Ongoing Improvement Progress Report

Instructions and Report Template

As part of the protocols outlined in Western's Institutional Quality Assurance Process (IQAP), to facilitate the continuous improvement of academic programs between review cycles, in connection with the Final Assessment Report (FAR) and Implementation Plan, a monitoring process will include an Ongoing Improvement Progress Report. The outcomes of this report will be considered as part of the program's next cyclical review.

The purpose of this report is to provide an update on the operationalization of the implementation plan following a Cyclical Program Review (or the review of a New Program). This should include a brief summary of actions taken by the Program and the Dean's Office since the completion of the review (usually about three years), as well as an update on the stage of implementation for all applicable items. These include:

- whether the action item(s) are in progress, complete or no longer applicable (with a brief explanation);
- the timelines of each item and how they are progressing or expected to progress, particularly if they are diverting from original timelines in the FAR and Implementation Plan, and;
- a short description of any other program developments and improvements that have taken place following the review.
- For new programs only, an evaluation of the initial administration and resourcing of the program.

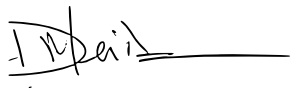
The following report template has been created for the program to report on progress made regarding recommendations presented in the Implementation Plan, and any other relevant program developments and enhancements.

- The program will complete the template and submit it to the faculty Dean's Office for sign-off.
- The program will then submit the completed Ongoing Improvement and Progress Report to the Office of Academic Quality and Enhancement (OAQE). Reports are due by June 30.
    - The OAQE will present all Ongoing Improvement and Progress Reports to SUPR-U/G. Any follow-up questions/concerns, will be communicated to the program and Dean's Office by the OAQE.

Ongoing Improvement Progress Report

Program / Faculty Information

Program	Business Administration, MBA, PhD	**Faculty / Affiliated University College**	Ivey Business School
Approval Dates of the Review	SUPR-G: January 23, 2023 ACA: February 8, 2023 Senate: February 16, 2023	**Year of the Next Review**	2029-2030
Link to the Programs Final Assessment Report (FAR)	*https://www.uwo.ca/pvp/vpacademic/iqap/academic_programs/iqap_reports/iveygrad/ACA%20%20Business%20Administration%20FAR.pdf*		
If applicable, submission of follow-up report(s)	*Dates to be populated by the OAQE (if applicable)*		

	Name	**Signature**	**Date**
Program Chair/Director	Darren Meister (Associate Dean Programs)		**February 11, 2026**
Program Chair/Director	Robert Klassen (Associate Dean – Research, PhD Program)		February 11, 2026
Dean (or delegate)	Julian Birkinshaw		February 13, 2026

Progress Update on the Implementation Plan

Recommendations #2 & #6	Proposed Action and Follow-up	Responsibility	Timeline

Further commit to equity, diversity, and inclusiveness: with emphasis on Indigenous education (rec #2); and within the EMBA (rec #6).	Recommendation #2:
	• Develop a dedicated plan regarding the hire of additional indigenous faculty members.
	• Initiate a broader discussion with indigenous partners about how to develop an environment where Indigenous students can be welcomed and feel supported.
	• Regarding curricula across program streams:
	  ○ Consider the development of required course or learning module focused on indigenous issues.
	  ○ Develop more Indigenous cases, formed through partnership and exploration of Indigenous ways of knowing and doing.
	
	Recommendation #6:
	Identify how EDI can be further embedded in the refreshed EMBA curriculum
		Dean
		Program Directors
			By September 2024

Recommendation Implemented ☐ Yes ☐ No x Partially If no, or partially, is implementation on schedule with the timeline? ☐ Yes ☐ No			

Progress

- New graduate courses have been introduced such as: Breaking the Bias, Inequality, Diversity, and Business, Innovating for Impact, and Social Enterprise to allow students the opportunity to explore EDI topics in more depth. We anticipate this will continue to be an area of growth as our area groups develop and propose new course offerings.

- New indigenous learning seminars have been developed by Ivey in partnership with other community members. These efforts are emerging across programs. Examples include:

  i. *The Path – Your Journey Through Indigenous Canada*. This asynchronous program has five modules covering: cultural and historical differences between First Nations, Inuit, and Métis; the evolution of the relationship between Canada and Indigenous people; stories of social and economic success, reconciliation and resilience; and understanding intercultural communication in the workplace.

  ii *Indigenous Leadership and Systems Thinking*, piloted in the HBA program and being considered for graduate programs

  iii. The EMBA program has introduced new workshops: Indigeneity and Working with Indigenous Communities.

- In collaboration with Indigenous artists and community members, Ivey's Culture and Inclusion team has introduced events such as concerts and art markets, including activities recognizing the National Day for Truth and Reconciliation

Areas where progress is limited.

- We are aligned with the recommendation that indigenous scholars would be beneficial in the MBA program. However, progress on Indigenous faculty hiring remains limited due to a highly constrained hiring environment and a small pool of Indigenous PhD graduates in relevant fields. The School is monitoring Western's centrally led initiatives designed to attract Indigenous scholars and is open to participating in such efforts.

Next Steps

The School will continue to evaluate EDI-related courses and co-curricular offerings as part of regular curricular review. With several new initiatives introduced across programs, we are gathering community feedback to determine which offerings should be sustained and expanded. Opportunities for broader cross-program adoption will be pursued where appropriate.

Recommendations #3	Proposed Action and Follow-up	Responsibility	Timeline
Undertake a PhD program benchmark review.	As part of its continuous improvement efforts and the currently planned benchmarking review of the PhD program, consider: • expanding student funding to the fifth year (e.g., opportunities could be created for remunerated instruction in the fifth or sixth year for PhD students). • ensure that timing of courses works well for all students to support progression - re-engaging the approved Finance field in the PhD Program. • ensure consistent time of onset of student's research and supervision across all fields.	Program Directors	By September 2023

Recommendation Implemented

X Yes ☐ No ☐ Partially

If no, or partially, is implementation on schedule with the timeline? ☐ Yes ☐ No

Progress

- The PhD program has implemented fifth-year funding for doctoral students. Effective September 2024, eligible students receive up to two-thirds of the annual funding amount provided during their first four years.
- The program discontinued admissions to the Finance field in 2012 due to limited faculty capacity. Since 2022, Ivey has successfully recruited sufficient junior and senior Finance faculty to support the relaunch of the PhD in Finance. The program is currently undergoing formal approval to begin recruiting students for Fall 2026, with new admissions anticipated for Fall 2027.
- The PhD Office continues to work closely with faculty to establish clear expectations and ensure consistent standards for student research and supervision across fields. Instances in which expectations are not met may result in the removal of supervisory privilege

Next Actions

- The formal approval for restarting the PhD in Finance is anticipated for 2026 with first students expected to be admitted in Fall 2027.

Recommendations #4c	Proposed Action and Follow-up	Responsibility	Timeline
The program addresses students' concern that dated cases (up to 15 to 20 years old) be replaced with new cases.	• Develop program expectations around the use of older and more recent cases that reflect gender and cultural diversity. • Develop rubrics, if not already established, around assessing class participation in these case discussions.	Program Directors Ivey Research Office	By September 2023

Recommendation Implemented

X Yes No Partially

If no, or partially, is implementation on schedule with the timeline? ☐ Yes ☐ No

Progress

- The Dean's Office has implemented enhanced reporting to increase visibility into case usage at both the course and program levels, including metrics on case age, protagonist representation, and alignment with SDG topics. This reporting now informs ongoing reviews of classroom case selection. Recent analysis indicates that the average case age in the MBA program is 6.5 years, based on a four-year review of 1,800 cases. While some cases older than 10 years remain in use, they continue to be considered pedagogically relevant.
- As noted in Recommendation 2, gender and cultural diversity have been further integrated into the curriculum through new course offerings and tailored co-curricular workshops, seminars, and modules.
- All course outlines now include clear guidance on the assessment of class contribution. Standardized language has been provided by the Program Office, with flexibility for faculty to refine the wording to align with their instructional approach

Next Steps (if applicable)

What actions remain? Is there further follow-up?

Additional Comments

If applicable

Note: The total number of expandable text boxes will be dependent on the number of prioritized recommendations appearing in the program's most recent Final Assessment Report (FAR).

Continuous Program Enhancement

What additional initiatives or changes has the program been working on in relation to continuous program improvement?

The MBA program is undergoing a refresh with updates going live for the January 2027 cohort.

This refresh is currently at the faculty-level of approvals with a Major Modification submission targeting Q1 2026. Highlights of curriculum changes include:

1. A revised core curriculum that will include new courses in International Business, Entrepreneurship and Sustainability & System Thinking courses which had previously integrated within other courses or included as electives offerings.
2. An expansion of the experiential learning program with the incorporation of a new Core Action Learning Project with a local enterprise as a compliment to the current Strategic Consulting course.
3. Enhanced cross-discipline learning deliverables to increase integration of knowledge
4. Introduction of new online individual and team-based activities to provide more opportunities for faster feedback loops.

The result of the refresh will address the need for greater exposure to additional core areas of learning, to diversify instructional approaches to create more discipline-integrated challenges with faster feedback loops, and to increase the amount of experiential learning.