



Management and Organizational Studies
Final Assessment Report & Implementation Plan
August 2025

Faculty / Affiliated University College	Huron University College	
Degrees Offered	BA	
Date of Last Review	2016-2017	
Modules Reviewed	Honours Specializations and Specializations in Accounting; Finance and Administration; Business Intelligence; Marketing and Sustainability; Organizational Studies, Policy and Ethics Majors in Economics; Organizational Studies, Policy and Ethics; Animal Ethics and Sustainability Leadership Minors in Animal Ethics and Sustainability Leadership; Entrepreneurship	
External Reviewers	Dr. Sean Lyons Gordon S. Lang School of Business & Economics University of Guelph	Dr. Kristin Williams The Fred C. Manning School of Business Acadia University
Internal Reviewer	Dr. Josephine Gemson Acting Associate Academic Dean, King's University College	Jenna Ijam Medical Science Program, 4th Year Honours Specialization in Biochemistry
Date of Site Visit	March 17 & 18, 2025	
Date Review Report Received	April 21, 2025	
Date Program/Faculty Response Received	Program: May 21, 2025 Faculty: June 3, 2025	
Evaluation	Good Quality	
Approval Dates	SUPR-U: September 23, 2025 ACA: October 7, 2025 Senate (for information): October 17, 2025	
Year of Next Review	2032-2033	
Progress Report	June 2028	

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 and Organizational Studies Program delivered by Huron 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, Huron University College.

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, Huron University College, and SUPR-U.

Executive Summary

The Management and Organizational Studies (MOS) Department at Huron University has grown significantly since its last review. Today the department represents almost half of the student body of Huron (approx. 915). Providing an inclusive liberal arts focus to management and leadership education, academic offerings have recently expanded with Business Intelligence (BI) and Marketing and Sustainability (M&S) modules introduced in 2021-22, Entrepreneurship in 2023-24, and Animal Ethics and Sustainability Leadership (AESL) in 2024-25.

To inform the self-study, dedicated focus groups were facilitated and a comprehensive survey reaching out to all four years of study was administered – garnering a 54% response rate. Assistance with curriculum mapping was provided by the Centre for Teaching and Learning, with tailored data from the OAQE and Registrar.

The external reviewers shared a positive assessment of the MOS Program at Huron. They offer three recommendations with considerations for further enhancement.

Strengths and Innovative Features Identified by the Program

- Faculty maintain strong research productivity through multiple SSHRC grants, peer-reviewed publications, teaching awards, and a breadth of professional expertise and credentials.
- Enrollment growth in newer programs is substantial, with Business Intelligence growing from 5 to 55 students and Marketing and Sustainability from 43 to 145 students in just two years.
- Significant innovation in developing new program areas that address emerging needs, including introduction of Business Intelligence and Marketing and Sustainability modules; Entrepreneurship; Animal Ethics and Sustainability Leadership.
- MOS program has made experiential learning central to its curriculum - diverse, high-intensity opportunities that apply theory to real-world contexts through faculty-led trips abroad, consulting projects with local organizations, and assistance to non-profit boards.
- Varied assessment methods that evolve from first to fourth year, emphasizing applied learning and critical analysis over traditional testing, with high student satisfaction reported.
- Strong emphasis on ethics and sustainability, integrating these values into the mission, curriculum, and strategic priorities through dedicated courses and a focus on global social and environmental issues.
- Introduction of an Equity, Diversity, and Inclusion (EDI) course in 2018, that is now part of every MOS module.

- After second year, many Huron students have the opportunity to enroll in the Ivey School of Business.
- Huron MOS also has a highly successful internship program, where after 3rd year students can spend a year working as a paid intern in industry. Students receive a course credit after their successfully completed internship and return to Huron to finish their degree.

Concerns and Areas of Improvement Identified and Discussed by the Program

- Having only six tenured or tenure-track faculty members for 915 students, results in inadequate coverage across core areas and hinders program design, succession planning, and leave coverage.
 - The Accounting area currently has no tenured faculty.
- Heavy dependance on non-permanent faculty—comprising the vast majority of its 39 instructors—leads to morale issues, job insecurity, and scheduling difficulties due to limited advancement opportunities and instructors working across multiple institutions.
- Overreliance on early morning and evening classes and a disproportionately complex timetable are representative of significant scheduling challenges.
- Need for a dedicated computer lab.
- Over two-thirds of students identify as male and only about 30% as female, despite ongoing recruitment efforts to address the disparity.
- Persistent challenges with students attempting to circumvent admission requirements—either by enrolling in courses without meeting prerequisites or postponing formal program entry to avoid higher tuition fees.
- Increasingly constrained student research opportunities due to stricter Research Ethics Board standards, which have made it difficult to complete independent studies within a single-term course.
- Limited resourcing in terms of faculty and program supports.

Review Process

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

- Vice-Provost (Academic Programs)
- Director of Academic Quality and Enhancement
- Director, Library and Learning Services
- Registrar
- President, Huron University College

- Vice President, Academic and Acting Dean, FASS
- Program Chair
- Administrative Staff
- Program Faculty
- Program Students

Following the 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 and Organizational Studies Program. The FAR is collated and submitted to SUPR-U by the Internal Faculty Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers’ Report

External reviewers noted that “MOS is a successful and growing contributor to Huron University’s mission. Its programming is innovative, and its faculty are dedicated and ambitious. It is evident that MOS is encountering some significant growing pains as it expands its student population and course offerings. The challenge of the next five years will be for MOS to continue to grow and adapt in the ever-changing business/management space, while retaining its connection to the liberal arts mission that is Huron’s strength.”

Strengths of the Program

- Huron MOS’ point of differentiation is its program flexibility and ability to introduce new, highly sought after programs quickly and with immediate benefit.
- Rising admission averages (89% in 2024) and enrollment numbers indicate strong demand and student quality.
- Strong faculty team that balances research productivity with student focus. Numerous faculty members are principal investigators or collaborators on current and recent external grants.
- Innovative program design that offers 1) flexible learning pathways - three degree options and eight specialized modules that allow students to customize education; 2) forward-thinking curriculum that offers unique modules in Business Intelligence, Marketing and Sustainability, and Entrepreneurship address evolving employer needs. The distinctive Animal Ethics and Sustainability Leadership major targets niche student markets; 3) diverse evaluation approaches including: presentations, portfolios, and reflective writing support varied learning styles.

- Experiential Learning Focus - guaranteed paid internships and real-world problem-solving through community and business partnerships. Experiential learning courses more than doubled from 2023 to 2024.
- Centralized advising team has significantly improved student retention since the last review.

Prospective Improvements for the Program to Consider

- Heavy reliance on non-tenured faculty— with only 15% of contributing faculty being tenured/tenure track —poses risks to long-term stability and hinders consistency in teaching and alignment between course content and program learning outcomes. (*Associated with Recommendation #1*)
- Addition of a dedicated administrative staff member to support the growing MOS program would improve capacity and efficiency and reduce the heavy workload of the two administrative staff managing all programs. (*Associated with Recommendation #1*)
- Advising gaps exist due to the complexity of the MOS degree which highlights the critical need for dedicated academic advising support. (*Associated with Recommendation #1*)
- Optimize course offerings by: 1) identifying courses for retirement or replacement with electives from other departments to strengthen the program's liberal arts foundation and ease teaching demands; 2) addressing limited elective options in later years. (*Associated with Recommendation #2*)
- Devise methods for collecting data tied to specific program-level learning outcomes to ensure alignment with program goals and brand identity. (*Associated with Recommendation #2*)
- Growing class sizes threaten the program's signature experiential learning and innovative teaching practices. (*Associated with Recommendation #3*)
- Explore admission pathways to enhance student diversity; current MOS student body is perceived as predominantly male and affluent.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in the order listed by the external reviewers.

Reviewers' Recommendations	Program/Faculty Response
Recommendation #1 Ensure adequate resources for MOS's academic mission. a) Appoint a dedicated, full-time, permanent faculty member to lead each of the MOS modules. b) Consider providing a dedicated staff member for MOS, business and math. c) Consider allocating dedicated academic/career advisors for MOS students. d) Explore the possibility of a computer lab to support technology-heavy courses and data-centric modules, such as those in business intelligence, finance and accounting.	Program: a) Since Summer 2024, the program attempted to informally establish Area Supervisor/Chair roles for key modules, but with only one full-time tenure-stream faculty member per area and heavy teaching loads, formal leadership has been limited; a minimum 0.5 course teaching release is deemed necessary for future role viability, pending an increase in full-time faculty to meet benchmark standards. b) MOS values the support of its two shared FASS administrators, who find the department professional and easy to work with, and would welcome having one administrator fully dedicated to MOS—if financially feasible. c) MOS is highly satisfied with its two dedicated academic advisors, who are exceptionally effective and deeply familiar with the program; while no additional support is currently needed, future growth or workload increases may require expansion along with a dedicated Career Services resource. d) The recommendation for a dedicated computer lab is seen as outdated, given the efficiency of cloud-based tools and well-equipped classrooms; instead, resources should focus on maximizing classroom use and providing mobile hardware for students in need. Faculty: a) The Dean's Office supports the development of informal "de facto Area Supervisor" roles, but formalizing these positions is complicated by the Huron-HUCFA Collective Agreement, which currently only allows course releases for Department Chairs and Program Coordinators—meaning any additional release time would require negotiation with the Faculty Association. b) Existing support staff resources seem sufficient at this time. c) Existing advising staff resources are currently sufficient, though the program has expressed interest in a MOS-dedicated Career Services staff member—an addition that would need to be evaluated based on the institution's staffing capacity. d) The Dean's Office agrees that space intended for a computer lab would be better used as classroom space and supports exploring ways to provide technology access to financially at-need students in existing tech-ready classrooms.

Recommendation #2 Ensure that the MOS curriculum remains flexible and adaptive, given the expansion of program offerings. a) Optimize course offerings - explore the potential of incorporating courses offered elsewhere at Huron that have capacity to take in additional students. b) Examine the curricula of various modules to determine whether students can achieve program learning outcomes by taking more non-business electives. This would further strengthen the enrollment in other courses and take pressure off MOS programs and faculty, while capitalizing on Huron's liberal arts advantage. c) Develop a student survey to probe students' perceptions of their achievement of program-level	Program: a) The faculty capacity resource strain has only become more visible and exacerbated as the department continues to grow. MOS will continue to assess its current offerings in light of market demand/enrolments and has always looked to other departments to fulfill requirements, to the extent possible/available to suit pedagogical needs of modules. ○ Despite this, MOS has remained innovative, developing unique courses in areas like EDI and Indigenous Entrepreneurship, and incorporating experiential learning. ○ MOS has historically collaborated with other departments (e.g., Philosophy and Economics) to meet curriculum needs, while continuing to balance internal course development with external offerings. While students often prefer more MOS-specific courses, the department includes a variety of FASS courses and is open to expanding this integration. ○ Recruiting part-time faculty is a priority but remains difficult. Going forward, MOS aims to align course offerings with market demand while respecting student choice and maintaining small class sizes. b) MOS modules could be more flexible, and some progress has already been made (e.g., expanded pick-lists in 2024/25). However, rigidity remains due to: ○ External accreditation requirements (e.g., CPA Ontario, CFA Institute). ○ Foundational course requirements (e.g., Economics, Math, IT, essay writing). ○ Alignment with other programs for consistency and competitiveness. ● MOS continues to operate with insufficient full-time faculty, despite high student demand. This limits growth and contributes to cross-subsidization of other departments. A recent withdrawal of a key faculty position further strains the department. ● While MOS supports interdisciplinary collaboration and has a history of integrating liberal arts content, implementation challenges (e.g., prerequisites, ideological differences, and course outcomes) complicate deeper integration. MOS emphasizes the need for market-relevant, theory-to-practice courses. ● Existing double-major options with FASS are underutilized due to low demand, communication gaps, and high standards. Discussions are underway to make these programs more accessible without creating a diluted "Shadow MOS" program.

learning outcomes in their MOS modules.	• The suggestion to reduce pressure on MOS by directing students to non-MOS electives overlooks the core issue of under-resourcing. MOS has consistently delivered despite constraints and advocates for prudent, collaborative, and equitable solutions. • Expanding “pick-lists” to create a “smorgasbord” degree program approach, which has been raised periodically both at HUC and main campus, risked creating a non-descript degree that would be indistinguishable in the marketplace. c) MOS plans to incorporate student perceptions of learning outcomes in future surveys but will first prioritize launching an alumni survey to strengthen engagement and support its experiential learning focus; despite limited resources, the program has relied on internal assessments and strong faculty expertise to guide development, with graduates consistently excelling in internships and employment outcomes. Faculty: a) The Dean acknowledges the External Reviewers’ suggestion and the Program Response, agrees that MOS is understaffed relative to its enrolment, appreciates the dedication and strengths of current faculty, and supports the program’s ongoing efforts to improve curricular efficiency and explore cross-listing opportunities with FASS courses. b) The Dean supports the program’s thoughtful response, acknowledging the importance of developing MOS-specific courses to meet student learning outcomes, while also endorsing continued collaboration with other units for curricular development. c) The Dean’s Office supports the approach described in the Program Response.
Recommendation #3 Take stock of MOS’s growth to ensure sustainability of new programs. a) Pause new program development and focus on ensuring that fledgling programs are given the opportunity to succeed. b) Engage in discussions about the optimal program	Program: a) MOS does not plan to introduce new Specialization programs in the near term but is focused on revamping the OSPE module to better align with student interest in strategic and organizational management; while innovation and entrepreneurship initiatives are being explored—potentially as interdisciplinary offerings or part of OSPE—any expansion to a Major would require careful consideration to avoid straining faculty resources and overlapping with existing programs. b) MOS emphasizes its critical role in Huron’s overall viability and calls for further ongoing, collaborative engagement with senior leadership—highlighting its proven success in innovative programming, experiential learning, and industry connections—and advocates for formal representation, such as a dedicated seat on the HUC Board, to align student experience with strategic institutional direction.

and modules, given constrained financial and human resources, the impact of growth on its positioning in the competitive marketplace, and desired student experience (particularly in relation to experiential learning). c) Focus on identifying specific goals relative to mission and resources needed to achieve those goals to determine whether non-structural changes can be implemented.	c) MOS will evaluate the feasibility and cost of the proposed recommendations, aligning annual goals with its mission despite structural constraints, and will propose governance changes where necessary; it also sees strong potential to create tailored student opportunities through faculty networks and Board organizations, but emphasizes the need for better incentives and dedicated resources to support faculty involvement in mentoring, career development, and community engagement. Faculty: a) The Dean’s Office supports the program’s plan to revitalize the OSPE module in 2025–26 and emphasizes that any development of new Majors should involve consultation with senior leadership to assess staffing implications; the potential contribution of externally funded initiatives to MOS will be explored further in the coming year. b) The Dean’s Office agrees with the External Reviewers that determining the optimal size of the MOS program should be based on current and projected resources—particularly academic staffing—while also affirming MOS’s vital role in Huron’s sustainability; this discussion should take place in the coming year with senior leadership and program input. c) The Dean’s Office agrees with the External Reviewers and support the approach the Department suggests, i.e. to prioritize the conversations in internal discussions in the short term.
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Implementation Plan

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

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offered elsewhere at Huron that have capacity to take in additional students. b) Examine the curricula of various modules to determine whether students can achieve program learning outcomes by taking more non-business electives. c) Develop a student survey to probe students' perceptions of their achievement of program-level learning outcomes in their MOS modules.	offerings with market demand while preserving student choice and maintaining small class sizes. b) Enhance curriculum flexibility while maintaining academic standards (e.g., accreditation) and strategic alignment. • Continue to pursue interdisciplinary collaborations to deliver market-relevant, theory-to-practice courses. • Promote greater student utilization of existing double-major options with FASS by addressing communication gaps and potential barriers, while avoiding the creation of a diluted "Shadow MOS" program. c) Strengthen program development through enhanced feedback and assessment mechanisms. • Incorporate student perceptions of learning outcomes into future surveys to inform continuous improvement. • Prioritize launching an alumni survey to deepen engagement and support the program's experiential learning focus. • Continue leveraging internal assessments and faculty expertise to guide curriculum development, support successful internships, and drive strong employment outcomes.		
Recommendation #3 Take stock of MOS's growth to ensure sustainability of new programs. a) Pause new program development and focus on ensuring that fledgling programs are given the opportunity to succeed. b) Engage in discussions about the optimal program and modules, given constrained financial and human resources, the impact of growth on its	a) Review the Organizational Studies, Policy, and Ethics program using insights from recent student survey feedback, incorporating concepts from new Huron University College initiatives such as Free Enterprise and Nation Building, along with findings from departmental financial assessments. • Explore the development of additional Major programs to enhance feasibility and align with broader MOS and Huron University College strategic visions. • Continue monitoring admissions, retention, and informal student experience data, and plan for the implementation of	• Program Chair • Dean	By Sept 2026

positioning in the competitive marketplace, and desired student experience. c) Focus on identifying specific goals relative to mission and resources needed to achieve those goals to determine whether non-structural changes can be implemented.	a student outcome perception survey to inform future improvements. b) Engage stakeholders in ongoing discussions regarding program optimization in keeping with recruitment cycles. c) Facilitate faculty-led goal setting and resource planning at the upcoming retreat. Faculty will articulate mission-enhancing goals and develop associated resource requests and cost estimates, focusing on initiatives that can be implemented without requiring changes to the existing governance framework.		
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