



**GLE 2001F: Introduction to Governance
Governance, Leadership and Ethics**

Fall Term 2022

Tuesdays 10:30-11:30am + Thursdays 9:30-11:30am
HC-V214

Kate Graham, PhD (she/her)

Email: kgraha@uwo.ca

Virtual Office Hours: [Book a time to meet](#)

In Person Office Hours: By appointment, in Office H-114

Jesse Helmer, PhD candidate (he/him)

Email: jhelmer@uwo.ca

Virtual Office Hours: [Book a time to meet](#)

In Person Office Hours: By appointment, in Office H-114

Course Description

The idea and practice of governance is a central theme in 21st century public, private, and community decision-making. Governments, businesses, and non-profits 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, the collaboration is rarely easy or fast.

The study of governance examines collaborative processes in different institutional settings from the local to the global, through various disciplinary lens, and from the distinctive perspectives of government, business, and nonprofit sectors. 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 across governance scales from local communities working for “Sustainable Cities” to national governments mobilizing around “inclusive innovation”.

The COVID-19 pandemic makes the challenges of collaborative governance and ethical leadership more urgent. But what does it actually mean to “Build Back Better”? Are countries still capable of bold collective action or is the polarization and division too intense? These are the big questions that drive our intellectual engagement.

Learning Outcomes

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 at work”.

The course has four major learning objectives.

1. Comprehensive introduction to the field of Governance Studies with a focus on public policy, community innovation, and organizational decision-making. Students will gain understanding of critical concepts such as sectoral innovation and collaboration, institutional design, multi-level governance, and learn to creatively compare or combine different disciplinary perspectives on governance.
2. Teaching support and research opportunity for students to test governance theories through literature reflection and case studies. Students work with leading-edge governance scholarly sources and conduct their own analyses of governance practices and experiments.
3. Time and tools for students to work collaboratively in developing governance “action plans” and in sharing research work. Equip students with the knowledge and skills to use the case study method to understand how governance theory plays-out in practice.
4. Build a holistic intellectual foundation for students in Huron’s Governance, Leadership, and Ethics Major, offering insight into each sub-theme and preparing students for more specialized GLE courses.

Teaching Methodology and Expectations of Students

This is an in-person class with a focus on group dialogue, working in teams and peer-to-peer learning. As such, students are strongly encouraged to be present for all classes. The following are expected of students in this course:

- An expectation of self-directed, independent and active learning;
- An expectation that assigned readings will be read thoroughly and annotated prior to scheduled classes;
- An expectation that each participant will participate in an active, respectful, and relevant manner, contributing ideas and insights derived from the assigned reading;
- An aspiration toward precision, accuracy and clarity in oral communication, including active listening skill;

- An aspiration toward enhanced depth and breadth of learning as the course proceeds;
- An aspiration toward more critical and analytical thinking as the course proceeds and assignments are completed; and
- An aspiration toward a continued curiosity toward new ideas and an openness toward others and their ideas.

Required Course Material

This course will draw on two central texts, which students are encouraged to purchase or access through the library:

- Kirk Emerson and Tina Nabatchi. 2015. Collaborative Governance Regimes. Georgetown University Press.
- Adam Kahane. 2017. Collaborating with the Enemy: How to Work with People You Don't Agree with or Like or Trust. Berrett-Koehler Publishers.

The class will also engage with a range of articles, podcasts and more which will be available on OWL under Resources

Assignments & Evaluation

- **Class Participation (20%)** – students are expected to attend and actively participate in all class discussions and activities. The evaluation will be evaluated based on in-class contributions during lectures and discussion. Marks will be provided at the midpoint (October 13) and conclusion (December 8) of the course.
- **Student Case Study Presentations (20%)** – from Weeks 3 through 13, students will work in small groups to examine the governance arrangements in a specific place to address a specific challenge (eg. homelessness in Vancouver; air transportation in Canada). More details will be provided in class. Two groups of students will present each Tuesday, including leading a class discussion on key governance questions emerging from the cases presented. Marks will be provided to students in the group shortly after the presentation date.
- **Thematic Reflections (15% x 2 = 30%)** – students will write two thematic reflections (maximum 500 words) on the discussions and readings. Reflections should draw on multiple materials in the course, and be written not as a factual replay of contents but rather a personal reflection about themes or ideas across the readings. More instructions will be provided in class. The first reflection should address the first half of the course (Weeks 2 through 7) and is due on Thursday, October 20 at 6pm on OWL. The second reflection should address the second half of the course (Weeks 8 through 12) and is due on Thursday, December 1 at 6pm on OWL.

- **Final Essay OR Governance Case Report (30%)** - students will write an up to 2,500 word essay on a topic of their choice, related to the central themes of the course; or, choose to produce a case study on the governance project of their choosing. A list of possible topics will be provided, and more instructions will be shared in class. Submissions are due on OWL at 6pm on Friday, December 16, worth 30%.

What Grades Mean

The University of Western Ontario Senate has adopted a set of grade descriptors which explain the meaning of grades assigned in all university courses:

- A+ 90-100% One could scarcely expect better from a student at this level
- A 80-89% Superior work which is clearly above average
- B 70-79% Good work, meeting all requirements, and eminently satisfactory
- C 60-69% Competent work, meeting requirements
- D 50-59% Fair work, minimally acceptable
- F Below 50% Fail

Class Schedule

Week 1	Thursday, September 8 9:30-11:30am HC-V214	<p>Welcome and Introductions</p> <ul style="list-style-type: none"> ● Class introductions ● Course overview and expectations ● Huron’s GLE: What, why and how ● Why studying governance matters ● Short class exercise <p>Readings</p> <ul style="list-style-type: none"> ● Course outline
Week 2	Tuesday, September 13 10:30-11:30am HC-V214	<p>The Problem with Governance</p> <ul style="list-style-type: none"> ● Definitions ● Contemporary debate ● Learning through observation and cases ● Instructions & student sign up for small group presentations (Tuesdays from Weeks 3 through 13, worth 20%)

		<p>Readings</p> <ul style="list-style-type: none"> • Farhad Manjoo “What if Humans Just Can’t Get Along Anymore?” New York Times.
	<p>Thursday, September 15 9:30-11:30am HC-V214</p>	<p>Doing Big Things Together</p> <ul style="list-style-type: none"> • Lecture • Class discussion <p>Readings</p> <ul style="list-style-type: none"> • P. Senge, “The Dawn of System Leadership” • D. Heath, “Moving Upstream” • “The Biden Approach is Working” https://www.nytimes.com/2021/08/05/opinion/biden-bipartisan-congress.html
Week 3	<p>Tuesday, September 20 10:30-11:30am HC-V214</p>	<p>Student Case Study Presentations (x2) – 20%</p> <ul style="list-style-type: none"> • Students will work in small groups to examine the governance arrangements in a specific place to address a specific challenge (eg. homelessness in Vancouver; air transportation in Canada). More details will be provided in class. Two groups of students will present each Tuesday, including leading a class discussion on key governance questions emerging from the cases presented.
	<p>Thursday, September 22 9:30-11:30am HC-V214</p>	<p>The Rise of Governance: A 21st Century Mission</p> <ul style="list-style-type: none"> • Lecture • Class discussion • Instructions for thematic reflections (worth 15%) <p>Readings</p> <ul style="list-style-type: none"> • Emerson and Nabatchi “Introduction: Stepping In – The Context for Collaborative Governance” M. Mazzacuta “To Change the World, Governments need to Launch New Moonshots”

		<ul style="list-style-type: none"> • M. Conway “Developing and Implementing Just Transition Policies”
Week 4	Tuesday, September 27 10:30-11:30am HC-V214	<p>Student Case Study Presentations (x2) – 20%</p> <ul style="list-style-type: none"> • Two groups of students will present each Tuesday, including leading a class discussion on key governance questions emerging from the cases presented.
	Thursday, September 29 9:30-11:30am HC-V214	<p>Three Pillars: Government, Business and Nonprofit</p> <ul style="list-style-type: none"> • Lecture • Class discussion <p>Readings</p> <ul style="list-style-type: none"> • Business -- M. Benioff “Trailblazer: Civic Duty and Corporate Social Activism” • Government – K. Morgan and C. Sabel “The Experimentalist Polity” • Non-profit – Imagine Canada: scroll through document “Partnership for Impact: From Crisis to Impact” • Indigenous -- Assembly of First Nations “A New Path Forward: AFN Covid-19 Discussion Paper”
Week 5	Tuesday, October 4 10:30-11:30am HC-V214	<p>Student Case Study Presentations (x2) – 20%</p> <ul style="list-style-type: none"> • Two groups of students will present each Tuesday, including leading a class discussion on key governance questions emerging from the cases presented.
	Thursday, October 6 9:30-11:30am HC-V214	<p>GLE & EDI</p> <ul style="list-style-type: none"> • Lecture • Class discussion <p>Readings</p> <ul style="list-style-type: none"> • Khaled Al-Qazzaz “Islamaphobia is on the Rise During Covid-19”

		<ul style="list-style-type: none"> • Desmond Cole and Robyn Maynard: “More than a Hashtag on Defunding the Police” • Laurel McBride “Reforming the Police Act is an Opportunity to Prioritize Violence Against Women” • Leslee White-Eye. “Let’s UNDRIP this, shall we?’ — achieving human rights for Indigenous people now”
Week 6	Tuesday, October 11 10:30-11:30am HC-V214	<p>Student Case Study Presentations (x2) – 20%</p> <ul style="list-style-type: none"> • Two groups of students will present each Tuesday, including leading a class discussion on key governance questions emerging from the cases presented.
	Thursday, October 13 9:30-11:30am HC-V214	<p>Governance at Work</p> <ul style="list-style-type: none"> • Lecture • Class discussion <p>Readings</p> <ul style="list-style-type: none"> • Emerson and Nabatchi “Initiating Collaborative Governance: The System Context, Drivers, and Regime Formation” • Kahane Introduction “How to Work with People You Don’t Agree with or Like or Trust” and Chapter 1 “Collaboration is Becoming More Necessary and More Difficult”, pp. 1-10 <p>Reminders & Notes</p> <ul style="list-style-type: none"> • First half participation marks (10%) will be uploaded on OWL after this class
Week 7	Tuesday, October 18 10:30-11:30am HC-V214	<p>Student Case Study Presentations (x2) – 20%</p> <ul style="list-style-type: none"> • Two groups of students will present each Tuesday, including leading a class discussion on key governance questions emerging from the cases presented.

	Thursday, October 20 9:30-11:30am HC-V214	<p>Capacity for Joint Action</p> <ul style="list-style-type: none"> • Lecture • Class discussion <p>Readings</p> <ul style="list-style-type: none"> • Emerson and Nabatchi “Collaboration Dynamics: Principled Engagement, Shared Motivation, and the Capacity for Joint Action” • Kahane Chapter 2 “Collaboration is Not the Only Option” pp. 11-23 <p>Notes and Reminders</p> <ul style="list-style-type: none"> • First half thematic reflection (worth 15%) due on OWL by 6pm
Week 8	Tuesday, October 25 10:30-11:30am HC-V214	<p>Student Case Study Presentations (x2) – 20%</p> <ul style="list-style-type: none"> • Two groups of students will present each Tuesday, including leading a class discussion on key governance questions emerging from the cases presented.
	Thursday, October 27 9:30-11:30am HC-V214	<p>Guest Speaker Panel: Governing During Crisis</p> <ul style="list-style-type: none"> • Guest speakers TBD <p>Readings</p> <ul style="list-style-type: none"> • To be posted closer to date (media articles related to speakers and topic)
No Class Week of October 31 – Fall Reading Week		
Week 9	Tuesday, November 8 10:30-11:30am HC-V214	<p>Student Case Study Presentations (x2) – 20%</p> <ul style="list-style-type: none"> • Two groups of students will present each Tuesday, including leading a class discussion on key governance questions emerging from the cases presented.
	Thursday, November 10 9:30-11:30am HC-V214	<p>Making Change Together</p> <ul style="list-style-type: none"> • Lecture • Class discussion

		<ul style="list-style-type: none"> • Instructions for final essays OR governance reports (worth 30%) <p>Readings</p> <ul style="list-style-type: none"> • Emerson and Nabatchi “Generating Change: Collaborative Actions, Outcomes, and Adaptation” • Kahane Chapter 4 “Unconventional, Stretch Collaboration is Becoming Essential”, pp. 39-48
Week 10	Tuesday, November 15 10:30-11:30am HC-V214	<p>Student Case Study Presentations (x2) – 20%</p> <ul style="list-style-type: none"> • Two groups of students will present each Tuesday, including leading a class discussion on key governance questions emerging from the cases presented.
	Thursday, November 17 9:30-11:30am HC-V214	<p>Place-Based Policy</p> <ul style="list-style-type: none"> • Lecture • Class discussion <p>Readings</p> <ul style="list-style-type: none"> • Government of Victoria Australia “A Framework for Place-based Approaches” • Bradford, “Policy in Place”
Week 11	Tuesday, November 22 10:30-11:30am HC-V214	<p>Student Case Study Presentations (x2) – 20%</p> <ul style="list-style-type: none"> • Two groups of students will present each Tuesday, including leading a class discussion on key governance questions emerging from the cases presented.
	Thursday, November 24 9:30-11:30am HC-V214	<p>Collaborative Governance in Cities</p> <ul style="list-style-type: none"> • Lecture • Class discussion <p>Readings</p> <ul style="list-style-type: none"> • Bramwell Chapter 5 in Emerson and Natabachi “Who Speaks for Toronto?”

		<p>Collaborative Governance in the Civic Action Alliance”</p> <ul style="list-style-type: none"> • Building Back Stronger: Report of the City of Toronto Economic and Culture Recovery Advisory Group
Week 12	Tuesday, November 29 10:30-11:30am HC-V214	<p>Student Case Study Presentations (x2) – 20%</p> <ul style="list-style-type: none"> • Two groups of students will present each Tuesday, including leading a class discussion on key governance questions emerging from the cases presented.
	Thursday, December 1 9:30-11:30am HC-V214	<p>Governance Reflections</p> <ul style="list-style-type: none"> • Lecture • Class discussion <p>Readings</p> <ul style="list-style-type: none"> • Emerson and Nabatchi “Conclusion: Stepping Back, Stepping Up and Stepping Forward” • Kahane, Chapter 7 “Third Stretch is to Step into the Game” and “Conclusion: How to Learn to Stretch”, pp. 89-107 <p>Reminders & Notes</p> <ul style="list-style-type: none"> • First half thematic reflection (worth 15%) due on OWL by 6pm
Week 13	Tuesday, December 6 10:30-11:30am HC-V214	<p>Student Case Study Presentations (x2) – 20%</p> <ul style="list-style-type: none"> • Two groups of students will present each Tuesday, including leading a class discussion on key governance questions emerging from the cases presented.
	Thursday, December 8 9:30-11:30am HC-V214	<p>Guest Speaker Panel: The Challenges of Governance in 2022 and Beyond</p> <ul style="list-style-type: none"> • Guest speakers TBD <p>Readings:</p>

		<ul style="list-style-type: none"> To be posted closer to date (media articles related to speakers and topic) <p>Reminders & Notes</p> <ul style="list-style-type: none"> Second half participation marks (10%) will be uploaded on OWL after this class Final essay OR Governance Report due on Friday, December 16 at 6pm on OWL
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Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022

Pandemic Contingency

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

Student Code of Conduct

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. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

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 enroll in it, you may be removed from this course and it will be deleted from your record. This decision 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.

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.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academic_calendar/)

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, at the following website: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academic_calendar/) . The appeals process is also outlined in this policy as well as more generally at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

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 (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, 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.

Statement on Use of Personal Response Systems (“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 Consideration for Missed Work

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. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration 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. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). 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.

b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) 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.

c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

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/student-life/student-services/>.

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/faculty-staff-directory/>.

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 Advising website, <https://huronatwestern.ca/student-life/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.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/> Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1> Academic Support & Engagement: <http://academicsupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports 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. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. 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

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)