



New Major in China Studies
Final Assessment Report & Implementation Plan
May 2023

Faculty / Affiliated University College	Faculty of Arts and Social Science, Huron University College	
Degrees Offered	B.A.	
Date of Introduction	January 1, 2024	
New Module	Major in China Studies	
External Reviewers	Dr. Wei Cai, School of Languages, Linguistics, Literatures and Cultures, University of Calgary	Dr. Yaohua Shi, Department of East Asian Languages and Cultures, Wake Forest University
Internal Reviewer	Dr. John Mitchell, Associate Academic Dean Brescia University College	Morgan Decampos Undergraduate Student King's University College
Date of Site Visit	February 2 & 3, 2023	
Date Review Report Received	February 22, 2023	
Date Program/Faculty Response Received	Program: April 27, 2023 Faculty: April 27, 2023	
Evaluation	Approved to Commence	
Approval Dates	SUPR-U: June 28, 2023 ACA: September 6, 2023 Senate: September 15, 2023	
Year of First Review	2030-2031	
Progress Report	June 2026	

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 new program proposal, report prepared by external reviewers, internal responses, and assessment and evaluation of the Major in China Studies to be delivered by the Faculty of Arts and Social Science, Huron University College.

This FAR considers the following documents:

- the program's proposal brief;
- the external reviewers' report;
- the response from the academic unit; and
- the response from the Academic Dean, Huron University College

This FAR identifies the strengths of the proposed 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), ACA and Senate. Following institutional approval, it is then submitted for approval to the Ontario Universities' Council on Quality Assurance.

Executive Summary

The proposed major module in China Studies is built from existing courses within the larger program that is currently composed of three minor modules: China Studies, Chinese Studies, and Chinese Business Communications. The larger program consists of 55 courses (30.5 FCEs) in the calendar on various subjects and topics about China. These are categorized into three “Streams”. Stream A is basic language and advanced business/professional language and translation courses. Stream B classes are taught in Chinese and Stream C courses are taught in English. Both Stream B and C classes are content courses on Chinese culture and literature. Adding to the existing roster of courses, seven additional essay courses are being proposed.

The establishment of a Major in China Studies is consistent with the recommendations of the external reviewers in 2003 and 2013 and distinguishes itself from the China Studies minor module in its intentional interdisciplinarity. In addition to Chinese literature, culture, and language courses offered by the Chinese program, which are also components of the minor, students are additionally required to take 1.0 China-related course in other disciplines; such as, for instance, in Chinese history and Chinese geography. The structured combination of different disciplines will provide students with a comprehensive curriculum of China Studies.

Program enrolment in Fall and Winter has grown substantially over the last five years. Although there are some fluctuations from year to year, overall enrolment in courses prior to 2018 averaged in the mid-500s. In recent years, the numbers have climbed; reaching a total of 1,089 in 2020-2021. It is expected that the proposed major will attract students who are presently taking one of the minor modules or some of the program courses. The projected enrolment in the proposed module is approximately 12 students and is expected to increase steadily year by year.

Strengths and Innovative Features Identified by the Program

- Intentional interdisciplinarity – A wide variety of Chinese literature and culture courses are offered that cover premodern and modern/ contemporary periods.
- Plans to provide field trip opportunities for upper-year students. A China field trip would be introduced as a capstone course.

Students enrolled in the proposed module would develop the following skills and foundations:

- methods of examining preceding works, critical analysis of the relevant sources, and multiple academic approaches;
- use evidence-based discussions to communicate their thoughts, analyses, and theories, through research, essay writing and feedback;

- describe and evaluate culturally sensitive viewpoints, multiple and conflicting views that may be simultaneously valid depending upon individual value systems;
- challenge stereotypical beliefs about others by self-reflection and critical inquiry through identifying their unconscious biases and logical fallacies; and
- work in multiple modalities which is essential for effective collaboration; academic integrity and research ethics is also reinforced.

Proposal Preparation and Review Process

Consistent with recommendations of external reviewers in 2003 and 2013, discussions about the expansion of modules in China Studies have now led to the development of a formal proposal in 2022. The following key stakeholders were consulted in the development of the proposed major in China Studies.

- Provost and FASS Dean, Huron University College
- Faculty members from French and Asian Studies, Huron University College
- Department Chair, Languages and Cultures, Western University
- Undergraduate Chair, Languages and Cultures, Western University
- Associate Academic Dean, Arts and Humanities, Western University
- Associate Academic Dean, Kings University College
- Associate Academic Dean, Brescia University College
- Interim Academic Dean, Brescia University College
- Vice-Principal and Academic Dean, Kings University College,
- Dean, Arts and Humanities, Western University

Following approval to proceed with an external review, a review committee was struck comprising two external reviewers, one internal reviewer and one student reviewer. Reviewers were provided with program proposal brief in advance of the scheduled review and then met virtually over two days with the:

- Vice-Provost (Academic Programs)
- Associate Vice-Provost (Academic Planning, Policy and Faculty Relations)
- Director of Academic Quality and Enhancement
- Provost and FASS Dean, Huron University College
- Faculty Members from Asian Studies – Huron
- Undergraduate Students – Huron
- Interim Director of Library and Learning Services
- Registrar
- Coordinator of Teaching and Research
- Program Assistant

Following the virtual site visit, the external reviews produced a comprehensive review report with recommendations which was sent to the academic unit and the Dean, Faculty of Arts and Social Science - Huron for review and response. These formative documents, including the new major proposal document, the external reviewer report, and the Program and Faculty responses, have formed the basis of this summative assessment report of the proposed Major in China Studies.

Summative Assessment – External Reviewers’ Report

External reviewers shared that “the program is well positioned for the successful launch of the new major. The design is innovative and appealing. The curriculum is diverse and flexible. The capstone field trip can potentially be a transformative experience for the students. The mode of delivery and assessment of teaching and learning outcomes align with the program learning outcomes and Western Degree Outcomes. The faculty are highly qualified and motivated. The proposed major also enjoys strong support from the college administration as well as teaching and learning services.”

Strengths and/or Unique Aspects of the Program

- Range of course offerings that will appeal to a diverse student population.
- Many courses adopt projects as the assessment method, which can potentially improve students’ engagement in their learning and enhance learners’ abilities to apply their critical thinking and problem-solving skills to real-world problems.
- Curriculum cuts across disciplinary boundaries and brings together multiple areas of expertise, allowing a holistic and understanding of China Studies.
- Faculty members are experienced researchers, and their areas of specializations complement and enhance each other, thereby providing the breadth required by the program.
- The faculty-led field trip would take “upper-year” students on a three to four-week tour of China integrating classroom and experiential learning into an undergraduate research experience – likely a big draw for students and would make Huron stand out among peer institutions.

Opportunities for Program Improvement and Enhancement

- Develop the field trip, with the proposed three-phases, into a full academic course culminating in a senior project.
- Consider adjusting the language requirement in the future as it continues to calibrate the relative weight of language vs. culture for the major.
- Early career faculty members would benefit from mentorship from senior faculty as well as support from the college to grow as teachers and scholars.
- Implementing the new program entails a significant amount of advising work. It is imperative for the university to allocate additional personnel resources to help distribute the workload.

Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in the order listed by the external reviewers. Recommendations requiring implementation have been marked with an asterisk (*).

Reviewers' Recommendation	Program/Faculty Response
<p>Recommendation #1* Ensure that the curriculum of the new major accommodates the language needs of all student demographics.</p>	<p>Program: Review the module requirements and provide a clear mapping customized for different student groups: 1) Students with no or little background in Chinese; 2) Students with beginner- or intermediate-level Chinese proficiency; 3) Students with advanced or native Chinese proficiency.</p> <p>Faculty: The program will review the module requirements and provide a clear mapping customized for the three streams.</p>
<p>Recommendation #2* Use backward design to enhance curricular flexibility and coherence; situate the recommended courses, the language and literature/culture courses and the capstone experience in the major module curriculum accordingly by:</p> <ul style="list-style-type: none"> - Tying more explicitly to the Program Learning Outcomes - Developing students' research skills by taking advantage of Library Learning Services 	<p>Program: In light of this recommendation, the program will: 1) Develop coherent, balanced course offerings that align with the program learning outcomes; 2) Design senior research seminar courses on the approaches to Chinese literary and/or cultural studies; and 3) Connect with Huron Library and Learning Services and invite staff to teach students library research skills.</p> <p>Faculty: The Faculty supports the program's plans to continuously improve the curriculum and indicates that Library services frequently work actively with faculty and are at the disposal of the faculty members in the China Studies program.</p>
<p>Recommendation #3 Clarify the service responsibilities and role of the sessional faculty in program governance and compensate them accordingly.</p>	<p>Program: As this fall in the purview of Dean's office, the program will support the Dean's response.</p> <p>Faculty: The responsibilities of program sessionals are clearly laid out in the Collective Agreement. They participate fully in curriculum design and teaching, including in the mentoring of students. The compensation of program sessionals is also determined by the Collective Agreement.</p>

<p>Recommendation #4* Develop a plan to ensure adequate resources to support:</p> <ul style="list-style-type: none">a) the proposed China Field Trip capstone courseb) additional personnel resources to help distribute the increased workload related to advisingc) professional development opportunities for sessional faculty members, including a possible mentorship programd) increased demand for library resources	<p>Program:</p> <ul style="list-style-type: none">a) Work with the Faculty to allocate funding to cover the students' and the instructors' expenses.b) Review the workload of the program coordinator and relevant academic advisors and allocate additional personnel resources if necessary.c) Encourage and promote the exchange and mentorship among faculty members.d) Improve and increase library resources on China Studies. <p>Faculty:</p> <ul style="list-style-type: none">a) A \$40,000 fund to support student travel for those in need has been established; a policy has likewise been set that the Dean's Office will pay for two faculty members to travel on trips.b) The Dean's Office will work with the Coordinator to manage their workload. Workload for Coordinators is generally covered by the Collective Agreement.c) Promote and encourage mentorship and intellectual exchange among faculty members.d) Improve the library collection via the program's annual purchasing budget.
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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 is responsible for enacting and monitoring the actions noted in Implementation Plan.

The number of recommendations prioritized for implementation has been reduced as some are outside the purview of the program and scope of the review (#3) or have already been actioned (#4a) as described in the program and faculty responses above. As a result, the recommendations appearing in the implementation table are recommendations #1, #2, & #4bcd.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #1 Ensure that the curriculum of the new major accommodates the language needs of all student demographics.</p>	<ul style="list-style-type: none"> Review the module requirements and provide a mapping customized for: 1) Students with no or little background in Chinese; 2) Students with beginner- or intermediate-level Chinese proficiency; 3) Students with advanced or native Chinese proficiency. 	<ul style="list-style-type: none"> Program Coordinator 	<p>By December 2023</p>
<p>Recommendation #2 Use backward design to enhance curricular flexibility and coherence; situate the recommended courses, the language and literature/culture courses and the capstone experience in the major curriculum accordingly.</p>	<ul style="list-style-type: none"> Enhance the curriculum and develop coherent, balanced course offerings that align with the program learning outcomes. Design senior research seminar courses on the approaches to Chinese literary and/or cultural studies. Connect with Huron Library and Learning Services and invite staff to teach students library research skills. 	<ul style="list-style-type: none"> Program Coordinator Librarian 	<p>By December 2025</p>
<p>Recommendation #4 Develop a plan to ensure adequate resources to support: b) increased workload related to advising c) professional development and mentorship opportunities for sessional faculty members d) increased demand for library resources</p>	<ul style="list-style-type: none"> Review personnel workload, with a focus on academic advising. Implement a plan to promote exchange and mentorship among program faculty members. Improve the library collection via the program’s annual purchasing budget. 	<ul style="list-style-type: none"> Program Coordinator Dean 	<p>By September 2024</p>