



EQUITY, DIVERSITY, AND INCLUSION IN ORGANIZATIONS
MOS 2298A Selected Topics in MOS
FALL 2019

CONTACT INFORMATION

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Course Website: OWL
Office Hours: Wednesdays 5:30 p.m. to 7 p.m. or by appt.

CLASS INFORMATION

Day	Time	Location
Wednesday	2:30 p.m. – 5:30 p.m.	HUC-V208

CALENDAR DESCRIPTION

An examination of the of the impact of equity, diversity, and inclusion of special identity groups in organizations. Theoretical perspectives will be examined along with practical applications.

COURSE OBJECTIVES

The objectives of this course are to introduce students to issues related to equity, diversity, and inclusion in the workplace. Central concepts in this course will include considering the role of implicit bias and related provincial and federal legislation. This course also helps students to develop their academic writing skills.

LEARNING OUTCOMES

1. To **develop** basic understanding of diversity, inclusion, and employment equity in organizations, and the opportunities and challenges that a diverse workplace presents.
2. To **develop** basic understanding of the theoretical perspectives which inform our understanding of organizational diversity issues.
3. To **increase** awareness to the experiences of members of non-dominant identity groups in the workplace, including discrimination, differential access, and treatment.
4. To **learn** about ways in which individuals and organizations address issues of equity, diversity and inclusion.
5. To **develop** academic writing and research skills.

COURSE MATERIALS

In an effort to promote equitable access to resources for students in this course, all materials will be available free online through web sites and/or the university library. Readings and resources for each class are listed in the table below. This course is a mixed media course. Materials will include readings, videos, and podcasts.

OWL

The course website on OWL will be used extensively for course announcements, content delivery, assignment submissions, and grade management. You are responsible for checking OWL and your UWO email regularly for course communications. All course assignments will be submitted through OWL and plagiarism software will be used (Turnitin).

COURSE EXPECTATIONS

1. **Attendance:** Students are expected to attend all classes.
2. **Preparation:** Readings should be completed prior to class.
3. **Contribution:** Individual contributions may consist of: responding to questions; summarizing key concepts; analyzing case details; presenting relevant outside references; posing questions; or otherwise enriching the learning experience in the class.

IMPORTANT DATE

Last date to drop a first-term half course or a first term full course (2018-2019 Fall/Winter Term) without academic penalty: November 12, 2019.

COURSE METHODOLOGY

This is a seminar-type course where the primary context for learning will be smaller group discussions. Your attendance and participation are essential. Students should come to class having read the work scheduled for that day and should be prepared to participate in class discussion. Students are expected to turn off their cell phones and other electronic devices during class.

EVALUATION (Assignment details below)

All assignments are submitted via OWL due by midnight on the day specified below. Paper copies are not accepted.

Evaluation	Description	Percentage	Due Date
Assignment 1: Part 1	Annotated Bibliography	15%	October 2
Assignment 1: Part 2	Draft 1	20%	October 30
Assignment 1: Part 3	Writing Services Consult	10%	Must be completed between November 4 th and November 27 th
Assignment 1: Part 4	Final Paper	35%	December 4
Assignment 2	AODA Certificate (https://www.aoda.ca/free-online-training/)	10%	November 20
Contributions /Participation		10%	Ongoing
Total		100%	

CLASS SCHEDULE

Class	Topic	Readings
Sept. 11	Introduction to Equity, Diversity & Inclusion	https://hbr.org/2018/12/to-retain-employees-focus-on-inclusion-not-just-diversity
	Writing skills development – Annotated Bibliography	
Sept. 18	Canada and Workplace Diversity	McGowan, R. A., & Ng, E. S. (2016). Employment equity in Canada: Making sense of employee discourses of misunderstanding, resistance, and support . <i>Canadian Public Administration</i> , 59(2),

	Writing skills development – APA formatting	310+. Academic OneFile, http://link.galegroup.com.proxy1.lib.uwo.ca/apps/doc/A458162152/AONE?u=lond95336&sid=AO NE&xid=bd9f0ea1. Accessed 15 May 2019. [http://tinyurl.com/y58dhtyx]
Sept. 25	LTGBQ <i>Guest: Mr. Bradley, Sensabaugh, Manager, Diversity and Inclusion, TD Banking</i>	https://hbr.org/2019/03/why-many-businesses-are-becoming-more-vocal-in-support-of-lgbtq-rights https://www.td.com/document/PDF/corporateresponsibility/2018-ESG-Report.pdf
Oct. 2 Part 1: Annotated Bibliography (15%) - due	Cities and Equity, Diversity, & Inclusion <i>Guest: Ms. Kinga Koltun Coordinator, Government and External Relations Community & Economic Innovation / City of London</i>	http://humphreygroup.com/inspire-podcast/2019/4/22/33-diversity-and-inclusion-benefit-everyone-have-the-conversation-amara-hunt Community City and Diversity Strategy: City of London: Available at: https://getinvolved.london.ca/CDIS
Oct. 9	Gender <i>Guest: Ms. Shannon Millman, CHRL, Director, Global Engagement and Diversity & Inclusion, Canada Life</i>	Goldman Sachs: Womenomics. Podcast available at: https://www.goldmansachs.com/insights/podcasts/episodes/05-30-2019-kathy-matsui.html https://hbr.org/2019/03/advice-for-men-who-are-nervous-about-mentoring-women
Oct. 16	Indigenous <i>Writing skills development – Introduction to Academic Writing Part 1: Guest, Writing</i>	Mohamed, T., & Beagan, B. L. (2019). 'strange faces' in the academy: Experiences of racialized and indigenous faculty in Canadian universities . <i>Race Ethnicity and Education</i> , 22(3), 338-354. doi:10.1080/13613324.2018.1511532 [http://tinyurl.com/yywpp589]

	Services Coordinator: Mandy Penney	
Oct. 23	Class, Intergenerational Writing skills development – Introduction to Academic Writing Part 2: Guest, Writing Services Coordinator: Mandy Penney	https://hbr.org/2018/06/how-do-we-combat-ageism-by-valuing-wisdom-as-much-as-youth Pitesa, M., Thau, S., & Pillutla, M. M. (2017). Workplace trust as a mechanism of employee (dis)advantage: The case of employee socioeconomic status . <i>Research in Organizational Behavior</i> , 37, 83-101. Retrieved from http://www.sciencedirect.com/science/article/pii/S0191308517300096 . doi: https://doi.org/10.1016/j.riob.2017.10.006 [http://tinyurl.com/y3ooy5dq]
Oct. 30 Part 2: Draft 1 (25%) - Due	Religion	https://hbr.org/podcast/2019/05/managers-are-you-prepared-to-handle-religion-in-the-workplace Robinson, R. S. (2016). Hijab in the American workplace: Visibility and discrimination . <i>Culture and Religion</i> , 17(3), 332-351. doi:10.1080/14755610.2016.1211543 [http://tinyurl.com/y4dqct8d]
Nov. 4	Fall Reading Week	
Nov. 13	Visible Minorities, Race, and Ethnicity Guest: Professor Mihad Fahmy, LL.M, expert in labour, employment, and human rights law	https://hbr.org/2019/03/race-at-work View: Dr. Kimberlé Crenshaw - On Intersectionality https://youtu.be/-DW4HLgYPIA
Nov. 20 ASSIGNMENT 2: AODA Certificate Completion (10%) - Due	Disability	Podcast: https://www.marketplace.org/2018/06/22/invisible-disability-workplace/ Santuzzi, A. M., & Waltz, P. R. (2016). Disability in the workplace: A unique and variable identity . <i>Journal of Management</i> , 42(5), 1111-1135. doi:10.1177/0149206315626269 [http://tinyurl.com/y2n3epy5]

Nov. 27	Cultural	Martin, G. C. (2014). The effects of cultural diversity in the workplace. <i>Journal of Diversity Management (Online)</i>, 9(2), 89. Retrieved from https://www-lib-uwo-ca.proxy1.lib.uwo.ca/cgi-bin/ezpauthn.cgi?url=http://search.proquest.com.proxy1.lib.uwo.ca/docview/1636838973?accountid=15115
Dec. 4 Part 4: Final Paper (40%) - Due	Leadership, Equity, Diversity, & Inclusion – Conclusions	https://hbr.org/2019/03/why-inclusive-leaders-are-good-for-organizations-and-how-to-become-one

ASSIGNMENT OVERVIEW

ASSIGNMENT 1: Major Research Paper

Academic writing is a key goal of this course. For this final paper, you will be required to complete ONE of the *Harvard Implicit Association Test* (see: <https://implicit.harvard.edu/implicit/langchoice/canada.html>). The tests address the following areas: (1) weight, (2) gender, (3) skin-tone, (4) country, (5) race, (6) age, and (7) sexuality. Your paper will explore the area of diversity you have chosen to explore in the workplace. You may also address (1) the role of implicit bias and (2) your own implications. However, the bulk of the paper will be in the form of a literature review drawing on 10 or more sources (at least 7 must be peer-reviewed articles and the others can be books). Please do not include public commentary web-sites unless they are related to legislation, etc. Your paper should be approximately 1500 words. Use APA6 for your citation formatting. Failure to do so will result in a 5% deduction on your final paper, and a 3% deduction on each of the other parts outlined below. There are four parts to this major paper. Everything is submitted through OWL. You do not need an official title page. You can use first or third person. Plagiarism software will be used to check for authenticity.

Part 1: Annotated Bibliography (15%)

Annotated bibliography of the sources you plan to use in the research paper (see Part 2). Part 1 is worth 15% and is to be submitted through OWL. You are expected to use at least five sources and these sources must be peer-reviewed articles. The quality and quantity of your sources will be considered in the evaluation. Use APA6 for your citation formatting. Failure to do so will result in a 5% deduction on your final paper (Part 4), and a 3% deduction on each of the other parts (Part 1 and Part 2). Specific details will be included in class.

Part 2: Draft 1 (20%)

Your draft paper should be approximately 1500 words. Use APA6 for your citation formatting. Failure to do so will result in a 5% deduction on your final paper (Part 4), and a 3% deduction on each of the other parts (Part 1 and Part 2). There are four parts to this major paper. Everything is submitted through OWL. You do not need a title page. You can use first or third

person. Plagiarism software will be used to check for authenticity. This submitted copy will be compared to your final paper for the evaluation of your final paper.

Part 3: Writing Services Consult (10%)

Writing is a key course outcome. Every student at Huron has access to writing support through the [Writing Services](#). For this assignment, you will be asked to attend a session in Writing Services, located in the Huron Library. Once you have engaged in the writing consultation, you will then consider the feedback for your final draft of the paper.

Part 4: Final Paper (35%)

Your final paper should be approximately 1500 words. Use APA6 for your citation formatting. Failure to do so will result in a 5% deduction on your final paper (Part 4), and a 3% deduction on each of the other parts (Part 1 and Part 2). It is submitted through OWL. You do not need a title page. You can use first or third person. Plagiarism software will be used to check for authenticity. Your final paper will be compared to your draft paper for the evaluation. This paper should include feedback from your draft paper and your writing services consultation and should reflect a substantial improvement.

ASSIGNMENT 2: AODA Certificate Completion (10%)

You are required to complete the online AODA training. For this assignment, complete the online training and submit your certificate of completion through OWL. To access the training go to: <https://www.aoda.ca/free-online-training/>. Suggestion: This training can easily be completed prior to the due date or even on your reading week. The training includes quizzes in the online module and it takes approximately 1.5 hours to complete.

CONTRIBUTIONS/PARTICIPATION (10%)

Contribution by each and every student is a cornerstone of any active learning experience. Class involvement augments the learning experience, increases assimilation of material and stimulates the level of class discussion. Students' contributions to this course are initiated through thorough class preparation. Course readings should be completed prior to class.

Contribution is expected to be relevant to the current discussion and includes answering questions, volunteering answers, advancing the discussion to a new issue, developing one side of an argument, clarifying difficult concepts and asking questions pertinent to the topic. Students should be prepared to start the class, lead the discussion, develop agendas and suggest topics of importance. Just as important is listening attentively to your classmates and critiquing ideas constructively.

Technology use in class is only permitted for classroom learning.

If more than 25% of classes are missed, then this a grade is automatically 0%.

The Appendix to Course Outlines is also posted on the OWL course site.

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](http://www.westerncalendar.uwo.ca/SessionalDates.cfm) 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](http://www.westerncalendar.uwo.ca/SessionalDates.cfm) 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

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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) Non-Medical Grounds: **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>