



DAN Management & Organizational Studies
Final Assessment Report & Implementation Plan
April 2023

Faculty / Affiliated University College	Faculty Social Science	
Degrees Offered	BMOS	
Date of Last Review	2014-2015	
Modules Reviewed	DAN Management & Organizational Studies	
External Reviewers	Dr. Murray Dalziel, Merrick School of Business University of Baltimore	Dr. Anthony Goerzen, Smith School of Business Queen’s University
Internal Reviewers	Dr. John Cuciurean, Associate Dean (Undergrad) Don Wright Faculty of Music	Stephanie Ann Dantzer Faculty of Education Student
Date of Site Visit	January 24 & 25, 2023	
Date Review Report Received	February 22, 2023	
Date Program/Faculty Response Received	Program: March 20, 2023 Faculty: March 20, 2023	
Evaluation	Good Quality	
Approval Dates	SUPR-U: June 28, 2023 ACA: September 6, 2023 Senate (for information): September 15, 2023	
Year of Next Review	Year of next cyclical review: 2030-2031	
Progress Report	June 2026	

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 DAN Management & Organizational Studies Program delivered by the Faculty of Social Sciences.

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 Dean, Faculty of Social Sciences.

This FAR identifies the strengths of the program and 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.

The FAR (including Implementation Plan) is sent for approval through the Senate Undergraduate Program Review Committee (SUPR-U) and ACA, then for information to Senate and to the Ontario Universities’ Council on Quality Assurance. Subsequently, it is publicly accessible on Western’s IQAP website. The FAR is the only document from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program, Faculty of Social Sciences, and SUPR-U.

Executive Summary

DAN Department of Management and Organizational Studies (DAN Management) Degrees draw on connections with other disciplines within the Faculty of Social Sciences to offer a unique experience, presenting management and organizational issues from a broader social science perspective.

In 2021-22, there were 1,052 students welcomed into the first year of the program. With six distinctive disciplinary pathways: Accounting, Commercial Aviation Management (CAM), Consumer Behaviour (CB), Finance, Human Resource Management (HRM) and Management and Legal Studies (MLS); three modular combinations are available (for five of the six): Honors Specialization, Honors Double Major and Specialization. Total program enrolment in 2021-22 was at 3,316, an increase of about 20 per cent from 2,762 in 2017-18.

The development of the self-study was informed by an extensive review and revision of program learning outcomes. This was supplemented by a curriculum mapping exercise supported by the Centre for Teaching and Learning (CTL), student surveys and deliberations with the department's Curriculum Committee and Advisory Board.

The external reviewers shared a positive assessment of the DAN Management Program, indicating that "*the DAN MOS program is solid and its offerings align with what would be expected of a high-quality undergraduate management program.*" They offer five recommendations to help ensure sustainability and for further enhancement.

Strengths and Innovative Features Identified by the Program

- A thriving research culture at DAN Management that complements the extensive practitioner experience.
- Significant flexibility in the choice of courses allows students to build their own pathways through the program.
- Paid internship opportunities that extend to a variety of industries, including accounting, biotechnology, consulting, consumer packaged goods, and manufacturing.
- The DAN Management Distinguished Lecture Series offers a great opportunity for students to engage with researchers of global esteem.
- Courses and degrees are accredited by the Human Resource Professionals Association (HRPA) and the Chartered Professional Accountants of Ontario (CPA).
- The DAN Management Student Association supports an engaging social and community experience.
- Enrollment over the past two years has been 25 per cent higher than the average enrollment over the preceding 5 years.
- In 2020-21, approximately 34 per cent of our students studying in DAN Management were from overseas locations.

Concerns and Areas of Improvement Identified and Discussed by the Program

- There is a strong need for additional administrative support.
- While student enrolments have grown, the number of faculty has not kept pace.
 - o Increase in the average class size.
- Intensified workload for faculty members to meet the needs of students who struggle with the English language.
 - o Concern about waiving English language proficiency testing as part of the admission process for certain international groups.
- Implications of study requirements imposed by Ivey on students who continue their studies at DAN Management.
- More can and needs to be done to increase participation from students belonging to indigenous communities.
- Desirable courses that would enhance the program have been identified during the review as: Sustainability (as a core course from various disciplinary perspectives), Digital Marketing and Consumer Insight, HR Analytics, Investing and Investment Banking, and Data Analytics for Accounting.

Review Process

As part of the external review, the review committee, comprising two external reviewers, one internal reviewer and a student reviewer, were provided with Volume I and II of the self-study brief in advance of the scheduled review and then met virtually over three days with the:

- Vice-Provost (Academic Programs)
- Vice-Provost (Academic Planning, Policy and Faculty)
- Director of Academic Quality and Enhancement
- Dean, Faculty of Social Sciences
- Associate Dean (Undergraduate Studies), Faculty of Social Sciences
- Chair, DAN Management
- Associate Chair, DAN Management
- Associate Librarian
- Administrative Staff
- Program Faculty
- Program Students

Following the virtual site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this Final Assessment Report (FAR) of the DAN Management & Organizational Studies Program. The FAR is collated and submitted to SUPR-U by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers’ Report

External reviewers noted that *“there is much to be admired in DAN MOS and the program is very popular among students within the Faculty of Social Science. Students are understood to be high-quality entrants that competing institutions in the province would highly desire.”*

Strengths of the Program

- Faculty members are recognized in their academic discipline on a national and international level and hold positions in provincial and national professional bodies.
 - o Newly recruited scholars are from excellent universities who have begun to contribute to the interdisciplinary ethos of Western research.
- Curriculum relevance is maintained by ongoing research conducted by faculty members in the areas that they teach.
- A key feature of the program is the degree of flexibility offered to students which may be more than many business schools.
- The niche stream relating to Aviation Management is particularly unique.
- The seminar series consistently hosts world-leading academics to the university.
- A strong commitment to EDID is demonstrated in the curriculum; the number of students identifying as indigenous is increasing.
- The program’s alumni gain placement in leading Canadian organizations and excellent graduate programs.

Areas of Concern or Prospective Improvement

1. Resources are needed to ensure that the quality of instruction and student experience are maintained.
 - The number of students to full-time staff is high, resulting in comparatively higher class sizes.
 - Many program stakeholders have indicated that it takes days, even weeks, for appointments with faculty advisors.
2. The flexible curriculum requires greater administrative resources to ensure that student’s goals and prerequisites to graduate are met.
3. Assessing DAN Management’s position in relationship to Ivey needs to be addressed as a way of enhancing the quality of the program’s offerings.
4. Skills associated with using statistical and data analytics tools seem to be underdeveloped in the program.
5. Greater incorporation of courses in sustainability and ESG themes, as this has become fundamental to the practice of management.
6. Relatively little use of experiential methods and of small group learning (presentations, peer learning, etc.), particularly in years one and two.
7. The program should be more aligned with professional/workplace requirements to enhance students’ potential for job placements and early job performance.
 - Need for greater consultation with potential employers of students on whether the learning objectives align with their workplace demands.

Summary of the Reviewers’ Recommendations and Program/Faculty Responses

The following are the reviewers’ recommendations in the order listed by the external reviewers. Recommendations requiring implementation have been marked with an asterisk (*).

Reviewers’ Recommendation	Program/Faculty Response
<p>Recommendation #1*: Develop a clear proposition about the “DAN MOS method” of teaching management. While this need not be unique, it should seek to distinguish DAN MOS from Ivey and other leading undergraduate programs in Canada and be clear and understandable in international markets.</p>	<p>Program: Following consideration by the Curriculum Committee in March 2023, this recommendation will be passed to the Advisory Committee. Based on the outcome of these discussions, it is possible that a working committee will be convened and tasked with clearly establishing the distinction between DAN MOS and IVEY. Discussions will also encompass the viability of Evidence Based Management (EBM) as a distinctive departmental differentiator.</p> <p>Development of a DAN MOS method of teaching is problematic because of the resource deficit in the Department and reliance on external staff delivering courses on limited duties contracts. However, it is acknowledged that a distinct teaching philosophy has undeniable merits, as witness the success of Ivey.</p> <p>Faculty: The Faculty will support the Department in the development of this plan.</p>
<p>Recommendation #2*: Develop a five-year resource plan with clear expectations for the proportion of credit hours taught by scholars and practitioners and how many credit hours will typically be taught by limited duties faculty. The plan should relate not only to student enrollment but to specific academic parameters agreed upon between DAN MOS and the Faculty of Social Sciences (for example, class sizes at different levels, provision of a new curriculum, or establishing research master’s).</p>	<p>Program: The Associate Chair and Chair will meet to revise the resource plan so that it meets current needs and future plans that will include a Masters degree.</p> <p>The program recognizes that it is ideal to have seventy percent in teaching delivered by limited-term and tenure/track staff in each of the functional areas of management, and fifty percent by research active tenure/track staff. This is the minimum threshold set by AACSB, a voluntary accreditation body, to be able to provide a University-based quality management educational experience. At the heart of the resource plan should be annual targets towards reaching this goal.</p> <p>Faculty: The Faculty will support the Department in this undertaking as budgeting constraints allow; including growth in professional Masters, but currently not in a research Masters.</p>

<p>Recommendation #3*: Produce a clear plan for how students will acquire technical fluency across all streams in the program (for example, the level of Excel competency required and where and when that will be introduced, what type of data analytic tools should be taught, and where and when machine learning is introduced).</p>	<p>Program: Following consideration by the Curriculum Committee in March 2023, recommendations will be passed to the Advisory Committee. Based on the outcome of these discussions, it is possible that a working committee will be convened and tasked with identifying the current requirements of graduates entering the labour market in terms of the level of technical fluency in, and in which, data analytical tools.</p> <p>Faculty: The Faculty will support the Department in this undertaking.</p>
<p>Recommendation #4: Improve teaching quality assessment beyond student opinion (noting that this is an area on the agenda of the Faculty Collective Agreement); For example, encourage a portfolio system detailing innovations, results, and other approaches in the classroom subject to management and peer review.</p>	<p>Program: University level discussions with UWOFA are required in order to address the recommendation for further assessment of learning and teaching. It is worth noting that the portfolio system that encourages faculty to discuss their pedagogical approach and innovations in learning and teaching is currently a part of the Annual Performance Evaluation.</p> <p>Faculty: This is an issue that should be referred to Western’s senior administration for further consideration.</p>
<p>Recommendation #5*: Improve learning goal assessment. Find extant literature on assessing the learning delta to be clearer about where, when, and how learning occurs. For example, cluster learning goals into identifiable learning areas where baseline measures of before/after can be taken (for example, thinking skills, technical fluency).</p>	<p>Program: The program recognizes that to assure learning, students should demonstrate attainment in each of the program goals. To further assure this would require working across the program team and a greater range of assessments than the program presently has the resources to undertake. However, the program has an objective of working towards a much greater proportion of teaching done by regular (tenure track/tenure/LT) faculty, and to deleveraging the department, so as to make this possible.</p> <p>Faculty: This is an issue that should be referred to Western’s senior administration for further consideration.</p>

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program Chair, in consultation with the Dean of the Faculty is responsible for enacting and monitoring the actions noted in Implementation Plan.

The number of recommendations prioritized for implementation has been reduced as some are outside the scope of this review or already being actioned (#4), as described in the program and faculty responses above. As a result, the recommendations appearing in the implementation table are recommendations #1, #2, #3 and #5.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #1: Develop a clear proposition about the “DAN MOS method” of teaching management.</p>	<ul style="list-style-type: none"> - Form a working group tasked with establishing the distinction between DAN MOS and IVEY and the viability of Evidence Based Management (EBM) as a clear proposition about the “DAN MOS method” of teaching management. 	<p>Advisory Committee Associate Chair</p>	<p>By June 2024.</p>
<p>Recommendation #2: Develop a five-year resource plan with clear expectations for the proportion of credit hours taught by scholars and practitioners and how many credit hours will typically be taught by limited duties faculty.</p>	<ul style="list-style-type: none"> - Revise the resource plan to ensure that current needs are met, and resources are allocated to support developmental plans, including future growth in a professional Masters. 	<p>Chair Associate Chair Associate Dean</p>	<p>By June 2024.</p>

<p>Recommendation #3: Produce a clear plan for how students will acquire technical fluency across all streams in the program.</p>	<ul style="list-style-type: none"> - Identify the level of technical fluency and type of data analytical tools required by graduates entering the labour market. - Determine whether, where and how further emphasis in this area could be integrated in the curriculum. 	<p>Curriculum Committee Advisory Committee Associate Chair</p>	<p>By June 2024.</p>
<p>Recommendation #5: Improve learning goal assessment.</p>	<ul style="list-style-type: none"> - Review, across the program team, the nature of assessments currently in place and their effectiveness at evidencing the achievement of learning goals. - Determine feasible ways of increasing the range of assessments within the program. <ul style="list-style-type: none"> o Consider connecting with the Centre for Teaching and Learning for expertise in this area. 	<p>Curriculum Committee</p>	<p>By September 2025.</p>

Other Opportunities for Program Improvement and Enhancement

- Further integration of courses or course content in relation to sustainability or Environment Society Governance (ESG).
- The reviewers wondered about other potential niches where a focus like Commercial Aviation Management could be equally effective in using specialized competencies within DAN Management specifically, or the Faculty of Social Sciences more generally (for example, real estate).
- The development of more explicit channels for industry partners to help inform teaching priorities across the program and how they may optimally align with changing workplace demands.
- Consider any opportunities to have graduate students outside of DAN Management support program faculty as graders and Teaching Assistants.