

## Fall/Winter 2023/24 Course Syllabus

### **MOS 3356G Section – 650** **Equality in the Workplace: Perspectives, Policies and Practices** Section 650/January 2024

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#### **1. Course Information:**

##### **1.1 Class Location and Time:**

Distance Studies/Online (asynchronous) - See OWL Classroom Site

##### **1.2 Course Description:**

This course presents comparative and critical analyses of legislative, policy and practical solutions to inequality based on gender and other forms of systemic discrimination in the Canadian workplace. It also offers theoretical and problem-solving tools for diagnosing workplace inequality and developing effective responses to this persistent problem.

Antirequisite(s): GSWS 2251F/G

Prerequisite(s): Enrollment in 3rd or 4th year of BMOS.

##### **1.3 Accessibility:**

DAN Department of Management & Organizational Studies strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities.

Contact Academic Support & Engagement at <http://academicsupport.uwo.ca/> for information about Western's Accessible Education.

More information about "Accessibility at Western" is available at: <http://accessibility.uwo.ca>

##### **1.4 Land Acknowledgement:**

We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.

With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and

community service.

<https://indigenous.uwo.ca/initiatives/docs/indigenous-land-acknowledgment.pdf>

### 1.5 Senate Regulations

Senate Regulations state, “unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will 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.”

This regulation is in regard to the PREREQUISITE COURSES required.

**Students not in BMOS are permitted to enroll in up to 1.0 MOS courses**, per the Academic Timetable. The requirement that states you must be in BMOS is lifted during registration on the priority lift dates as noted in the [Timetable](#).

## 2. Course Materials

CUSTOM COURSE MATERIALS (CCM) to be purchased from the UWO Book Store. January 2023: CCM Package # 12211

## 3. Course Objectives and Format

The DAN Department of Management and Organizational Studies as a whole draws upon an evidence-based management approach. Evidence-based management is the systematic process of gathering evidence from multiple sources, critically appraising the evidence, and using that evidence in making and evaluating management decisions to improve organizational performance.

### 3.1 Course objectives

To recognize, understand and address the systemic and cultural causes and consequences of workplace inequities.

### 3.2 Course format

This is an on-line (computer-mediated) course offered by the DAN Management and Organizational Studies Program, Faculty of Social Science, Office of the Registrar.

## 4. Learning Outcomes

Upon successful completion of this course, students will be able to:

- identify, assess and diagnose forms of discrimination and inequality experienced by women and other designated groups in the Canadian workplace;
- critically appraise and evaluate various legislative and policy approaches and practical solutions and their implications to workplace inequality and discrimination in the current Canadian workplace;
- undertake field/library research to formulate and produce a critical appraisal of theoretical and practical remedies to workplace discrimination and inequality and;
- present illustrations, reflections and summaries of applied learning in a computer mediated environment.

Evaluation

### Participation:

On-line contribution to learning: **20%**

Continuous: there will be a participation “check-in” during week 7.

**Written Assignments:**

Essay proposal: **10%** - Due at the end of week 4.

Essay: **30 %** - Due at the end of week 8.

**Final Exam:**

24 Hour Take Home Exam; Essay Format: **40%**

Participation = 20%

Proposal = 10%

Essay = 30

Exam = 40%

**Total = 100%**

**PARTICIPATION** (on-line contributions):

The instructor's assessment of each student's level of participation will be based on the:

- regular and timely contribution to on-line discussions, which provide evidence that students have read the assigned readings;
- extent to which contributions reflect the student's ability to comprehend and apply the assigned material;
- the extent to which students engage in online discussions with their classmates and;
- students' contributions of current and relevant information and resources.

*There is more information about expectations for participation on the course web site.*

**WRITTEN ASSIGNMENTS**

The written assignments will be 1) a 2-page essay proposal and 2) an 8 to10 page analytical essay.

**1) The essay proposal** should approximately 2 pages in length, typed, double-spaced and in complete sentences with at least five current and preferably Canadian references attached.

**The proposal is due at the end of week 4.** Students will be asked to decide on an essay topic by the third week and to post it on the course website.

**2) The essay** is due at the end of week 8. It should be 8-10 pages in length and in APA or another recognized format.

The **analytical essay** will be an 8 to 10-page paper that:

- identifies and diagnoses a form of discrimination and/or inequality experienced by women and/or other designated groups in the Canadian workplace;
- utilizes field/library research to formulate a potential and/or practical solution to the form of discrimination/inequality as identified
- demonstrates an analysis of a workplace issue by applying the frameworks explored in the course, and which is based on review of theoretical perspectives and research evidence and;
- offers a critical appraisal or evaluation of a legislative, policy or practical solution, and its implications to workplace inequality and/or discrimination.

Suggestions for topics and guidelines for the essay will be discussed on-line beginning in Week Two of the course. Students will be expected to select an essay topic no later than **Week Three** and will be

asked to post their essay topic on the course site.

**The ESSAY must be submitted to Turnitin.com via the ASSIGNMENTS link on the course site.**

**PLEASE NOTE:** Papers will not be accepted after the due date except in the case of serious illness or other emergencies - for which documentation is required. Assignments that are late for any other reason will be penalized - 10% per day. More information is available on the course web site.

**ESSAYS ARE DUE ON FRIDAY MARCH 9, 2024 by Midnight.**

### **FINAL EXAM**

The final exam will be a 24-hour, open book, essay format exam that will cover the content of the entire course. The exam will consist of at least six essay questions of which students are required to respond to three. Each response should be at least 600 words in length and written legibly on every other line. The exam will be scheduled during the exam period. The exam must be submitted as one Word document to "Turnitin" on the MOS 3356g OWL classroom course site.

**Students will participate in the development of exam questions.** Details will be discussed during the final weeks of the course, and potential examination questions and areas of inquiry will be noted or discussed throughout the course.

**Students are responsible for material covered in the lectures, discussions as well as the assigned chapters/sections in the reading package.**

Students are **REQUIRED TO COMPLETE ALL COMPONENTS** of this course. There are no exceptions to this. Extra assignments to improve grades **will NOT** be allowed.

**Grades will not be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: *You* are responsible for your grades in this course.**

The DAN Program has a grade policy which states that for courses in the 3000-4000 range, the class average must fall between 70% and 75% for all sections of a course taught by the same instructor. In very exceptional circumstances only, class averages outside this range may be approved by the Undergraduate Chair or Chair. Class averages are not grounds for appeal.

NOTE: This course has been approved for exemption by the Dean from the 15% prior to the drop deadline policy.

## **5. Lecture and Examination Schedule**

### **WEEK ONE - January 8**

Introduction to the Course: Women's Work, Gender Equity and Social Change

#### **Readings:**

- Frager, Ruth and Carmela Patrias, "Industrial Capitalism and Women's Work" – Chapter 1 in Discounted Labour: Women Workers in Canada, 1870-1939, University of Toronto Press, 2005 - **CCM**
- Making Women Count: The unequal economics of women's work, Canadian Centre for Policy Alternatives, 2016 – **COURSE LINKS**
- Feminist Alliance for International Action, Women's Economic, Social and Cultural Rights in Canada: 2006- 2015, Report to the Committee on the Occasion of the Sixth Periodic Review of Canada, 2017, Pages 41-67- **COURSE LINKS**

### **WEEK TWO - January 15**

Gender Equity and Employment

**Readings:**

- Guppy, Neil and Nicole Luongo, "The Rise and Stall of Canada's Gender Equity Revolution", Canadian Sociological Association, CRS/RCS, 52.3, 2015 – **COURSE LINKS**
- Lorne Foster & Lesley Jacobs, Workplace Practice and Diversity In Canada: Employment Policy in Global Modernity, York University, 2016 – **COURSE LINKS**
- Canadian Human Rights Commission, Employment Equity, 2018 – **COURSE LINKS**

**WEEK THREE - January 22**

Employment Equity

**Readings:**

- Agocs, Burr and Somerset, Chapter 1 in Employment Equity: Co-operative Strategies for Organizational Change, Carol Agocs, Catherine Burr and Felicity Somerset, Scarborough, Ontario: Prentice-Hall Canada, c1992 – **CCM**
- Abella, Chapter 1 in Canada. Commission of Inquiry on Equality in Employment: Report of the Commission on Equality in Employment by Rosalie Silberman Abella, Commissioner, Ottawa: Supply and Services Canada, c1984 – **CCM**
- Weiner, Nan, "Employment Equity in Canada: What do the data show about it effectiveness?", Chapter 2 in Employment Equity in Canada: The Legacy of the Abella Report, Agocs, C., Ed, University of Toronto Press, 2014 – **CCM**

**WEEK FOUR - January 29**

Pay Equity and the Gender Pay Gap

**Readings:**

- Pay Equity: Advancing Women's Economic Equality, The Ontario Pay Equity Commission, 2017 – **COURSE LINKS**
- It's Time to Act: Report of the Special Committee on Pay Equity, 2016, Pages 19-29 - **COURSE LINKS**
- Cornish, Mary F., 10 Ways to Close Ontario's Gender Pay Gap, Canadian Centre for Policy Alternatives, Toronto, 2013 - **COURSE LINKS**

**PLEASE NOTE:** The essay proposal is due **Friday, February 2, 2024 at midnight.**

**WEEK FIVE – February 5**

Culture: Structures, Values and Power in Organizations

**Readings:**

- Putnam, Linda and Kolb, Deborah, "Rethinking Negotiation: Feminist Views of Communication and Exchange" in Rethinking Organizational & Managerial Communication from Feminist Perspectives, Patrice M. Buzzanell, editor, Thousand Oaks, California: Sage Publications, 2000 - **CCM**
- Tannen, Deborah, "Talking from 9 to 5: how women's and men's conversational styles affect who gets heard, who gets credit, and what gets done at work" in Understanding Inequality: the Intersection of Race/Ethnicity, Class, and Gender, edited by Barbara A. Arrighi. Rowman & Littlefield Publishers, 2007 – **CCM**
- Creating Authentic Spaces: Info Sheets for the Workplace, The 519, A City of Toronto Agency – **COURSE LINKS**

**WEEK SIX - February 12**

Methods: Human Resources Policies/Practices and Unionization

**Readings:**

- Haq, Rana and Eddy S.W. NG, "Employment Equity and Workplace Diversity in Canada", Chapter 4

in International Handbook on Diversity Management at Work: Country Perspectives on Diversity and Equal Treatment, edited by Alain Karsfield, Edward Elgar Press, Cheltenham, 2010 - **CCM**

- Women in Capital Markets (WCM), The Future of Work in Finance, 2022 - **COURSE LINKS**
- Bentham, Karen, "Labour's Collective Bargaining Record on Women's Work and Family Issues" in Equity, Diversity and Canadian Labour, Hunt, Gerald and David Rayside, eds., 2007 - **CCM**

**PLEASE NOTE: Western Reading Week is February 17 to February 25, 2024**

### **WEEK SEVEN - February 26**

Precarious Employment, Globalization and the Pandemic

#### **Readings:**

- Vosko, Leah, "Precarious Employment and the Challenges for Employment Policy" in Public Policy for Women: The State, Income Security and Labour Market Issues, Griffin Cohen, Marjorie and Jane Pulkingham, eds. 2009 – **CCM**
- Gender Equality in Codes of Conduct Guidance Documents, BSR (Business for Social Responsibility), Pages 14-23, 2017 – **COURSE LINKS**
- Labour Market Information Council, "Women in Recovery: COVID-19 and Women's Labour Market Participation", Feor, Brittany and Behnoush Amery, 2022 – **COURSE LINKS**

### **WEEK EIGHT – March 5**

The Glass Ceiling and the Sticky Floor

#### **Readings:**

- Konrad, Alison and Margaret Yap "Gender and Racial Differentials in Promotions: Is there a Sticky Floor, A Mid-Level Bottleneck or a Glass Ceiling"? Industrial Relations, Volume 64 No. 4, 2009 - **COURSE LINKS**
- Gender Diversity on Boards in Canada: Recommendations for Accelerating Progress, Catalyst, 2016 – **COURSE LINKS**

**PLEASE NOTE:** The analytical essay is due on **Friday, March 9, 2024 by 12:00 p.m. midnight.**

### **WEEK NINE – March 12**

Systemic Discrimination: Intersectionality and Multiple Barriers

#### **Readings:**

- England, Kim, "Women, Intersectionality and Employment Equity", Chapter 4 in Employment Equity in Canada: The Legacy of the Abella Report, Agocs, C., Ed, University of Toronto Press, 2014 – **CCM**
- Hunt, Gerald, David Rayside and Donn Short, "The Equity Landscape for Sexual Minorities in Canada" Chapter 7 in Employment Equity in Canada: The Legacy of the Abella Report, Agocs, C., Ed, University of Toronto Press, 2014 – **CCM**
- Ontario Human Rights Commission, An Intersectional Approach to Discrimination: Addressing Multiple Grounds in Human Rights Cases, 2011 - **COURSE LINKS**
- Accessibility for Ontarians with Disabilities Act: Assessing AODA Compliance in Employment, 2023 – **COURSE LINKS**
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### **WEEK 10 - March 19**

Sexual Harassment and Workplace Violence

#### **Readings:**

- Identifying Sexual Harassment, Ontario Human Rights Commission, Policy on Preventing Sexual and Gender-Based Harassment, 2013 – **COURSE LINKS**
- Code of Practice to Address Workplace Harassment under Ontario's Occupational Health and

- Safety Act, Ontario Ministry of Labour, May 2016 – **COURSE LINKS**
- "Make It Our Business", Guidelines for Assessing Threats and Managing Risks in the Workplace, 2020 - **COURSE LINKS**

### **WEEK 11 - March 26**

Women and Caring: Paid Work and Home Responsibilities

#### **Readings:**

- Revisiting Work/Life Issues in Canada: The 2012 National Study on Balancing Work and Caregiving in Canada, Duxbury and Higgins, 2012 – **COURSE LINKS**
- Daley, Kerry and Linda Hawkins, "Fathers and the Work/Family Politic", Ivey Business Journal - The Workplace. July/August, 2005 - **COURSE LINKS**
- Valiani, Salimah, "Valuing the Invaluable: Rethinking and Respecting Caring Work in Canada", Ontario Nurses' Association, Research Paper No. 1, 2013 - **COURSE LINKS**

### **WEEK 12 – April 2**

Women, Work and Progress

#### **Readings:**

- Siltanen, Janet "Social Citizenship and the Transformation of Paid Work: Reflections on Possibilities for Progressive Change", Chapter 12 in Work in Tumultuous Times, edited by Vivian Shalla and Wallace Clement, McGill Queens University Press, Montreal & Kingston, 2007 – **CCM**
- Basic Income: Rethinking Social Policy, Himelfarb, Alex and Trish Hennessy, editors, Canadian Centre for Policy Alternatives, 2016 – **COURSE LINKS**
- Employment Equity Act Review Consultation Report, Employment Equity Act Review Task Force, 2023 – **COURSE LINKS**
- Accessibility for Ontarians with Disabilities Act: Assessing AODA Compliance in Employment, 2023 – **COURSE LINKS**

## **6. Student Responsibilities**

Students should familiarize themselves with Western University Senate Regulations, please see: [http://www.uwo.ca/univsec/academic\\_policies/index.html](http://www.uwo.ca/univsec/academic_policies/index.html).

Material covered in lectures will not always be the same as material covered in the textbook. These two sources should be viewed as complimentary and not redundant. As such, students who want to do well in this course are **strongly encouraged** to visit the course site on a regular basis.

### **6.1 Respect**

Please act respectfully towards the classroom, the instructor and your fellow students. Acting respectfully provides a better learning experience for everyone. Please see more information about expectations on the course site.

### **6.2 No Recording of Classes**

Students are not permitted to record any portion of a class, audio or video, without the prior written permission of the instructor.

### **6.3 Copyright Notice**

Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without the written consent of your instructor.

## 7. Exam Policies

The FINAL exam is in ESSAY format. The exam will be scheduled for 24 hours, consist of 6 questions of which you will be asked to submit three responses of at least 600 words each.

Students must submit completed exams within the 24 hour time period to Turnitin via the Assignments Tool on the MOS 3356g website.

## 8. E-mail Policies

The following policies apply to all emails between students and the Professor. Please respect the fact that the Professor receives hundreds of emails from students and must deal with those emails in a fair and organized manner. Unacceptable emails will receive a reply saying only "Please see Email Policies on the course outline".

For this course, please contact the instructor on the OWL Classroom course site using the MESSAGES tool.

### 8.1 UWO.CA Email Addresses Only

For privacy reasons, students must use their Western email accounts to contact the Professor. The Professor will not respond to emails from non-uwo.ca addresses (e.g. hotmail.com, gmail.com, etc.).

### 8.2 Subject Line Must Include Course and Section Number

The subject line of emails must contain the name or number of the course, and the section number in which the student is enrolled. The Professor teaches different courses and sections and cannot properly respond to questions if he does not know which course or section you are enrolled in.

### 8.3 Acceptable Emails

- questions about the course content or materials
- asking to set up an appointment to ask questions or review an exam
- notification of illness or other special circumstances
- providing constructive comments or feedback about the course

### 8.4 Unacceptable Emails

- questions that may be answered on OWL or on this course outline
- asking when grades will be posted
- asking what grade a student received
- asking where or when an exam is scheduled or the material covered on an exam
- requests for grade increases, extra assignments, or reweighting of course components

## 9. Attendance

### 9.1 Short Absences.

If you miss a class due to minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or exam. Cover any readings and arrange to borrow the missed lectures notes from a classmate.

### 9.2 Extended Absences.

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. The [Academic Counsellors](#) can help you to consider the alternatives. At your request, they can also keep your instructors informed about your difficulties.



## 10. Grade Fairness

Fairness requires that all students be treated equally and be evaluated using the criteria set out in this course outline. The evaluation criteria are based on actual achievement and not on how hard a student has tried.

Claims by students of an excellent academic history, good attendance record, need to obtain or maintain a scholarship, desire to be admitted to Ivey or graduate school, or other personal issues, cannot be used to justify a higher grade in the course or a reweighting of course components. There is no extra work or assignments available for extra credit or to “make up” for a course component that was missed or performed poorly.

**You, the student, are responsible for the grades earned.**

## 11. Posting of Grades

Midterm exam grades will be posted on OWL once the grades are available. Final exam grades and final course grades are not posted on OWL and are available once they have been posted by the Registrar under “Academic Summary” at the Student Centre website.

## 12. University Policy Regarding Illness, Absence and Accommodation

### 12.1 Illness

Students will need to provide a Student Medical Certificate if the absence is medical or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty Academic Counselling office to obtain more information about the relevant documentation.

For privacy reasons, students should also note that individual instructors should not receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. All documentation required for absences must be submitted to the Academic Counselling office of a student's Home Faculty.

For details on the Policy on Accommodation for Medical Illness, go to:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/academic\\_consideration.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration.pdf)

Students can download the Student Medical Certificate (SMC) here:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf)

### 12.2 Accessible Education

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic\\_Accommodation\\_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Accommodation_disabilities.pdf)

Students needing access to Accessible Education should register here:

[http://academicsupport.uwo.ca/accessible\\_education/index.html](http://academicsupport.uwo.ca/accessible_education/index.html)

### 12.3 Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

### 12.4 Make Up Examinations

A student must write a make-up exam if any scheduled exam is missed for reasons for which adequate documentation is received by the instructor (this documentation must be supplied by the [Academic Counseling office](#)).

The date and time of the make-up examination will be TBD.

If a student is unable to meet the scheduled make-up, then the student is responsible for obtaining new accommodations from Academic Counselling, and seeking a new make-up date with the instructor within a reasonable time frame.

### **University Policy on Cheating and Academic Misconduct**

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 Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses. Students are urged to read the section on Scholastic Offenses in the [Academic Calendar](#).

Note that such offenses include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. If you are in doubt about whether what you are doing is inappropriate, consult your instructor. A claim that "you didn't know it was wrong" will not be accepted as an excuse.

The use of AI and translation tools in written work beyond a dictionary is not permitted unless permission is granted by the instructor for specific circumstances. Any work submitted must be the work of the student in its entirety unless otherwise disclosed. When used, any such AI or translation tool should be used ethically and responsibly, and students must cite or credit the tools used in line with the expectation to use AI as a tool to learn, not only to produce content.

A copy of guidelines about how to avoid cheating can be obtained from the [Office of the Ombudsperson](#), Room 3135 WSSB, (519) 661-3573, [ombuds@uwo.ca](mailto:ombuds@uwo.ca).

Cheating on exams will not be tolerated; students are referred to the university policy on scholastic offenses. Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating.

Students found cheating will receive a zero (0%) on that exam. A number of safeguards will be employed to discourage cheating. For example, examination supervisors (proctors) of the tests may ask students to move to another seat during the exam, cover their paper, avert their eyes from other students' papers, remove baseball caps, etc. This is not meant as a personal affront nor as an accusation of cheating, rather as vigilant attempts at proctoring.

The penalties for a student guilty of a scholastic offense include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

### **13. Procedures For Appealing Academic Evaluations**

1. In the first instance, all appeals of a grade must be made to the course instructor (informal consultation).
2. If the student is not satisfied with the decision of the course instructor, a written appeal must be sent to the Undergraduate Chair of the Department of Management and Organizational Studies.
3. If the response of the Undergraduate Chair is considered unsatisfactory to the student, they may then appeal to the Dean of the Faculty in which the course of program was taken.
4. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Office of the Ombudsperson.

### **14. Support Services**

#### **14.1 Support Services**

The Registrar's office provides you with information on services, courses, student finances, resources, latest news, as well as Student Central's hours of operation at <http://www.registrar.uwo.ca>

Student Support Services (***including the services provided by the USC listed here***) can be reached at: <http://westernusc.ca/services/>

Academic Support & Engagement can be reached at: <http://academicsupport.uwo.ca>

Students who are in emotional/mental distress should refer to Health and Wellness: <https://www.uwo.ca/health/> for a complete list of options about how to obtain help.

#### **14.2 Academic Concerns.**

If you are in academic difficulty, it is strongly recommended that you see your academic counsellor.