INTRODUCTION TO GOVERNANCE

GOVERNANCE, LEADERSHIP, AND ETHICS 2001F

Fall 2019 Thursday 6:30 – 9:30 PM Room W116

Instructor: Dr. N. Bradford

Office: A300

Phone: 519-438-7224 ext. 333

Email: bradford@huron.uwo.ca

Office hours: Monday 3-4; Thursday 4-5.

COURSE PLAN

The idea and practice of governance has become a central theme in 21st century public, private, and community decision-making. Governments, corporations, and voluntary organizations all find themselves cross-pressured by divergent values and conflicting interests while grappling with problems of increasing technical complexity and social diversity. In such turbulent environments, "no one is in charge or has the answer" -- all actors and organizations need to work together to tackle shared problems. Yet, collaboration is rarely easy or fast. The study of governance examines collaborative processes in different institutional settings from the local to the global, and through various disciplinary lens. Governance research is critically engaged: it asks *whether, how, and how well* today's "grand challenges" or "wicked problems" in the economy, society, and environment are addressed through multi-sectoral collective action.

This course provides students with a comprehensive introduction to contemporary governance, including leadership and ethical dimensions. Beginning with a conceptual overview of key theories and models, the course transitions to a series of practical applications that explore "governance in action". Case examples are drawn from the two overarching governance contexts: public policy (eg. "wicked problems") and democratic politics (eg. "grand challenges"). Through classroom discussion, literature reflection, and case studies, students are encouraged to make connections -- and explore tensions -- between governance ideals and real-world practice.

LEARNING OBJECTIVES

Governance, Leadership, and Ethics 2001F has four major learning objectives. First, it provides students with a comprehensive introduction to the field of Governance Studies with a focus on public policy, democratic politics, and organizational decision-making. Students will gain understanding of critical concepts such as collaboration, institutional design, multi-level and

inter-sectoral leadership, and learn to creatively compare or combine different disciplinary perspectives on governance.   Second, the course supplies teaching support and research opportunity for students to test governance theories through literature reflection and case studies. Students will review a leading-edge book and conduct their own studies of governance experiments, critically analysing collaborative processes and collective outcomes. Third, the course provides class time for students to work collaboratively in developing governance "action plans" and in sharing research work. Fourth, the course helps build the intellectual foundation for students in Huron's Governance, Leadership, and Ethics Major, offering insight into the governance, leadership, and ethics sub-themes and preparing students for more specialized courses in each.

REQUIRED BOOKS

K. Emerson and Tina Natabatchi. 2015. *Collaborative Governance Regimes*. Georgetown University Press.

Henry Tam. 2018. *Time to save democracy: How to govern ourselves in the age of anti-politics.* Policy Press/University of Chicago

REVIEW BOOK (select one)

Adam Kahane. 2017. *Collaborating with the Enemy: How to Work with People You Don't Agree with or Like or Trust*. Berrett-Koehler Publishers, Inc.

Edgar Villanueva. 2018. *Decolonizing Wealth: Indigenous Wisdom to Heal Divides and Restore Balance*. Berrett-Koehler Publishers, Inc.

Linda Nazareth. 2018. *Work is not a Place: Our Lives and Our Organizations in a Post-Jobs Economy.* BookBaby Press.

ASSIGNMENTS

1. *WRITTEN*

Thematic Reflection: 15%

Students will write a brief (2 page double-spaced 500 word) personal reflection on the first four weeks of discussion/readings. The reflection – written in an informal, conversational style -- will explain how course themes are "speaking to you" rather than a factual replay of contents. Two questions to explore: 1. what strikes you as interesting or surprising or problematic in the governance approach? 2. are there topics or themes that speak to your personal experience or intellectual vision and that you would like to explore further?

 Due: October 3

"GLE Book Review": 30%

Students will write a report (4 page double-spaced 1000 word) of a leading-edge book from an author working in the "real world" of governance. Rather than a traditional book review that describes all the details, your GLE book report will identify and discuss the key lessons or take-aways for our course themes. Four questions to explore: what is the perspective on governance offered? what are the challenges and opportunities for leadership? how does the book advance understandings of public problem-solving in the 21st century? would you recommend the book to a friend interested in, but unfamiliar with, governance?

Due: November 14

Governance Case Report: 40%

Students will write a case report (6 page double-spaced page 2,000 words) report on an actual governance process or project of their choosing. This involves selecting a real world "governance challenge" from a country, city, community like those in the Emerson and Natabatchi volume or the Tam book. The case report will apply the framework from the Emerson and Nabatchi policy governance framework and/or the democratic governance framework of Tam to present the research. Further details in Appendix.

Due: December 10

2. DISCUSSION

Student Engagement and Wicked Problem/Grand Challenge Teams: 15%

Engagement through attendance and participation make the course flow! In our third hour, students will work in teams on a range of 21st century issues and challenges, developing "action plans" for making progress. Further details in Appendix.

PART 1: GOVERNANCE ON THE AGENDA

(Note: Third Hour Theme "discussion prompts" will be posted on rolling basis for topicality)

Week 1 (September 5) Welcome to Huron's GLE!

"Governing past the Next Election: Does Canada need more Canada" https://iog.ca/docs/Does-Canada-Need-More-Canada.pdf

"To Change the World, Governments need to Launch New Moonshots" https://www.wired.co.uk/article/government-moonshots

Week 2 (September 12) The Rise of Governance: A 21st Century Mission

Emerson and Natabachi "Introduction: Stepping In – The Context for Collaborative Governance"

Tam "Introduction: Democracy in Distress"

3rd Hour: "Wicked Problems/Grand Challenges"

Week 2 (September 19) Governance Tracks: Policy and Democracy

Emerson and Natabachi "Collaborative Governance and Collaborative Governance Regimes"

Tam "Why We Need Democracy"

3rd Hour: "Community-based Solutions: Go Big *and* Go Home"

Week 3 (September 26) Governance Approaches: Scope and Scale

J. Torfing et al. "Governance in Other Disciplines: One Approach or Many?" (OWL Website)

Tam "Rethinking How We Govern" pgs. 44-48.

3rd Hour: "From Fear to Hope: GLE and the "3 Is""

Week 4 (October 3) Governance Tools: Missions and Moonshots

R. Kattel and M. Mazzucato "Mission-oriented Innovation Policy and Dynamic Capabilities in the Public Sector" July 2018 Working Paper Institute for Innovation and Public Purpose

3rd Hour: "A GLE Mission: Technology, Privacy, Employment, and Democracy"

Thematic Reflection due in class to Dr. Bradford

PART 2: MAKING GOVERNANCE WORK

Week 5 (October 10) Initiating the Mission

Emerson and Natabachi "Initiating Collaborative Governance: The System Context, Drivers, and Regime Formation"

Tam "Shared Mission" pgs. 64-71

3rd Hour: Emerson and Natabachi "Case Illustration: National Collaborative for Higher Education"

Week 6 (October 17) Capacity for Joint Action

Emerson and Natabachi "Collaboration Dynamics: Principled Engagement, Shared Motivation, and the Capacity for Joint Action"

Tam "Mutual Respect" pgs. 84-93

3rd Hour: Emerson and Natabachi "Case Illustration: The Everglades Restoration Task Force"

Week 7 (October 24) Making Change Together

Emerson and Natabachi "Generating Change: Collaborative Actions, Outcomes, and Adaptation"

Tam "Coherent Membership" pgs. 106-115

3rd Hour: Emerson and Natabachi "Case Illustration: The Military Community Capability Committee"

PART 3: GOVERNANCE UP CLOSE

Week 8 (October 31) Collaborating in Toronto for Inclusive Growth

Bramwell in Emerson and Natabachi "Who Speaks for Toronto? Collaborative Governance in the Civic Action Alliance"

Tam "Collaborative Learning" pgs. 134-141

3rd Hour: "Civic Action Alliance for London Ontario?"

FALL READING WEEK

Week 9 (November 14) Participating in Alaska for Sustainable Development

Bronen in Emerson and Natabachi "Collaborative Governance in Alaska: Responding to Climate Change Threats in Alaska Native Communities"

Tam "Participatory Decision Making" pgs. 204-213

Third Hour Theme: "Ethical States and Ethical Firms"

Book Review due in class to Dr. Bradford

Week 10 (November 21) Powering in Guadalupe

Pells in Emerson and Natabachi "Power and the Distribution of Knowledge in a Local Groundwater Association in Guadalupe Valley, Mexico"

Tam "Civic Parity" pgs. 227-236

Third Hour Theme: "Global Perspectives on GLE"

PART 4: LEARNING TO GOVERN OURSELVES

Week 11 (November 28) Research Dialogue

A conversation about translating governance case "research into report"

Week 12 (December 5) Reflections on Governance

Emerson and Natabachi "Conclusion: Stepping Back, Stepping Up and Stepping Forward"

Tam "Learning to Govern Ourselves"

Case Report due Monday December 10 by 3 PM. Hard copy to Dr. Bradford's Office or Huron Essay Drop-box.

APPENDIX: DETAILS ON ASSIGNMENTS

Case Reports

Your report examines a real-world governance experiment and organizes information under the following sub-headings:

Introduction (the governance challenge at issue and the case in focus)

1. *Drivers of Governance* (what are the background problems/conditions/triggers that motivate a governance approach?)

2. *Governance Leadership* (who takes the initiative and how do they define the shared mission and mobilize partners, what resources are made available, what are the goals of governance?)

3. *Governance Dynamics* (how is the process playing-out, what strategies, mechanisms, and projects are evident?)

4. *Assessing Governance* (have the partners and the process delivered collective results, are there failures or limitations?)

Conclusion (what lessons can be drawn from your case about the prospects and problems of governance in the 21st century)

Sample Topics for Case Study Selection

· **Social Governance**

Homelessness

Neighbourhood Revitalization

Immigrant Settlement

Inter-cultural Understanding

Gender Identity, Expression, and Equity

· **Economic Governance**

Community Economic Development

Worker Cooperatives

Technology Innovation Districts

Participatory Budgeting

Cross-border Collaboration

· **Environmental Governance**

Ecosystem Protection

Brownfield Remediation

Resource Renewal

Climate Change Collaboration

Public Transit/Green Infrastructure

· **Democratic Governance**

Civic Education

Deliberative Democracy

Restorative Justice

Truth and Reconciliation

Civic Renewal Programs

Wicked Problem/Grand Challenge Teams

Teams prepare "GLE Action-Plans" that work at the system wide macro level and community based micro level, and typically involve four components:

1. Research Sources (Academic and Applied)
2. Political Coalition
3. Policy Framework
4. Pilot Project

Sample Action Plan Agenda

Environment

Green New Deal (macro level)

Sustainable Cities (micro-level)

Economic

Technology Change (macro-level)

Indigenous Economic Development (micro-level)

Social

Poverty Reduction (macro-level)

Homelessness (micro-level)

Health

Mental Health (macro-level)

Opioid Addiction (micro-level)

Cultural

Anti-Racism (macro-level)

Immigrant Settlement (micro-level)

Appendix to Course Outlines: Academic Policies & Regulations 2019/2020

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the Code of Student Conduct at:
www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.

2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

Please see the policy on Attendance Regulations for Examinations here: https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the OWL class site, is https://owl.uwo.ca/portal and on the Huron website at www.huronuc.on.ca/about/accessibility .

Academic Student Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: www.huronuc.ca/student-life-campus/student-services/academic-advising.

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: www.huronuc.ca/student-life-campus/art-social-science and at www.huronuc.ca/student-life-campus/management-and-organizational-studies .

Adding / Dropping Courses

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, huronuc.ca/student-life-campus/student-services/academic-advising or review the list of official Sessional

Dates on the Academic Calendar, available here:
http://www.westerncalendar.uwo.ca/SessionalDates.cfm.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Mental Health & Wellness Support at Huron and at Western

Students who are stressed, emotionally distressed or in mental health crisis please refer to: huronuc.ca/student-life-campus/student-services/health-wellness for a complete list of options about how to obtain help, or email Huronwellness@huron.uwo.ca to access your wellness staff directly.

Additional supports for Health and Wellness may be found and accessed at Western through www.uwo.ca/uwocom/mentalhealth/.

Huron is committed to providing a safe, welcoming campus for students, staff and faculty by providing confidential assistance to those who have personal safety concerns. Providing a safe and welcoming campus for students, staff and faculty is one of Huron's top priorities.

The Student Emergency Response Team (SERT) provides medical response to 9-1-1 calls on Main, Brescia and Huron campuses which operates 24 hours a day, 7 days a week during the academic year. SERT is dispatched through the campus community Police Service (CCPS) to any medical emergency on campus at (519) 661-3300. For more information about SERT please visit: sert.uwo.ca/about-sert/about-sert/.

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).
A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

> **Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.**

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as per the Academic Calendar: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189 .

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for a detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com.

Computer-Marked Tests/exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Clickers

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on "Special" Accommodation

Students who require **special** accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: http://www.sdc.uwo.ca/ssd/index.html .

Policy on "Academic" Accommodation - Medical / Non-Medical Grounds

Students who require academic accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: http://www.sdc.uwo.ca/ssd/index.html.

(a) Medical Grounds for assignments *worth 10% or more of final grade*: Go directly to Huron Support Services/ Academic Advising, or email huronsss@uwo.ca .

University Senate policy, which can be found at, https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf , requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the "home faculty" is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf .

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

(b) Accommodation on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of

medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

(c) <u>Non-Medical Grounds</u>: Consult your Instructor directly.

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Requests for Academic Consideration Using the Self-Reported Absence Form

The full Policy on Academic Consideration for student Absences – Undergraduate Students in First Entry Programs is available at:
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf .

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

> **a**. students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;

> **b**. any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities. Please see section 4 below for more details.

> **c.** The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following

morning if the form is submitted after 4:30 pm;

d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;

e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;

f. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;

g. Self-reporting **may not be used** for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.

h. students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Important Dates and Directory at Huron and Western

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** https://huronuc.ca/important-dates-and-deadlines
- **Western – Academic Calendar & Sessional Dates:** http://www.westerncalendar.uwo.ca/SessionalDates.cfm
- **Huron Directory – Faculty, Staff and Administration:** https://huronuc.ca/index.php/contact/contact-directory
- **Western Directory – Faculty, Staff and Administration:** https://www.uwo.ca/directory.html