

Overcoming Management Paradigms in Global Development

CGS 3520G | Winter 2020

Course Prerequisites: 0.5 Centre for Global Studies course at the 1000 – 1099 level, or permission of the Centre for Global Studies

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Scheduled class location and time: **HC V207 Thursday 6:30pm – 9:30pm**

Office Hours: **Thursday 5:00 - 6:30pm**

COURSE DESCRIPTION

This course critically examines how practices of Global Development are typically reduced to problems of management. The course will provide students with a critical examination of how Global Development management paradigms are problematic and, at times, reduce the interconnected and complex issues causing global inequalities to simple, easily measurable solutions. The course blends a combination of theoretical critiques and practical exercises of development project management. Students will also explore alternative approaches to development management.

Antirequisite(s): the former Centre for Global Studies 3004A/B.

Prerequisite(s): 0.5 Centre for Global Studies course at the 1000-1099 level, or permission of the Centre for Global Studies.

COURSE LEARNING OBJECTIVES

The learning objectives for the course are:

- To increase knowledge of technical and practical skills required for project management
- To examine methodologies used for the various phases of project planning and the project cycle
- To analyze assumptions that inform project management
- To consider ethical and methodological issues that arise for project managers and researchers in the context of conducting international work
- To understand the critiques leveled against global development project management

DESCRIPTION OF CLASS METHODS

The course format will combine highly participatory activities with conventional lectures and guest speakers from the global development sector. Students are expected to participate in classroom discussions and activities. Each week students will have opportunity to participate in group work and discussions with class members and guest speakers. To ensure constructive and lively discussion, students are expected to attend class sessions on a regular basis, complete all assigned readings before class and come prepared to discuss and respond to questions.

TEXTBOOKS AND OTHER REQUIRED RESOURCES

You will need at least one of the following two books for the analytical book review assignment

Walsh, Susan. 2014. *Trojan-horse Aid: Seeds of Resistance and Resilience in the Bolivian Highlands and Beyond*.

or

Murray Li, Tanya. 2007. *The Will to Improve: Governmentality, Development and the Practice of Politics*

The main book used for this class which you will need to purchase is - this book is used throughout the course. While you can certainly use a library copy, purchasing your own copy for reading is recommended.

Bill. Cooke, & Sadhvi Dar (Eds.) 2008. *The New Development Management: Critiquing the Dual Modernization*.

EVALUATION

Class Attendance and Participation 10%

Considering the fact that this is an upper year course, emphasis will be place on student participation and interaction. The course will include theoretical critiques of practical exercises in development management, requiring high levels of student participation. As a result, students are required to come to class having read the material and ready to participate in discussions and group work. Students will be graded on their ability to engage critically the course materials and lectures within class discussions. During class workshops, students are expected to attend and actively participate.

Analytical Book Review 35% Due Week 5 (Feb 14)

This is the first major written assignment in this course, which comprises a significant portion of your final grade. You must write an analytical book review (1,500 words, double spaced, Times New Roman Font). In order to do well on this assignment, you will have to begin working on the paper well before the deadline. In other words, start reading NOW! We will have a workshop from the library that will provide more details on how to write an analytical book review.

This written assignment is an analytical book review of either Li's *The Will to Improve* OR Walsh's *Trojan-horse Aid*. These books have been carefully selected because they provide a discussion of the implementation of development projects and the effects these projects have on local communities. Although each book addresses a number of different topics, you will need to narrow down the focus of your own essay for the purposes of your own discussion and argument. That is, it will not be possible to talk about everything in this book review, so you should manage this assignment by choosing a particular "angle" or "issue". Your analytical book review should have an appropriate essay structure, with an introduction that presents the themes and arguments that you will discuss; a main body (with appropriately-structured paragraphs) that can use the questions below as a guideline (you are not required to answer ALL of the questions below, but they should help guide your discussion); and a conclusion that succinctly ties your discussion together (but does not simply re-state what you have already said). Your book review should contain specific examples from the

book, using citations where appropriate. You are able to use any citation format, but you must use the chosen format correctly and consistently. Above all, remember that your book review should not simply contain a summary of the book. Rather, you should develop an argument based on your analysis of the book. You should consider the following questions in this assignment:

1. How does this book relate to issues surrounding development management?
2. What impacts did the development project(s) have on local communities (can discuss both positive and/or negative)?
3. How did these projects portray local communities/beneficiaries?
4. How does the book develop an argument about global development projects? What does the author argue about how we can learn from their cases?
5. Are you convinced by the author's argument? In what ways do you agree or disagree with the book's argument?
6. How has this book contributed to your own understanding about global development projects and the ways in which they are managed? What conclusions can you draw?
7. How does the author deal with different power dynamics inherent in the implementation of development project?

Please check – and double-check – to ensure that you have included each of these elements in your book review:

1. A title page that includes the book review's title, student name and number, and course information.
2. Approximately 1,500 words (+/- 100 words).
3. 12-point Times New Roman font.
4. Double-spaced.
5. Include page numbers
6. Complete citations using Chicago style. Include a correctly-formatted bibliography at the end of the paper.
7. Correct structure: an introduction, a body that is divided into appropriate sections and provides a clear analysis of the book/argument, and a conclusion.

Conventional Development Logical Framework 20% - Due Week 8 (March 12)

Students will prepare a project logic model for an existing call for proposal of their choosing from a list of examples provided by the professor. The list will be posted on Owl. The student can use a different call for proposals with approval from the professor. The essential elements of a logframe will be discussed in class and examples will be provided to guide students in the development of their own logframes. Students will also be provided with a logframe template that can be used for their project. Logframes will be graded on the coherence and connectivity of activities, outcomes/results, and goals, as well as the methodologies used to measure these achievements. All of these concepts will be discussed in detail in class before the assignment is due. A considerable amount of class time will also be dedicated to assisting students in understanding logframes and completing their own logframe.

Conventional Development Proposal and Self-Critique 35% - Due Week 12 (April 9)

This assignment consists of two parts:

1. Students will prepare a short proposal connected to their *Conventional Development Logical Framework Project*. The logframe must relate to the proposal and the proposal must directly address the logframe. Students will be graded on their ability to develop a real-life development project proposal. Submission details (listed below), as well as

proposal format and page limits that are found within the proposal template, will be strictly graded.

2. Students must also critically analyze their own proposal. This section will be graded on the student's ability to engage with course material and lectures, to provide a critical analysis of the development management of the project, and to suggest alternatives to the dominant development management paradigms found within the proposal/project. Students are suggested to include analysis from their chosen book review and other course materials/readings.

SPECIAL INSTRUCTIONS

Part of development management is adhering to strict deadlines and requirements stated by funding agencies and organizations. Therefore, the following requirements are mandatory for all assignments and grades will be deducted for non-compliance to these requirements. It is the expectation that students enrolled in CGS 3520 will submit **electronic copies only** via the Owl Assignments tab. When submitting the electronic file, please use **Word only** and **save in the following manner** (lastname.firstinitial.assignmentname.doc, for example mcburney.m.conventionaldevelopmentproposal.doc). The format for all assignments, unless stated otherwise in the assignment itself, is the following:

- Times New Roman 12pt, double spaced, 1-inch margins
- **Cover page** provides pertinent information
- **Bibliography and citation** must follow Chicago style

Extensions on assignments can only be requested in-person, and more than 48 hours prior to the assigned deadline. Extensions or approvals being requested for emergency or medical reasons or being requested after the due date must be approved through academic advising.

Late assignments will only be accepted without penalty if a prior agreement with me has been made, or if academic advising has provided academic accommodation. Students who submit assignments late without making a prior agreement with me, or without academic accommodation will be **penalized 5% for every 24-hour period** past the assignment deadline.

Please note that I adhere to a "24/7 rule" for reviewing graded course work. This means that you must wait 24 hours after an assignment is returned before approaching me about your grade, and you must make an appointment to speak with me about said grade no longer than 7 days after an assignment is returned in class.

TENTATIVE SCHEDULE OF CLASS TOPICS

Week 1 – Course Introduction

Hekala, Walter. “Why Donors Should Care More About Project Management” Devex.
<https://www.devex.com/news/why-donors-should-care-more-about-project-management-77595>

Zeitoun, A. A. (2002). Who is the international development project manager? Paper presented at Project Management Institute Annual Seminars & Symposium, San Antonio, TX. Newtown Square, PA: Project Management Institute.
<https://www.pmi.org/learning/library/makes-international-development-projects-unique-104>

PART I – THE FOUNDATIONS OF GLOBAL DEVELOPMENT MANAGEMENT

Week 2 - What is Development Management?

Cooke, Bill and S. Dar (Eds.). *The New Development Management: Critiquing the Dual Modernization: Chapter 1*

Thomas, A. 1996. “What is Development Management?” *Journal of International Development*, 8(1): 95-110.

Cooke, Bill and S. Dar (Eds.). *The New Development Management: Critiquing the Dual Modernization: Afterword*

Redvers, Louise. 2019. “Searching for the nexus: The view from the ground” *The New Humanitarianism*
<https://www.thenewhumanitarian.org/special-report/2019/09/24/triple-nexus-humanitarian-development-peacebuilding-views>

Recommended

Abbott, D., Brown, S., & Wilson, G. 2007. “Development Management as Reflective Practice.” *Journal of International Development*, 19, pg 187-203.

Valter, Craig and Danielle Stein. 2012. “Understanding Theory of Change in International Development” *The Justice and Security Research Programme*.
http://www.theoryofchange.org/wp-content/uploads/toco_library/pdf/UNDERSTANDINGTHEORYOFChangeSteinValtersPN.pdf

Week 3 – Funding Global Development Projects: Understanding the Matrix of Foreign Aid

Cooke, Bill and S. Dar (Eds.). *The New Development Management: Critiquing the Dual Modernization: Chapter 2*

Honig, Dan and Nilima Gulrajani. 2018. “Making good on donors’ desire to Do Development Differently”. *Third World Quarterly* 39(1): 68-84.

Alesina, Alberto, and David Dollar. 2000. “Who Gives Foreign Aid to Whom and Why?” *Journal of Economic Growth* 5(1): 33–63.

Collier, Paul. 2007. The Bottom Billion. Chapter 7 Aid to the Rescue?
https://www.sfu.ca/content/sfu/dean-gradstudies/events/dreamcolloquium/SpringColloquium/Readings/Readings/_jcr_content/main_content/download_47/file.res/Paul%20Collier

Riddell, Roger C. 2007. Does Foreign Aid Really Work?
<https://devpolicy.org/2014-Australasian-Aid-and-International-Development-Policy-Workshop/Roger-Riddell-Background-Paper.pdf>

Required for class discussion

Easterly, William. 2006. “Why Aid Doesn’t Work” *Cato Unbound*. <https://www.cato-unbound.org/2006/04/02/william-easterly/why-doesnt-aid-work>

Sachs, Jeffrey. 2012. “The Case for Aid” *The Guardian*.
<http://foreignpolicy.com/2014/01/21/the-case-for-aid/>

And please also review the Canadian Foreign Aid website
<https://cidpnsi.ca/canadas-foreign-aid-2012-2/>

Week 4 – Results Based Management

Analytical Book Review In-class Workshop

Hatton, M., Schroeder, K. 2007. Results-based Management: Friend or Foe? *Development in Practice* 17(3). 37-41.

Cooke, Bill and S. Dar (Eds.). *The New Development Management: Critiquing the Dual Modernization: Chapter 10*

Mosse, David. 2005. Chapter 7 “The Social Production of Development Success” in *Cultivating Development: An Ethnography of Aid Policy and Practice*. London: Pluto Press.

Recommended

Global Affairs Canada. 2016. *Results-Based Management for International Assistance Programming at Global Affairs Canada: A How-to Guide*.

https://www.international.gc.ca/world-monde/assets/pdfs/funding-financement/results_based_management-gestion_axee_resultats-guide-en.pdf

United Nations Development Group. 2011. *Results Based Management Handbook*. pg 1-22.
<https://undg.org/wp-content/uploads/2016/10/UNDG-RBM-Handbook-2012.pdf>

Week 5 – The Project Logframe - Monitoring and Evaluating What?

Cooke, Bill and S. Dar (Eds.). *The New Development Management: Critiquing the Dual Modernization: Chapter 6*

Win, Everjoice. 2004. "If It Doesn't Fit on the Blue Square It's Out!' An Open Letter to My Donor Friend." in *Inclusive Aid: Changing Power Relationships in International Development* eds Leslie Groves and Rachel Hinton, London: Earthscan pp. 123-127.

Recommended

Knowlton, Lisa and Cynthia Phillips. 2013. *The Logic Model Guidebook*. Thousand Oaks: Sage Publishing. Pg. 2-15, 34-48.

Global Affairs Canada. 2016. *Results-Based Management for International Assistance Programming at Global Affairs Canada: A How-to Guide*.

https://www.international.gc.ca/world-monde/assets/pdfs/funding-financement/results_based_management-gestion_axee_resultats-guide-en.pdf

Week 6 – Guest Speaker

Week 7 - Project Logframe Workshop

This class will be used to discuss and develop student logframes. Students will be encouraged, but not required, to present/discuss their logframes and allow for constructive critique from classmates. This will help students in developing their *Conventional Development Logical Framework* and *Conventional Development Proposal and Self-Critique* assignments. The readings below will help students in preparation for the class and in the writing of their logframes.

How to Write a Logframe: A Beginners Guide

<https://www.theguardian.com/global-development-professionals-network/2015/aug/17/how-to-write-a-logframe-a-beginners-guide>

Week 8 – Guest Speaker

PART II - CRITICAL PERSPECTIVES ON DEVELOPMENT MANAGEMENT

Week 9 – Project Management as Social Control – Colonial Administration to Development Management

Cooke, Bill and S. Dar (Eds.). *The New Development Management: Critiquing the Dual Modernization: Chapter 7 and Chapter 4*

Lavagnon A. Ika and Jan Saint-Macary. 2012. "The Project Planning Myth in International Development" *International Journal of Managing Projects in Business*, Vol.5(3), p.420-439

Cooke, Bill. 2001. "From Colonial Administration to Development Management"

<http://docplayer.net/13730919-From-colonial-administration-to-development-management.html>

Recommended

Escobar, A. 1993. "Planning". In W. Sachs (Ed.), *The Development Dictionary*: 132-146. London: Zed Books.

Cooke, B. 2003. "A New Continuity with Colonial Administration: Participation in Development Management", *Third World Quarterly*, 24(47).

Scott, James. 1998. "Chapter 2: Cities, People, and Language" in *Seeing like a State: How Certain Schemes to Improve the Human Condition Have Failed*. London: Yale University Press.

Cooke, Bill. 2004. The Managing of the (Third) World. *Organization*, 11(5): 603-629.

Week 10 – Power Dynamics in Global Development Management

In Class Discussion - Come to class prepared to discuss Question 7 of the Book Review for your chosen book.

Ziai, Aram. 2016. **Chapter 10** "Development: Projects, Power, and a Post-structuralist Perspective." *Development Discourse and Global History: From Colonialism to the Sustainable Development Goals*. New York: Routledge, 139-154.

Eyben, Rosalind. 2004. "Who Owns a Poverty Reduction Strategy? A Case Study of Power, Instruments and Relationships in Bolivia" in *Inclusive aid: Changing Power and Relationships in International Development*. London: Earthscan.

Owusu, Charles. 2004. "An International NGO's Staff Reflections on Power, Procedures and Relationships". in *Inclusive aid: Changing Power and Relationships in International Development*. London: Earthscan.

Recommended

Dogra, Nandita. 2012. "Cast of Characters." in *Representations of Global Poverty*. New York: Palgrave Macmillan. 31-63.

Week 11 – Project Proposal/Logframe In-class Workshop and/or Poverty Inc. Documentary

Week 12 – Alternatives to Management – Creating Chaos out of Order

Esteva, Gustavo. 2013. Chapter 7 "Epilogue: A Role for the Development of Scholars and Practitioners." *The Future of Development: A Radical Manifesto*. Bristol: Policy Press

Recommended

Alkon, Alison. 2011. "Resisting Environmental Injustice through Sustainable Agriculture Examples from Latin America and Their Implications for U.S. Food Policy." In *Environmental Inequalities Beyond Borders: Local Perspectives on Global Injustices* eds JoAnn Carmin and Julian Agyeman, Cambridge: MIT Press.

Scott-Villiers, Patta. 2004. "Personal Change and Responsible Well-Being." in *Inclusive Aid: Changing Power Relationships in International Development* eds Leslie Groves and Rachel Hinton, London: Earthscan pp. 199-209.

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

Prerequisite and Antirequisite Information

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

Conduct of Students in Classes, Lectures, and Seminars

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

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

Please see the Code of Student Conduct at:

www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

Technology

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

Attendance Regulations for Examinations

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

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

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

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.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site at: <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: <https://huronatwestern.ca/academic-advising> .

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Their contact information can be found on the Huron website at: <https://huronatwestern.ca/student-life-campus/art-social-science> and at <https://huronatwestern.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, <https://huronatwestern.ca/academic-advising> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

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

Statement on Academic Integrity

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

A lack of academic integrity is indicated by such behaviours as the following:

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

Academic Integrity: Importance and Impact

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

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

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

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

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

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the

offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

Statement on Academic Offences

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

Turnitin.com

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

Computer-Marked Tests/exams

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

Clickers

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

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

Policy on "Special" Accommodation

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

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf are met.

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

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

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

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

Requests for Academic Consideration Using the Self-Reported Absence Form

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

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.

Policy on “Academic” Accommodation - Medical / Non-Medical Grounds (if absence is not self-reported)

(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.

Mental Health & Wellness Support at Huron and at Western

Students who are stressed, emotionally distressed or in mental health crisis, please refer to:

<https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> 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/.

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/.

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>