



East Asia Studies
Final Assessment Report &
Implementation Plan

Faculty / Affiliated University College	Huron University College
Degrees Offered	BA
Modules Reviewed	Major in East Asia Studies
External Reviewers	Dr. Wako Tawa Director of Language Study Amherst College, Amherst, MA Dr. Carrie (Reed) Wiebe CV Starr Professor of Chinese Middlebury College, Middlebury, VT
Internal Reviewers	Dr. Anne Barnfield, Interim Academic Dean Brescia University College
Date of Site Visit	February 28 and March 1, 2022
Evaluation	Good Quality with Report in Two Years
Approval Dates	SUPR-U: May 18, 2022 SCAPA: May 25, 2022 Senate (for information only): June 10, 2022
Year of Next Review	Year of next cyclical review: 2029-2030

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.
 - o East Asia Studies lacks its own physical basis as it is without designated teaching staff, a program coordinator, courses with its own EAS prefix, or its own budget.
 - o Recent retirements were not replaced with East Asia specialists.

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 to both the Chinese and the Japanese programs will likely mean that, as of Fall 2022, the East Asia Studies module will not have to cover for Chinese/China Studies and Japan Studies (non-language courses).

Summary of the Reviewers’ Key Recommendations and Program/Faculty Responses

Reviewers’ Recommendations	Program / Faculty Response
<p>1. Reorganize the components of the department and rename it.</p>	<p>Program: The program agrees to further examine this recommendation and commits to establishing a Major in China Studies as per a program proposal currently going through the approval process. Equally, the program agrees to review and revise the Department name during the year ahead.</p> <p>Faculty: The recommendation makes sense for the reasons that the reviewers advance; however, equally, it might make sense to move in the opposite direction and incorporate offerings in Arabic and Hebrew into the department and create a department of Modern Languages and Area Studies. In either case, this is a decision with broad implications which are somewhat beyond the purview of this review, allowing the reviewers’ point that a less nebulous departmental structure might help to foster a more cohesive East Asian Studies program. While such reorganization could undoubtedly help create the desired cohesion, the Dean’s Office believes this goal can be reached without restructuring if necessary.</p>
<p>2. Enrich both Chinese/China and Japanese/Japan Studies by increasing the number of language level requirements, which can be used to establish the HSP and Specialization modules.</p>	<p>Program: The program largely agrees and seeks to form a Language Course Delivery Format Review Committee, consisting of all the tenured/tenure-track members of the Chinese and Japanese program to conduct a student- and instructor-survey on this matter. Specifically, for the Japanese Program, the committee would craft a proposal for introducing the language- and culture-stream to the Japanese Studies Major module by strengthening the language requirement in the former stream and would study the option of developing a specialization and honours specialization modules for Japanese Studies.</p> <p>Faculty: The Dean’s Office is supportive of the program’s plans to form a Language Course Delivery Format Review Committee to study, among other things, the idea of streams within the module allowing for a greater or lesser focus on language.</p>
<p>3. Reconsider the identity of the East Asia Studies module.</p>	<p>Program: To respond to the spirit of this recommendation, the program plans to: Form an EAS Steering Committee consisting of tenured or tenure-track members of the Chinese and Japanese program; Create a distinct EAS Student Advising Procedure; Create a list of pre-approved EAS courses for students; and Establish a comprehensive and informative EAS website.</p> <p>Faculty: The Dean’s Office is supportive of the program’s plans.</p>

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Department Chair, in consultation with the Dean of the Faculty/Affiliated University College will be responsible for monitoring the Implementation Plan.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1 Consider the reorganization of departmental components and renaming the department.	In consultation with the members of the department, review possible models and options for departmental reorganization. Once determined, decide on a suitable name.	Program Coordinators Provost and Dean	Decision by December 2022
Recommendation #2 Study the merits and possibility of increasing the number of language level requirements in the programs.	Form the Language Course Delivery Format Review Committee to examine the implications of increasing the number of language level requirements. Determine a plan of action and timeline for implementation (e.g., possible submission of a DAP proposal for language and culture streams).	Program Coordinators	By December 2024
Recommendation #3 Reconsider the identity of the East Asia Studies module.	Form an EAS Steering Committee to determine the focus and scope of the program. Create a distinct EAS Student Advising Procedure. Create a list of pre-approved EAS courses for students. Create a comprehensive and informative EAS website.	Program Coordinators	By April 2024

Other Opportunities for Program Enhancement

- The external reviewers “strongly suggest that improving the department’s homepage is necessary. Having an attractive and clear homepage for the department/programs introduces it to the outside world” (review, p. 4).