



Western

DAN Department of Management
& Organizational Studies

**Faculty of
Social Science**

Fall/Winter 2025/26 Course Syllabus

MOS 3356g Section – 650

MOS 3356g: Equality in the Workplace: Perspectives, Policies and Practices

Section 650/January 2025

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1. Course Information:

1.1 Class Location and Time:

Distance Studies/Online (asynchronous) - see MOS 3356g Brightspace Course 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.

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.”

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 (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay- wuk) and Chonnonton (Chun-ongk-ton) Nations, 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 (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.

2. Course Materials

Course readings are listed below and available FREE on the MOS 3356g Brightspace course site.

Students are responsible for checking the course OWL site <https://westernu.brightspace.com/d2l/login> regularly for news and updates. This is the primary method by which information will be disseminated to all students in the class.

If students need assistance with the course OWL site, they can seek support on the [OWL Brightspace Help](#) page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800.

Technical Requirements

A list of technical requirements for the course (e.g., stable internet connection, computer with working microphone and/or webcam, other hardware or software specifications).

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 Department of Management & Organizational Studies, Faculty of Social Science via Brightspace.

Key Dates:

Classes begin: January 5, 2026

Spring Reading Week: February 14-22, 2026

Classes end: April 9, 2026

Exam period: April 12-30, 2026

4. Learning Outcomes

This is an on-line (computer-mediated) course offered by the DAN Department of Management & Organizational Studies, Faculty of Social Science via Brightspace.

5. 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 contributions 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 additional current and relevant information and resources.

All participation contributions must be posted before the two-week deadline assigned to each week. 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 online, 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.

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 have at least six essay questions of which students must 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 Brightspace 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 and 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 on the course. Remember: *You* are responsible for your grades in this course.

Students are responsible for material covered in the lectures as well as the assigned chapters/sections in the text. Exams will not be returned to students but may be reviewed by contacting your instructor.

5.1 General information about missed coursework

Students must familiarize themselves with the *University Policy on Academic Consideration – Undergraduate Students in First Entry Programs* posted on the Academic Calendar:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf.

This policy does not apply to requests for Academic Consideration submitted for **attempted or completed work**, whether online or in person.

The policy also does not apply to students experiencing longer-term impacts on their academic responsibilities. These students should consult [Accessible Education](#).

For procedures on how to submit Academic Consideration requests, please see the information posted on the Office of the Registrar's webpage:

https://registrar.uwo.ca/academics/academic_considerations/

All requests for Academic Consideration must be made within 48 hours after the assessment date or submission deadline.

All Academic Consideration requests must include supporting documentation; however, recognizing that formal documentation may not be available in some extenuating circumstances, the policy allows students to make one Academic Consideration request **without supporting documentation** in this course. However, the following assessments are excluded from this, and therefore always require formal supporting documentation:

- Examinations scheduled during official examination periods as per University policy.

When a student mistakenly submits their one allowed Academic Consideration request **without supporting documentation** for the assessments listed above or those in the **Coursework with Assessment Flexibility** section below, the request cannot be recalled and reapplied. This privilege is forfeited.

5.2 Evaluation Scheme for Missed Assessments

It is in the interest of students to contact the instructor as soon as possible before an assignment deadline to request an extension. Extensions will be typically granted for up to one week. Late written assignments for which an extension was not sought nor granted will be penalized 10% per day.

Missed assignments will result in a zero grade for that assignment. There will be no make-up opportunities.

When a student misses the Final Exam and their Academic Consideration has been granted, they will be allowed to write the Special Examination (the name given by the University to a makeup Final Exam). See the Academic Calendar for details (under [Special Examinations](#)), especially for those who miss multiple final exams within one examination period.

The date and time of the make-up examination will be determined by the department and the University Special Examination dates as outlined in the Academic Handbook:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/definitions.pdf.

The date and time of the make-up examination will be set by the instructor, who will communicate the date to the student.

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

Essential Learning Requirements

Even when Academic Considerations are granted for missed coursework, the following are deemed essential to earn a passing grade:

- a passing grade on the essay
- a passing grade on the final exam

6. Lecture and Examination Schedule

WEEK ONE - January 5

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 - **COURSE READINGS**
- 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 12

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 19

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 – **COURSE READINGS**
- 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 – **COURSE READINGS**
- 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 – **COURSE READINGS**

WEEK FOUR - January 26

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 January 30, 2026 at 11:59 pm**.

WEEK FIVE – February 2

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 - **COURSE READINGS**
- 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 – **COURSE READINGS**
- Creating Authentic Spaces: Info Sheets for the Workplace, The 519, A City of Toronto Agency – **COURSE LINKS**

WEEK SIX - February 9

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 - **COURSE READINGS**
- 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 - **COURSE READINGS**

PLEASE NOTE: Western Reading Week is February 14 to February 22, 2026

WEEK SEVEN - February 23

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 Puklingham, eds. 2009 – **COURSE READINGS**
- 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 2

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 6, 2026 by 12:00 p.m. midnight.**

WEEK NINE – March 9

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 – **COURSE READINGS**
- 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 – **COURSE READINGS**
- 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**

WEEK 10 - March 16

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 23

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 – March 30

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 – **COURSE READINGS**
- 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,

The Final Exam will be scheduled for a 24 hour period during exam week.

7. Student Responsibilities

Students should familiarize themselves with Western University Senate Regulations, please see: 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 attend lectures on a regular basis.

7.1 Respect

Please act respectfully towards the classroom, the instructor and your classmates. Acting respectfully means communicating with sensitivity at all times on the course site and when corresponding with others. Acting respectfully provides a better learning experience for everyone.

Student Code of Conduct <https://www.uwo.ca/univsec/pdf/board/code.pdf>

7.2 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.

7.3 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.

8. Exam Policies (Adjust for Online vs. In Person)

ONLINE:

- Complete the exam during the specified window
- Carefully read and follow the exam instructions
- To ensure fairness to all students, questions will not be answered during exams.

E-mail Policies

The following policies apply to all emails between students and the instructor. Please respect the fact that your instructor 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 be sure to mark your email as HIGH IMPORTANCE and include MOS3356g in your subject line. In an emergency, please call or text: 519-525-9365.

8.1 UWO.CA Email Addresses Only

For privacy reasons, students must use their Western email accounts to contact their instructor. The instructor 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 instructor teaches different courses and sections and cannot properly respond to questions if they do 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

ONLINE: It is expected that students will participate in all asynchronous lessons.

9.1 Short Absences.

If you miss a class due to minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or exam. 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 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://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

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

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

12.2 Religious Accommodation

When conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing to the Academic Advising office of their Faculty of Registration. This notice should be made as early as possible but not later than two weeks prior to the writing of the examination (or one week prior to the writing of the test).

Please visit the Diversity Calendars posted on our university's EDID website for the recognized religious holidays: <https://www.edi.uwo.ca>.

13. 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:

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

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments and perspectives. The use of AI tools can serve as a starting point for exploring a topic, with students expected to uphold academic integrity by appropriately attributing all sources of information and avoiding plagiarism. Essays, written assignments and/or lab reports should reflect the student's own thoughts and independent written work. Students should also generate their own figures (e.g., graphs, diagrams) rather than using AI generated ones. By adhering to these guidelines, students contribute to a responsible and effective learning environment that promotes critical thinking, independent inquiry and all them to produce original written contributions with integrity. The same principles also apply to the use of translation software to support the writing the essays and other written assessments. 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.

- A) If written work will be assigned in the course and plagiarism-checking software might be used, the following statement to this effect must be included in the course outline: All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (<http://www.turnitin.com>).

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. 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 may include a zero grade on the assessment, 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.

14. 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 via the DAN Help Portal. <https://help.sci.uwo.ca/servicedesk/customer/portal/10>
3. If the response of the Undergraduate Chair is considered unsatisfactory to the student, they may then appeal to the Associate Dean, Undergraduate 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](#).

15. Support Services

15.1 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>

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: https://www.uwo.ca/health/student_support/survivor_support/get-help.html
To connect with a case manager or set up an appointment, please contact support@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.

15.2 Academic Concerns.

If you are in academic difficulty, it is strongly recommended that you see your [academic counsellor](#).