INTRODUCTION TO GOVERNANCE

GOVERNANCE, LEADERSHIP, AND ETHICS 2001F

Fall 2020
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Consultation/Office Hours: Via Zoom 9-10 AM Wednesday, Thursday, Friday (or by appointment)

COURSE PLAN

The idea and practice of governance is 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.

The GLE learning strategy is grounded in case studies that allow up-close exploration of the ways in which 21st century policy issues play-out in theory and in practice. Case examples are drawn from the two key governance scales: local communities tackling “wicked problems” (eg. Sustainable Cities) and national governments addressing “grand challenges” (eg. Green New Deal). We will also draw on the “GLE Case Catalogue” that will be introduced in September by the GLE Summer Research Team.

The COVID-19 pandemic makes the challenges of collaborative governance and ethical leadership even more complex. There are calls everywhere for a post-COVID New Deal. But what does it actually mean to “Build Back Better”? Are countries capable of such bold collective action? These questions will thread through our intellectual work.
A Note on 2020 Online Delivery Framework

With this year’s online delivery, the goal is to maximize flexibility for all students in accessing course content. We will blend synchronous and asynchronous strategies. In the scheduled Monday morning meeting (9:30-11:30) Professor Bradford will deliver an interactive PowerPoint lecture that will be posted on the OWL course Website for those in time zones that make attendance challenging. The Wednesday scheduled 9:30-10:30am slot will be a “flex-hour”, blending informal discussion with group work (more information about the flex-hour will be provided in the first week of class). Zoom Office Hours provide further engagement opportunities for all.

LEARNING OBJECTIVES

Governance, Leadership and Ethics 2001F 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 up-close”.

The course has five 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 equips students with the knowledge and skills to use the case study method to understand how governance theory plays out in practice.

Fifth and finally, the course builds 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


REVIEW BOOK (select one)


ASSIGNMENTS

1. WRITTEN

GLE Thematic Reflection: 15%

Students will write a brief (2 page double-spaced 500 word) personal reflection on Part 1 (September 9 - October 5) 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 5

"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 takeaways 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 9

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 organizing your Governance Case Report are in the Appendix.

Due: December 14
2. **DISCUSSION**

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

Engagement and participation make the course flow! Students will work in teams on a range of 21st century issues and challenges, developing “action plans” for making progress. Further details are in the Appendix and September classes will explain further.

**PART 1: GOVERNANCE ON THE AGENDA**

*(Note: Reading prompts for “Critical Issues” will be posted on rolling basis for topicality)*

**Week 1 (September 9) Welcome to Governance, Leadership and Ethics**

“Huron’s GLE: The Intellectual Mission”

**Week 2 (September 14) The GLE Mission in the Age of Covid**

P. Senge, “The Dawn of System Leadership”
https://ssir.org/articles/entry/the_dawn_of_system_leadership

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

David Brooks, “America is Facing 5 Epic Crises at Once”

Critical Issue: *Wicked Problems/Grand Challenges*

**Week 3 (September 21) The Rise of Governance: A 21st Century Mission**

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

Critical Issue: *Collaborating with the Enemy and Moving Upstream (skim either Kahane or Heath)*

**Week 4 (September 28) Governance Approaches: Theory and Practice**

P. Collier “The Foundations of Morality: From the Selfish Gene to the Ethical Gene”

M. Conway “Developing and Implementing Just Transition Policies”
Critical Issue:  *GLE and the Common Good*

**Week 5 (October 5) Governance Challenges: Innovation and Inclusion**

Tam “Rethinking How We Govern” pgs. 44-48

D. Cole. “I Don’t Care if You’re Racist. I Care if You’re Hurting Me’

C. Shefman. “Stop Using the Rule of Law as a Weapon Against Indigenous People”

M. Benioff “Trailblazer: Civic Duty and Corporate Social Activism”

Critical Issue:  *Race, Class and Inclusive Rebuilding*

*GLE Personal Reflection Due*

**PART 2: MAKING GOVERNANCE WORK**

**Week 6 (October 12) Initiating the Mission**

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

Tam “Four Governance Strategies and Shared Mission” pgs. 13-22 and 64-71

Case Study: Emerson and Natabachi “Case Illustration: National Collaborative for Higher Education”

**Week 7 (October 19) 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

Case Study: Emerson and Natabachi “Case Illustration: The Everglades Restoration Task Force”

**Week 8 (October 26) Making Change Together**

Emerson and Natabachi “Generating Change: Collaborative Actions, Outcomes, and Adaptation”

Tam “Coherent Membership” pgs. 106-115

Case Study: Emerson and Natabachi “Case Illustration: The Military Community Capability Committee”
November 2-8 FALL READING WEEK

PART 3: GOVERNANCE UP-CLOSE

Week 9 (November 9) Collaborating in Toronto for Inclusive Innovation
Bramwell in Emerson and Natabachi “Who Speaks for Toronto? Collaborative Governance in the Civic Action Alliance”
Tam “Collaborative Learning” pgs. 134-141
Case Study: “Civic Action Alliance for London Ontario (or your own Hometown)?”

GLE Book Review Due

Week 10 (November 16) 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
Critical Issue: “Ethical States and Ethical Firms”

Week 11 (November 23) 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
Critical Issue: “Global Perspectives on GLE”

PART 4: LEARNING TO GOVERN OURSELVES

Week 12 (November 30) Research Workshop
Tips and Tools for your “Governance Case Report”

Week 13 (December 7) Reflections on 21st Century Governance
Emerson and Natabachi “Conclusion: Stepping Back, Stepping Up and Stepping Forward”
Tam “Learning to Govern Ourselves”
December 14 Case Report Due.

APPENDIX: DETAILS ON ASSIGNMENTS

Governance Case Reports

Your report examines a real-world governance experiment at either the local community scale or the national political scale. You can organize the 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

Racial Relations

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


Teams prepare “GLE Action-Plans” for the Post-COVID Rebuild that work at the system wide macro level and community based micro level.

Choose a country and report on these four dimensions:

1. Leadership Coalition (government, business, nonprofit sectors)
2. National Policy Strategy
3. Local City/Community Action
4. Evaluation Framework

Sample GLE Action Plans to “Build Back Better”

Environmental Lens
Green New Deal (macro level)
Sustainable Cities (micro-level)

Economic Lens
National Economic Renewal (macro-level)
Community Economic Development (micro-level)

Social Lens
National Poverty Reduction (macro-level)
Homelessness Plan (micro-level)

Health Lens
National Public Health/Pandemic Plan (macro-level)
Mental Health/Opioid Addiction (micro-level)

Cultural Lens
Anti-Racism Strategy (macro-level)
“Black Lives Matter” or Immigrant Settlement (micro-level)
Appendix to Course Outlines: Academic Policies & Regulations 2020 - 2021

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.

While in the physical classroom or online 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 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: 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 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.
Adding / Dropping Courses

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, https://huronatwestern.ca/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.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site and on the Huron website at, https://huronatwestern.ca/about/accessibility.

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.

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

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: https://huronatwestern.ca/academic-advising.
Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: https://huronatwestern.ca/contact/contact-directory.

Copyright Regarding Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student’s answers or papers on the course website he/she should ask for the student’s written permission.

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, it is also 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 the 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 The University of Western Ontario and Turnitin.com (https://www.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.
**Academic Accommodation for Students With Disabilities**

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://academicsupport.uwo.ca/](http://academicsupport.uwo.ca/).

Please review the full policy at, [https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf).

**Academic Consideration for Missed Work**

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy at [https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf) are met.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at [https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation.

**Requests for Academic Consideration Using the Self-Reported Absence Form**

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.

Please note the following conditions that are in place for self-reporting of medical or extenuating circumstances:
• Students will be allowed a maximum of two self-reported absences between September and April and one self-reported absence between May and August;
• 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.
• 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.
• 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.
• 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.

Please review the full policy at, https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf.

Policy on “Academic” Accommodation - Medical / Non-Medical Grounds

(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) Non-Medical Grounds: Consult Huron Support Services/ Academic Advising

Where the grounds for seeking accommodation are not medical (e.g. varsity sports, religious, compassionate, bereavement) the student should contact an academic advisor directly. All accommodation requests must include a completed Accommodation Request Form. Late penalties may apply at the discretion of the instructor.

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.

Mental Health & Wellness Support at Huron and Western
University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit https://huronatwestern.ca/student-life-campus/student-services/wellness-safety for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca
Community Safety Office: safety@huron.uwo.ca
Chaplaincy: gthorne@huron.uwo.ca

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

Important Dates & Directory

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