

**Final Assessment Report**  
Submitted by SUPR-U to SCAPA

<b>Program:</b>	<b>Huron: East Asia Studies Major and Minor; Chinese and Japanese Minors</b>
Degree Offered:	B.A.
Date of Site Visit:	<b>February 6-7, 2014</b>
Evaluation:	<b>Good Quality</b>

**Summary**

The review team of Dr. Ying Wang from Mount Holyoke College and Dr. Tom Rohlich from Smith College approached the review by studying first the array of Minors offered in Chinese, China Studies, Japanese, and Japan Studies and the Minor in East Asia Studies in addition to their consideration of the Major in East Asia Studies, on the premise that the component parts of these existing Minors are also components of the single existing Major and contributing factors to any future development of the module. Given her specialized background and expertise, Dr Wang approached the modules with a particular interest in the Chinese components while Dr Rohlich tackled the Japanese components. Both worked on the recommendations for the East Asia Studies modules. Their recommendations on the existing Major in East Asia Studies are essentially congruent while they present divergent advice for the future development into Majors of the respective existing Minors in Chinese, China Studies, Japanese, and Japan Studies.(Any future development would be subject to the rigours and processes outlined in Western's IQAP.)

The delivery of the language and culture courses in Chinese and Japanese were judged to be aligned with Huron's mission and strategic directions. Dr Rohlich wrote of the commitment of the program "to educating each student 'to be a critical thinker, able to interpret and evaluate the world from a multiplicity of perspectives....'" Both reviewers were enthusiastic about the pedagogical approaches in Chinese and Japanese, commenting on the "orderly sequence," the emphasis on discovery-based learning, and the intimate learning environments available to students. They reported that the Minor programs in Chinese and Japanese are in line with trends in North American education in these areas, noting that Chinese courses are pulled in a variety of ways as they attempt to cater to a variety of clientele that ranges from beginner to heritage speaker. The reviewers made some detailed suggestions regarding delivery of specific language courses.

The reviewers noted that while the current staffing arrangement of tenured faculty and program sessional positions (with the latter chiefly delivering language courses) serves the Minors in Japanese and Chinese and the interdisciplinary Major in East Asia Studies adequately, any development into Majors specifically in either language would require additional tenure lines. The advancement of the existing Major in East Asia Studies, they noted, would be served by the creation of a tenure line in each of Chinese (with a specialty in modern Chinese literature/cinema and an ability to teach language courses) and Japanese (with a specialty in Japanese culture).

Salient areas recommended for attention are identified below

<b>Recommendations for implementation:</b>	<b>Responsibility</b>
Create a multi-disciplinary steering committee for East Asia Studies	Dean
Study options for transforming current East Asia Major to a two-stream model (Japanese Concentration and Chinese Concentration) and review balance of language/culture courses required	Program and Educational Policy Committee
Weigh alternative models for staffing in Chinese and Japanese areas to enhance range of offerings, including via Program Sessional and tenure-track appointments	Committee of Chairs, Dean, principal
Pilot offering 4 hours of language instruction weekly in one-hour increments rather than 2+2	Programs and Educational Policy Committee
Revise 4000-level offerings with a view to increasing variety and availability	Programs and Educational Policy Committee