

Senate Agenda
September 16, 2022

CONSENT AGENDA – ITEM 12.3(j)

Management and Organizational Studies
Final Assessment Report &
Implementation Plan

Faculty / Affiliated

Overview of Western’s Cyclical Review Assessment Reporting Process

In accordance with Western’s Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses and assessment and evaluation of the undergraduate module delivered by the Management and Organizational Studies (MOS) Program at King’s University College.

This FAR considers the following documents:

- the program’s self-study brief;
- the external reviewers’ report;
- the response from the program; and
- the response from the Academic Dean’s Office.

The FAR identifies the strengths of the program, opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

satisfaction across year 1 and senior students; and 3) Student feedback on learning preferences.

The external reviewers shared a positive assessment of the MOS Program. They offer a suite of constructive considerations for further program enhancement and conclude their report with 14 recommendations.

Strengths and Innovative Features Identified by the Program

- Rich and diverse faculty profiles and backgrounds as well as the global composition of program students.
- MOS faculty members are leaders within the London community broadly, many serving on boards, working in partnership with alumni and other stakeholder groups on community projects.
- Ability to capitalize on the cross-disciplinary synergies among complementary faculty groups in Economics, Management/Business and Mathematics and Statistics.
- School of MEM's Analytics and Decision Sciences minor, combining management and analytics at the undergraduate level.
- Nearly all courses have an element of experiential and/or high impact learning wherein students are engaged with real organizations to apply their learning to solve or identify real problems.
- Key accounting courses have been accredited by the CPA, and count towards the CPA designation.
- International partnerships with postsecondary institutions in China offering 2+2 programs, faculty exchanges, and opportunities for students to take King's courses in China.
- Alumni connections are strong, and the level of career achievement is high.
 - o Many alumni are leaders in their industries, who have successfully completed graduate studies at world-class institutions and subsequently hire King's graduates.

Concerns and Areas of Improvement Identified by the Program

- Given program growth, the sheer volume of students and sections impedes on ability to develop new courses and innovate pedagogically.
 - o high student/faculty ratios
- At times, students face difficulty registering for courses.
- Lack of administrative support needed to fully implement more ambitious projects such as a formal co-op or internship stream.
- Lack of data on graduate placement rates.
- Need for additional courses and course content related to:
 - o business analytics (big data, machine learning etc.).

- corporate finance courses in the F&A programs.
- Large proportion of students taught by part-time faculty members.
- Lack of classroom space and classroom design that is to modern management education.
- Updating curriculum to meet changing job market and skill requirements.
- Increase experiential learning opportunities (independent study/coop/classroom).

Review Process

As part of the external review, the review committee, comprising two external reviewers and one internal reviewer, were provided with Volume I and II of the self-study brief in

Strengths of the Program

- Very attractive to students given the increase in student applications and admissions at King's.
- Students maintain significant enthusiasm for the program and for King's.
- Diverse and multicultural faculty members holding doctorates from some of the best schools in the world.
 - o Tenured/tenure-track faculty members teaching in the MOS program are very competent in the areas of instruction of the program.
- Faculty members are engaged and innovative in course development, utilizing various modes of delivery.
- A number of the faculty members in the program are connected with industry and have significant community engagement.
- The program is supported by an excellent library with knowledgeable and exceptionally student-centric staff.

Areas of Concern or Prospective Improvement

- As MOS admissions increase, there is a risk of tainting King's core value propositions: small class sizes; and student engagement.
- Reliance on LTAs and sessional instructors for the delivery of many of program courses.
 - o Current administrative processes do not allow excellent LTA faculty to stay longer than four years teaching in the MOS program.
- Lack of larger classroom sizes and limited availability of those that exist.
- Students had concerns about the quality and timeliness of available academic advising.
- Additional experiential learning opportunities should be encouraged and supported, particularly those linked to local organizations in the community.
- Students indicated gaps in the OWL system and the King's website related to student information. Information appeared outdated and students had difficulty locating information that would help them with course selection.
- Consider creating a cohort structure in the MOS program. Moving through the program as an integrated team would create opportunities for peer learning, project collaboration and team problem solving, building stronger bonds than conventional program structures.

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| <p>3. Given the teaching-focus of King's, consider creating a professional-teaching tenure-track stream at King's University College. Eliminate the four-year cap on continuous LTA employment.</p> | <p>Program: The program agrees and has advocated for this in the past through the union. Moving forward, it would be helpful to solicit information from the Western family of schools and other comparators (such as WLU) who have themselves adopted this two-tiered approach, to propose something fully formed to the union to bring forward for negotiations.</p> <p>Faculty: These are negotiated items and therefore fall under the purview of collective bargaining between the Employer and the King's University College Faculty Association, the legally recognized bargaining unit for faculty. These recommendations will be forwarded to the KUCFA-KUC Joint Consultative Committee for discussion and review.</p> |
| <p>4. Review the administrative support available to the MOS program.</p> | <p>Program: As the IQAP review process was being undertaken, the MEM leadership team worked with the Academic Dean's Office (ADO) to examine the School's administrative structure and proposed the creation of three additional roles all with course release. This proposal was approved by the Academic Dean and King's administration and is included in the budget pending Board approval. If approved, effective July 1, 2023, a renewed organizational structure for the School of MEM will be in place.</p> |

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9. Ensure that class sizes for required MOS courses after the first year are capped at no

11. Additional dedicated academic advising resources (FTEs) should be added to support MOS students in years 2 through 4.

Program: The program agrees. Concurrent with the timing of the IQAP process, the School of MEM submitted a proposal requesting that the current dedicated support for MEM students be increased from one academic counsellor to three, and two academic program advisors (APA) also be dedicated to the MEM portfolio. MOS has been advised that this is a two-year plan, with the first phase being the increase by one additional academic counsellor effective 2022. The program will work with the ADO to submit another proposal to increase again by one academic counsellor, and also re-evaluate the need for dedicated APAs following their role adjustments this year.

Faculty: Effective May 1, 2022, dedicated advising support from within the College's Advising Office has been doubled from 1 dedicated Academic Counsellor to the equivalent of 2 Academic Counsellors. The ADO is sensitive to the unique challenges presented in the administration of MOS in particular, arising from the heavy reliance on international students to sustain enrolments. A more robust qualitative evaluation of the administrative support needs of MOS will be helpful in determining the nature and extent of administrative support recommended.

12. Provide dedicated training for academic advisors who are advising first year students interested in MOS specializations to ensure a strong understanding of the path progression and requirements.

Program: As per recommendation 11, the advisors that will be within the School of MEM will be only MEM focused and as such will be trained as suggested.

Faculty:

<p>14. Include MOS/MEM administration in the annual admissions process in determining entrance averages and target numbers (domestic and international) for the MOS program.</p>	<p>Program: The program agrees. It is hoped that the Director of the School of MEM will be involved with these decisions.</p> <p>Faculty: The ADO respectfully disagrees with this recommendation. This is not consistent with best practices and norms across the sector. Moreover, MOS does have faculty representation on the appropriate enrolment committees of College Council. The ADO encourages MOS and MEM to address strategic enrolment strategies as part of the established processes of collaborative, collegial governance.</p>
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Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Program Chair, in consultation with the Dean of the Faculty/Affiliated University College will be responsible for monitoring the Implementation Plan.

The number of recommendations prioritized for implementation has been reduced as some are outside the scope of the IQAP review process (#1, #2, and #3), some have been deemed not to move ahead (#9 and #14), and some have been, or are already being, actioned as described in the program and faculty responses above (#4, #11, #12, and #13). As a result, the aforementioned recommendations will not appear in the

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Recommendation #7 & 8

Review majors/specializations in
MOS relative to demand and cost-
efficiency.