

BUSI 4104A
Strategic Human Resource Management
Winter 2014

INSTRUCTOR: Donald Hall
CONTACT: 613-688-2520 (weekdays, daytime) / donald.hall@carleton.ca
OFFICE HOURS: by appointment
CLASS: Tuesday, 6:05 p.m. to 8:55 p.m., SA 516

COURSE DESCRIPTION and PREREQUISITES

From the Carleton University 2013-2014 Undergraduate Calendar: Systems, strategies and practices used to effectively leverage human capital in organizations. How to think strategically about managing human assets, and what must be done to successfully implement these systems, strategies and practices. Prerequisite(s): BUSI 3102 and BUSI 3103 (with a grade of C- or higher in each).

COURSE OBJECTIVES

In today's dynamic business environment, the strategic use of human resources is a key source of an organization's competitive advantage. Following completion of this course, students should be able to:

1. Understand the theoretical underpinnings of strategic human resource management;
2. Identify contemporary HRM challenges facing organizations, and articulate strategies that respond to these challenges; and,
3. Describe how HRM can be strategically leveraged to accomplish organizational objectives.

REQUIRED COURSE MATERIAL

BUSI 4104A: Strategic Human Resource Management Coursepack (Winter 2014). Available at Haven Books.

COMMUNICATION WITH THE INSTRUCTOR

Class items will occasionally be posted on the course website. Students will be sent an e-mail note each time an item is posted. It is up to you bring to class all required materials. The instructor will occasionally send notices or reminders by e-mail without a website posting. Students with questions or problems during the semester are encouraged to make an appointment with the instructor. Meetings with students will typically be scheduled immediately before or following class. Students may also phone the instructor during regular business hours. You may also communicate with the instructor by e-mail. When you do so, please send from your Carleton e-mail account and put "BUSI 4104" in the subject line. I will respond to e-mails within 3 to 4 days.

COURSE FORMAT AND EVALUATION

1. Test	30%
2. Group Symposium	20%
3. Group Case Study Project (Report and Presentation)	25%
4. Class Participation	15%
5. Personal Statement	10%

Test

The test will cover course material from classes up to and including March 11. The test will be completed in regular class time on March 25.

Group Work

Students will form seven groups in the first week of class. These groups will be responsible for two separate assignments:

(i) Group Symposium. Each group will prepare a symposium in which members present and lead a discussion on the assigned topic (and the weekly readings) for one class during the term. This assignment provides the opportunity for in-depth learning on a topic of interest to group members. Groups should be prepared to creatively engage their fellow students in a dialogue regarding the assigned readings. Groups may also discuss related materials not contained in the coursepack (e.g., additional articles related to the topic of interest). A variety of presentation tools may be used including slides, handouts, video clips, discussion questions, pop quizzes, experiential activities, etc.

Symposia will be held in class beginning in Week 3. Each group will be required to submit to the instructor a one-page¹ outline of their symposium on the day of their presentation. Optionally, this may be submitted to the instructor early, in draft form, for feedback. Groups should also submit a hard copy of their slides and/or any additional materials to the instructor on the day of their presentation.

Groups shall e-mail the instructor member names and your preferred symposium topic (i.e., which week you want to lead). Please let me know your choice by end-of-day January 12. I suggest you list a second and third choice, in case you do not get your first choice. E-mails may be sent no earlier than 8:00 a.m., January 8.

(ii) Group Case Study Project (Report and Presentation). Groups will prepare: (1) a written case study report (5 pages maximum, not including attachments), and (2) a presentation of their findings to the class. Cases are expected to be contemporary HRM problems facing real organizations.

Your case may be based on interviews with key players in the organization, "grey literature"² pertaining to the organization, published academic or trade literature, and/or popular media items.

¹ All page requirements described herein are maximums. Use single spacing, double spacing between paragraphs. Don't use anything smaller than 10 pt. font, and nothing less than 1 inch margins.

² Grey literature consists of unpublished or restricted circulation material such as internal company reports, unpublished studies, etc.

Groups shall submit to the instructor no later than January 28 a one-page (maximum) proposal describing the organization, focus of study, and methodology. Proposals will not be marked, but will be returned with feedback.

Presentations will occur in the last two weeks of class and will be 20-30 minutes in duration. Students are encouraged to use this opportunity to creatively engage their classmates with compelling presentations regarding their case.

Case study reports are brief descriptions of a problem facing an organization at a point in time and provide the rationale for a recommended course of action. The main objectives of a case study are to identify the HRM-related problem(s)/opportunities facing the organization and to utilize theories and concepts you have learned in this course to analyze the situation, generate realistic alternatives, and ultimately propose a recommended course of action. Some key pieces of information may be missing, but this is often the nature of “real-world” managerial decision-making where decisions are rarely made on the basis of complete information. Case Study Reports are due at the beginning of class April 1. Marking rubrics for both group assignments appear on pp. 7-8.

Group Member Evaluations. During the last class, each student will be required to complete a group member evaluation form, in which they will assess the contributions of other group members to their group’s overall functioning and the quality of the group's assignments. These evaluations will be completed independently from other group members and will be kept confidential. Although individual group members may receive the same final grade on group assignments, the instructor reserves the right to adjust individual grades if it is determined that certain individuals’ contributions varied significantly from those of other groups members.

Class Participation

Fifteen percent of your grade will be based on your participation in class. Given that this is an advanced course, active participation is considered to be essential to your learning experience and is therefore an expectation of the course. Your participation mark will be determined based on your level of involvement in the class and the quality of your contributions. Please come to class having read the assigned articles. Review these materials prior to class so that you are prepared to discuss them, and bring your coursepack and notes with you to class.

Personal Statement

In order to help students more deeply integrate lessons from the course, students will write a short (1 page maximum) personal statement addressing the following points:

- What stood out for you in the course?
- How will you apply to your professional life what you have learned from this course?

The Personal Statement is due at the beginning of the last class.

REQUIRED READINGS

Week 1 – Introduction

1. Pfeffer, J. & Veiga, J.F. (1999). Putting people first for organizational success. *Academy of Management Executive*, 13, 37-48.

Week 2 – Strategic HRM and the Evolving Role of HR

2. Colakoglu, S., Hong, Y., & Lepak, D.P. (2010). Models of strategic human resource management. In A. Wilkinson, N. Bacon, & S. Snell (Eds.), *The Sage Handbook of Human Resource Management* (pp. 31-41 only – skip last section on “SHRM in Global Context”). Thousand Oaks, CA: Sage.
3. Gratton, L. & Truss, C. (2003). The three-dimensional people strategy: Putting human resources policies into action. *Academy of Management Executive*, 17, 74-86.
4. Ulrich, D. (1998). A new mandate for human resources. *Harvard Business Review*, 76, 124-134.

Week 3 – Acquiring Talent: Recruitment and Selection

5. Ryan, A.M., & Tippins, N.T. (2004). Attracting and selecting: What psychological research tells us. *Human Resource Management*, 43, 305-318.
6. Fernandez-Araoz, C. (1999). Hiring without firing. *Harvard Business Review*, 77, 109-120.
7. Behling, O. (1998). Employee selection: Will intelligence and conscientiousness do the job? *Academy of Management Executive*, 12, 77-85.

Week 4 – Growing Talent: Strategic Training & Development and Succession Planning

8. HR Magazine (2008). Strategic training and development: A gateway to organizational success. *HR Magazine*, 53, 1-9.
9. Karaevli, A. & Hall, D.T. (2003). Growing leaders for turbulent times: Is succession planning up to the challenge? *Organizational Dynamics*, 32, 62-79.
10. Longenecker, C.O. (2010). Coaching for better results: Key practices of higher performance leaders. *Industrial and Commercial Training*, 42, 32-40.
11. Goleman, D. (2004). What makes a leader. *Harvard Business Review*, 82, 82-91.

Week 5 – Motivating and Evaluating Talent: Performance Management

12. Mello, J.A. (2010). Performance management and feedback. In J.A. Mello (Ed.), *Strategic Human Resource Management* (2nd edition, pp. 443-461). Mason, OH: Southwestern.

13. Cardy, R.L. & Selvarajan, T.T. (2006). Competencies: Alternative frameworks for competitive advantage. *Business Horizons*, 49, 235-245.
14. Kerr, S. (1995). On the folly of rewarding A while hoping for B. *Academy of Management Executive*, 9, 7-15.
15. Longenecker, C.O. (1987). Behind the mask: The politics of employee appraisal. *Academy of Management Executive*, 1, 183-193.

Week 6 – Rewarding Talent: Strategic Compensation

16. Mello, J.A. (2010). Compensation. In J.A. Mello (Ed.), *Strategic Human Resource Management* (2nd edition, pp. 493-507). Mason, OH: Southwestern.
17. Lawler, E.E. III. (2000). Pay strategy: New thinking for the new millennium. *Compensation and Benefits Review*, 32, 7-12.
18. Gross, S.E. & Friedman, H.M. (2004). Creating an effective total reward strategy: Holistic approach better supports business success. *Benefits Quarterly*, 20, 7-12.
19. Lawler, E.E. III. (2009). Just rewards: Let's get CEO pay right this time. *The Conference Board Review*, 46, 14-21.

Week 7 – Keeping Talent: Retention Management and Restructuring

20. Allen, D.G., Bryant, D.C., Vardaman, J.M. (2010). Retaining talent: Replacing misconceptions with evidence-based strategies. *Academy of Management Perspectives*, 24, 48-64.
21. Martin, J. & Schmidt, C. (2010). How to keep your top talent. *Harvard Business Review*, 88, 54-61.
22. Cascio, W.F. (2005). Strategies for responsible restructuring. *Academy of Management Executive*, 19, 39-50

Week 8 – Cross-Cultural Issues in Strategic HRM

23. Black, J.S. & Gregerson, H.B. (1999). The right way to manage expats. *Harvard Business Review*, 77, 52-62.
24. Roberts, K., Ernst-Kossek, E., & Ozeki, C. (1998). Managing the global workforce: Challenges and strategies. *Academy of Management Executive*, 12, 93-106.
25. Javidan, M. & House, R.J. (2001). Cultural acumen for the global manager: Lessons from Project GLOBE. *Organizational Dynamics*, 29, 289-305 (also includes tables from Javidan et al. 2006 with ratings of GLOBE cultural dimensions by country).
26. Leung, W. (2009). Low cultural IQ could hijack your career. *Globe and Mail* (March 30, 2009).

Week 9 – Organizational Effectiveness and the Future of Strategic HRM

27. Ulrich, D. (2007). Alignment of human resources and the impact on business performance. In R.S. Schuler and S.E. Jackson (Eds.), *Strategic Human Resource Management* (pp. 124-137). Malden, MA: Blackwell.
28. Rucci, A.J. (2009). The pursuit of HR's core purpose: The practical doing of strategic HRM. In J. Storey, P.M. Wright, & D. Ulrich (Eds.), *The Routledge Companion to Strategic Human Resource Management* (pp. 137-148). Oxford, UK: Routledge.
29. Breitfelder, M.D. & Dowling, D.W. (2008). Why did we ever go into HR? *Harvard Business Review*, 86, 39-43.

CLASS SCHEDULE

Date	Topic	Readings/Assignments
Jan. 7	Introduction and Course Organization	Week 1 (<i>see reading list above</i>) / Form Groups
Jan. 14	Strategic HRM and the Evolving Role of HR	Week 2
Jan. 21	Acquiring Talent: Recruitment and Selection	Week 3 / Symposium (Group 1)
Jan. 28	Growing Talent: Strategic Training and Development and Succession Planning	Week 4 / Symposium (Group 2)
Feb. 4	Motivating and Evaluating Talent: Performance Management	Week 5 / Symposium (Group 3)
Feb. 11	Rewarding Talent: Strategic Compensation	Week 6 / Symposium (Group 4)
Feb. 18	No Class – Reading Week	
Feb. 25	Keeping Talent: Retention Management and Restructuring	Week 7 / Symposium (Group 5)
Mar. 4	Cross-Cultural Issues in Strategic HRM	Week 8 / Symposium (Group 6)
Mar. 11	Organizational Effectiveness and the Future of Strategic HRM	Week 9 / Symposium (Group 7)
Mar. 18	No Class (Opportunity for Work on Group Case Study Project)	
Mar. 25	Test	Week 10
Apr. 1	Group Project Presentations (Groups 1 – 4)	Week 11 Group Case Study Project Report Due
Apr. 8	Group Project Presentations (Groups 5 – 7)	Week 12 Group Member Evaluations, Personal Statement Due

Evaluation Criteria for the Group Symposium

The group demonstrated a firm command of the material and presented information in an accurate manner.

Demonstrated a very limited grasp of the material, often presenting information in an inaccurate manner	Displayed a limited grasp of the material, sometimes presenting information in an inaccurate manner	Displayed a generally sound grasp of the material and adequate mastery of the content	Displayed a very good grasp of the material and a solid level of mastery of the content	Displayed an excellent grasp of the material and very strong mastery of the content
0	1	2	3	4

The group presented the material in a complete and thorough manner.

Coverage of material was incomplete or presented at a superficial level	Coverage of material was somewhat incomplete or superficial in nature	Coverage of material was adequate, but greater elaboration on some key points needed	The majority of the main points were covered in depth	Very thoroughly explained all main points
0	1	2	3	4

The symposium was well-organized and delivered in a logical sequence.

Information/activities were not at all presented in a logical manner; very hard to follow	Some significant difficulties in the logical flow of the symposium; not easy to follow	Well-organized, but a few difficulties in the logical flow of information/activities	Very well-organized; information/activities were mainly presented in a logical sequence	Extremely well-organized; very easy to follow the logical flow of the symposium
0	1	2	3	4

The group demonstrated creativity in their design / presentation of material.

Lacked creativity; very routine treatment of the material	Minimal thought given to creativity or originality	Exhibited some creativity and originality	Exhibited very good creativity and originality	Highly creative/original; very imaginative design and use of materials
0	1	2	3	4

The group engaged students in an interactive discussion and handled student questions / comments effectively.

Very little effort to engage students in discussion and did not handle questions/ comments well	Limited effort to engage students in discussion and did not handle student questions/ comments well	Adequate effort to engage students in discussion, but some issues responding to questions/comments	Very good job engaging students in discussion and responding to questions/comments	Outstanding job engaging students in discussion and responding to questions/comments
0	1	2	3	4

The group provided a clear, concise outline for the symposium.

Very Unclear and/or Not at all Suitable	Somewhat Unclear and/or Unsuitable	Somewhat Clear and Suitable	Very Clear and Suitable	Extremely Clear and Suitable
0	1	2	3	4

The group provided an appropriate analysis/critique of the readings and effectively incorporated relevant additional material.

Ineffective	Somewhat Effective	Effective	Very Effective	Extremely Effective
0	1	2	3	4

The group used relevant and high quality presentation tools during their presentation.

No presentation tools were used	Presentation tools were poorly designed and did not really add to the symposium	Presentation tools were adequately designed and added somewhat to the symposium	Presentation tools were reasonably well designed and enhanced the symposium	Presentation tools were appropriate, very well designed, and effectively used
0	1	2	3	4

The group used clear language and proper voice volume and intonation during the presentation.

More than ½ of the oral presentation was lacking in clarity	The oral component of the presentation lacked noticeable clarity	The oral component of the presentation was generally clear	The oral component of the presentation was very clear	The oral component of the presentation was flawless
0	1	2	3	4

Evaluation Criteria for the Final Group Case Study Report and Presentation

The group clearly described their specific case and a compelling HRM challenge to be addressed.

The HRM challenge was not at all clear or it was not at all a compelling organizational problem	The HRM challenge was not very clear or the problem wasn't very compelling	I was somewhat confused by the description of the HRM challenge or the problem wasn't very compelling	The description of the HRM challenge largely made sense and the organizational problem was compelling	The description of the HRM challenge made perfect sense and the organizational problem was very compelling
0	1	2	3	4

The group provided logical pros and cons regarding the organization's current practice(s).

Either the pros or the cons were not discussed	Most of the pros and most of the cons made little sense	Most of the pros or most of the cons made little sense	Most of the pros and cons made sense	The pros and cons were very logical and well grounded in the course material
0	1	2	3	4

The group clearly described their alternative(s) and how they addressed the main cons of the current practice.

Not at all clear	Mostly unclear	Somewhat clear	Mostly clear	Very clear
0	1	2	3	4

The group provided a suitable recommended course of action and appropriate support for this recommendation.

Not at all clear	Mostly unclear	Somewhat clear	Mostly clear	Very clear
0	1	2	3	4

The group applied appropriate SHRM theories and concepts in their analysis and recommendation.

Very little application of SHRM theories and concepts	Limited application of SHRM theories and concepts	Adequate application of SHRM theories and concepts	Very good application of SHRM theories and concepts	Outstanding application of SHRM theories and concepts
0	1	2	3	4

Overall, the case report was well-structured and written.

The report was not at all well structured or written	The report was quite difficult to follow and had several grammatical errors	The report was somewhat well-structured and written	The report was very well-structured and written	The report was extremely well-structured and written
0	1	2	3	4

The group presented their case effectively.

The oral component of the presentation was incomplete and delivery was weak and hard to follow	The oral component of the presentation was somewhat incomplete and delivery was weak and/or hard to follow	The oral component of the presentation was somewhat comprehensive and adequately delivered	The oral component of the presentation was comprehensive, effectively delivered and engaging	The oral component of the presentation was well sequenced, comprehensive, balanced, very effectively delivered and extremely engaging
0	1	2	3	4

The group used relevant and high quality presentation tools during their presentation.

No presentation tools were used	Presentation tools were poorly designed and did not really add to the symposium	Presentation tools were adequately designed and added somewhat to the symposium	Presentation tools were reasonably well designed and enhanced the symposium	Presentation tools were appropriate, very well designed, and effectively used
0	1	2	3	4

ADDITIONAL INFORMATION

About the Instructor

Donald Hall is a partner in the Ottawa-based management consulting firm Goss Gilroy Inc. He specializes in organization development, training and facilitation, and applied social research. He is past president of the Organization Development Network of Ottawa-Outaouais. He received his Ph.D. in Applied Social Psychology from the University of Saskatchewan in 1986 and subsequently took training from the NTL Institute and the Sloan School of Management, MIT.

Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

Medical certificate

Please note that in all occasions that call for a medical certificate you must use or furnish the information demanded in the standard university form.

<http://www1.carleton.ca/registrar/forms/>

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course		

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Academic Regulations, Accommodations, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodations

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

- The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2013 exam period is November 8, 2013 and for the April 2014 exam period is March 7, 2014.

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

Assistance for Students:

Student Academic Success Centre (SASC): www.carleton.ca/sasc

Writing Tutorial Services: <http://www1.carleton.ca/sasc/writing-tutorial-service/>

Peer Assisted Study Sessions (PASS): www.carleton.ca/sasc/peer-assisted-study-sessions

Important Information:

- Students must always retain a hard copy of all work that is submitted.

- All final grades are subject to the Dean's approval.

- Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://portal.carleton.ca/>

Winter Term 2014

Date	Activity
January 2, 2014	University re-opens.
January 6, 2014	Winter-term classes begin.
January 17, 2014	Last day for registration for winter term courses. Last day to change courses or sections (including auditing) for winter term courses.
January 31, 2014	Last day for withdrawal from winter term and winter portion of fall/winter courses with full fee adjustment.
February 1, 2014	Last day for receipt of applications for admission to the Bachelor of Architectural Studies and the Bachelor of Social Work degree programs for the fall/winter session.
February 14, 2014	April examination schedule available online.
February 14-22, 2014	Fall-term deferred examinations will be written.
February 17, 2014	Statutory holiday. University closed.
February 17-21, 2014	Winter Break, no classes.
March 1, 2014	Last day for receipt of applications from potential Spring (June) graduates. Last day for receipt of applications to the Bachelor of Humanities, Bachelor of Industrial Design, Bachelor of Information Technology (Interactive Multimedia and Design), Bachelor of Journalism, and the Bachelor of Music degree program for the fall/winter session. Last day for receipt of applications for admission to a program for the summer term.
March 7, 2014	Last day to submit, to the Paul Menton Centre for Students with Disabilities, Formal Examination Accommodation Forms for April examinations.
March 25, 2014	Last day for tests or examinations in courses below the 4000-level before the final examination period (see Examination Regulations in the Academic Regulations of the University section of this Calendar). Last day for receipt of applications for admission to an undergraduate degree program for the fall/winter session, from candidates whose documents originate outside Canada or the United States, except for applications due February 1 or March 1.
April 1, 2014	
April 8, 2014	Winter term ends. Last day of fall/winter and winter-term classes. Last

Date	Activity
	day for academic withdrawal from fall/winter and winter-term courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall/winter and winter-term courses.
April 9-10, 2014	No classes or examinations take place.
April 11-26, 2014	Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all seven days of the week. Please note that examinations will not be held on April 18-20.
April 15, 2014	Winter Co-op Work Term Reports are due.
April 18, 2014	Statutory holiday, University closed.
April 26, 2014	All take home examinations are due on this day.
May 1, 2014	Last day for receipt of applications for internal degree transfers to allow for registration for the summer session.
	Last day for receipt of applications for admission to an undergraduate program for the fall/winter session from mature applicants, from those presenting post-secondary education qualifications and from those transferring from other universities in Canada or the United States, and from applicants with high school qualifications from Canada and the United States, except for applications due March 1.
June 1, 2014	
June 9-19, 2014	Fall/winter and winter term deferred final examinations will be held.
June 15, 2014	Last day for receipt of applications for internal degree transfers to allow for registration for the 2013-2014 fall/winter session.