ uwsa.ca/services/afrofest

6. DATA COLLECTION AND ANALYSIS

Race-based data includes and is not limited to consultations, self-identification, and the overall compendium of the campus community composition. School of Nursing assistant professor at the University of Victoria, Dzifa Dordunoo argues that “collecting race-based data is a good first step toward equity but should not be the only one.” (Dordunoo, 2021). Thus, literacy on the data is essential as well. To have data literacy, the first necessary course of action is to collect data on race. Dr. Malinda Smith, Vice President of Equity, Diversity, and Inclusion at the University of Calgary states “it is too fundamental to defer to the future” emphasizing that there is, “a data gap on campus wherein no specific data on Black students exists.” Dr. Smith further provides a framework for race-based data collection around:

- a. The basic compositional data (quantitative)
- b. Assessing the experiences (qualitative data) focus groups

To move forward, race based data collection at the University of Windsor must strive to attain the following:

- i. Inform the Campus: When an institution is more informed, the decisions made will be more informed.
- ii. Provide Data Transparency: providing clear communication regarding the collection, usage, storage and access to information.
- iii. Create Data Literacy: consultations, self-identification, and compendium

A growing number of post-secondary institutions in Canada are now collecting racialized data from students. This is fairly recent in Canada but has been done in the United States for decades. The University of Windsor has been discussing such an initiative but even after years of consultation and discussion about this had not taken concrete implementation steps. Interestingly, the University has been collecting such data for employees for years through the Self-Identification Survey through the Office of Human Rights, Equity and Accessibility (University of Windsor, 2021). The task force submits that it is time to implement a student racialized data collection project.

RECOMMENDATIONS

6.1 Collect Raced-Based Data Now

The task force recommends gathering information on a single question related to race in order to move as quickly as possible. In many instances race base data is collected alongside additional data such as student experience, socioeconomic information, and personal information. Although this is ideal, after speaking with the Working Group on Data Collection, this extensive data collection will create a longer timeline and should only be discussed in later stages of the project. For now, it is imperative to collect data related only to race. From here we can learn, usage rates of services based on race, academic achievement base do race, and academic and non-academic misconduct accusations based on race since it will be tied to UWIN Site. According to the Working Group on Data Collection Initial discussions with the Chair of REB (Research Ethics Board), indicate that most likely this is an initiative that falls under Article 2.5 and would not require REB approval. Although not requiring REB approval, it is still incumbent upon us to follow ethical guidelines. Given the sensitive nature of the question, we could consider voluntarily getting the REB clearance to provide assurances to the student community of the ethical acceptability of this initiative. The imperative for a rapid timeline is a key consideration.

The task force recommends three categories under which the data should be reviewed and analyzed:

1. Demographic Data: When looking at the race breakout by program, we recommend that undergraduate and graduate numbers are separated. Analysis considerations:

- (i). Number of Black Students (full time, part time etc.)
- (ii). Race of students by faculty /department
- (iii). Race of faculty /staff by faculty and department
- (iv). Compare the student vs faculty/staff numbers/ proportion within each area This category can be used to identify possible gaps or barriers in representation at the university at all levels. It is imperative that we also look at representation at the leadership level across the university as well as within departments.

2. Student Success: Continue to use current methods of data analysis but further delineate by race. Retention rate by race Academic standing by race Academic progress by race (how long does it take to graduate) Academic misconduct by race Access of student success services by race (writing help centre, academic advising etc.)

3. Overall Campus Experience: The collection of race-based data will inform the institution about Campus Police encounters with members of the campus community. As well, the data will reveal the number of interactions, frequency of interactions with students and police involvement with student non-academic misconduct matters. These are critical issues to be analysed due to the hyper surveillance of faculty, staff, and student on university campuses. This requires further study in order to assess and ensure Black students feel safe on campus and are safe from racially targeted discriminatory practices.

6.2 Long-Term Data Collection Initiative Data Is Collected on Overall Student Experience

To assess overall campus experience, it is recommended that as a long-term data collection initiative, data is also collected on overall student experience based on race similar to NSSE. The National Survey of Student Engagement (NSSE) focuses on the nature of first year and senior students' undergraduate experience. The questions allow institutions to measure how successful they are at engaging students in activities and programs that they provide for students' academic and personal development. The task force recommends that to start, data collected based on the single question is done through UWINSITE Student. In the future, it would be ideal if the information came directly from the Ontario University Application Centre and sync directly with students UWIN account. According to the Working Group on Data Collection, the collection and use of student data is governed by the Notice of Disclosure, Confidentiality and use of Personal Information and Senate Bylaw 33. There are guidelines from the OHRC to collect data consistent with the Code.

6.3 Ensure Safe and Secure Race Based Data Collection Process for faculty, students, and Staff

The University of Windsor needs to ensure that established rules and policies around secure storage,

access, and the retention rules for collected data. It is recommended that the Review Committee on Employment Equity Reports, moving forward are further delineated based on race. The previous Institutional Reports on Racism, Oppression & Equity found at www.uwindsor.ca/antiblackracism/306/resources-continuous-learning-and-action. Specifically, the Review Committee on Employment Equity Reports does not collect disaggregated employment equity data related to Black employees rather all "visible minorities" are grouped together. It is recommended that this data be disaggregated to better understand where Black faculty and staff are employed on campus and what's happening to them in terms of employment status.

"I BELIEVE THAT THERE WILL ULTIMATELY BE A CLASH BETWEEN THE OPPRESSED AND THOSE THAT DO THE OPPRESSING. I BELIEVE THAT THERE WILL BE A CLASH BETWEEN THOSE WHO WANT FREEDOM, JUSTICE AND EQUALITY FOR EVERYONE AND THOSE WHO WANT TO CONTINUE THE SYSTEMS OF EXPLOITATION."

- MALCOLM X

6.4 Data on hiring, Promotion, Tenure, and Renewal (PTR) for Faculty and Staff

The task force recommends the collection and analysis of disaggregated data on hiring and promotion rates of black employees and recommend measures to increase the number of Black faculty and staff hired and promoted, especially at the senior levels. This data should be used to understand the experiences of harassment and discrimination of Black employees. Black employees should be encouraged to self-identify to gain an accurate picture of Black representation and experiences on campus. This can also be helpful in monitoring attrition and retention rates.

7. PROPORTIONATE REPRESENTATION OF RACIALIZED EMPLOYEES

The current demographic of employees at the University of Windsor is not reflective of the extraordinarily diverse racial and cultural makeup of the study body. This under-representation is most noticeable at the university amongst professorate but also rings true at the staff levels. This low representation begs to question the recruitment and hiring practices of the institution.

RECOMMENDATIONS

7.1 Review and Revise Employment Equity and Institutional Hiring Practices

Conduct a review of the talent development process as it relates to hires for positions at senior administrative levels (President, Vice President, Provost, Vice Provost, Deans), salaried positions. It is important to note that the position of Associate Dean should not be considered as there is no financial reward in this role. This is not the level of leadership to concentrate efforts on in terms of increasing diversity in this area. In terms of the university's leadership and administrative structure, Black people are mainly found at the Associate Dean's table. This is a position with a very modest stipend around \$10,000.00 for most ADs which has not increased in over a decade. Concentration of Black people in low level leadership positions which are demanding, while being under-valued and low-paid is an all-too-common trend the University of Windsor, should not be part of. The hiring of a Black man to the new position of Vice President of Equity, Diversity, and Inclusion is an encouraging first step in getting more diverse voices at the decision-making table that must now be built upon.

Furthermore, the university must look at systems and what modification can be made to be more attractive to Black people. Focus on how the university can intentionally recruit with diversity in mind. Fair remuneration for Black labour is only one consideration.

7.2 Diversification and Inclusion on Board of Governors and Senate

It is also critical for diversity and inclusion to be reflected in the highest levels of the university's governance structure. The task force recommends that in keeping

with our institutional recommitment to EDI, bringing diversity of representation to the Board of Governors and the Senate is critical. We call for an immediate and transparent review of the process for determining Board and Senate and development of a strategy to enhance representation of Black and racialized people in these two critical chambers of governance.

7.3 Race-based Salary Review

The task force recommends that the University of Windsor conduct a comprehensive review of salaries based on race. There is anecdotal evidence based on personal experience of racialized faculty and staff, that significant disparities in remuneration exist in actual salaries and salary offers by the university. There are reports from individuals about interpretations of unfair treatment in salary and remuneration discussions. Any review should look internally at the experiences of Indigenous, Black, and racialized employees and their salaries compared to their non-white counterparts, but also external comparative analyses.

The university has already taken the step to conduct a review of salaries based on sex.

There is no indication if comparisons were made between women of different races. If not, then this analysis should also be done.

7.4 Permanence of Vice-President Equity, Diversity, and Inclusion Portfolio

On June 1, 2021, the university took a good first step in appointing its first Vice President of Equity, Diversity, and Inclusion on an interim basis. The University of Windsor must now follow through on its commitment to make this position permanent. It must maintain the position with responsibility of Equity, Diversity, and Inclusion (EDI) portfolio at the Vice President level, on a full-time basis. The University should maintain the portfolio on a full-time basis, for a position at the Vice President (or Associate Vice-President) level with responsibility of Equity, Diversity, and Inclusion, like the Vice-President Academic, Vice-President Research, Vice-President Finance, etc.

It is important to have this role on a permanent basis to continue the work of the Task Force. This position would work to dismantle structures of oppression and work to create a culture of inclusion on campus and anti-racism; Develop coherent strategies needed to address the issues; Employment Equity (developing equitable hiring practices); Leading university efforts of inclusion, equity, anti-oppression, anti-racism; Identify structures and systems that are oppressive; Implementing strategies to build a more inclusive culture at the university; Broad area of responsibility, working with other areas of university, with leadership in coordinating all of these things; Conduct review of entire reporting structure of the university. Reorganize OHREA – Human Rights would be a separate office independent of the President’s office, AVP Student Experience office could report to the VP EDI (not Provost or President).

7.5 Twelve (12) Black Faculty Hires at the University of Windsor

In November 2020 the University of Windsor announced its intentions around a Black Scholars Hiring Initiative. This well-received by the university community in general and Black faculty, staff, and students more specifically. At the time of preparing this report there has been no apparent action in this regard and answers to questions about this during consultations did not provide elucidating details and plans. The task force is impressing upon the university, the critical importance of following-through on its announcement. To not do this would be seen as an egregious act of bad faith. It would further erode trust and

“A PROGRAM LIKE BLACK CANADIAN STUDIES IS NECESSARY FOR ALL CANADIANS, FOR ALL OF US TO INTERRUPT THIS IDEA THAT BLACKNESS IS SOMEHOW SEPARATE FROM CANADIAN SOCIETY AS A WHOLE AND TO BEGIN TO UNDERSTAND THE WAYS IN WHICH BLACK CULTURAL PRODUCTIONS AND BLACK HISTORIES ARE PART OF A LARGER CANADIAN NARRATIVE AND THAT THE CANADIAN NARRATIVE CANNOT BE UNDERSTOOD IN ALL OF ITS COMPLEXITIES IF IT IGNORES SUCH AN IMPORTANT AND INTEGRAL PART OF ITSELF.”

– ANDREA DAVIS

confidence in the university administration.

The university must immediately provide assurances to the community that this initiative will proceed in a timely fashion and provide updates about the progress so far. importance of updates and follow through on this initiative.

This initiative can play a major role in the university’s efforts to dismantle anti-Black racism and to build a campus that is truly diverse and to build a faculty that is representative of the students that it serves.

8. PROMOTION OF BLACK STUDIES, EDUCATION, AND TRAINING

Building an educational framework that will foster knowledge sharing and knowledge mobility, by not only educating the campus community about eradicating anti-Black racism but establishing ourselves as a leader in empowerment and advancement of Black students and the development of Black talent from undergraduate to the professorate. Decoloniality of curriculum and pedagogy is critical in this regard.

RECOMMENDATION

8.1 Black Studies Program

The task force recommends the implementation of a Black Studies Program at the University of Windsor. As one of the oldest Black communities in Canada and our proximity to the United States, this the ideal location for such a program due to the rich history and opportunities for cross-border collaborative learning opportunities.

A Black Studies degree program must be established with proper resources, funding, and administrative support at the University of Windsor immediately. This recommendation is related to the hiring of 12 Black scholars announced in November 2020 (University of Windsor, 2020). The task force recommends that the university develops strategies for dovetailing and synergistic alignment of these two initiatives. A strategy to do this was articulated in this task force's proposal and plan to Professor Jeffery Berryman, acting Provost, for the "12 new Black hires" and creating a Black Studies Program at the University of Windsor. The proposal exemplifies a tangible way the University of Windsor could commit to moving this initiative forward.

Furthermore, on a March 3rd, 2021 Researchers, Academics & Advocates of Colour for Equity, in Solidarity (RAACES) Panel Discussion entitled "The Long History of Black Windsor-Essex and Why UWindsor needs a Black Studies Program" wherein Black community members Leslie McCurdy (Acting President, The Black Council of Windsor Essex), Irene Moore Davis (President, Essex County Black Historical Research

Society), Mariam Tolson-Murtty (UWindsor anti- Black Racism Strategic Planning Officer), Kaitlyn Ellsworth (Wayne State University Black Studies graduate – '21, and University of Windsor Anti-Black Racism Taskforce Alumni representative), and Dr. Richard Ndayizigamiye, [Black Studies professor at Brock University] participated. This well attended panel discussion further solidified the community and alumni support of the creation of a Black Studies Program at the University of Windsor. The panel was hosted by Dr. Richard Douglass-Chin (University of Windsor, English and Women and Gender Studies Professor).

As well, the University of Windsor's Anti-Black Racism Task Force members met with Dr. Rosalind Hampton, Black Studies Professor at University of Toronto's Ontario Institute for Studies in Education (OISE) and executive member of the Canadian Black Studies Association on how to effectively implement a Black studies program at the University of Windsor.

"THE FACT THAT SOMEBODY IS DISPLEASED IS NO EVIDENCE THAT WE ARE WRONG."

– MARY ANN SHADD CARY

8.2. Anti-racism Education and Training

The University of Windsor should establish a coherent structure of education and training opportunities for members of the university community. While some of these may be general, efforts to customize training should also be done. For example, education for executive leadership team, senior management and the Board of Governors should be included. Activities customized to students should also be included. It was observed through task force discussions that the anti-Black racism educational framework, did not specifically engage students. Different areas of the university which greatly impact students should also be educated including, Residences, Campus Police, Athletics, and others. Topics should be diverse, and speakers/presenters should be carefully selected to meet the goals of the education and training.

9. SPECIALIZED SERVICES AND SUPPORTS

It is recognized that there is a lack of specialized services on campus to address the unique needs of Black students. These specialized services can serve Black students with specialized academic, mental health and physical well-being services to ensure students can continue to engage in a safe environment and learn and thrive in an environment that fosters growth and development. A holistic approach to ensure students are receiving the best guidance possible to be the best students they can possibly be. It is of utmost importance that these services be accessible and free of cost.

RECOMMENDATIONS

9.1 Black Student Support Office and Coordinators

A Black Student Coordinator can serve as a person who can provide trust and guidance while addressing specific needs of Black students. Institutions such as Dalhousie University in Halifax, Nova Scotia (Put reference and link to Dalhousie University) have programs and services that are geared for Black students and demonstrates the institution's investment in the success of Black students on their campus. This would be an important step in assuring Black students that the university is a welcoming place where their well-being and success is important and supported. This could part of a new office with a team of self-identified Black educational professionals whose job description includes discussing and addressing the needs of Black students. Such an office could be part of the development of a safe space

“DO NOT LOOK THE OTHER WAY; DO NOT HESITATE. RECOGNIZE THAT THE WORLD IS HUNGRY FOR ACTION, NOT WORDS. ACT WITH COURAGE AND VISION.”

– NELSON MANDELA

for Black students to form communities for professional growth, and fellowship. See Recommendation #...

9.2 Create A Network of Black Alumni

A Black Alumni Network can increase levels of engagement for Black students on campus. This has the potential to increase levels of self-efficacy that can potentially assist student in navigating their way through university. Other post-secondary institutions that have been successful in these endeavours include the University of Toronto – Mississauga (Reference UofT Mississauga, Black Alumni Network), Western University (Black at Western – demands (might be informal but still effect), and Queen's University Black Alumni Association (Queen's Black Alumni association). In terms of community resources, The Black Council of Windsor Essex County can also serve as a recourse to assist Black students along their educational journey.

(For more information, please refer to item 3.5 of the Anti-Black Racism Task Force Report which speaks further to the importance of formulating stronger engagement with University of Windsor Black Alumni).

10. EQUITY AUDIT OF LANCER ATHLETICS

It is recognized that the University of Windsor Department of Athletics has ongoing issues based around anti-Black racism. The University of Windsor's Athletic Department must undergo a departmental equity audit. This includes hiring practices of coaches, recruitment processes, Black and racialized student athlete academic support, discrimination complaint process etc. In consultation with former and current student athletes, the current culture in the Athletics department is unhealthy, unwelcoming, anti-Black, and harmful to Black student athletes.

RECOMMENDATIONS

10.1 Review of Hiring Practices for Coaching Staff

In consulting with current and former student athletes, there is a need to review the Athletic department with a lens focused on dismantling anti-Black racism. In consultation with former and potential coaching candidates, there is a need to review the Athletic departments hiring practices from an equity lens and an anti-anti-Black racism lens.

10.2 Implementation of a Safe Student Athlete Complaint Process

Consultations revealed a culture of fear that permeates

"IF YOU WISH TO MOVE MOUNTAINS TOMORROW, YOU MUST START BY LIFTING STONES TODAY.

– AFRICAN PROVERB

throughout the offices, halls, fields, courts, diamonds, tracks, rinks, and locker rooms of the athletic department regarding a formal complaint process against coaches. Student athlete complaints in general, were not taken seriously, but those specifically citing anti-Black racism even less so. The lack of action, concern and care of anti-Black racist complaints results in Black student athletes feeling isolated and unwelcomed in the Athletic Department and at the University of Windsor. The Athletic Department at the University of Windsor must put forth a less intimidating student complaint process. One that does not put the complainant in jeopardy of placing the student athlete's athletic and academic career in jeopardy in fear of reprisals due to the complaint.

Black student athletes are the most visible student ambassadors at the University of Windsor and reports indicate that they are not treated nor supported as such. Resources and support systems must be committed to by the Athletic department and the University of Windsor.

SUMMARY AND INDEX OF RECOMMENDATIONS

- 1. Racism Misconduct Response Team and Prevention Officer**
 - 1.2** Review of Student Confidentiality Agreements
 - 1.3** Student Assessment and Care Team
 - 1.4** Increased Accountability Measures
 - 1.5** Consequences For Racist Behaviour
 - 1.6** Restructuring the Current Office of Student Experience Positions
 - 1.7** Campus Police Re-Assessment Regarding Anti-Black Racism
- 2. Redress Student Policy**
 - 2.1** Review All Policies at the University of Windsor
 - 2.2** Establish an Office of Black Students' Access and Inclusion on Campus
 - 2.3** Establish Transparent Policies and Procedures
- 3. Black Centric Inclusivity and Safe Space Expectations for Black Students**
 - 3.1** Establish an Office of Black Students' Access and Inclusion on Campus
 - 3.2** Safe Space for Black Students on Campus
 - 3.3** Creating a Campus Anti-Anti-Black Racism Resource Toolkit
 - 3.4** Black Student Leadership Opportunities
 - 3.5** Create a Network of Black Alumni that Black Students Can Lean On
 - 3.6** Protect Black Students on Campus
- 4. Restructuring of the Office of Human Rights, Equity, and Accessibility (OHREA)**
 - 4.1** Conduct a Review of OHREA
 - 4.2** Campus Survey of Human Rights Experiences
 - 4.3** Transparent Communication
 - 4.4** Transparent Review of Human Rights
 - 4.5** Timely Management of Complaints
 - 4.6** Create Independent Office of Human Rights
- 4.7** Establish Coherent Process of Conflict Resolution
- 4.8** Continually Improve and Maintain an Environment Free of Harassment and All Forms of Discrimination
- 5. Respect and Value Campus Afrocentric Initiatives**
 - 5.1** Scholarships and Grants for Black Students
 - 5.2** Recommitment to existing and Longstanding Afrocentric Initiatives
- 6. Data Collection and Analysis**
 - 6.1** Collect Raced Based Data Now
 - 6.2** Long-Term Data Collection Initiative Data Is Collected on Overall Student Experience
 - 6.3** Ensure Safe and Secure Race Based Data Collection Process for faculty, students, and Staff
 - 6.4** Data on hiring PTR for Faculty and Staff
- 7. Proportionate Representation of Racialized Employees**
 - 7.1** Review and Revise Employment Equity and Institutional Hiring Practices
 - 7.2** Diversification and Inclusion on Board of Governors and Senate
 - 7.3** Race Based Salary Review
 - 7.4** Permanence of Vice-President Equity, Diversity, and Inclusion Portfolio
 - 7.5** Twelve (12) Black Faculty Hires at the University of Windsor
- 8. Promotion of Black Studies, Education, and Training**
 - 8.1** Black Studies Program
 - 8.2** Anti-racism Education and Training
- 9. Specialized Service and Supports**
 - 9.1** Black Student Coordinators
 - 9.2** Create A Network of Black Alumni
- 10. Equity audit of Lancer Athletics**
 - 10.1** Review of Hiring Practices for Coaching Staff
 - 10.2** Implementation of a Safe Student Athlete Complaint Process

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I APPENDIX

- Campus Communique: UWindsor Statement on Anti-Black Racism (Appendix A)
- Ontario Human Rights Commission: Letter to universities and colleges on racism and other human rights concerns (Appendix B)
- Anti-Black Racism Task Force Overview (Appendix C)
- Anti-Black Racism Call for Nominations Form, <https://www.uwindsor.ca/antiblackracism/> (Appendix D)
- Anti-Black Racism Task Force Terms of Reference (Appendix E)
- Email from UWindsor Alumni (Appendix F)
- 12 Black Faculty Hires Letter (Appendix G)
- University of Windsor Hiring Form (Human Resources) (Appendix H)

I APPENDIX A

CAMPUS COMMUNIQUE - OVERVIEW UWINDSOR STATEMENT ON ANTI-BLACK RACISM UWINDSOR'S COMMITMENT TO ELIMINATE ANTI-BLACK RACISM - JUNE 11, 2020

To the University of Windsor Campus Community,

The past few weeks have been exceedingly difficult for the Black members of our campus community.

The senseless killing of George Floyd at the hands of the Minneapolis police has set off a firestorm of protest that has served as a stark reminder that anti-Black racism remains pervasive not only in the United States, but in our country and on our campus. It was a blatant demonstration of anti-Black racism and it has resonated with all of us who decry racial injustice and discrimination.

Last week, the University of Windsor's statement on the death of Mr. Floyd did not go far enough and failed to both fully recognize the significance of the moment and explicitly condemn anti-Black racism.

The University thanks all of those who brought this to our attention.

We are committed to equity, diversity, and inclusion, but we also know that our University can and must do more when it comes to the issues that focus on equality and human rights. And we recognize that the University has not dealt with racial injustice in a meaningful way in the past, particularly as it applies to anti-Black racism.

We must make real, substantive change, and make a commitment to look squarely at systemic anti-Black racism on our campus and deal with it. As a University, we have to do better. We must also do what is right. There must be a place for voices to be heard, for students, staff, faculty and alumni to be engaged; a plan is needed for change; and there must be a process for accountability.

With that in mind, the University is taking the following measures as a first step:

In partnership with our student governments (UWSA, GSS and OPUS), we will establish a University of Windsor Anti-Black Racism Task Force. Representation will include our students, staff, faculty and alumni and will complement the recently announced Anti-Black Racism Committee in the Faculty of Law.

The Task Force will focus on: (i) listening and learning of the perspectives on anti-Black racism across the University; and (ii) identifying necessary policies, programs, pedagogy, research and the appropriate actions to address anti-Black racism in all forms. The Task Force will be established over the coming months and begin its work in Fall 2020.

The University will immediately establish a training and educational framework to raise awareness and understanding of anti-Black racism, whether intentional, unconscious or systemic, as well as proactive and remedial strategies to deal with it. Students, staff and faculty will be invited to participate in training opportunities which will be mandatory for all senior administrators and Board of Governors members. To better understand, monitor and track forms of racial discrimination across the University, we will explore a partnership with the Ontario Human Rights Commission to implement, among other things, a racial demographic data collection framework.

This will help to better understand the challenges faced by our marginalized students and allow future progress to be assessed.

Working with the Office of Human Rights, Equity & Accessibility (OHREA) and other units across the University, we will also commission an external review of our broader institution-wide equity, diversity and inclusion processes, policies, programs, committees and reporting structures. This review will be a collaborative undertaking, welcoming contributions from across the University community.

The University is committed to providing resources for each of these initiatives and will also establish an assessment and reporting process to effectively monitor and communicate progress moving forward.

We are now ready to make much-needed change as it relates to anti-Black racism at the University of Windsor. We will need everyone's help. And together, we will make a difference.

I APPENDIX B

LETTER TO UNIVERSITIES AND COLLEGES ON RACISM AND OTHER HUMAN RIGHTS CONCERNS

Dear Presidents and Principals:

I am writing to all public colleges and universities in Ontario after recent events have exposed that Indigenous, Black and racialized students are experiencing significant concerns of discrimination, xenophobia and targeting on campuses and in academic environments across Ontario. As service providers, all academic institutions have legally mandated human rights obligations to their students under the Ontario Human Rights Code (Code).

The Ontario Human Rights Commission (OHRC) is seeking your commitment to take action to create and sustain equitable and inclusive education environments.

There have been an increasing number of media accounts that have detailed a constellation of actions that sustain concerns of toxic learning environments ranging from frequent faculty microaggressions toward students, gratuitous use of the “N-word” in classrooms, to posting racist comments and images in chat rooms, to infiltrations (e.g. “Zoom-bombing”) of online meetings organized by racialized students, to threats of violence.

The media also alleges that many of these actions have either not been addressed, or have been improperly addressed, by school administrators. If these reports are accurate, the OHRC is concerned that inadequate institutional action can further embed the potential for anti-Black, anti-Indigenous and other forms of racism, along with other human rights violations, to persistently reoccur.

The OHRC has also gained troubling insights from students and student groups that have called on us through social media and/or written directly to the OHRC to convey their fears and frustrations about institutional apathy and/or internal institutional mechanisms used to handle their concerns.

Some have requested the OHRC exercise its range of powers under the Code, including launching a public

interest inquiry into toxic academic environments.

It is problematic that students have felt the need to independently seek OHRC support, when the primary responsibility for addressing human rights issues at their institutions does not rest with them (many of these students are just a few years out of high school).

Instead, the legal and practical responsibility to examine the conditions, challenges and impediments to a respectful learning environment is in the hands of the “directing minds” of universities, namely senior administrators and their human rights advisors.

Beyond an obligation to refrain from engaging in Code violations, human rights responsibility also entails positive obligations, such as implementing robust policies, protocols and complaint mechanisms to ensure human rights are fully recognized and respected. As discussed in the OHRC’s Policy primer: Guide to developing human rights policies and procedures, whether or not a formal complaint has been made, organizations must acknowledge and address potential human rights issues when the organization ought reasonably to be aware of discrimination and/or harassment.

This includes the positive duty to proactively assess and investigate the indicia of systemic discrimination and racism within the institution’s operations, especially where patterns or repeated allegations are raised, and to prevent future occurrences. This also involves monitoring organizational systems to examine and track for adverse impacts of policies and practices and taking positive measures to eliminate any such discriminatory elements.

All colleges and universities must ensure they institute transparent, accessible and formal structures to promote compliance with human rights law and principles, including comprehensive complaint mechanisms to foster a culture of human rights accountability. The OHRC calls on colleges and universities in Ontario to make certain discrimination and harassment does not occur, and is not tolerated in their academic communities, by ensuring strong, effective and fair complaint procedures.

Academic service providers are subject to a duty to investigate and ensure that prompt steps are taken to prevent any further harm or discrimination to their community members, see *Wall v. University of Waterloo* (1995) 27 C.H.R.R. D/44 (Ont. Bd. of Inq.). Ontario human rights jurisprudence has long established that organizational complaint processes must satisfy the following six criteria:

- The response must be prompt
- There must be organizational awareness that the conduct complained of is prohibited
- The matter must be dealt with seriously
- There must be a complaint mechanism in place
- The organization must act so as to provide a healthy environment
- The organization must communicate its actions to the complainant.

Ontario human rights jurisprudence has also established that a duty holder's failure to investigate and address allegations of discrimination and harassment in a timely and effective manner can cause and/or exacerbate the harm of discrimination in the assessment of liability.

In keeping with the OHRC's mandate to identify, prevent, and eliminate discrimination, and to promote human rights in Ontario, I encourage you to consult OHRC products that provide guidance on how to understand and fulfill human rights obligations. For example, the

OHRC recommends its Policy and guidelines on racism and racial discrimination; the Policy on eliminating racial profiling in law enforcement; the Policy Primer: Guide to developing human rights policies and procedures; and Human rights and policing: Creating and sustaining organizational change.

While some of these documents were developed in the context of the law enforcement sector, they contain foundational principles and useful advice for all organizations seeking to fulfill their legal requirements related to human rights. They are especially relevant to considerations about academic integrity investigations and campus security practices.

I believe that by working collaboratively with stakeholders within your academic communities, the goal of protecting human rights can be advanced. I also urge you to take meaningful steps to better understand the experiences of students who are calling for more respectful, equitable and inclusive academic environments.

To support the OHRC's commitment to public accountability and responsibility to serve the people of Ontario, this letter will be made public.

Sincerely,

Ena Chadha, LL.B., LL.M.
Chief Commissioner

cc: Hon. Ross Romano, Minister of Colleges and Universities
Hon. Doug Downey, Attorney General
OHRC Commissioners

APPENDIX C

ANTI-BLACK RACISM TASK FORCE OVERVIEW

Windsor has a duty to its faculty, staff, students and broader community to strive to be an agent of effective change. We have failed to fully address the pervasive racial injustice that manifests in society and on our campus. The year 2020 represents a significant shift in the global conversation around Anti-Black Racism. Black, Indigenous, and racialized peoples in Canada continue to face oppression, and the work of eradicating Anti-Black Racism and oppression in all its forms on our campus is critical. The University of Windsor is affirming its commitment to challenge and dismantle systemic oppression. A truly inclusive future for the University of Windsor begins with our actions and choices today. We invite all members of the campus community to engage in this important work.

PURPOSE

The Task Force will:

1. Listen to and learn from the experiences of Black students, staff, and faculty across the University of Windsor, with the goal of centring these experiences in determining priorities for substantive change.
1. Identify and review programs, pedagogical practices, policies, research, and other concrete actions on campus and beyond, and recommend pervasive anti-racism and anti-oppressive practices with measurable, time-defined Calls to Action. These Actions will support equitable access to opportunities, highlight and celebrate Black histories and cultures, and foster safer, inclusive, anti-racist communities.

In order for urgently needed and meaningful action to begin as soon as possible, the University will launch a number of preliminary initiatives this year based on early input from the Task Force and the findings of previous reviews and reports, while the Task Force pursues its work. The University will regularly seek input from the Task Force

regarding these initiatives and provide updates to the Task Force on the status of these early initiatives.

ABOUT THE TASK FORCE

The Task Force is advisory to the President, but operates independently. It will provide ongoing updates as it deems necessary, as well as the Final Report, to the Board of Governors and the Senate.

All reports will be made publicly available.

MEMBERSHIP:

The composition of the Task Force will reflect the diversity of Black/African/Caribbean communities and voices on campus and the intersectionality of identities and backgrounds (i.e. gender, sexual orientation, culture, etc.) that impact Black experience, safety, and equity. Representation will include members of faculty and staff, students, student unions and Black student groups, a community member/alumnus, and representation from a variety of disciplines. A detailed outline of the Task Force composition can be found at www.uwindsor.ca/antiblackracism.

The Task Force will select co-chairs (one student, one staff/faculty). The Task Force will be Black-led.

Task Force membership will prioritize Black voices as the majority of the composition. Membership should reflect the following characteristics:

- Knowledge and understanding of Anti-Black Racism issues
- Experience working on anti-racism issues
- Activism in the community on racial justice, anti-racism, equity issues
- Commitment and accountability to a collective process
- Skills in listening, analysing, and learning
- Ability to work in a team through consensus decision-making
- Availability and willingness to attend meetings at least once a month, and more frequently if required by the Task Force

NOMINATION PROCESS

Candidates may be nominated or self-nominate for eight at-large positions on the Task Force (two students, two staff, four faculty).

Representatives of constituencies identified in the Terms of Reference will be nominated by those groups.

All candidates or nominators for at-large positions are asked to complete the nomination form here (https://uwindsor.ca1.qualtrics.com/jfe/form/SV_3xCa4PAmaAZbgGh). **Deadline for nominations is Tuesday, October 20th, 2020.**

Nominations for at-large positions will be reviewed by the President's ABR Working Group¹, using the criteria above as a basis for decision making. In order to further independence of decision making, the President will recuse himself from this process. An expression of interest is not a guarantee of membership on the Task Force, but those not appointed will have many other opportunities to engage within the consultation process.

Timeline: Approximately 10 months. The work of the ABR Task Force is the first information gathering phase of an ongoing process to establish substantive cultural change that will help to create a safe environment for racial minority members of our University community. The Task Force will review this proposed timeline as part of its preliminary discussions and may revise if necessary. Meetings will take place as determined by the Task Force to meet its goals.

Resources: The University acknowledges its mandate to learn and unlearn, challenge and dismantle systemically racist practices and barriers in order to create a safer and more equitable environment for Black students, staff and faculty. We acknowledge that there can be no progress without a real, long-term, and consistent institutional commitment. The University will appoint an Anti-Black Racism Strategic Planning Officer as a full-time one-year position, to support the work of the Task Force and to provide leadership on preliminary initiatives related to combatting Anti-Black Racism on campus.

TERMS OF REFERENCE

As an institution of higher learning, the University of Windsor has a duty to its faculty, staff, students and broader community to strive to be an agent of effective change. We have failed to fully address the pervasive racial injustice that manifests in society and on our campus. The year 2020 represents a significant shift in the global conversation around Anti-Black Racism.

Black, Indigenous, and racialized peoples in Canada continue to face oppression, and the work of eradicating Anti-Black Racism and oppression in all its forms on our campus is critical. The University of Windsor is affirming its commitment to challenge and dismantle systemic oppression. A truly inclusive future for the University of Windsor begins with our actions and choices today. We invite all members of the campus community to engage in this important work.

PURPOSE

1. To listen and learn from the experiences of Black students, staff, and faculty across the University of Windsor, with the goal of centring these experiences in determining priorities for substantive change.
2. To identify and review policies, programs, pedagogical practices, research, and other concrete actions on campus and beyond, and recommend pervasive anti-racism and anti-oppressive practices with measurable, time-defined Calls to Action. These Actions will support equitable access to opportunities, highlight Black excellence and celebrate Black histories and cultures, and foster safer, inclusive, anti-racist communities.

In order for urgently needed and meaningful action to begin as soon as possible, the University will launch a number of preliminary initiatives this year based on early input from the Task Force and the findings of previous reviews and reports, while the Task Force pursues its work.

The University will regularly seek input from the Task Force regarding these initiatives and provide updates to the Task Force on the status of these early initiatives.

TIMELINE

- Consultation and the Report are to be completed by June 2021 (approx. 10 months).
- Meetings will take place as determined by the Task Force in order to meet its goals.
- The work of the Anti-Black Racism Task Force is the first information gathering phase of an ongoing process to create substantive change that will implement initiatives identified by the Task Force. The Task Force will review this proposed timeline as part of its preliminary discussions and may revise if necessary.

RESPONSIBILITIES & REPORTING STRUCTURE

- The Task Force is advisory to the President, but operates independently.
- The Task Force will carry out its mandate through a consultative process.
- The Task Force will provide ongoing updates, as it deems necessary, as well as the Final Report to the President's Anti-Black Racism Working Group¹, the Board of Governors and the Senate. All reports will be made publicly available.
- The Task Force will respect the confidentiality and rights of both Task Force members and those they engage with.
- Information gathered by the Task Force will be governed by a Research Ethics Clearance that mandates confidentiality and protection of privacy protocols.

RESOURCES & FINANCIAL SUPPORT

- The University will appoint an Anti-Black Racism Strategic Planning Officer as a full-time one-year position, to support the work of the Task Force and to provide leadership on preliminary initiatives related to combatting Anti-Black Racism on campus.

- In recognition of the time commitment, personal cost, expertise, and challenge involved in fulfilling the responsibilities of Task Force membership, the University commits to recompense in the form of academic awards for student members. Faculty and staff members will be eligible for professional development funding or research/teaching grant funding for Anti-Black racism and equity, diversity and inclusion related activities.
- The University will commit the funds necessary to support agreed to activities of the Task Force and to the long-term support of initiatives arising from Task Force recommendations.

TASK FORCE MEMBERSHIP

The composition of the Task Force will reflect the diversity of the Black/African/Caribbean communities and voices on campus and the intersectionality of identities and backgrounds (i.e. gender, sexual orientation, culture, etc.) that impact Black experience, safety, and equity.

The Co-Chairs of the Task Force (1 student, 1 staff/faculty) will be determined by the Task Force. The Task Force shall be Black-led.

Task Force Composition:

- (1) Student – Caribbean African Organization of Students (UG)
- (1) Student – African Students' Association (UG)

- (1) Student – Making It Awkward: Challenging Anti-Black Racism (UG – Law/Social Work)
- (1) Student – Black Law Students' Association (UG – Law)
- (1) Student – Fusion (UG)
- (1) Student – UWSA (UG – FT)
- (1) Student – OPUS (UG – PT/Mature)
- (1) Student – GSS (GRAD)
- (2) Student – At-Large - one must be an international student (Broader Student Engagement)
- (1) Faculty – Appointed Full-time WUFA Member (Academic & Institutional Knowledge)
- (4) Faculty – At-Large Full-time WUFA Members (Academic & Institutional Knowledge)
- (2) Academic Administrators – Appointed (Academic & Institutional Knowledge)
- (1) Community – Appointed/Alumni Association (Community/Alumni Engagement & Institutional Knowledge)
- (2) Staff – At-Large (Institutional Knowledge)

**Total (20): 10 students // 7 faculty // 1 Community Rep
// 2 Staff (Non-Admin)**

MEMBERSHIP PROCESS

- Constituency representatives (i.e. student groups and WUFA) will be appointed by their respective constituency, with attention to the criteria below.
- At-large student, staff and faculty members will be determined by an open call based on the criteria below. The Working Group on Anti-Black Racism, which is coordinating the launch of the Task Force and connected institutional initiatives, will review the applications and finalize Task Force membership based on the criteria below.
- The community representative will be identified in consultation with the Alumni Association.

MEMBERSHIP CRITERIA

Task Force membership will prioritize Black voices as majority of the composition and reflect the intersectionality of Black/African/Caribbean experiences (i.e. gender, sexual orientation, cultures, etc.), and a diversity of academic disciplines. Black candidates will be prioritized. Membership should reflect the following characteristics:

- Knowledge and understanding of Anti-Black Racism issues

- Experience working on anti-racism issues
- Activism in the community on racial justice, anti-racism, equity issues
- Commitment and accountability to a collective process
- Skills in listening, analysing, and learning
- Ability to work in a team through consensus decision-making
- Availability and willingness to attend meetings at least once a month, and more frequently if required by the Task Force

MEMBERSHIP GUIDELINES:

- If a constituency-based member steps down, their constituency will appoint another individual.
- If an at-large community, faculty, staff, or student member steps down, another will be identified and appointed, subject to the Task Force's approval.

APPENDIX D

UNIVERSITY OF WINDSOR ANTI-BLACK RACISM TASK FORCE

Call for Nominations

The University of Windsor invites nominations and self-nominations from students, staff, faculty, and community members for the Task Force on Anti-Black Racism.

As an institution of higher learning, the University of Windsor has a duty to its faculty, staff, students and broader community to strive to be an agent of effective change. We have failed to fully address the pervasive racial injustice that manifests in society and on our campus. The year 2020 represents a significant shift in the global conversation around Anti-Black Racism. Black, Indigenous, and racialized peoples in Canada continue to face oppression, and the work of eradicating Anti-Black Racism and oppression in all its forms on our campus is critical. The University of Windsor is affirming its commitment to challenge and dismantle systemic oppression. A truly inclusive future for the University of Windsor begins with our actions and choices today. We invite all members of the campus community to engage in this important work.

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The University will regularly seek input from the Task

Force regarding these initiatives and provide updates to the Task Force on the status of these early initiatives.

ABOUT THE TASK FORCE

The Task Force is advisory to the President, but operates independently. It will provide ongoing updates as it deems necessary, as well as the Final Report, to the Board of Governors and the Senate. All reports will be made publicly available.

Membership:

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- Knowledge and understanding of Anti-Black Racism issues
- Experience working on anti-racism issues
- Activism in the community on racial justice, anti-racism, equity issues
- Commitment and accountability to a collective process
- Skills in listening, analysing, and learning
- Ability to work in a team through consensus decision-making
- Availability and willingness to attend meetings at least once a month, and more frequently if required by the Task Force

NOMINATION PROCESS

Candidates may be nominated or self-nominate for eight at-large positions on the Task Force (two students, two staff, four faculty). Representatives of constituencies identified in the Terms of Reference will be nominated by those groups.

All candidates or nominators for at-large positions are asked to complete the nomination form [HERE](#). Deadline for nominations is Tuesday, October 20th, 2020.

Nominations for at-large positions will be reviewed by the President's ABR Working Group¹, using the criteria above as a basis for decision making. In order to further independence of decision making, the President will recuse himself from this process.

An expression of interest is not a guarantee of membership on the Task Force, but those not appointed will have many other opportunities to engage within the consultation process.

Timeline: Approximately 10 months. The work of the ABR Task Force is the first information gathering phase of an ongoing process to establish substantive cultural change that will help to create a safe environment for

racial minority members of our University community. The Task Force will review this proposed timeline as part of its preliminary discussions and may revise if necessary. Meetings will take place as determined by the Task Force to meet its goals.

Resources: The University acknowledges its mandate to learn and unlearn, challenge and dismantle systemically racist practices and barriers in order to create a safer and

more equitable environment for Black students, staff and faculty. We acknowledge that there can be no progress without a real, long-term, and consistent institutional commitment. The University will appoint an Anti-Black Racism Strategic Planning Officer as a full-time one-year position, to support the work of the Task Force and to provide leadership on preliminary initiatives related to combatting Anti-Black Racism on campus.

¹ *The President's ABR Working Group membership is the President, Jeremiah Bowers (Anti-Black Racism Projects Coordinator), Tiffany Gooch (Board of Governors, Alumni), Kaye Johnson (Office of Human Rights, Equity, and Accessibility), Clinton Beckford (Faculty of Education), Mariam Tolson Murty (AntiBlack Racism Strategic Planning Officer), and Bev Hamilton (Working Group Support).*

APPENDIX E

UNIVERSITY OF WINDSOR ANTI-BLACK RACISM TASK FORCE TERMS OF REFERENCE – SEPT. 21, 2020

As a society, we have failed to effectively address the pervasiveness of racial injustice that has always been part of Canada's history. As an institution that is expected to be a change agent, the University of Windsor has been complicit in this failure. The most recent acts of Anti-Black Racism have galvanized global consciousness about a centuries-old problem that has oppressed Black, Indigenous and racialized peoples in Canada. A critical component of this work must be to address the challenges of Anti-Black Racism on our campus. The University of Windsor is affirming its obligation and commitment to lead and act in challenging and dismantling this systemic oppression, and the dangerous philosophies on which it is grounded.

PURPOSE

1. To listen and learn from the experiences of Black students, staff, and faculty across the University of Windsor, with the goal of centring these experiences in determining priorities for substantive change.
2. To identify and review policies, programs, pedagogical practices, research, and other concrete actions on campus and beyond, and recommend pervasive anti-racism and anti-oppressive practices with measurable, time-defined Calls to Action. These Actions will support equitable access to opportunities, highlight and celebrate Black histories and cultures, and foster safer, inclusive, anti-racist communities.

In order for urgently needed and meaningful action to begin as soon as possible, the University will launch a number of preliminary initiatives this year based on early input from the Task Force and the findings of previous reviews and reports, while the Task Force pursues its work. The University will regularly seek input from the Task Force regarding these initiatives and provide updates to the Task Force on the status of these early initiatives.

TIMELINE

- Consultation and the Report are to be completed by June 2021 (approx. 10 months).
- Meetings will take place as determined by the Task

Force in order to meet its goals.

- The work of the Anti-Black Racism Task Force is the first information gathering phase of an ongoing process to create substantive change that will implement initiatives identified by the Task Force. The Task Force will review this proposed timeline as part of its preliminary discussions and may revise if necessary.

RESPONSIBILITIES & REPORTING STRUCTURE

- The Task Force is advisory to the President, but operates independently.
- The Task Force will carry out its mandate through a consultative process.
- The Task Force will provide ongoing updates, as it deems necessary, as well as the Final Report, to the President's Anti-Black Racism Working Group⁶, the Board of Governors and the Senate. All reports will be made publicly available.
- The Task Force will respect the confidentiality and rights of both Task Force members and those they engage with.
- Information gathered by the Task Force will be governed by a Research Ethics Clearance that mandates confidentiality and protection of privacy protocols.

RESOURCES & FINANCIAL SUPPORT

- The University will appoint an Anti-Black Racism Strategic Planning Officer as a full-time one-year position, to support the work of the Task Force and to provide leadership on preliminary initiatives related to combatting Anti-Black Racism on campus.
- In recognition of the time commitment, personal cost, expertise, and challenge involved in fulfilling the responsibilities of Task Force membership, the University commits to recompense, in the form of professional development funding/research grant funding (faculty and staff) or academic award (students).
- The University will commit the funds necessary to support agreed to activities of the Task Force and to the long-term support of initiatives arising from Task Force recommendations.

⁶ The President's ABR Working Group membership is the President, Jeremiah Bowers (Anti-Black Racism Projects Coordinator), Tiffany Gooch (Board of Governors, Alumni), Kaye Johnson (Office of Human Rights, Equity, and Accessibility), Clinton Beckford (Faculty Member), Mariam Tolson-Murphy (Anti-Black Racism Strategic Planning Officer) and Bev Hamilton (Working Group Support).

TASK FORCE MEMBERSHIP

The composition of the Task Force will reflect the diversity of the Black/African/Caribbean communities and voices on campus and the intersectionality of identities and backgrounds (i.e. gender, sexual orientation, culture, etc.) that impact Black experience, safety, and equity. The Co-Chairs of the Task Force (1 student, 1 staff/faculty) will be determined by the Task Force. The Task Force shall be Black-led.

Task Force Composition:

- (1) Student – Caribbean African Organization of Students (UG)
- (1) Student – African Students' Association (UG)
- (1) Student – Making It Awkward: Challenging Anti-Black Racism (UG – Law/Social Work)
- (1) Student – Black Law Students' Association (UG – Law)
- (1) Student – FUSION (UG)
- (1) Student – UWSA (UG – FT)
- (1) Student – OPUS (UG – PT/Mature)
- (1) Student – GSS (GRAD)
- (2) Student – At-Large (Broader Student Engagement), at least one of whom is an international student
- (1) Faculty – WUFA (Academic & Institutional Knowledge)
- (4) Faculty – At-Large (Academic & Institutional Knowledge)
- (2) Academic Administrators – Appointed (Academic & Institutional Knowledge)
- (1) Community – At-Large (Community/Alumni Engagement & Institutional Knowledge)
- (2) Staff – At-Large (Institutional Knowledge)

Total (20): 10 students // 7 faculty // 1 Community Rep // 2 Staff (Non-Admin)

MEMBERSHIP PROCESS

- Constituency representatives (i.e. student groups and WUFA) will be appointed by their respective constituency, with attention to the criteria below.

- At-large student, staff and faculty members will be determined by an open call based on the criteria below. The Working Group on Anti-Black Racism, which is coordinating the launch of the Task Force and connected institutional initiatives, will review the applications and finalize Task Force membership based on the criteria below.
- The community representative will be identified in consultation with the Alumni Association.

MEMBERSHIP CRITERIA

Task Force membership will prioritize Black voices as majority of the composition and reflect the intersectionality of Black/African/Caribbean experiences (i.e. gender, sexual orientation, cultures, etc.), and a diversity of academic disciplines. Black candidates will be prioritized. Membership should reflect the following characteristics:

- Knowledge and understanding of Anti-Black Racism issues
- Experience working on anti-racism issues
- Activism in the community on racial justice, anti-racism, equity issues
- Commitment and accountability to a collective process
- Skills in listening, analysing, and learning
- Ability to work in a team through consensus decision-making
- Availability and willingness to attend meetings at least once a month, and more frequently if required by the Task Force

MEMBERSHIP GUIDELINES:

- If a constituency-based member steps down, their constituency will appoint another individual.
- If an at-large community, faculty, staff, or student member steps down, another will be identified and appointed, subject to the Task Force's approval.

The University of Windsor invites nominations and self-nominations from students, staff, faculty, and community members for the Task Force on Anti-Black Racism.

As an institution of higher learning, the University of

APPENDIX F

EMAIL FROM UWINDSOR ALUMNI

From: [REDACTED]

Sent: December 4, 2020 12:36 PM

To: [REDACTED]

Subject: Connecting Re: Black Alumni Suggestions

Hi [REDACTED]

As a Black Alumni of UWindsor, I wanted to provide a few of my suggestions to you directly. If you need any further clarification or support, please let me know.

- External Audit of representation of Black senior admin, faculty, and support staff; which is shared and published widely
- Focus groups conducted with Black students with clear directives, outcomes, community supports; students who attend are paid for their time
- Commitment to hiring new designated positions
- Hiring of Black academic advisors, recruitment staff, career advisors, and wellness counselors (targeted postings are doable and happening in Ontario PSE); rooted in anti-oppressive, culturally relevant framework.
- These roles cannot be simply designated, filled and left on their own. They need to be fully supported and retained by an audit of Black staff's current experiences on-campus, and direct interventions to support their success and progression into senior roles.
- Developing a safer Black student space on campus (and online for now), staffed by full-time, part-time and student Black staff, delivering programming, advocacy support, healing, wellness, etc. Ensuring this space is also inclusive of 2SLGBTQ+, Indigenous, and International students, recognizing the intersectionality of this student population. There are many examples of these spaces effectiveness, including the space at Humber College I manage. <https://humber.ca/thebase/>
- Development of a Black Mentorship Program for Black Alumni to connect with current Black students. This program should again be developed with students, and run by a Black staff member trained in anti-oppression.
- As a Black alumni, I would gladly give money towards

any of the aforementioned initiatives (as well as scholarships), my time, and expertise. More Black alumni outreach, and fundraising (including in-kind) should be done, as Black community members want to help.

- Mandatory Anti-Black racism training (semesterly) for all student organizations seeking CCT eligibility or faculty/ UWSA club funding, and/or campus space
- This training (should be rooted in Canadian context) should also extend to all student leaders within the Student Experience Office, staff, and senior leadership. Training should be delivered in a safe way for Black leaders.
- Creation of a Black studies programming should be explored – BA, MA, PhD, with a certificate program option available for free to Black individuals (or at a nominal rate); Bridging Option: Upon completion of the certificate, Black learners will have the option to use credits towards a BA in their field of choice (either Black Studies, or use them as electives for another field). This program should be administered by a Black staff and/or faculty member, once again, rooted in anti-oppressive, culturally relevant pedagogy and service delivery.

These interventions are merely suggestions, but cannot be simply be created and left alone. It is clear UWindsor has a deep and harmful history of Anti-Black racism, and senior admin need to do their research with respect to ensuring the safety of students whenever possible. Ex) Many Non-Black students may/will see any changes and support to Black students as further incentives to cause harm, enact violence (verbal physical, etc.). The campus culture must first shift (starts with leadership) to ensure these interventions can be executed with the safety of Black students, staff and faculty at the forefront of any discussions.

Thank you again!

[REDACTED]

[REDACTED]

[REDACTED]

Manager, Equity & Student Life
Student Success and Engagement
Humber College [REDACTED]
416-675-6622 ext. 4976

I APPENDIX G

NEW INITIATIVES TO TACKLE ANTI-BLACK RACISM

Nov 13th, 2020

In conjunction with the launch of the Anti-Black Racism Task Force, the University is announcing two new initiatives related to combatting anti-Black racism on campus: a faculty recruitment strategy and an Anti-Black Racism Initiatives Fund.

“The work of the task force will provide us with current and detailed guidance in terms of long-term, structural interventions to combat racism on campus,” says UWindsor president Robert Gordon. “That being said, there are many initiatives, identified from previous campus reports and promising practices elsewhere, that we can start immediately, in consultation with the task force and the campus community.

“The Anti-Black Racism Initiatives Fund is intended to provide support for students, staff, and faculty driven activities in the short-term, while the task force does its work.”

The University is committing to hiring 12 Black faculty members by the end of the 2023 hiring cycle. The procedures overseeing this process will be consistent with policy and the Collective Agreement, and will also be guided by the advice of the deans and the task force.

The Anti-Black Racism Initiatives Fund provides project and initiative funding, focusing on supporting teaching and curriculum change and development, research and faculty leadership, initiatives that will help us to learn to do better, and student opportunities.

The fund will provide \$10,000 grants for research; teaching, learning, and curriculum projects; and student leadership opportunities. A call will also be launched for a two-year Anti-Oppressive Pedagogies Teaching Leadership Chair, and funds have been allocated for staff and faculty to apply for up to \$2,000 — or potentially more — for professional development in this area.

Units across campus including the Centre for Teaching and Learning and the Office of Research and Innovation Services will provide support for these initiatives, but the University will be seeking guidance and input from the task force and the campus community more generally in the design of the calls and on selection committees.

Faculty, staff, students, and departments will all have access to resources for a range of initiatives through this fund.

I APPENDIX H

Name: _____

Date: _____

Position: _____

Job Posting #: _____
(if applicable)



University
of Windsor

Application for Employment

(For non-Academic positions)

Department of Human Resources
Windsor, Ontario
N9B 3P4
519-253-3000

CONFIDENTIAL

We appreciate your interest in working at the University of Windsor. Please complete this application and enclose an up-to-date resume. If you are applying for a position that is covered by one of our union collective agreements, you should be aware that we must allow our qualified unionized staff the first opportunity for transfer or promotion to such a position. If we are unable to select a qualified University employee, your application will then be considered for the position for which you have applied.

It is the University's philosophy that every person is free and equal in dignity and rights regardless of race, creed, age, colour, sex, marital status, ancestry, place of origin, ethnic origin, citizenship, record of offenses, family status, sexual orientation or disability.

THIS APPLICATION WILL BE KEPT ON FILE FOR SIX MONTHS.

(It can be renewed toward the end of that period)

**THE UNIVERSITY OF WINDSOR IS COMMITTED TO EMPLOYMENT EQUITY AND WELCOMES
APPLICATIONS FROM ABORIGINAL PEOPLES, PERSONS WITH DISABILITIES, WOMEN,
AND VISIBLE MINORITIES.**

PERSONAL INFORMATION				
Last Name	Given Name	Initial		
Mailing Address (Include Postal Code)		Telephone:	Work: Home:	
Email:				
APPLICATION INFORMATION				
Position applied for OR work preferred <u>2021-13-19</u>				
Are you seeking	Regular <input type="checkbox"/> Full-time Employment	Regular <input type="checkbox"/> Part-time Employment	Would you be willing to work as a casual employee? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Please indicate hours/days available if part-time or casual _____				
Minimum salary expected _____ Date available _____				
EDUCATION AND TRAINING				
	Name & Address	Length of Course	Field of Study	Grade/Diploma/ Degree Completed
High School/GED				
Commercial or Technical Training				
Undergraduate College/University				
Other Continuing Education				
Professional Qualifications/Memberships/Licenses if applicable:				
All applicants are encouraged to include volunteer or unpaid experience related to this position.				
SPECIALIZED SKILLS				
A. SECRETARIAL/CLERICAL				
<input type="checkbox"/> Word Processing <input type="checkbox"/> Spreadsheets <input type="checkbox"/> Databases <input type="checkbox"/> Medical Terminology <input type="checkbox"/> Keyboarding _____ wpm <input type="checkbox"/> Dictaphone <input type="checkbox"/> Data Entry <input type="checkbox"/> Graphics <input type="checkbox"/> Scientific Terminology <input type="checkbox"/> Other _____ specify <input type="checkbox"/> Shorthand Speed _____				
Please specify computer packages you are familiar with below, and rate your proficiency as follows:				
1) course only/no experience <input type="checkbox"/> 2) some working knowledge <input type="checkbox"/> 3) proficient <input type="checkbox"/> 4) expert <input type="checkbox"/> ex: WP 8(3)				
_____ _____				
B TECHNICAL SKILLS				
C TRADES/MAINTENANCE SKILLS				

EQ_EMAPP_05

E M P L O Y M E N T R E C O R D List most recent employment first			
Start Date	Employer	Address	Position Held
End Date	Reason for Leaving	Supervisor's Name & Title	Annual Salary
Start Date	Employer	Address	Position Held
End Date	Reason for Leaving	Supervisor's Name & Title	Annual Salary
Start Date	Employer	Address	Position Held
End Date	Reason for Leaving	Supervisor's Name & Title	Annual Salary
G E N E R A L			
<p>If you have or are currently working for the University of Windsor please indicate; Dates, Position, Department, Supervisor</p> <p>_____</p>			
T B M O N I T O R I N G			
<p>Have you recently been outside of Canada for 12 months or more? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If yes, please explain: _____</p> <p>_____</p>			
I N A C C O R D A N C E W I T H O N T A R I O H U M A N R I G H T S C O D E			
<p>Are you between the ages of 18 and 65? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Are you legally entitled to work in Canada? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Have you ever been convicted of a criminal offence for which a pardon has not been granted? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If yes, please explain: _____</p> <p>_____</p>			

EQ_EMAPP_05

REFERENCES

List three persons, other than relatives or personal friends, who have knowledge of your work experience and/or education.

	Name	Company	Position	Telephone
1.	_____	_____	_____	_____
	_____	_____	_____	_____
2.	_____	_____	_____	_____
	_____	_____	_____	_____
3.	_____	_____	_____	_____
	_____	_____	_____	_____

May we contact your present employer for a reference? ☒ Yes ☐ No Previous Employers ☐ Yes ☐ No

If no, please state reasons: _____

RELEASE/DECLARATION

I authorize anyone (unless otherwise specified) to provide the University of Windsor with any relevant information that may be required by them in accordance with this employment application. I hereby waive any privilege of confidentiality with respect to the release of this information to the University of Windsor.

I certify that all the above statements made by me are true with the full knowledge and understanding that if it is found I have falsified in this application, such falsification will constitute full and sufficient grounds for dismissal from the employ of the University of Windsor.

Date: _____ Signature: _____



Thank you for taking the time to complete this application and for your interest in the University of Windsor. If you are a person with a disability and require technical aids or alternative arrangements for tests or interviews, please advise our department of these special needs, and any ways in which we can be of assistance, if you are contacted.

equity matters

TO THE APPLICANT:

The University of Windsor is an Employment Equity employer. Our desire is to have a workforce which reflects the diversity in the Canadian population. To assist us in this objective, we maintain a data base which enables us to ensure that our recruitment and out reach programs are free from discrimination.

Achieving and maintaining an equitable workforce remains at the forefront of the University of Windsor's Employment Equity planning. Our goal is to ensure that no person is denied employment opportunities or benefits for reasons unrelated to ability.

Employment Equity designated groups are those groups which have traditionally been excluded from the workforce. Even when they are employed, they tend to be concentrated in lower paying or specialist jobs and excluded from jobs with decision making responsibilities.

The four designated groups are:

- Aboriginal peoples
- persons with disabilities
- visible minorities; and
- women

Please answer the questions below and return it to the Office of Employment Equity at the University of Windsor.

The information you provide will be held in strictest confidence by the Office of Employment Equity.

The information on this form is in no way tied to your employment at Windsor. It is collected only as a way of establishing a data base for statistical purposes.

Please feel free to contact the Office of Employment Equity at (519) 253-3000 extension 2056 if you would like more information or clarification.

Thank you in advance for your help.

If you have decided not to complete the questionnaire please check here: ☐

EQ_EMAPP_05

PERSONS WITH DISABILITIES

For the purposes of employment equity, "persons with disabilities" means persons who have a long-term or recurring physical, mental, sensory, psychiatric or learning impairment and who: a) consider themselves to be disadvantaged in employment by reason of that impairment or, b) believe that an employer or potential employer is likely to consider them to be disadvantaged in employment by reasons of that impairment, and includes persons whose functional limitations owing to their impairment have been accommodated in their current job or workplace. Based on this definition, **are you a person with a disability?**

Yes _____ No _____

NOTE: This question is not asking about whether you are receiving "long-term disability" benefits.

If you consider yourself a member of this group, please specify:

- ☐ Coordination/dexterity impairment (e.g., cerebral palsy)
- ☐ Developmental impairment (e.g. Down's syndrome)
- ☐ Mobility impairment (e.g., need to use a wheelchair)
- ☐ Speech impairment
- ☐ Visual impairment-partially sighted (not including use of normal eyewear)
- ☐ Visual impairment-blind
- ☐ Hearing impairment-hard of hearing
- ☐ Hearing impairment-deaf
- ☐ Non-visible physical impairment (e.g., epilepsy, hemophilia, heart condition, etc.)
- ☐ Learning disability or comprehension impairment (e.g., dyslexia)
- ☐ Psychiatric disability (e.g., depression, schizophrenia)
- ☐ Other disability, please specify: _____

VISIBLE MINORITIES OF CANADA

For the purposes of employment equity, "members of visible minorities means persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour. Based on this definition, **are you a member of a visible minority?**

Yes _____ No _____

NOTE: This question is not asking about Canadian aboriginal or native ancestry or about citizenship, place of birth, religion,

language, ethnicity, or cultural background. You may identify yourself with a visible minority group whether or not you were born in Canada or are a Canadian citizen.

Race is not a scientific concept, but it does have a general meaning in Canadian society. When a dominant group identifies others in terms of race or colour, it has economic and social consequences for life chances.

Are you white in colour or Caucasian in race?

☐ yes ☐ no

If you answered "NO", please indicate which of the following categories best applies to you:

- ☐ Black
- ☐ East Asian
- ☐ South Asian
- ☐ South East Asian
- ☐ American Indian, Central or South American Indian
- ☐ West Asian/Arab
- ☐ Other

Please specify: _____

ABORIGINAL PEOPLES OF CANADA

For purposes of employment equity, a person is an Aboriginal person if he or she is a member of the Indian, Inuit or Métis peoples of Canada. Based on this definition, **are you an Aboriginal person?**

Yes _____ No _____

If you consider yourself to be a member of this group please specify:

- ☐ Status Indian
- ☐ Non-Status Indian
- ☐ Métis
- ☐ Inuit

GENDER

For the purposes of employment equity, women are a designated group.

Are you: ☐ Male ☐ Female

REPORT OF THE UNIVERSITY OF WINDSOR

ANTI-BLACK RACISM TASK FORCE

FALL 2021

**University of Windsor
Board of Governors**

4.2.1: Audited Financial Statements of the University of Windsor Pension Plans for the year-ended June 30, 2021

Item for: **Approval**

Forwarded by: **Board Audit Committee**

MOTION 1: That the Audited Financial Statements of the University of Windsor Retirement Plan for Faculty and Certain Employees for the year-ended June 30, 2021 be approved.

MOTION 2: That the Audited Financial Statements of the University of Windsor Employees' Retirement Plan for the year-ended June 30, 2021 be approved.

Rationale:

The audited financial statements for the Pension Plans are special purpose statements. These financial statements present the net assets available for benefits as of June 30, 2021 and the change in net assets.

These financial statements have been prepared for the sole purpose of providing information to the Trustee of the University of Windsor Pension Plans and the Financial Services Commission of Ontario for compliance with regulations.

The University's external auditors, KPMG, are prepared to issue unqualified audit reports.

See attached:

- BG211209-4.2.1a - Audited Financial Statements of the University of Windsor Retirement Plan for Faculty and Certain Employees
- BG211209-4.2.1b - Audited Financial Statements of the University of Windsor Employees' Retirement Plan

Audit Committee Report

The Audit Committee met on December 2, 2021. At that meeting, the Audited Financial Statements of the University of Windsor Pension Plans for the year-ended June 30, 2021 were approved by the Committee. As noted at the November 23, 2021 Board meeting, these documents were reviewed by the Pension Committee for information at its November 4, 2021 meeting. It was noted that KPMG is prepared to issue a clean audit opinion, subject to Board approval of the audited financial pension statements.

It was noted that the COVID-19 disclosure note continues to be included in the statements. Despite the continued general uncertainty around the pandemic, Canadian and Global equities returned significant positive results due in large part to optimism over vaccinations roll-outs, while bond markets returned negative results as the yield curve rose; all of which resulted in a 1-year return of 17.7% as at June 30, 2021.

The Audit Committee also reviewed recommendations and progress relating to the internal audits.

Fund Financial Statements of

**UNIVERSITY OF WINDSOR
RETIREMENT PLAN FOR FACULTY AND
CERTAIN EMPLOYEES**

Registration Number: 0366849
Year ended June 30, 2021

INDEPENDENT AUDITORS' REPORT

To the Trustee of University of Windsor Retirement Plan for Faculty and Certain Employees

Opinion

We have audited the accompanying financial statements of the University of Windsor Retirement Plan for Faculty and Certain Employees (the Plan), which comprise:

- the statement of net assets available for benefits as at June 30, 2021
- the statement of changes in net assets available for benefits for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies.

(Hereinafter referred to as the “financial statements”)

In our opinion, the accompanying financial statements present fairly, in all material respects, the net assets available for benefits of the Plan as at June 30, 2021, and its changes in net assets available for benefits for the year then ended in accordance with the financial reporting provisions of Section 76 of Regulation 909 of the Pension Benefits Act (Ontario).

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the **“Auditors’ Responsibilities for the Audit of the Financial Statements”** section of our auditors’ report.

We are independent of the Plan in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other responsibilities in accordance with these requirements.

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

Emphasis of Matter – Financial Reporting Framework

We draw attention to Note 2 in the financial statements, which describes the applicable financial reporting framework and the purpose of the financial statements.

As a result, the financial statements may not be suitable for another purpose.

Our opinion is not modified in respect of this matter.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with the financial reporting provisions of Section 76 of Regulation 909 of the Pension Benefits Act (Ontario), and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Plan's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Plan or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Plan's financial reporting process.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Plan's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Plan's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Plan to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants, Licensed Public Accountants

Windsor, Canada

Approval date

UNIVERSITY OF WINDSOR
RETIREMENT PLAN FOR FACULTY AND CERTAIN EMPLOYEES

(REGISTRATION Number: 0366849)

Statement of Net Assets Available for Benefits

(in thousands of dollars)

Year ended June 30, 2021, with comparative information for 2020

		2021	2020
		\$	\$
Assets			
Investments	note 4	690,028	594,372
Other assets		300	110
Total Assets		690,328	594,482
Liabilities			
Accrued liabilities		676	848
Net Assets Available for Benefits		689,652	593,634

See accompanying notes to the financial statements.

Administrator

Administrator

UNIVERSITY OF WINDSOR**RETIREMENT PLAN FOR FACULTY AND CERTAIN EMPLOYEES**

(REGISTRATION Number: 0366849)

Statement of Changes in Net Assets Available for Benefits

(in thousands of dollars)

Year ended June 30, 2021, with comparative information for 2020

		2021	2020
		\$	\$
Increase in net assets:			
Investment income	note 6	14,505	17,607
Net realized gain on sale of investments		35,467	2,025
Current period increase in market values of investments		54,747	14,068
Contributions:			
Employee		8,526	8,223
Employer:			
Current service		11,896	11,606
Special		4,044	6,373
Total Employer Contributions		15,940	17,979
		129,185	59,902
Decrease in net assets:			
Benefit payments		27,568	26,889
Transfers to other plans		2,401	2,311
Administrative expenses	note 7	3,198	3,075
		33,167	32,275
Increase in net assets		96,018	27,627
Net assets available for benefits, beginning of year		593,634	566,007
Net assets available for benefits, end of year		689,652	593,634

See accompanying notes to financial statements.

UNIVERSITY OF WINDSOR RETIREMENT PLAN FOR FACULTY AND CERTAIN EMPLOYEES

(Registration Number: 0366849)

Notes to Fund Financial Statements

(in thousands of dollars, unless otherwise noted)

Year ended June 30, 2021

1. DESCRIPTION OF PLAN

The following description of the University of Windsor Faculty and Certain Employees Retirement Plan (the "Faculty Plan") is a summary only. For more complete information, reference should be made to the Faculty Plan's text.

(a) General

The University of Windsor ("the University") sponsors two pension plans, the Retirement Plan for Faculty and Certain Employees ("the Faculty Plan") and the Employees' Retirement Plan ("the Employees' Plan"). The Board of Governors of the University is the Administrator of the University's pension plans ("Administrator"). The Faculty Plan is a money purchase plan with a defined benefit minimum guarantee. The Employees' Plan is a defined benefit plan.

The Master Trust Fund (the "Fund") holds the assets for both the Faculty Plan and the Employees' Plan. Although the Plans are distinct and separate, the assets are invested jointly under a Master Trust Agreement in order to maximize investment income while minimizing administrative costs and management fees.

(b) Funding policy

The Faculty Plan is a money purchase plan with a defined benefit minimum guarantee covering members of the faculty and certain administrative employees of the University. Members are required to contribute to the money purchase component account an amount equal to 9% of Pensionable Earnings. The University is required to contribute 6% of member Pensionable Earnings to the money purchase component account, and contributes the annual current service costs of the defined benefit minimum guarantee.

The Pension Benefits Act (Ontario) ("Act") requires that the University must fund the benefits determined under the Faculty Plan. The determinations of the value of these benefits are made on the basis of a triennial actuarial valuation and any current legislative requirements.

The most recent actuarial valuation for funding purposes was prepared as at January 1, 2020 by William M. Mercer Limited. A copy of the valuation was filed with the Financial Services Regulatory Authority of Ontario ("FSRA"), Pension Plans Branch as required by the Act.

(c) Benefits

Each member who retires from active service with the University will receive a pension in such amount as can be provided from the total balance in the money purchase component to the member's credit, calculated based on actuarial tables. In addition, each member will receive the minimum guaranteed benefit, calculated as 1.5% of the member's best average earnings not in

1. DESCRIPTION OF PLAN (cont'd)

(c) Benefits (cont'd)

excess of the average Canada pension plan base plus 2.0% of the member's best average earnings in excess of the average Canada pension plan base, together multiplied by the member's pensionable service. The normal retirement age of a member is 65.

(d) Income taxes

The Faculty Plan is a Registered Pension Trust as defined in the Income Tax Act and is not subject to income taxes.

(e) Investment policy

The Fund's trustee is Northern Trust ("Trustee"). The unit value of the Fund is calculated based on the fair value of the underlying investments of the Fund. Each of the University's pension plans' interest in the Fund is calculated monthly by the Trustee based on the units held by each of the pension plans.

2. BASIS OF PREPARATION

(a) Basis of presentation

As permitted by FSRA, the Faculty Plan may prepare financial statements in accordance with Canadian accounting standards for pension plans or prepare fund financial statements in accordance with Canadian accounting standards for pension plans excluding pension obligations and any resulting surplus or deficit.

The Faculty Plan has prepared fund financial statements in accordance with Canadian accounting standards for pension plans excluding pension obligations and any resulting surplus or deficit.

In selecting or changing accounting policies that do not relate to its investment portfolio or pension obligations, Canadian accounting standards for pension plans require the Faculty Plan to comply on a consistent basis with either International Financial Reporting Standards ("IFRS") or the Canadian accounting standards for private enterprises. The Faculty Plan has chosen to comply on a consistent basis with IFRS.

These fund financial statements have been prepared to assist the Administrator of the Faculty Plan to comply with the requirements of the FSRA under Section 76 of Regulation 909 of the Act. As a result, the fund financial statements may not be suitable for another purpose.

These fund financial statements of the Faculty Plan do not purport to show the adequacy of the Faculty Plan's assets to meet its pension obligation. Such an assessment requires additional information, such as the Faculty Plan's actuarial reports and information about the University's financial health.

These fund financial statements have been prepared in accordance with the significant accounting policies set out below.

2. BASIS OF PREPARATION (cont'd)

(b) Basis of measurement

The fund financial statements have been prepared on the historical cost basis, except for investments which are measured at fair value through the Statement of changes in net assets available for benefits.

(c) Use of estimates and judgements

The preparation of the fund financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets and liabilities at the date of the Statement of net assets available for benefits and the reported amounts of changes in net assets during the year. Actual results may differ from those estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognized in the period in which the estimates are revised and in any future years affected.

3. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) Fair value measurement

Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date.

In determining fair value, the Faculty Plan adopted the guidance in IFRS 13, Fair Value Measurement ("IFRS 13"). As allowed under IFRS 13, if an asset or a liability measured at fair value has a bid and an ask price, the price within the bid-ask spread that is the most representative of fair value in the circumstances shall be used to measure fair value. The Faculty Plan uses closing market price as a practical expedient for fair value measurement.

When available, the Faculty Plan measures the fair value of an instrument using quoted prices in an active market for that instrument. A market is regarded as active if quoted prices are readily and regularly available and represent actual and regularly occurring market transactions on an arm's length basis.

If a market for a financial instrument is not active, then the Faculty Plan establishes fair value using a valuation technique. Valuation techniques include using recent arm's length transactions between knowledgeable, willing parties (if available), reference to the current fair value of other instruments that are substantially the same, discounted cash flow analyses and option pricing models.

3. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

(a) Fair value measurement (cont'd)

The best evidence of the fair value of a financial instrument at initial recognition is the transaction price, i.e., the fair value of the consideration given or received, unless the fair value of that instrument is evidenced by comparison with other observable current market transactions in the same instrument or based on a valuation technique whose variables include only data from observable markets. When the transaction price provides the best evidence of fair value at initial recognition, the financial instrument is initially measured at the transaction price and any difference between this price and the value initially obtained from a valuation model is subsequently recognized in profit or loss on an appropriate basis over the life of the instrument but not later than when the valuation is supported wholly by observable market data or the transaction is closed out.

Within the Faculty Plan, all changes in fair value, other than interest and dividend income, are recognized in the Statement of changes in net assets available for benefits as part of the current period increase (decrease) in market values of investments.

Fair values of investments are determined as follows:

Pooled fund investments are valued at the unit values supplied by the Trustee, which represent the Faculty Plan's proportionate share of underlying net assets at fair values, determined using closing market prices.

Real asset pooled funds are valued by independent market appraisals. The pooled fund manager performs quarterly valuations of the underlying assets held in the pooled fund to determine fair values.

Bonds and equities not held in pooled funds are valued at year-end quoted market prices where available. Where quoted prices are not available, estimated fair values are calculated using comparable securities.

Short-term notes, treasury bills and term deposits maturing within a year are stated at cost, which together with accrued interest income approximates fair value given the short-term nature of these investments.

Guaranteed investment certificates, term deposits maturing after a year, and mortgages are valued at the present value of estimated future cash flows discounted at interest rates in effect on the last business day of the year for investments of a similar type, quality, and maturity.

3. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

(b) Financial assets and financial liabilities

(i) Non-derivative financial assets

Financial assets are recognized initially on the trade date, which is the date that the Faculty Plan becomes a party to the contractual provisions of the instrument. Financial assets are subsequently measured at fair value through the Statement of changes in net assets available for benefits.

All other non-derivative financial assets including contributions receivable are measured at amortized cost.

The Faculty Plan de-recognizes a financial asset when the contractual rights to the cash flows from the asset expire, or it transfers the rights to receive the contractual cash flows in a transaction in which substantially all the risks and rewards of ownership of the financial asset are transferred or in which the Faculty Plan neither transfers nor retains substantially all the risks and rewards of ownership and does not retain control of the financial asset. On de-recognition of a financial asset, the difference between the carrying amount of the asset and consideration received is recognized in the Statement of changes in net assets available for benefits as a net realized gain (loss) on sale of investments.

(ii) Non-derivative financial liabilities

Financial liabilities are recognized initially on the trade date at which the Faculty Plan becomes a party to the contractual provisions of the instrument. The Faculty Plan derecognizes a financial liability when its contractual obligations are discharged, cancelled or expired.

The Faculty Plan considers its accrued liabilities to be a non-derivative financial liability.

Financial assets and liabilities are offset, and the net amount presented in the Statement of net assets available for benefits when, and only when, the Faculty Plan has a legal right to offset the amounts and it intends either to settle on a net basis or to realize the asset and settle the liability simultaneously.

(c) Net realized gain on sale of investments

The net realized gain on sale of investments is the difference between proceeds received and the average cost of investments sold.

(d) Investment recognition

Investment income, which is recorded on the accrual basis, includes interest and dividend income.

Brokers' commissions and other transaction costs are recognized in the Statement of changes in net assets available for benefits in the year incurred.

3. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

(e) Foreign currency

The functional and presentation currency of the fund financial statements is Canadian dollars. Transactions in foreign currencies are translated into Canadian dollars at the exchange rate at the dates of the transactions. Monetary assets and liabilities denominated in foreign currencies at the reporting date are then translated into Canadian dollars at the exchange rate at that date.

Foreign currency differences arising on retranslation are recognized in the Statement of changes in net assets available for benefits as a current period increase (decrease) in market values of investments.

(f) Fund unit valuation

The Employees' and Faculty Plans are issued units in the Fund based on the unit value at the Valuation Date, prior to which a contribution was made. Capital gains and losses, plus investment income, net of agency fees, custodian fees and investment managers' fees are allocated to each participating pension plan on a pro-rata basis. The Faculty Plans' units are redeemed based on the unit value at the Valuation Date prior to which the request for redemption is made by the Faculty Plan.

4. INVESTMENTS

The following table summarizes the Fund's investments at fair value and cost:

	2021 Fair Value \$	2021 Cost \$	2020 Fair Value \$	2020 Cost \$
Cash and short-term investments	6,276	6,276	11,579	10,347
Canadian bonds and debentures	297,290	303,247	292,337	267,909
Canadian common and preferred shares	288,004	211,099	215,260	199,618
	591,570	520,622	519,176	477,874
Non-Canadian common and preferred shares	383,536	271,456	317,998	252,863
Real assets	30,179	28,592	27,745	28,294
	1,005,285	820,670	864,919	759,031

The following table summarizes the Faculty Plan's pro-rata share of the investments at fair value and cost in the Fund – 68.64% (2020 – 68.72%):

	2021 Fair Value \$	2021 Cost \$	2020 Fair Value \$	2020 Cost \$
Cash and short-term investments	4,308	4,308	7,957	7,110
Canadian bonds and debentures	204,060	208,149	200,894	184,107
Canadian common and preferred shares	197,686	144,898	147,926	137,177
	406,054	357,355	356,777	328,394
Non-Canadian common and preferred shares	263,259	186,327	218,528	173,767
Real assets	20,715	19,626	19,067	19,444
	690,028	563,308	594,372	521,605

5. STATUTORY DISCLOSURES

The following information is provided in respect of individual investments within the Fund with a fair value or cost in excess of 1% of the fair value or cost of the Fund, as required by the Regulation to the Pension Benefits Act (Ontario):

	2021	2021	2020	2020
	Fair Value	Cost	Fair Value	Cost
	\$	\$	\$	\$
Pooled funds:				
FGP Universe Bond Fund	23,951	23,396	23,848	22,586
PHN Core Plus Bond Fund	35,819	36,458	43,841	41,374
PHN Long Core Plus Bond Fund	137,017	142,461	134,367	125,659
FGP Long Term Bond Fund	100,504	100,931	90,281	78,290
PHN Canadian Equity Value Fund	103,789	75,530	75,082	72,793
Fidelity Canadian Equity Pool	184,215	135,569	140,178	126,825
Baillie Gifford Global Alpha Fund	212,613	137,514	176,391	122,964
Burgundy Global Equity Fund	170,923	133,942	141,606	129,899
JP Morgan IIF Cdn 2 L.P.	14,780	15,658	14,334	15,159
IFM Global Infrastructure (Canada) L.P.	15,399	12,934	13,411	13,135
	999,010	814,393	853,339	748,684

6. INVESTMENT INCOME

The following represents the investment income earned by the Fund:

	2021	2020
	\$	\$
Canadian bonds and debentures	9,949	9,769
Canadian common and preferred shares	5,723	5,592
Non-Canadian common and preferred shares	4,278	9,415
Real assets	1,181	846
	21,131	25,622
Faculty Plan's Pro-rata share of Fund investment income	14,505	17,607

7. ADMINISTRATIVE EXPENSES

The following represents the administrative expenses incurred by the Faculty Plan:

	2021	2020
	\$	\$
Investment management fees	2,534	2,488
Actuarial and investment consulting fees	270	211
Sponsor administrative and trustee fees	262	251
Pension information system fees	98	89
Audit fees	9	9
Miscellaneous	25	27
	3,198	3,075

8. FINANCIAL INSTRUMENTS

(a) Fair values

The fair value measurement of investments are as described in note 3(a). The fair values of other financial assets and liabilities, being other assets and accrued liabilities, approximate their carrying values due to the short-term nature of these financial instruments.

Fair value measurements recognized in the Statement of net assets available for benefits are categorized using a fair value hierarchy that reflects the significance of inputs used in determining the fair values.

- Level 1 - unadjusted quoted prices in active markets for identical assets or liabilities;
- Level 2 - inputs other than quoted prices included in Level 1 that are observable for the asset, either directly or indirectly; and
- Level 3 - inputs for assets and liabilities that are not based on observable market data

8. FINANCIAL INSTRUMENTS (cont'd)

(a) Fair values (cont'd)

The following table illustrates the classification of the Faculty Plan's financial instruments using the fair value hierarchy as at June 30, 2021:

	Level 1 \$	Level 2 \$	Level 3 \$	2021 Total \$
Cash and short-term investments	4,056	2,220	-	6,276
Canadian bonds and debentures	-	297,290	-	297,290
Canadian common and preferred shares	-	288,004	-	288,004
Non-Canadian common and preferred shares	-	383,536	-	383,536
Real assets	-	-	30,179	30,179
Total investments in Fund	4,056	971,050	30,179	1,005,285
Faculty Plan's share of Fund assets				690,028

	Level 1 \$	Level 2 \$	Level 3 \$	2020 Total \$
Cash and short-term investments	3,578	8,001	-	11,579
Canadian bonds and debentures	-	292,337	-	292,337
Canadian common and preferred shares	-	215,260	-	215,260
Non-Canadian common and preferred shares	-	317,998	-	317,998
Real assets	-	-	27,745	27,745
Total investments in Fund	3,578	833,596	27,745	864,919
Faculty Plan's share of Fund assets				594,372

An additional commitment of \$34,000 in real assets was made with each JP Morgan IIF Cdn 2 L.P. and IFM Global Infrastructure (Canada) L.P. This additional commitment will be transferred subsequent to year end.

The following table reconciles the Plan's Level 3 fair value measurements from July 1, 2020 to June 30, 2021.

	2021 \$	2020 \$
Real Assets		
Balance, beginning of year	27,745	13,268
Gain included in the statement of changes in net assets available for benefits	2,434	1,427
Purchases	-	-
Sales	-	-
Settlements	-	-
Transfers in	-	13,050
Balance, end of year	30,179	27,745
Faculty Plan's share of Fund Assets	20,715	19,067

8. FINANCIAL INSTRUMENTS (cont'd)

(b) Risk management

(i) Market risk

Market risk is the risk that value of an instrument will fluctuate as a result of changes in market prices, whether those changes are caused by factors specific to an individual investment, its issuer or all factors affecting all instruments traded in the market.

The COVID-19 pandemic and the measures taken to contain the virus continue to impact the market as a whole. The situation is dynamic and the ultimate duration and magnitude of the impact on the economy and the financial effect on the Employees' Plan is not known at this time.

As all of the Faculty Plan's financial instruments are carried at fair value with fair value changes recognized in the Statement of changes in net assets available for benefits, all changes in market conditions will result in an increase (decrease) in net assets available for benefits. Market risk is managed by the Administrator through construction of a diversified portfolio of instruments traded on various markets and across various industries. The Pension Plan Fund Statement of Investment Policies and Procedures ("SIPP") determines the portfolio diversification and sets limits on the equity holdings of the Fund. In addition, the SIPP permits the hedging of market price risk using derivative financial instruments.

The Fund's investments in common and preferred shares are also sensitive to market fluctuations. An immediate hypothetical increase (decrease) of 10% in equity values will impact the Fund's equity investments by an approximate gain (loss) of \$67,154 (2020 – \$53,326). The Faculty Plan's pro-rata share of this gain (loss) would be \$46,095 (2020 – \$36,646).

(ii) Liquidity risk

Liquidity risk is the risk that the Faculty Plan will encounter difficulty in meeting obligations associated with financial liabilities. The SIPP determines the portfolio diversification, and set limits on the fixed income investments of the Fund. In addition, the Fund's investments include pooled funds to mitigate liquidity risk.

(iii) Credit risk

Credit risk is the risk that an issuer or counterparty will be unable or unwilling to meet a commitment that it has entered into with the Faculty Plan. The Administrator does not expect any counterparties to fail to meet their obligations given their high credit ratings. The SIPP also establishes minimum credit rating requirements for such investments to mitigate this risk.

The Fund's fixed income investments are in Canadian-issued instruments and are diversified among federal, provincial, corporate and other issuers. In order to minimize the exposure of risk, a comprehensive investment policy has been developed. There were no significant concentrations of credit risk in the portfolio in either 2021 or 2020. The maximum credit risk exposure as at June 30, 2021 is \$297,290 (2020 – \$292,337). The Faculty Plan's pro-rata share of this risk exposure is \$204,060 (2020 – \$200,894).

8. FINANCIAL INSTRUMENTS (cont'd)

(b) Risk management (cont'd)

(iii) Credit risk (cont'd)

The following table provides the breakdown of the total fixed income investments by credit rating. In addition to the table below, the Fund holds mortgages within pooled fund investments with a market value at June 30, 2021 of \$6,388 (2020 – \$6,667). The Faculty Plan's pro-rata share in the mortgage holdings is \$4,385 (2020 – \$4,582).

Credit Rating	2021 Fund Fair Value	2021 Plan's Pro-rata share by credit rating	2020 Fund Fair Value	2020 Plan's Pro-rata share by credit rating
	\$	\$	\$	\$
AAA	75,602	51,894	57,319	39,389
AA	115,487	79,270	110,103	75,662
A	63,320	43,463	69,113	47,495
BBB	32,596	22,374	42,132	28,953
BB and under	3,897	2,675	7,003	4,813
	290,902	199,676	285,670	196,312

(iv) Interest rate risk

Interest rate risk is the risk that the market value of the Faculty Plan's investments will fluctuate due to the changes in the market interest rates. To properly manage the Faculty Plan's interest rate risk, appropriate guidelines on the weighting and duration for the bonds and other fixed income investments are set and monitored. The Faculty Plan's investments in fixed income are sensitive to interest rate movements. An immediate hypothetical 1% increase (decrease) in interest rates, with all other variables held constant, would impact Canadian bonds and debentures by an estimated gain (loss) of approximately \$2,995 (2020 – \$3,003) for the Fund. The Faculty Plan's pro-rata share of this gain (loss) would be \$2,056 (2020 – \$2,063).

(v) Foreign currency risk

Foreign currency risk is the risk that fair value or future cash flows of a financial instrument will fluctuate because of the changes in foreign currency rates. The Faculty Plan is exposed to risks that the exchange rate of the foreign currency may change in a manner that has an adverse effect on the value of the portion of the Faculty Plan's underlying assets or liabilities invested in foreign transactions. The Administrator monitors the Faculty Plan's overall currency positions and exposures on a regular basis. In addition, the SIPP permits the hedging of market price risk using derivative financial instruments. The Faculty Plan's exposure to foreign currencies would not create a significant change in the fair value of the assets except for the Faculty Plan's exposure to the US dollar. If the US dollar strengthened or weakened by 5% the Fund's US dollar holdings would change by \$12,778 (2020 – \$10,116). The Faculty Plan's pro-rata share of this risk exposure is \$8,771 (2020 – \$6,952).

9. CAPITAL MANAGEMENT

The capital of the Fund is represented by the net assets available for benefits. The Fund's objective when managing the capital is to safeguard its ability to continue as a going concern and to maintain adequate assets to support pension obligations. The Administrator has adopted the SIPP, which states investment objectives, guidelines and benchmarks used in investing the capital of the plan, permitted categories of investments, asset-mix diversification and rate of return expectations. The SIPP is reviewed annually and was last amended effective November 24, 2020. The SIPP was amended to reflect changes made to the target asset mix and investment manager allocations.

The Faculty Plan invests in units of the Fund, which itself invests in various investment vehicles, in accordance with the SIPP and investment mandates specific to each investment manager. The Fund's investment positions expose it to a variety of financial risks which are discussed in Note 8 – Financial Instruments. The allocation of assets among various asset categories is on a monthly basis. A comprehensive review is conducted quarterly, which includes measurement of returns, comparison of returns to appropriate benchmarks, ranking of returns to appropriate universes and risk analysis.

10. RELATED PARTY TRANSACTIONS

The Faculty Plan defines its key management personnel as the University's Board of Governors and other members of senior administration responsible for planning, controlling and directing the activities of the Faculty Plan. The Faculty Plan has not paid for services provided by key management personnel.

The University provides certain administrative services to the Faculty Plan. The cost to the Faculty Plan for these services during the year ended June 30, 2021 was \$190 (2020 – \$184), which is included in Sponsor administrative and trustee fees in Note 7 – Administrative Expenses.

Fund Financial Statements of

**UNIVERSITY OF WINDSOR
EMPLOYEES' RETIREMENT PLAN**

Registration Number: 0310573
Year ended June 30, 2021

INDEPENDENT AUDITORS' REPORT

To the Trustee of University of Windsor Employees' Retirement Plan

Opinion

We have audited the accompanying financial statements of the University of Windsor Employees' Retirement Plan (the Plan), which comprise:

- the statement of net assets available for benefits as at June 30, 2021
- the statement of changes in net assets available for benefits for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies.

(Hereinafter referred to as the "financial statements")

In our opinion, the accompanying financial statements present fairly, in all material respects, the net assets available for benefits of the Plan as at June 30, 2021, and its changes in net assets available for benefits for the year then ended in accordance with the financial reporting provisions of Section 76 of Regulation 909 of the Pension Benefits Act (Ontario).

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the **"Auditors' Responsibilities for the Audit of the Financial Statements"** section of our auditors' report.

We are independent of the Plan in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other responsibilities in accordance with these requirements.

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

Emphasis of Matter – Financial Reporting Framework

We draw attention to Note 2 in the financial statements, which describes the applicable financial reporting framework and the purpose of the financial statements.

As a result, the financial statements may not be suitable for another purpose.

Our opinion is not modified in respect of this matter.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with the financial reporting provisions of Section 76 of Regulation 909 of the Pension Benefits Act (Ontario), and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Plan's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Plan or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Plan's financial reporting process.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Plan's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Plan's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Plan to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants, Licensed Public Accountants

Windsor, Canada
Approval date

UNIVERSITY OF WINDSOR
EMPLOYEES' RETIREMENT PLAN

(REGISTRATION Number: 0310573)

Statement of Net Assets Available for Benefits

(in thousands of dollars)

Year ended June 30, 2021, with comparative information for 2020

		2021	2020
		\$	\$
Assets			
Investments	note 4	315,257	270,547
Other assets		133	47
Total assets		315,390	270,594
Liabilities			
Accrued liabilities		310	421
Net Assets Available for Benefits		315,080	270,173

See accompanying notes to the financial statements.

Administrator

Administrator

UNIVERSITY OF WINDSOR

EMPLOYEES' RETIREMENT PLAN

(REGISTRATION Number: 0310573)

Statement of Changes in Net Assets Available for Benefits

(in thousands of dollars)

Year ended June 30, 2021, with comparative information for 2020

		2021 \$	2020 \$
Increase in net assets:			
Investment income	note 6	6,626	8,015
Net realized gain on sale of investments		16,204	922
Current period increase in market values of investments		24,779	6,588
Required contributions:			
Employee		4,374	4,021
Employer		4,357	4,021
		56,340	23,567
Decrease in net assets:			
Benefit payments		8,589	8,192
Transfers to other plans		1,277	3,023
Administrative expenses	note 7	1,567	1,486
		11,433	12,701
Increase in net assets		44,907	10,866
Net assets available for benefits, beginning of year		270,173	259,307
Net assets available for benefits, end of year		315,080	270,173

See accompanying notes to financial statements.

UNIVERSITY OF WINDSOR EMPLOYEES' RETIREMENT PLAN

(Registration Number: 0310573)

Notes to Fund Financial Statements

(in thousands of dollars, unless otherwise noted)

Year ended June 30, 2021

1. DESCRIPTION OF PLAN

The following description of the University of Windsor Employees' Retirement Plan (the "Employees' Plan") is a summary only. For more complete information, reference should be made to the Employees' Plan's text.

(a) General

The University of Windsor ("the University") sponsors two pension plans, the Retirement Plan for Faculty and Certain Employees ("the Faculty Plan") and the Employees' Retirement Plan ("the Employees' Plan"). The Board of Governors of the University is the Administrator of the University's pension plans ("Administrator"). The Faculty Plan is a money purchase plan with a defined benefit minimum guarantee. The Employees' Plan is a defined benefit plan.

The Master Trust Fund (the "Fund") holds the assets for both the Faculty Plan and the Employees' Plan. Although the Plans are distinct and separate, the assets are invested jointly under a Master Trust Agreement in order to maximize investment income while minimizing administrative costs and management fees.

(b) Funding policy

The Employees' Plan is a defined benefit pension plan covering eligible employees of the University. The Employees' Plan is a fully cost shared plan, with employees contributing between 6.5% and 9.3% of earnings. Effective February 8, 2021 employees contributed between 7.0% and 10%, with that decreasing on May 3, 2021 to between 6.6% and 9.4%. These contribution rates will continue to the date of the next actuarial valuation, at which time the contribution rates will be assessed. The University matched all contributions during the year.

The Pension Benefits Act (Ontario) ("Act") requires that the University must fund the benefits determined under the Employees' Plan. The determinations of the value of these benefits are made on the basis of a triennial actuarial valuation and any current legislative requirements.

The most recent actuarial valuation for funding purposes was prepared as at January 1, 2020 by William M. Mercer Limited. A copy of the valuation was filed with the Financial Services Regulatory Authority of Ontario ("FSRA"), Pension Plans Branch as required by the Act.

(c) Benefits

Retirement benefits are calculated as 1.5% of the member's best average earnings not in excess of the average Canada pension plan base plus 2.0% of the member's best average earnings in excess of the average Canada pension plan base, together multiplied by the member's pensionable service. Post-retirement indexing is applied as one-half of the excess

1. DESCRIPTION OF PLAN (cont'd)

(c) Benefits (cont'd)

of the Average Fund Rate of Return over the valuation interest rate, capped at 50% of the CPI for the year. The normal retirement age of a member is 65.

(d) Income taxes

The Employees' Plan is a Registered Pension Trust as defined in the Income Tax Act and is not subject to income taxes.

(e) Investment policy

The Fund's trustee is Northern Trust ("Trustee"). The unit value of the Fund is calculated based on the fair value of the underlying investments of the Fund. Each of the University's pension plans' interest in the Fund is calculated monthly by the Trustee based on the units held by each of the pension plans.

2. BASIS OF PREPARATION

(a) Basis of presentation

As permitted by FSRA, the Employees' Plan may prepare financial statements in accordance with Canadian accounting standards for pension plans or prepare fund financial statements in accordance with Canadian accounting standards for pension plans excluding pension obligations and any resulting surplus or deficit.

The Employees' Plan has prepared fund financial statements in accordance with Canadian accounting standards for pension plans excluding pension obligations and any resulting surplus or deficit.

In selecting or changing accounting policies that do not relate to its investment portfolio or pension obligations, Canadian accounting standards for pension plans require the Employees' Plan to comply (on a consistent basis) with either International Financial Reporting Standards ("IFRS") or the Canadian accounting standards for private enterprises. The Employees' Plan has chosen to comply on a consistent basis with IFRS.

These fund financial statements have been prepared to assist the Administrator of the Employees' Plan to comply with the requirements of FSRA under Section 76 of Regulation 909 of the Act. As a result, the fund financial statements may not be suitable for another purpose.

These fund financial statements of the Employees' Plan do not purport to show the adequacy of the Employees' Plan's assets to meet its pension obligation. Such an assessment requires additional information, such as the Employees' Plan's actuarial reports and information about the University's financial health.

These fund financial statements have been prepared in accordance with the significant accounting policies set out below.

2. BASIS OF PREPARATION (cont'd)

(b) Basis of measurement

The fund financial statements have been prepared on the historical cost basis, except for investments which are measured at fair value through the Statement of changes in net assets available for benefits.

(c) Use of estimates and judgements

The preparation of the fund financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets and liabilities at the date of the Statement of net assets available for benefits and the reported amounts of changes in net assets during the year. Actual results may differ from those estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognized in the period in which the estimates are revised and in any future years affected.

3. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) Fair value measurement

Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date.

In determining fair value, the Employees' Plan adopted the guidance in IFRS 13, Fair Value Measurement ("IFRS 13"). As allowed under IFRS 13, if an asset or a liability measured at fair value has a bid and an ask price, the price within the bid-ask spread that is the most representative of fair value in the circumstances shall be used to measure fair value. The Employees' Plan uses closing market price as a practical expedient for fair value measurement.

When available, the Employees' Plan measures the fair value of an instrument using quoted prices in an active market for that instrument. A market is regarded as active if quoted prices are readily and regularly available and represent actual and regularly occurring market transactions on an arm's length basis.

If a market for a financial instrument is not active, then the Employees' Plan establishes fair value using a valuation technique. Valuation techniques include using recent arm's length transactions between knowledgeable, willing parties (if available), reference to the current fair value of other instruments that are substantially the same, discounted cash flow analyses and option pricing models.

3. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

(a) Fair value measurement (cont'd)

The best evidence of the fair value of a financial instrument at initial recognition is the transaction price, i.e., the fair value of the consideration given or received, unless the fair value of that instrument is evidenced by comparison with other observable current market transactions in the same instrument or based on a valuation technique whose variables include only data from observable markets. When the transaction price provides the best evidence of fair value at initial recognition, the financial instrument is initially measured at the transaction price and any difference between this price and the value initially obtained from a valuation model is subsequently recognized in profit or loss on an appropriate basis over the life of the instrument but not later than when the valuation is supported wholly by observable market data or the transaction is closed out.

Within the Employees' Plan, all changes in fair value, other than interest and dividend income, are recognized in the Statement of changes in net assets available for benefits as part of the current period increase (decrease) in market values of investments.

Fair values of investments are determined as follows:

Pooled fund investments are valued at the unit values supplied by the Trustee, which represent the Employees' Plan's proportionate share of underlying net assets at fair values, determined using closing market prices.

Real asset pooled funds are valued by independent market appraisals. The pooled fund manager performs quarterly valuations of the underlying assets held in the pooled fund to determine fair values.

Bonds and equities not held in pooled funds are valued at year-end quoted market prices where available. Where quoted prices are not available, estimated fair values are calculated using comparable securities.

Short-term notes, treasury bills and term deposits maturing within a year are stated at cost, which together with accrued interest income approximates fair value given the short-term nature of these investments.

Guaranteed investment certificates, term deposits maturing after a year, and mortgages are valued at the present value of estimated future cash flows discounted at interest rates in effect on the last business day of the year for investments of a similar type, quality, and maturity.

(b) Financial assets and financial liabilities

(i) Non-derivative financial assets

Financial assets are recognized initially on the trade date, which is the date that the Employees' Plan becomes a party to the contractual provisions of the instrument. Financial assets are subsequently measured at fair value through the Statement of changes in net assets available for benefits.

All other non-derivative financial assets including contributions receivable are measured at amortized cost.

3. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

(b) Financial assets and financial liabilities (cont'd)

(i) Non-derivative financial assets (cont'd)

The Employees' Plan de-recognizes a financial asset when the contractual rights to the cash flows from the asset expire, or it transfers the rights to receive the contractual cash flows in a transaction in which substantially all the risks and rewards of ownership of the financial asset are transferred or in which the Employees' Plan neither transfers nor retains substantially all the risks and rewards of ownership and does not retain control of the financial asset. On de-recognition of a financial asset, the difference between the carrying amount of the asset and consideration received is recognized in the Statement of changes in net assets available for benefits as a net realized gain (loss) on sale of investments.

(ii) Non-derivative financial liabilities

Financial liabilities are recognized initially on the trade date at which the Employees' Plan becomes a party to the contractual provisions of the instrument. The Employees' Plan derecognizes a financial liability when its contractual obligations are discharged, cancelled or expired.

The Employees' Plan considers its accrued liabilities to be a non-derivative financial liability.

Financial assets and liabilities are offset and the net amount presented in the Statement of net assets available for benefits when, and only when, the Employees' Plan has a legal right to offset the amounts and it intends either to settle on a net basis or to realize the asset and settle the liability simultaneously.

(c) Net realized gain on sale of investments

The net realized gain on sale of investments is the difference between proceeds received and the average cost of investments sold.

(d) Investment recognition

Investment income, which is recorded on the accrual basis, includes interest and dividend income.

Brokers' commissions and other transaction costs are recognized in the Statement of changes in net assets available for benefits in the year incurred.

(e) Foreign currency

The functional and presentation currency of the fund financial statements is Canadian dollars. Transactions in foreign currencies are translated into Canadian dollars at the exchange rate at the dates of the transactions. Monetary assets and liabilities denominated in foreign currencies at the reporting date are then translated into Canadian dollars at the exchange rate at that date.

Foreign currency differences arising on retranslation are recognized in the Statement of changes in net assets available for benefits as a current period increase (decrease) in market values of investments.

3. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

(f) Fund unit valuation

The Employees' and Faculty Plans are issued units in the Fund based on the unit value at the Valuation Date, prior to which a contribution was made. Capital gains and losses, plus investment income, net of agency fees, custodian fees and investment managers' fees are allocated to each participating pension plan on a pro-rata basis. The Employees' Plan's units are redeemed based on the unit value at the Valuation Date prior to which the request for redemption is made by the Employees' Plan.

4. INVESTMENTS

The following table summarizes the Fund's investments at fair value and cost:

	2021	2021	2020	2020
	Fair Value	Cost	Fair Value	Cost
	\$	\$	\$	\$
Cash and short-term investments	6,276	6,276	11,579	10,347
Canadian bonds and debentures	297,290	303,247	292,337	267,909
Canadian common and preferred shares	288,004	211,099	215,260	199,618
	591,570	520,622	519,176	477,874
Non-Canadian common and preferred shares	383,536	271,456	317,998	252,863
Real assets	30,179	28,592	27,745	28,294
	1,005,285	820,670	864,919	759,031

The following table summarizes the Employees' Plan's pro-rata share of the investments at fair value and cost in the Fund – 31.36% (2020 – 31.28%):

	2021	2021	2020	2020
	Fair Value	Cost	Fair Value	Cost
	\$	\$	\$	\$
Cash and short-term investments	1,968	1,968	3,622	3,237
Canadian bonds and debentures	93,230	95,098	91,443	83,802
Canadian common and preferred shares	90,318	66,201	67,334	62,441
	185,516	163,267	162,399	149,480
Non-Canadian common and preferred shares	120,277	85,129	99,470	79,096
Real assets	9,464	8,966	8,678	8,850
	315,257	257,362	270,547	237,426

5. STATUTORY DISCLOSURES

The following information is provided in respect of individual investments within the Fund with a fair value or cost in excess of 1% of the fair value or cost of the Fund, as required by the Regulation to the Pension Benefits Act (Ontario):

	2021	2021	2020	2020
	Fair Value	Cost	Fair Value	Cost
	\$	\$	\$	\$
Pooled funds:				
FGP Universe Bond Fund	23,951	23,396	23,848	22,586
PHN Core Plus Bond Fund	35,819	36,458	43,841	41,374
PHN Long Core Plus Bond Fund	137,017	142,461	134,367	125,659
FGP Long Term Bond Fund	100,504	100,931	90,281	78,290
PHN Canadian Equity Value Fund	103,789	75,530	75,082	72,793
Fidelity Canadian Equity Pool	184,215	135,569	140,178	126,825
Baillie Gifford Global Alpha Fund	212,613	137,514	176,391	122,964
Burgundy Global Equity Fund	170,923	133,942	141,606	129,899
JP Morgan IIF Cdn 2 L.P.	14,780	15,658	14,334	15,159
IFM Global Infrastructure (Canada) L.P.	15,399	12,934	13,411	13,135
	999,010	814,393	853,339	748,684

6. INVESTMENT INCOME

The following represents the investment income earned by the Fund:

	2021	2020
	\$	\$
Canadian bonds and debentures	9,949	9,769
Canadian common and preferred shares	5,723	5,592
Non-Canadian common and preferred shares	4,278	9,415
Real assets	1,181	846
	21,131	25,622
Employees' Plan's Pro-rata share of Fund investment income	6,626	8,015

7. ADMINISTRATIVE EXPENSES

The following represents the administrative expenses incurred by the Employees' Plan:

	2021	2020
	\$	\$
Investment management fees	1,156	1,135
Actuarial and investment consulting fees	204	154
Sponsor administrative and trustee fees	119	114
Pension information system fees	65	63
Audit fees	4	4
Miscellaneous	19	16
	1,567	1,486

8. FINANCIAL INSTRUMENTS

(a) Fair values

The fair value measurement of investments are as described in note 3(a). The fair values of other financial assets and liabilities, being other assets and accrued liabilities, approximate their carrying values due to the short-term nature of these financial instruments.

Fair value measurements recognized in the Statement of net assets available for benefits are categorized using a fair value hierarchy that reflects the significance of inputs used in determining the fair values.

- Level 1 - unadjusted quoted prices in active markets for identical assets or liabilities;
- Level 2 - inputs other than quoted prices included in Level 1 that are observable for the asset, either directly or indirectly; and
- Level 3 - inputs for assets and liabilities that are not based on observable market data.

8. FINANCIAL INSTRUMENTS (cont'd)

(a) Fair values (cont'd)

The following table illustrates the classification of the Employees' Plan's financial instruments using the fair value hierarchy as at June 30, 2021:

	Level 1 \$	Level 2 \$	Level 3 \$	2021 Total \$
Cash and short-term investments	4,056	2,220	-	6,276
Canadian bonds and debentures	-	297,290	-	297,290
Canadian common and preferred shares	-	288,004	-	288,004
Non-Canadian common and preferred shares	-	383,536	-	383,536
Real assets	-	-	30,179	30,179
Total investments in Fund	4,056	971,050	30,179	1,005,285
Employees' Plan's share of Fund assets				315,257

	Level 1 \$	Level 2 \$	Level 3 \$	2020 Total \$
Cash and short-term investments	3,578	8,001	-	11,579
Canadian bonds and debentures	-	292,337	-	292,337
Canadian common and preferred shares	-	215,260	-	215,260
Non-Canadian common and preferred shares	-	317,998	-	317,998
Real assets	-	-	27,745	27,745
Total investments in Fund	3,578	833,596	27,745	864,919
Employees' Plan's share of Fund assets				270,547

An additional commitment of \$34,000 in real assets was made with each JP Morgan IIF Cdn 2 L.P. and IFM Global Infrastructure (Canada) L.P. This additional commitment will be transferred subsequent to year end.

The following table reconciles the Plan's Level 3 fair value measurements from July 1, 2020 to June 30, 2021:

	2021 \$	2020 \$
Real Assets		
Balance, beginning of year	27,745	13,268
Gain included in the statement of changes in net assets available for benefits	2,434	1,427
Purchases	-	-
Sales	-	-
Settlements	-	-
Transfers in	-	13,050
Balance, end of year	30,179	27,745
Employees' Plan's share of Fund Assets	9,464	8,678

8. FINANCIAL INSTRUMENTS (cont'd)

(b) Risk management

(i) Market risk

Market risk is the risk that value of an instrument will fluctuate as a result of changes in market prices, whether those changes are caused by factors specific to an individual investment, its issuer or all factors affecting all instruments traded in the market.

The COVID-19 pandemic and the measures taken to contain the virus continue to impact the market as a whole. The situation is dynamic and the ultimate duration and magnitude of the impact on the economy and the financial effect on the Employees' Plan is not known at this time.

As all of the Employees' Plan's financial instruments are carried at fair value with fair value changes recognized in the Statement of changes in net assets available for benefits, all changes in market conditions will result in an increase (decrease) in net assets available for benefits. Market risk is managed by the Administrator through construction of a diversified portfolio of instruments traded on various markets and across various industries. The Pension Plan Fund Statement of Investment Policies and Procedures ("SIPP") determines the portfolio diversification, and sets limits on the equity holdings of the Fund. In addition, the SIPP permits the hedging of market price risk using derivative financial instruments.

The Fund's investments in common and preferred shares are also sensitive to market fluctuations. An immediate hypothetical increase (decrease) of 10% in equity values will impact the Fund's equity investments by an approximate gain (loss) of \$67,154 (2020 – \$53,326). The Employees' Plan's pro-rata share of this gain (loss) would be \$21,059 (2020 – \$16,680).

(ii) Liquidity risk

Liquidity risk is the risk that the Employees' Plan will encounter difficulty in meeting obligations associated with financial liabilities. The SIPP determines the portfolio diversification and set limits on the fixed income investments of the Fund. In addition, the Fund's investments include pooled funds to mitigate liquidity risk.

(iii) Credit risk

Credit risk is the risk that an issuer or counterparty will be unable or unwilling to meet a commitment that it has entered into with the Employees' Plan. The Administrator does not expect any counterparties to fail to meet their obligations given their high credit ratings. The SIPP also establishes minimum credit rating requirements for such investments to mitigate this risk.

The Fund's fixed income investments are in Canadian-issued instruments and are diversified among federal, provincial, corporate and other issuers. In order to minimize the exposure of risk, a comprehensive investment policy has been developed. There were no significant concentrations of credit risk in the portfolio in either 2021 or 2020. The maximum credit risk exposure as at June 30, 2021 is \$297,290 (2020 – \$292,337). The Employees' Plan's pro-rata share of this risk exposure is \$93,230 (2020 – \$91,443).

8. FINANCIAL INSTRUMENTS (cont'd)

(b) Risk management (cont'd)

(iii) Credit risk (cont'd)

The following table provides the breakdown of the total fixed income investments by credit rating. In addition to the table below, the Fund holds mortgages within pooled fund investments with a market value at June 30, 2021 of \$6,388 (2020 – \$6,667). The Employees' Plan's pro-rata share in the mortgage holdings is \$2,003 (2020 – \$2,085).

Credit Rating	2021 Fund Fair Value	2021 Plan's Pro-rata share by credit rating	2020 Fund Fair Value	2020 Plan's Pro-rata share by credit rating
	\$	\$	\$	\$
AAA	75,602	23,709	57,319	17,930
AA	115,487	36,217	110,103	34,441
A	63,320	19,857	69,113	21,618
BBB	32,596	10,222	42,132	13,179
BB and under	3,897	1,221	7,003	2,190
	290,902	91,226	285,670	89,358

(iv) Interest rate risk

Interest rate risk is the risk that the market value of the Employees' Plan's investments will fluctuate due to the changes in the market interest rates. To properly manage the Employees' Plan's interest rate risk, appropriate guidelines on the weighting and duration for the bonds and other fixed income investments are set and monitored. The Employees' Plan's investments in fixed income are sensitive to interest rate movements. An immediate hypothetical 1% increase (decrease) in interest rates, with all other variables held constant, would impact Canadian bonds and debentures by an estimated gain (loss) of approximately \$2,995 (2020 – \$3,003) for the Fund. The Employees' Plan's pro-rata share of this gain (loss) would be \$939 (2020 – \$940).

(v) Foreign currency risk

Foreign currency risk is the risk that fair value or future cash flows of a financial instrument will fluctuate because of the changes in foreign currency rates. The Employees' Plan is exposed to risks that the exchange rate of the foreign currency may change in a manner that has an adverse effect on the value of the portion of the Employees' Plan's underlying assets or liabilities invested in foreign transactions. The Administrator monitors the Employees' Plan's overall currency positions and exposures on a regular basis. In addition, the SIPP permits the hedging of market price risk using derivative financial instruments. The Employees' Plan's exposure to foreign currencies would not create a significant change in the fair value of the assets except for the Employees' Plan's exposure to the US dollar. If the US dollar strengthened or weakened by 5% the Fund's US dollar holdings would change by \$12,778 (2020 – \$10,116). The Employees' Plan's pro-rata share of this risk exposure is \$4,007 (2020 – \$3,164).

9. CAPITAL MANAGEMENT

The capital of the Fund is represented by the net assets available for benefits. The Fund's objective when managing the capital is to safeguard its ability to continue as a going concern and to maintain adequate assets to support pension obligations. The Administrator has adopted the SIPP, which states investment objectives, guidelines and benchmarks used in investing the capital of the plan, permitted categories of investments, asset-mix diversification and rate of return expectations. The SIPP is reviewed annually and was last amended effective November 24, 2020. The SIPP was amended to reflect changes made to the target asset mix and investment manager allocations.

The Employees' Plan invests in units of the Fund, which itself invests in various investment vehicles, in accordance with the SIPP and investment mandates specific to each investment manager. The Fund's investments expose it to a variety of financial risks which are discussed in Note 8 – Financial Instruments. The allocation of assets among various asset categories is on a monthly basis. A comprehensive review is conducted quarterly, which includes measurement of returns, comparison of returns to appropriate benchmarks, ranking of returns to appropriate universes and risk analysis.

10. RELATED PARTY TRANSACTIONS

The Employees' Plan defines its key management personnel as the University's Board of Governors and other members of senior administration responsible for planning, controlling and directing the activities of the Employees' Plan. The Employees' Plan has not paid for services provided by key management personnel.

The University provides certain administrative services to the Employees' Plan. The cost to the Employees' Plan for these services during the year ended June 30, 2021 was \$86 (2020 – \$84), which is included in Sponsor administrative and trustee fees in Note 7 – Administrative Expenses.

**University of Windsor
Board of Governors**

4.3.1: Policy and Process for Filling Seats on the University of Windsor Board of Governors from the Alumni Association, Assumption University, Canterbury College, and Iona College

Item for: **Approval**

Forwarded by: **Board Governance Committee**

MOTION: That the Board of Governors approve the *Policy and Process for Filling Seats on the University of Windsor Board of Governors from the Alumni Association, Assumption University, Canterbury College, and Iona College (the “Nominating Bodies”)*.

Policy and Process for Filling Seats on the University of Windsor Board of Governors from the Alumni Association, Assumption University, Canterbury College, and Iona College (the “Nominating Bodies”)

The University of Windsor Board of Governors must ensure that it has the required skills, diversity and knowledge to enable it to discharge its duties in the interests of the public good and with all due diligence.

The following sets out a process for evaluating potential Board candidates to fill vacancies based on the required competencies/skill sets of the Board, as well as diversity and equity considerations, at the time of the vacancy.

1. The Nominating Bodies will be notified of upcoming vacancies along with current skills gaps on the University of Windsor Board of Governors.
2. The appropriate Nominating Body shall provide a list of 3 candidates for each vacancy, along with their curriculum vitae and contact information, who meet the current skills gaps to the University of Windsor Board Governance Committee for consideration. Where the Nominating Body cannot identify 3 candidates, the University of Windsor Board Governance Committee may present names of possible candidates to the Nominating Body for consideration.
3. The University of Windsor Board Governance Committee will assess all potential candidates based on the required competencies/skills sets of the University of Windsor Board of Governors and diversity and equity considerations, at the time of the vacancy. Following an interview process, the University of Windsor Board Governance Committee may:
 - (a) recommend the name of a single candidate for appointment to the University of Windsor Board of Governors from the list provided by the Nominating Body; or
 - (b) request, with reasons, that the Nominating Body provide additional candidates for consideration. In doing so, the University of Windsor Board Governance Committee may also present names of possible candidates to the Nominating Body for consideration.

Rationale:

- The University of Windsor has grown and evolved significantly, since its incorporation, and is now operating within a postsecondary system and legislative and workforce environment that are much more complex. The University of Windsor Board of Governors must ensure that it has the required skills and knowledge to enable it to discharge its duties in the interests of the public good and with all due diligence.
- The University of Windsor's Board of Governors policy for identifying new board members sets out a process for evaluating potential Board candidates to fill vacancies based on the required competencies/skill sets of the Board, as well as diversity and equity considerations, at the time of the vacancy.
- The proposed process strives to uphold the historic precedent that members of the University of Windsor's Board

of Governors are to be appointed by certain organizations, while respecting the contemporary realities regarding the University of Windsor's needs and the principles and strictures of good governance, which stipulate that Boards have the responsibility of ensuring that they are diverse and with the required skills and knowledge, from among their members, to enable them to discharge their fiduciary and other oversight duties in the interests of the public good, and to make decisions properly and with all due diligence.

- Senate members will continue to be elected by and from its own members.
- The University of Windsor Board of Governors will continue to submit recommendations to the Province to fill LGIC appointments.

**University of Windsor
Board of Governors**

4.4.1: Centre for Engineering Innovation – Charge Lab

Item for: **Approval**

Forwarded by: **Board Resource Allocation Committee**

MOTION: That the University proceed with the New Electrical Vehicle Research Centre, known as the ‘Charge Lab’, located in the Centre for Engineering Innovation, with a total project cost of \$3,800,000.



GOALS AND OBJECTIVES FOR THE PROJECT

The project is for a creation of a new laboratory for Electric Vehicle Technology research. The new Charge Lab will consist of Seven Dynamometers (Dynos) to test electric motors and vehicles. Magna, located in Troy, Michigan, donated components of Three Dynos. One new Chassis Dyno for electric vehicle testing will be purchased and installed. In addition, three existing Dynos currently in use by the University will be relocated into the new lab. The Charge Lab space also includes the Reception Area, Grad Student Labs, Meeting Room, Technician Offices, Observation Areas, Motor Storage, and Manufacturer office spaces.

GENERAL DESCRIPTION OF THE PROJECT

The CHARGE Lab is an internationally recognized R&D component design and test centre fostering cross-disciplinary research collaboration among materials, mechanical, electrical and software engineers. It is competitive with other leading North American automotive labs in designing, developing, and testing electric vehicle powertrain components. This world-class industry-scale research and test facility currently consists of multiple custom-designed flexible EV motor and drive test systems. It can produce fast, accurate and comprehensive test results fundamental to the iterative design optimization process of next-generation electric vehicle powertrain components.

The scope of this project includes:

1. Charge Lab Renovation of 12,300 SQ.FT. (1,140m²), located in the South-East corner of the CEI Building.
2. Testing Facilities for 3 Magna Dynos, 1 Chassis Dyno and 3 existing Dynos, including the provision for future electric bus testing.
3. Renovations to Machine Shop 1133 and New EPI Centre 1110.
4. Renovations to Materials Lab 1193 & 1195, converting a storage room into Lab spaces.
5. Minor layout changes to rooms 1180, 1183, and 1189.

PROJECT BENEFITS

The CHARGE lab facility will be a hub for the development of technologies for alternatively propelled vehicles. In addition, the infrastructure will bring the following benefits to the University and region:

1. **Enhanced Test Capability:** The additional space will allow for dyno systems provided by Magna to enhance the existing test capabilities.

2. **Generation of New Knowledge:** This enhanced lab and test infrastructure is critical to developing and testing next-generation and superior performance EV powertrains.
3. **Industrial and Academic Collaborations and New Research Funding:** The improved infrastructure will strengthen the existing collaboration with academic, government and industry partners. Also, it will attract other OEMs and Tier-1 auto part suppliers to benchmark their component and EV prototypes. Revenue generated will make the facility self-sustaining.
4. **Training and Job Creation:** Researchers will be exposed to theoretical and experimental investigations complemented by industrial participation and collaboration. The enhanced facility will train and create highly qualified personnel and experts in automobility areas.

ESTIMATED TIMELINES

The timeline for this project anticipates all costs to be incurred between January 1, 2022, and the project completion date of September 1, 2022. Equipment delivery is expected to be significant. Approval in December 2021 would allow the University to meet the September 1st completion date.

PROJECT BUDGET

Construction Costs	\$ 2,959,000
Miscellaneous Costs (equipment, controls, IT, Furniture, etc)	\$ 303,000
Consultant Costs	\$ 217,000
Contingency (5.6%)	<u>\$ 195,693</u>
	\$ 3,674,693
HST @ 3.41%	<u>\$ 125,307</u>
TOTAL PROJECT COST	\$ 3,800,000

FUNDING FOR THE PROJECT

The project will be fully funded by the Faculty of Engineering with one-time funds currently available for this purpose.