

## Ongoing Improvement Progress Report

### Instructions and Report Template

As part of the protocols outlined in Western's Institutional Quality Assurance Process (IQAP), to facilitate the continuous improvement of academic programs between review cycles, in connection with the Final Assessment Report (FAR) and Implementation Plan, a monitoring process will include an Ongoing Improvement Progress Report. The outcomes of this report will be considered as part of the program's next cyclical review.

The purpose of this report is to provide an update on the operationalization of the implementation plan following a Cyclical Program Review (or the review of a New Program). This should include a brief summary of actions taken by the Program and the Dean's Office since the completion of the review (usually about three years), as well as an update on the stage of implementation for all applicable items. These include:

- whether the action item(s) are in progress, complete or no longer applicable (with a brief explanation);
- the timelines of each item and how they are progressing or expected to progress, particularly if they are diverting from original timelines in the FAR and Implementation Plan, and;
- a short description of any other program developments and improvements that have taken place following the review.
- For new programs only, an evaluation of the initial administration and resourcing of the program.



The following report template has been created for the program to report on progress made regarding recommendations presented in the Implementation Plan, and any other relevant program developments and enhancements.

- The program will complete the template and submit it to the faculty Dean's Office for sign-off.
- The program will then submit the completed Ongoing Improvement and Progress Report to the Office of Academic Quality and Enhancement (OAQE). Reports are due by June 30.
  - The OAQE will present all Ongoing Improvement and Progress Reports to SUPR-U/G for approval. Approvals, or any follow-up questions/concerns, will be communicated to the program and Dean's Office by the OAQE.
  - It should be noted that as per the requirements of the province's Quality Council, progress reports will be posted on the [reports page](#) of the OAQE website.

## Ongoing Improvement Progress Report

### East Asia Studies, BA / Huron University College

<b>Program</b>	East Asia Studies, BA	<b>Faculty / Affiliated University College</b>	Huron University College
<b>Approval Dates of the Review</b>	SUPR-U: May 18, 2022 SCAPA: May 25, 2022 Senate: June 10, 2022	<b>Year of the Next Review</b>	2027-2028
<b>Link to the Programs Final Assessment Report (FAR)</b>	<a href="https://www.uwo.ca/pvp/vpacademic/iqap/academic_programs/iqap_reports/huronundergrad1/2022%20Huron%20East%20Asia%20Studies%20Program%20Review.pdf">https://www.uwo.ca/pvp/vpacademic/iqap/academic_programs/iqap_reports/huronundergrad1/2022%20Huron%20East%20Asia%20Studies%20Program%20Review.pdf</a>		
<b>If applicable, submission of follow-up report(s)</b>	2024		

	Name	Signature	Date
<b>Program Chair/Director</b>	Yan Lu, for Michiya Kawai		June 16, 2023
<b>Dean (or delegate)</b>	Geoff Read		June 16, 2023

## Progress Update on the Implementation Plan

Recommendation #1	Proposed Action and Follow-up	Responsibility	Timeline
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
<p><b>Recommendation Implemented</b></p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No   <input checked="" type="checkbox"/> Partially</p> <p>If no, or partially, is implementation on schedule with the timeline? <input checked="" type="checkbox"/> Yes   <input type="checkbox"/> No</p>			
<p><b>Progress</b></p> <p><i>What specific actions have been taken?</i></p> <p>In November 2022, all the tenure-stream faculty members in the Chinese and Japanese programs of the Department of French and Asian Studies met first among themselves and then with the Provost and Dean to review possible options for departmental reorganization and name change. It was proposed at the meetings that the academic units of Chinese and Japanese be separated from French and form a new Department of East Asian Studies. The modified name accurately reflects the focus on East Asia instead of Asia in general.</p>			
<p><b>Next Steps (if applicable)</b></p> <p><i>What actions remain? Is there further follow-up?</i></p>			

The proposal for departmental reorganization and renaming will be submitted at the first Committee of Chairs meeting in fall 2023 for consultation and approval.

**Additional Comments**

*If applicable*

Recommendation #2	Proposed Action and Follow-up	Responsibility	Timeline
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 Implemented**

Yes  No  Partially

If no, or partially, is implementation on schedule with the timeline?  Yes  No

**Progress**

*What specific actions have been taken?*

During the winter semester, the instructors of Chinese and Japanese language courses circulated a survey among students at all levels regarding the language course delivery format. While the format of 1 hour x 4 times per week recommended by the reviewers is pedagogically sound and beneficial, the survey shows that most students prefer to maintain the current 2 hours x 2 times per week given their scheduling and course load constraints. Therefore, we will maintain the current delivery format in language courses.

**Next Steps (if applicable)**

*What actions remain? Is there further follow-up?*

We explored with the Department of Languages and Cultures and the Faculty of Arts and Humanities at Western, the possibility of Huron’s offering Korean and were asked not to introduce Korean at Huron as Western planned to reintroduce the teaching of it at main campus. We have since discovered that Western does not appear to be planning to teach Korean again. We remain willing to bring Korean to Huron but will need to follow up with Modern Languages and Humanities to get an update from their end. Korean language courses, if offered, will be added to the language requirements of the East Asia Studies modules.

Further discussion about the merits and possibility of increasing the number of language level requirements in the programs will be conducted when the department chair, Dr. Michiya Kawai, returns from his sabbatical leave in July 2023.

**Additional Comments** *If applicable*

Recommendation #3	Proposed Action and Follow-up	Responsibility	Timeline
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

**Recommendation Implemented**

Yes  No  Partially

If no, or partially, is implementation on schedule with the timeline?  Yes  No

**Progress**

*What specific actions have been taken?*

An ACA proposal has been submitted to introduce East Asia Studies as a teaching subject, so a list of pre-approved EAS courses can be created for students. The introduction of designated EAS courses would expand the focus of study beyond China and Japan and introduce content courses on Korea and other areas in this region. This would also allow the offering of gateway courses that equip students with the foundational knowledge and skills required in the discipline. Distinct from Chinese- or Japanese-prefixed courses, EAS courses examine diverse experiences in East Asia and explore interactions between different communities across national boundaries. These new courses will provide students with rich and diverse choices and develop their intercultural and transnational perspectives in studying East Asia.

**Next Steps (if applicable)**

*What actions remain? Is there further follow-up?*

SOC proposals will be submitted in fall 2023 to 1) cross-list existing courses in EAS modules with the new EAS prefix; 2) add new EAS-focused courses offered at Western and its affiliated colleges to EAS modules.

An EAS Steering Committee will be formed when the department chair, Dr. Michiya Kawai, returns from his sabbatical leave in July 2023. The Committee will determine the focus and scope of the program, create a distinct EAS student advising procedure, and create a comprehensive and informative EAS website.

### **Additional Comments**

*If applicable*

**Note:** The total number of expandable text boxes will be dependent on the number of prioritized recommendations appearing in the program's most recent Final Assessment Report (FAR).

### **Continuous Program Enhancement**

*What additional initiatives or changes has the program been working on in relation to continuous program improvement?*

The program has been making ongoing efforts to offer more experiential and international learning opportunities for students.

Japanese 3690F/G Experiential Approaches to Foreign Language Pedagogy: A Case with Japanese is designed as an experiential learning course that involves a trip to Yokohama in Japan. After completing online-based preparation, students have a 10-day stay in Yokohama to participate in teaching demonstration at Yokohama City University, including a business course in which they will help Japanese students to learn English and an English course in the university's Continuing Education program, during which they will give an English lesson to Japanese businesspeople.

We are also planning to introduce China Field Trip as a capstone course for students in China Studies to gain first-hand experience in Chinese society and cultural heritage. Prior to the trip, students will choose their own research projects based on the field trip itinerary and conduct preliminary research. During the trip, they will fulfil various tasks under the guidance of the supervising faculty, including observation, lectures, interviews, and presentations. They will submit a post-trip report or research paper after the trip ends.

Huron recently signed a new exchange agreement with Harbin Institute of Technology in China to expand existing partnerships with East Asian universities and promote global engagement.