

Huron University College
Management and Organizational Studies
Business-Government Relations: A Contemporary Policy Perspective
MOS 3353G 550 W20

CONTACT INFORMATION

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Course Website: OWL Sakai

Office Hours: Mondays 9:30 am to 12 noon or by appointment.

CLASS INFORMATION

Day Time Location: Mondays 2:30 pm – 5:30 pm, Room W106

Course Calendar Description:

This course provides a comprehensive view of the multi-faceted and multi-dimensional relationships between businesses and government in a modern Canadian economic environment. The major goal of the course is to provide students, from a policy perspective, with knowledge and clear understanding of: the nature, the forms and the ways of business-government interaction.

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

Antirequisite(s): None

Course Description:

The purpose of this course is to introduce the complex interrelationships between business and government in Canada. The bi-directional influences are explored. The resulting institutional and policy outcomes are discussed and evaluated. The course will prepare students to meet these managerial requirements and to participate in complex decisions when changing laws, regulations, and other governmental factors that have major long-term implications. In addition to case situations and readings on current issues, selected speakers from business and government will add their expertise.

As this is a policy course, the complex nature of strategic actions in an uncertain and risky environment is also addressed. The core analytical models used are neo-classical microeconomic analysis and public choice. Students are expected to know or quickly grasp the basic institutional aspects of Canadian Democracy.

Course Objectives:

This course is an analysis of public policies as represented by laws and regulatory governmental activities, and their effects on business decision-making, distribution of wealth, and allocative efficiency in the public and private sectors. The course will deal with such topics as: externalities and the assignment of property rights (natural resource conservation, pollution, congestion, issue of corporate social responsibility); theories of the regulatory process and the performance of regulatory agencies in specific markets; legislative process and lobbying strategies; competition policy; marketing boards; government assistance to failing firms; Canadian industrial strategy; public ownership; free trade, etc.

After successfully completing this course the student will:

- Have a basic understanding of the nature of the relationships between business and government in Canada at the federal, provincial and municipal level.
- Be able to analyze business strategies and tactics directed at governments.

Learning Outcomes:

1. Explain the nature of the state and Canadians' different understanding of the role of the state, as it pertains to business-government relations.
2. Analyze the dynamic and changing structure of the relationship between the business sector and the Canadian state.
3. Analyze the various aspects of policy with regard to the functioning of the economy: for example, competition policy, trade policy and labour policy.
4. Explore the impact of the influence of the growing global economy on business-government relations.

Evaluation:

| Assignment | Due Date | Assignment Value (%) |
|-------------------------|-----------------------|----------------------|
| Participation | On-going | 15 |
| Case Discussion Leaders | January 22 to April 1 | 20 |
| Mid-Term Paper | Feb. 12 | 25 |
| Symposium Final Paper | Mid-March to April 8 | 40 |

COURSE READINGS:

Required Text

Weekly readings are comprised of journal and professional articles. They will be posted on the class OWL site.

Additional sources (Will be identified and supplied by the course instructor)

Baron, D. P. (2006). Business and its environment (5th ed). Upper Saddle River, NJ: Prentice Hall (Pearson).

Howlett, M., Netherton, A. & Ramesh. M. (1999). The political economy of Canada: An introduction, (2nd ed.). Don Mills, ON: Oxford University Press. Lawrence, A. & Weber, J. (2014). Business and society: Stakeholders, ethics, public policy (14th ed.) New York, NY: McGraw-Hill

Taylor, D. W., Warrack, A. A., & Baetz, M. C. (1999). Business and government in Canada: Partners for the future. Scarborough, ON: Prentice Hall.

Steiner, J.F. & Steiner, G.A. (2012). Business, government and society (13th ed): A managerial perspective, text and cases. New York: McGraw-Hill

| Week | Topic | Purpose | Readings¹ |
|---|---------------------------------------|---|---|
| Jan. 8 A Framework for Studying Business, Government & Society | Introduction: The Nature of the State | Ideologies and Approaches | |
| Jan. 15 | The Canadian Political System | The Machinery of Government: institutions, federalism, policy making processes and special interest | "The Role of Local Government" |
| Jan. 22 | | The Machinery of Government -continued | "Elite Attitude on the Centralization of Political Decision-Making" |
| Jan. 29 | The Canadian Business Environment | Populations and Demographics –macro-economic trends | "Surviving Brexit" |
| Feb. 5 Business and Government | | Market structure; The role of government and Canada in the world economy | "Will They Love us Tomorrow..." |
| Feb. 12 Mid-term Paper Due | Normative Analysis of Government | Government Policy Towards business: meaning of competition, efficiencies and market failure | "The Corporation as Political Actor - European and North American Perspectives" |

¹ Other Readings will be provided by the instructor, and assigned during the course.

| Feb. 19 | READING WEEK | | |
|--|------------------------------|---|---|
| Feb. 26 | | Stabilization and Economic Growth –Policy Interventions | "Wildcats and Sickouts" |
| March 4 Multi-national Corporations and Globalization | The Canadian Economic System | The Marketplace: firms and markets | "Multinational Corporation a Political Actor" |
| March 11 | | The Marketplace: the Canadian business environment | "Inter-Provincial Trade Deal is worse Than NAFTA" |
| March 18 | Competition Pricing | The Canadian Market in Action: a brief history of competition policies, its objectives, etc | "Conspiracy at the Pump" |
| March 25 | | The Canadian Market in Action: anti-competition practices | "Industrial Policy for Growth" |
| April 1 Human Resources | Price and Entry Regulation | The Regulatory environment: meaning of regulation theories, Canadian overview | "Social License" |
| April 8 | | De-regulation | "Keep Hydro Public" |

Participation:

Participation is more than just attending class; it means entering fully into class discussions and exercises. Students are expected to share concepts, information, and experiences—and to listen and respond to the contributions of others. Differing points of view are encouraged, and students are welcome to put forward positions they may not agree with. The goal throughout is a thorough, lively, and loving exploration of ideas. During class, you should:

- be able to demonstrate knowledge of all the materials covered
- be ready to make thoughtful comments
- relate them to your work and personal experiences
- respond to the materials, the professor, and the ideas of fellow students.

While your voluntary participation is strongly encouraged, you should be prepared to respond when called upon to give your views. On the other hand, you should avoid continuously dominating class and group discussion. The most valuable element of participation is listening carefully and responding to what others have to say. The following scale will be used to rate your class participation:

0. Absent

1. Attended class but did not speak or participate. When invited to give an opinion, gave an answer such as "I'm not sure".

2. Made minor comments or contributed only when called on.
3. Made a reasonable contribution to the discussion and activities. Opinions related to theory and concepts covered in the course.
4. Made insightful and significant contributions to the discussion. Built on the contributions of others personal experience and examples provided were supported with theory and concepts.
5. Made exceptional contributions. The course will include simulations, short exercises, and group work. The involvement of every student in these activities is essential to the success of the activities and to their value as learning tools. Your involvement in these activities will be given significant weight in assessing your participation mark.

Case Studies:

Each week during the 1-hour seminar period in class, a small group (2 TO 4) will act as discussion leaders for an assigned case study. The Discussion Leaders will be responsible for:

1. Posting a series of questions about the case, 1 week prior to its discussion, to help focus the conversation.
2. Present a short overview (5 to 10 minutes) of the case prior to it being discussed in class. The group may wish to introduce additional material at this time.
3. Lead the class discussion, by use of: an exercise, a facilitation process, or what every other means they deem acceptable.

| Week | Case |
|-------------|--|
| Jan. 22 | John D. Rockefeller and the Standard Oil Trust |
| Jan. 29 | A Campaign Against KFC Corporation |
| Feb. 5 | Citizens United v. Federal Election Commission |
| Feb. 12 | Good and Evil on the Rails |
| Feb. 26 | A World Melting Away |
| March 4 | Union Carbide Corporation and Bhopal |
| March 11 | David and Goliath at the WTO |
| March 18 | The Trail of Martha Stewart |
| March 25 | Short Incidents for Ethical Reasoning |
| April 1 | Jack Welch at General Electric |

All students are required to read the case studies before class to enable full-some participation. The case studies are posted on the class OWL site.

Term Papers:

Two term papers are required for this course. The ideal length of the first is approximately 2000-2500 words (approx. 8-10 double-spaced printed pages). The final paper should be approximately 3000 to 3500 words. In terms of focus; my preference will be that the focus for the first paper will relate to material from the 1st half of the course and the focus for the final

will come from the 2nd half of the course. I expect each student to discuss their topic with me prior to beginning to work on their paper(s).

Details on style, citation, design etc, will be covered in class, and a handout covering these issues will be provided within the first 2 weeks of class.

Business-Government Policy Symposium:

Concept: This year MOS 3353 will hold its annual student led symposium focused on one of the relational aspects of Business and Government that is covered in the curriculum. The symposium will occur on a half-day Friday, mid-March. The students will undertake the symposium as part of their course requirements and their involvement will include:

- Working with the external expert working group to identify the symposium topic
- Engage in event planning and preparation, including invitation to both the broader and university community, Huron alumni and interested others
- Prepare and deliver for the conference one of the following: a poster for a poster session; a panel participation; and conference presentation based on a paper. (panels may be either alumni and student, or perhaps a mixed s alumni-student panel will be considered)

The Symposium Event:

The symposium is an annual event whose purpose is two-fold: to establish a meaningful method of engagement between Huron alumni and 3rd and 4th year MOS students; and, to further the understanding of a current issue of business and government relations with the student body. The expert working group is proposed to be led by Huron alumni, whose real-world expertise and interest in the selected topic area will add authentic value to the event.

The alumni would assist as the leaders of the expert working group that would help the students identify the topic on an annual basis and provide advice leading to the creation and deliver of the annual symposium. In the inaugural year further details on how the event will be structured and delivered (an emergent deign model) will be established.



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>