



**Centre for Global Studies**  
**Final Assessment Report & Implementation Plan**  
**September 2025**

<b>Faculty / Affiliated University College</b>	Huron University College	
<b>Degrees Offered</b>	Bachelor of Arts (B.A.)	
<b>Date of Last Review</b>	2016-2017	
<b>Modules Reviewed</b>	Globalization Studies (Honours Specialization, Specialization, Major, Minor) Global Development Studies (Honours Specialization, Specialization, Major, Minor) Global Culture Studies (Honours Specialization, Specialization, Major, Minor) Global Gender Studies (Honours Specialization, Specialization) Global Health Studies (Honours Specialization, Specialization) Global Rights Studies (Honours Specialization, Specialization)	
<b>External Reviewers</b>	Dr. Lalaie Ameeriar Associate Professor Faculty of Liberal Arts & Professional Studies York University	Dr. Sharlene Molleti Chair, Global Development Studies University of Toronto
	Dr. Sarah de Leeuw Canada Research Chair, Humanities & Health Inequities University of Northern British Columbia	
<b>Internal Reviewer</b>	Dr. Josephine Gemson Acting Assoc. Acad. Dean King's University College	Sophia Ratanshi Undergraduate Student BA, Media, Information, and Technoculture
<b>Date of Site Visit</b>	March 13 & 14, 2025	
<b>Date Review Report Received</b>	April 23, 2025	
<b>Date Program/Faculty Response Received</b>	Program: May 12, 2025 Faculty: June 10, 2025	
<b>Evaluation</b>	Good Quality	
<b>Approval Dates</b>	SUPR-U: October 21, 2025 ACA: October 28, 2025 Senate (for information): November 14, 2025	
<b>Year of Next Review</b>	2032-2033	
<b>Progress Report</b>	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 Centre for Global 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 Dean, Faculty of Arts and Social Science at 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**

When founded in 2006, the Centre for Global Studies (CGS) was built around three academic programs which remain its core programming to this day: Globalization Studies; Global Development Studies; and Global Culture Studies.

As part of its mission, the Centre aims to allow students and faculty members to engage in studies of how persons and communities, of various sorts, form themselves and form interrelations with one another, and the plurality of social, political, cultural, geographical, and economic structures that live in this world. In the 2023-2024 academic year, 70 students were enrolled in CGS modules.

The self-study was informed by several student focus groups and surveys of both current students and recent graduates. Additionally, a comprehensive review of program learning outcomes took place for each of the six academic programs within CGS, along with curriculum mapping for each. The narrative of the self-study was shaped by multiple faculty retreats.

The external reviewers shared a positive assessment of the Centre for Global Studies Program. They offer three main recommendations with considerations for further enhancement.

## **Strengths and Innovative Features Identified by the Program**

- Each of the Centre's offerings are unique within the environment of Canadian post-secondary studies, offering considerable institutional and academic differentiation for Huron.
- Passion and commitment of faculty members to the integrity, success, and excellence of the program.
  - Strong culture of collaboration amongst faculty members.
- Training in ethically-based research methodologies and critical theoretical analyses of the terms of analyses that students encounter.
  - Opportunities and experience in the development of research proposals and formal research ethics review.
- Increasingly feature experiential and community-based learning opportunities via placements or practices with social groups, non-governmental organisations, or public action movements.
- Diverse programmatic partnerships; including with Western's Department of Gender, Sexuality, and Women's Studies for Global Gender Studies; with the School of Health Studies and Department of Geography and Environment for Global Health Studies; and with Ivey School of Business with the dual degree program pathway.

- With strong training in textual analysis, interpretive reading, studies of theory, building and communicating knowledge, academic writing, and research methodologies, students find themselves well prepared for graduate programs, which many move on to.
- Students identify the main strengths of the program as the rich opportunities for 1:1 interaction with professors, the small class sizes, the interdisciplinarity of the program, and the level of academic rigour.

### **Principal Concerns and Areas of Improvement Identified and Discussed by the Program**

- Making clearer how students can apply the knowledge and scholarly skills that they gain toward projects and assignments with more obvious and tangible relevance to social and vocational practices.
- The institutional strategies for student recruitment and retention have not resulted in any significant growth in enrolments for the program.
  - Institutional recruitment messaging and branding appears to turn away many prospective students from Global Studies.
- Find ways to offer more courses with, or opportunities within courses for, experiential and community-based learning.
- The most common areas of improvement identified by students include the need for more information about career opportunities, greater emphasis on experiential learning across the curriculum, and attention paid to the misleading “guaranteed internship” claim made by Huron.
- Perception by some that institutional recruitment messaging may not fully align with learning opportunities made possible and experienced in CGS academic programs.

### **Review Process**

As part of the external review, the review committee, comprising two external reviewers and an internal 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
- President, Huron University College
- Vice President, Academic and Acting Dean
- Registrar
- Director, Library and Learning Services
- Chair, Centre for Global Studies Program

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

### **Summative Assessment – External Reviewers’ Report**

External reviewers shared that *“the CGS successfully weaves academic rigor, pedagogical innovation and community belonging in all that they do in the CGS. Students are well-supported and thrive in CGS.”*

### **Notable Strengths of the Program**

- Students spoke highly about learner success in the program and felt uniquely well prepared and supported to meet the world with critical and creative analytical tools.
  - Students equally indicated feeling very well prepared to apply to graduate programs and about feeling positively challenged by the rigor of the programing and about their skillsets upon graduating.
- Incredible dedication to student wellness and evaluation, often going above and beyond standard-fare assessment or expectations.
- Creative assignments such as: digital story mapping assignment, critical reading responses, multiple book reading, and a commitment to writing development via research essays that respond to a relevant problems and timely events.

### **Areas of Concern or Prospective Improvement**

- There is a significant gap in the area of Global Health Studies to achieve the goals of the program and foster the appropriate academic environment.  
(Associated with Recommendation #1)

- Lack of awareness about the CGS within the suite of Huron University's offerings. Students indicated that they stumbled on course offerings somewhat randomly. (Associated with Recommendation #2)
- Students spoke about being "left on [their] own" when it came to securing experiential learning opportunities or internships and faculty spoke about challenges supporting students in student endeavors to secure experiential learning opportunities or internships. (Associated with Recommendation #2)
- Need to bolster research focus in the program. (Associated with Recommendation #3)
- No consistent policy on the use of AI technologies.

**Summary of the Reviewers' Recommendations and Program/Faculty Responses**

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

Reviewers' Recommendation	Program/Faculty Response
<p><b>Recommendation #1: Program Streamlining and Strengthening</b></p> <ul style="list-style-type: none"> <li>• Consolidate number of modules and streamline core offerings down to three.</li> <li>• Bolster capacity for "Global Health Studies" offerings.</li> </ul>	<p><b>Program:</b> CGS will take steps to ensure that students are able to understand the characteristics and learning objectives that distinguish each of its six academic programs offered by CGS. For instance, by:</p> <ul style="list-style-type: none"> <li>• Developing an effective information booklet on each CGS program area and refining information about offerings on the website.</li> <li>• Strengthening the understanding of the defining and distinguishing characteristics of each CGS program with staff at Huron's Office of Academic Advising.</li> </ul> <p>Prioritize a faculty position in Global Health Studies that combines studies in global social determinants of health outcomes, anti-racism in health promotion, and Globalization Studies, as a replacement position for the established CGS faculty line recently vacated. CGS faculty members will develop the necessary proposal for the review of Huron's Faculty of Arts and Social Science's (FASS) Committee of Chairs (CoC).</p> <p><b>Faculty:</b></p> <ul style="list-style-type: none"> <li>• The External Reviewers' suggestion to streamline the program offerings is one that should be taken seriously. Making the suggested modular changes would represent a great deal of work and would require ensuring that any students currently in modules potentially subject to revision have pathways either to complete their preferred module or (better) to join existing ones. This remains up to the Centre's chair and faculty.</li> <li>• The Program Response clearly articulates the desired skillset for a dedicated hire in Global Health. The addition of such a position would require a recommendation from the Committee of Chairs and approval by Huron's President and Board.</li> </ul>

<p><b>Recommendation #2: Aligning Expectations, Meeting Student Needs and Student Recruitment: The Internship and course offerings and programs</b></p> <ul style="list-style-type: none"><li>• Address disconnect between public facing messaging about guaranteed internships and the actual experiences of students.</li><li>• Revise relevant course titles with new, more eye-catching and 21<sup>st</sup> century titles.</li><li>• Use Huron's branding as a convenient tag line.</li></ul>	<p><b>Program:</b> The Program will work towards this recommendation by:</p> <ul style="list-style-type: none"><li>• Establishing an active and permanent mode of engagement and collaboration between Huron's Office of Careers and CGS to identify and publicize amongst students internship opportunities of direct relation to CGS academic programming and career objectives.</li><li>• Establishing fundraising programs to support internships and experiential learning opportunities for students enrolled in CGS academic programs.</li><li>• Building and carrying out a series of information programs and workshops on interdisciplinary graduate studies programs and professional studies programs of interest to students enrolled in CGS undergraduate programs.</li><li>• Applying for a SSHRC Connection grant to fund speakers' series and colloquia relate to CGS academic programs and professional opportunities following students' graduation from CGS programs.</li><li>• Reviewing and, as needed, revising the alignments and interrelations between the three introductory courses offered in CGS: CGS1021F/G; CGS1022F/G; CGS1023F/G.</li><li>• Reviewing CGS course titles and descriptions for accuracy and clarity of expression, and revising these as necessary.</li><li>• Developing and deploying clear and consistent messaging to students enrolled in, and considering enrolling in, CGS degree modules about the differences in educational experiences in taking an Honours Specializations versus a Major or double-Major, emphasizing the interests that are served in each one, particularly with respect to advancing to graduate and professional studies programs.</li><li>• Strategically expressing core learning experiences and outcomes of CGS academic programs so that they can be perceived in alignment with Huron's institutional branding.</li></ul> <p><b>Faculty:</b> The Centre's plans about experiential learning as laid out in the Program Response seem appropriate.</p>
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<b>Recommendation #3: Supporting Research and Faculty Success to Deepen Program Connectedness and Grow Student Opportunities</b>	<p><b>Program:</b> The Program aims to broaden and deepen the research profile of CGS faculty members and opportunities for students. Initiatives include:</p> <ul style="list-style-type: none"><li>• Apply for a major grant from the Canada Innovation Fund in order to build or enhance research facilities for students, interns, faculty members, and community research partners active within all six academic programs offered by CGS, for the purpose of building deep interdisciplinary and community-integrated site of research for projects taken up within CGS courses, students' independent research, and community-based learning projects, projects initiated with community scholars.</li><li>• Deepen the already strong relationships that CGS students and faculty members have with Huron's Centre for Undergraduate Research Learning (CURL), for the purposes of: increasing the number of CGS students participating in research fellowship opportunities; increasing participation of students in CGS courses in the communication of their research learning practices and outcomes and engagement with questions of research practices in their learning; and enhancing CGS students' understanding of how they are developing as researchers in applied learning.</li></ul> <p><b>Faculty:</b> The suggestion by the reviewers to allow course releases for faculty research would not be possible as all such releases must conform to the conditions stipulated in the Collective Agreement with respect to course releases. The suggestion to seek external funding for speaker series is a good one and the Dean's Office supports the program's plan to apply for funding.</p>
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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 are responsible for enacting and monitoring the actions noted in Implementation Plan.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<b>Recommendation #1:</b> Program Streamlining and Strengthening	Take steps to make clear the characteristics and learning objectives that distinguish each of its six program areas. These include: <ul style="list-style-type: none"> <li>• Developing an information booklet;</li> <li>• Revising and refining the website; and</li> <li>• Working with advising to ensure distinctions and pathways are clearly understood and promoted.</li> </ul> Develop and submit proposal for faculty position in Global Health Studies.	<ul style="list-style-type: none"> <li>• Chair</li> <li>• Dean</li> </ul>	By September 2027
<b>Recommendation #2:</b> Aligning Expectations, Meeting Student Needs and Student Recruitment: The Internship and course offerings and programs	<ul style="list-style-type: none"> <li>• Identify and publicize internship opportunities to students.</li> <li>• Apply for funding opportunities to support CGS-specific internships.</li> <li>• Develop and offer a series of workshops on graduate program opportunities.</li> <li>• Apply for a SSHRC Connection grant to fund speakers' series and colloquia related to CGS academic programs and professional opportunities following students' graduation.</li> <li>• Revise the alignments and interrelations between introductory courses and review/update course titles, as needed.</li> <li>• Reassess program messaging to better align with/leverage Huron's institutional branding.</li> </ul>	<ul style="list-style-type: none"> <li>• Chair</li> </ul>	By September 2027
<b>Recommendation #3:</b> Supporting Research and Faculty Success to Deepen Program Connectedness and Grow Student Opportunities	<ul style="list-style-type: none"> <li>• Develop grant proposals with the purpose of building opportunities for deep interdisciplinary and community-integrated research projects.</li> <li>• Deepen ties with the Centre for Undergraduate Research Learning (CURL) to increase participation of students in CGS courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Chair</li> </ul>	By September 2027