

<b>Faculty / Affiliated University College</b>	Richard Ivey School of Business	
<b>Degrees Offered</b>	MSc	
<b>Date of Last Review</b>	2013-2014	
<b>Approved Fields</b>	Business Analytics Digital Management International Business	
<b>External Reviewers</b>	Dr. Liena Kano, Haskayne School of Business, Strategy and Global Management University of Calgary	Dr. Ron Babin, Information Technology Management Toronto Metropolitan University
<b>Internal Reviewers</b>	Dr. Jamie Baxter, Associate Dean (Graduate) Faculty of Social Science	Grecia Alaniz, Ph.D. Candidate, Health Professional Education, Health and Rehabilitation Sciences
<b>Date of Site Visit</b>	April 4 & 5, 2023	
<b>Date Review Report Received</b>	May 10, 2023	
<b>Date Program/Faculty Response Received</b>	Program and Faculty: June 6, 2023	
<b>Evaluation</b>	Good Quality	
<b>Approval Dates</b>	SUPR-G: September 11, 2023 ACA: October 4, 2023 Senate: October 13, 2023	
<b>Year of Next Review</b>	2030-2031	
<b>Progress Report</b>	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 Management Program delivered by Richard Ivey School of Business.

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, Richard Ivey School of Business.

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 Graduate Program Review Committee (SUPR-G) 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 graduate cyclical review process that is made public; all other documents are confidential to the Management Program, Richard Ivey School of Business, the School of Graduate & Postdoctoral Studies (SGPS), and SUPR-G.

## **Executive Summary**

The Management program is a “pre-experience”, graduate program in that it targets students with less than two years of work experience. Introduced in 2011, it is a non-thesis master’s program in which students complete degree requirements through a combination of course work and experiential learning. Total enrollment in the program was at 358 in 2020-21. As of this review, the annual intake is of about 75 full-time students per field.

Stemming from an existing internal review process, the self-study was informed by extensive consultation with students, alumni, faculty and staff. For instance, the Ivey MSc Student Experience survey is conducted at the end of each year, with questions about admissions, program services, programming, career management, faculty, and facilities. Focus group discussions were equally held with student groups selected by the Student Association. These data were complemented by the results of Alumni and Career Management Surveys administered in 2021.

The external reviewers shared a positive assessment of the Ivey MSc Management Program. They offer four recommendations with considerations for further enhancement.

## **Strengths and Innovative Features Identified by the Program**

- Experiential learning courses, case method instruction, case competitions, career management and alumni strength are key parts of the value proposition for the program.
  - o Experiential opportunities for each field include the Ivey Global Lab, the Ivey Digital Innovation Studios, and the Ivey Analytics Lab.
- Accredited by EQUIS, a globally recognized accreditation body of quality in management education.
- Member of CEMS, a Global Management Alliance which exposes students to the multilingual, multicultural and interconnected business world.
  - o Engagement with CEMS alliance exchange involves completion of a certificate program over 4 months (33 outbound students in 2022).
- EDI initiatives have been incorporated into student onboarding and integrated into the curriculum. For instance, the Business Communications courses further explore EDI topics through case study and the incorporation of outside expertise. Additional program elements include EDI 101 – with a focus on understanding cross cultural teamwork and creating inclusive environments/ events as well as case workshops on “Breaking the Silence” and harassment.
- Ivey’s dedicated Career Management team hosts information sessions, mentoring opportunities, and a host of recruiting preparation sessions.
- Dual-degree program option with the Norwegian School of Economics (NHH).

- Personalized approach to student recruitment that focuses on increasing candidate engagement throughout their journey from program exploration, to application, admission, acceptance and finally arrival.
- Enrollment growth from 2017 to present has been about 90%.

### **Concerns and Areas of Improvement Identified and Discussed by the Program**

- Industry knowledge of the degree is limited as only 42% of alumni respondents indicated their degree was well regarded.
- Need to review the marketing of the program's value proposition.
- More student coaching on how to position their degree and experiences.

### **Review Process**

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

- Associate Vice-Provost of the School of Graduate & Postdoctoral Studies
- Associate Vice-Provost, Academic Planning, Policy and Faculty
- Director, Academic Quality & Enhancement
- Dean, Richard Ivey School of Business
- Associate Dean, Programs
- Director, MSc Faculty Director
- Director, MSc Program Services
- Associate University Librarian & Ivey Librarian
- Ivey Librarian
- Graduate Program and Department Staff
- Program Faculty Members
- Graduate 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 Management Program. The FAR is collated and submitted to the SGPS and to SUPR-G by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

## **Summative Assessment – External Reviewers’ Report**

External reviewers shared that they “were impressed by the program’s explicit and targeted connection to practice through Ivey Global Lab (IB), Ivey Digital Innovation Studios (DM), and Ivey Analytics Lab (BA), and through experiential learning and case-based courses. The labs train students to practice knowledge application and jump-start them in the development of professional networks. The practicums and the exchange semester (in the CEMS program) are likely the most valuable and unique features of Ivey’s MSc program.”

### **Strengths of the Program**

- Rigorous admission process is responsible for the recruitment of high-quality students who have the qualities and background to succeed in the program.
- Faculty members’ strong academic competence is demonstrated in their qualifications, ongoing funded research, publications, and awards.
- The program has successfully provided students with skills that are in demand in the marketplace as can be seen in the excellent employment rates. The use of labs and connection with industry [...] is noteworthy.
- The curriculum is structured to offer excellent opportunities for knowledge application, personal and professional development; and, overall, has a strong connection to practice.
- The case competitions, whereby students have an opportunity to hone their presentation, critical thinking, and time management skills and engage in a competitive activity that emulates real world.
- Students’ progress through the program is carefully monitored by a well-developed system. Faculty are expected to personally know each student, and to provide frequent informal, personalized feedback.
- A very high completion rate is evidence that the program length is appropriate, and that the requirements can be completed within the proposed time period.
- Membership in the exclusive CEMS organization, with only one school per country allowed to participate. This facilitates access to an international network of top-level schools, ensures high quality of exchange experiences, and introduces valuable international elements to the curriculum.

### **Areas of Concern or Prospective Improvement**

- Sustainability does not seem to be explicitly supported by the program. The Program does support a strong Equity Diversity and Inclusivity (EDI) profile, but other aspects of sustainability are not evident in the program curriculum.
  - The program’s Learning Outcomes and Graduate Degree Level Expectations should be expanded to include statements about: 1) sustainability; 2) global citizenship/global competitiveness; and 3) decolonization and Indigenization.
- Pgs. 4 & 5

- Training on academic integrity appears to be missing. Students indicated an interest in resources to learn about proper referencing and appropriate use of AI technology in their work.
- Students expressed the need for assistance with financial planning post-graduation.
- Absence of teaching or administrative work releases could impact faculty members' ability to research.

## 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><b>Recommendation 1: Define (a) Sustainability; and (b) Global Mindset as required learning outcomes for all MSc students.</b></p> <p><b>Recommendation 1a:</b></p> <ul style="list-style-type: none"> <li>• Sustainability is a key issue in Ivey's mission, yet the majority of MSc students appear to lack a formal course or exposure to this issue.</li> <li>• With international and Canadian accounting standards now being established for sustainability reporting, this is a significant business issue.</li> <li>• Sustainability should be covered in the Ivey Essentials either as a stand-alone required module or within the accounting course.</li> </ul> <p><b>Recommendation 1b:*</b></p> <ul style="list-style-type: none"> <li>• Global citizenship, competitiveness, and innovation represent a key issue in Ivey's mission, yet, outside of the IB specialization, the MSc students appear to lack a formal course or exposure to this issue.</li> <li>• Understanding and appreciation of the global interconnectedness of business is a must-have for present and future business leaders.</li> <li>• Global/international business topics can be covered in the Ivey Essentials or in a separate mandatory course.</li> </ul>	<p><b>Program:</b></p> <p>Recommendation 1a:</p> <ul style="list-style-type: none"> <li>- The MSc program fields are more focused than a general management degree (e.g., MBA). As such, the program fields have fewer opportunities to integrate non-core material into their curricula without displacing current content. However, ESG is embedded within many courses in the MSc. Core programming for each program field ranges from 25- 65 hours of ESG content out of 315 hours of instruction. The average elective course has 1/3 of its content focused on ESG.</li> <li>- The MSc Program does not have further instruction space to incorporate a core sustainability course. However, the program is launching a Type 2 GDIP in Business &amp; Sustainability in the fall of 2023 which will cover accounting, audit, and other topics.</li> </ul> <p>Recommendation 1b:</p> <ul style="list-style-type: none"> <li>- Global Citizenship outside the IB program field, is not considered a core component of the curriculum. However, all MSc students can study electives that address global citizenship topics including: Global Financial Markets, Global Supply Chain Management, Competing in/with China, Technology and Humanity, Inequality and Business, Frontier Markets, Leading Responsibly, and International Entrepreneurship (new Fall 2023).</li> <li>- In addition, as part of enhancing the student experience, the program is working on an expanded leadership program (delivered as a milestone) which will incorporate elements of global citizenship.</li> </ul> <p><b>Faculty:</b> The Faculty agrees with the Program; significant revisions have been made to include sustainability within the curriculum, as per strategic imperatives. Although global citizenship is not included as a core component of the curriculum in the BA and DM stream, there are several elective courses that students can take which have a global focus.</p>

**Recommendation 2: Increase enrolment in the program.**

The Western University Strategic Plan, Theme 1, is to “grow strategically”. Clearly the demand for MSc graduates is strong, as suggested by the employment reports. Ivey should consider a careful expansion of the number of students admitted to the program, particularly the BA field.

- At the same time, Ivey cannot diminish the high standards for incoming students. The recruiting challenge will be to attract high quality students who will have many other options to consider.
- Due to the cohort nature of the program, enrolment increase cannot be incremental, and may require adding a full cohort within a specialization. If this is the strategy that Ivey adopts, adequate resources must be allocated to support the expansion so that student experience is not compromised. A smaller cohort (and smaller class sizes for core classes) may benefit students. Currently, students report working in teams of seven members. Regardless of whether expansion is undertaken, teams should be reduced to a more reasonable size.
- Provision of scholarships could be considered to increase enrolment in the program.

**Program:**

- It is agreed that opportunities exist for growth of the MSc program; as current program fields are at capacity – both in terms of cohort size for the physical space and for instructor-student ratio, so any expansion of the MSc would require a new cohort. Ivey is conducting a program portfolio review which seeks to identify the best mix of future expansion opportunities that align with student demand, school strategy, and school resources. The outcomes of this review will inform the MSc expansion strategy.
- Ivey’s cohort size across all London based programs is, and has been, 75 students for much of recent history. This size of cohort has proven to be an effective teaching increment which is now embedded in much of how resources are configured and allocated. A move to decrease cohort size would be economically challenging and would impair the school’s ability to deliver the highest quality student experience.
- Group sizes for common core courses are at about 5 to 6. Guidance to all faculty teaching field-specific core courses and electives is to use group size of 4 to 6 students. Faculty may choose a different group size depending on the nature of the learning objectives in the classroom.
- Scholarship funding is assessed regularly as a tool for enticing high quality students to Ivey’s programs. Funding is also regularly reviewed to ensure marginalized students have more opportunities to pursue their studies at Ivey.

**Faculty:**

- As noted in the Program’s response, a Program Portfolio Review is ongoing. The recommendations of the working group will be based on environmental scans, consideration of the changing nature of work and education, feedback from recruiters, Ivey Advisory Board, and faculty input.
- At present, physical space is a constraint in expanding the number of sections of MSc; however, a much-enlarged facility will become accessible in Toronto in 2024.
- The Faculty agrees that 1) expansion efforts cannot impact the quality of students; 2) scholarships can attract quality students and students from more diverse backgrounds.



<p><b>Recommendation 3: Embed indigeneity into Ivey Essentials for all MSc students.*</b></p> <ul style="list-style-type: none"> <li>• The Path program, selected by Western’s Office of Indigenous Initiatives, that will be introduced to MSc students as a mandatory learning module, should also be included in the Ivey Essentials.</li> <li>• The Path program was introduced to Ivey HBA students in 2022. Lessons learned from that implementation should guide the introduction of Path to MSc students.</li> <li>• The MSc GDLEs should be revised to include expectations about learning of Indigenous issues.</li> </ul>	<p><b>Program:</b></p> <ul style="list-style-type: none"> <li>- The Path Program will be incorporated into the MSc Program in the fall of 2023 as a mandatory milestone for all incoming students. Lessons learned from the introduction into HBA will be considered for the MSc introduction.</li> <li>- GDLE’s will be revised to incorporate expectations about learning of indigenous issues.</li> </ul> <p><b>Faculty:</b> Ivey is highly committed to EDI and embedding indigeneity into programs. As noted in the Program’s response, Ivey has established a timeline of September 2023 to bring the Path Program into the MSc.</p>
<p><b>Recommendation 4: Incorporate the following tactical adjustments into the functioning/delivery of the program, to improve student experience.*</b></p> <ul style="list-style-type: none"> <li>• Increase financial planning support for students.</li> <li>• Increase/intensify academic integrity training, particularly in the context of the acceptable use of generative AI.*</li> <li>• Ensure reasonable group size across courses (no more than six students/group; ideally four to five students per group).</li> <li>• Evaluate research faculty’s workload; consider whether teaching load/teaching portfolios facilitate sustaining the quality of scholarship.</li> </ul>	<p><b>Program:</b></p> <ul style="list-style-type: none"> <li>- Graduate programs at Ivey are supported by a dedicated financial officer that begins engagement with students during the admissions process. A key part of their role is supporting student planning for their degree through dissemination of a financial planning guide as well as one-to-one counselling as initiated by the prospective student. For students that may be a financial risk, the financial officer may recommend bursary support to the Admissions office, among other options.</li> <li>- Academic Integrity training is delivered in two ways to MSc students: <ul style="list-style-type: none"> <li>- Completion of a compulsory 3-hour class on Academic Integrity</li> <li>- Completion of a compulsory online training program administered by Western’s SGPS department</li> </ul> </li> <li>- The emergence of generative AI is viewed as both a challenge and an opportunity. Western and Ivey are seeking to be thoughtful about how to navigate this new technology and will incorporate further training into the Academic Integrity training.</li> <li>- Faculty workload design is carefully managed by the Associate Dean of the Faculty and their staff. Faculty contracts are built with recognition of the research expectations of each faculty member.</li> </ul> <p><b>Faculty:</b> The Faculty agrees with the Program response.</p>

## Implementation Plan

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

It should be noted that much of recommendation #4 has already been actioned, as described in the program and faculty responses above. As a result, only part of recommendation #4 is included in the Implementation Plan below.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<b>Recommendation #1:</b> Define (a) Sustainability; and (b) Global Mindset as required learning outcomes for all MSc students.	<ul style="list-style-type: none"> <li>• a) Given that ESG is clearly embedded in the program's curriculum, consider explicitly integrating ESG in the program's learning outcomes.</li> <li>• b) Review the expanded leadership program (incorporating elements of global citizenship) following its integration as a new Milestone.</li> </ul>	MSc Faculty Director	By September 2024
<b>Recommendation #2:</b> Increase enrolment in the program.	<ul style="list-style-type: none"> <li>• Complete a program portfolio review to identify the best mix of future expansion opportunities.</li> </ul>	MSc Faculty Director	By December 2024
<b>Recommendation #3:</b> Embed indigeneity into Ivey Essentials for all MSc students.	<ul style="list-style-type: none"> <li>• Incorporate the Path Program into the MSc Program, as a mandatory milestone for all incoming students, based on lessons learned from HBA implementation experience.</li> <li>• Revise Program Learning Outcomes and GDLEs to incorporate expectations about learning indigenous issues and ways of understanding.</li> </ul>	MSc Faculty Director Associate Dean, Programs	By September 2024
<b>Recommendation #4:</b> Incorporate tactical adjustments into the functioning/delivery of the program, to improve student experience in relation to academic integrity training.	<ul style="list-style-type: none"> <li>• Re-evaluate Academic Integrity training, in particular with respect to guidance regarding the ethical use of generative AI.</li> </ul>	MSc Faculty Director MSc Program Services	By September 2024