

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 modules delivered by the East Asia Studies Program at 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 Dean.

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 are 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 SUPR-U and SCAPA, 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 resulting from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program/School/Faculty and SUPR-U.

Executive Summary

East Asia Studies (EAS) is housed within the Department of French and Asian Studies (DFAS) and is a major module jointly offered at Huron University College by the Chinese and Japanese Programs which offer the majority of the required module courses. EAS began in 1990 as a part of the new Modern Eastern Civilization program. Following several restructuring changes, in 2010 the prefixes of EAS-related *Taught in English* (TIE) courses that were offered by the Chinese and Japanese Programs were transferred from the Centre of Global Studies to the DFAS. Since 2016, EAS modular enrolments have ranged from 13 to 28 students.

The language requirement of EAS is less rigorous than the language modules of the Chinese and Japanese Programs. It thus allows the students to focus more on TIE courses and provides an advantage to those students who are less inclined to take language courses at an advanced level.

To inform the self-study for this program review, input and insight from the Chinese Program, Japanese Program, and East Asia Studies instructors, students, and alumni were collected in 2020 and 2021. EAS held its retreat in June 2021, which served as a catalyst for the analysis of student surveys, review of the curriculum, and the gathering of information on support services, research, enrolment, and teaching evaluations.

The external reviewers shared a positive assessment of the Huron East Asia Studies Program. They offer constructive considerations for further program enhancement and conclude their report with three core recommendations.

Strengths and Innovative Features Identified by the Program

- The programmatic commitment to experiential learning, to the development of creative thinking skills, and to providing opportunities for global engagement in undergraduate research learning.
 - o CHN 2240F Understanding Chinese Business Culture course incorporates an experiential learning component through partnership with local Chinese owned or operated companies in London.
 - o Partnership with the Momiji Health Care Society on a project that examines intergenerational virtual visiting to reduce isolation of residents at a Japanese retirement home in Ontario.
- A range of study-abroad opportunities through summer-courses and exchange programs with partner institutions such as the Beijing Language and Culture University (BLCU) and Waseda University in Tokyo Japan.
- Student engagement in original research through community-based, hands-on history projects that are fully integrated with course material, course and program learning objectives and course assessments.
- An undergraduate student conference, initiated in 2015-2016, is organized every two years to bring together students across campuses to present their course work or research work related to the study of China.
- Writing Services provides ongoing opportunities for one-on-one and group-based tutoring for students in Chinese, Japanese, and East Asia Studies courses.

Concerns and Areas of Improvement Identified by the Program

- Significant dependency on the Chinese and Japanese Programs.
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Review Process

The review committee (comprised of the two external reviewers and one internal reviewer) was provided with Volumes I and II in advance of their visit and then (due to pandemic restrictions) met virtually with the following over the course of the two days.

- Acting Vice-Provost of Academic Programs
- Vice-Provost (Academic Planning, Policy and Faculty)
- Director of Academic Quality and Enhancement
- Provost and Dean, Faculty of Arts and Social Science (FASS)
- President, Huron University College
- Chair, French and Asian Studies
- Coordinator, Chinese Program
- Coordinator, Teaching and Research
- Program Assistants, FASS
- Registrar
- Director, Library and Learning Services
- Program Faculty
- Program Students

Following the formal review, 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 of Huron's East Asia Studies Program.

Summative Assessment – External Reviewers' Report

The external reviewers' shared enthusiasm for the East Asia Studies program – "*Owing to the creativity and hard work of the faculty members [...], the present seems to be an excellent time to move forward with the enrichment of both the Chinese and the Japanese programs as well as the rethinking of the East Asia Studies module*".

Strengths of the Program

- Faculty members that teach in the program are very active in their research and conference presentations as well as in service areas, especially in outreach programs.
- Students are very dedicated and satisfied with their program experience.
- Students of East Asia Studies can also use courses from other departments (such as philosophy, history, and film studies) toward their major.

- Support for student research via the department and the Centre for Undergraduate Research Learning (CURL).

Areas of Concern or Prospective Improvement

- Students mentioned an interest in a greater variety of non-language courses in East Asia Studies.
- The addition of tenure-track positions (on of th)19.5(e h34 Tc5-.3t)21-os e-tade

Senate Agenda
June 10, 2022

CONSENT AGENDA – ITEM 11.2(h)

Implementation Plan