



## Asian Studies Quality Assurance Plan

**Date submitted to SSCPR:** August 7, 2024

**Date Self-Study Report approved by SSCPR:** September 27, 2023

**Date of External Review:** May 22, 2024

### SUMMARY OF PROGRAM STRENGTHS, CHALLENGES AND OPPORTUNITIES FOR IMPROVEMENT

#### Strengths

The program offers high-quality instruction in a wide array of courses from qualified, enthusiastic, and caring faculty. This is at the heart of why over 90% of respondents on our student and alumni surveys were satisfied with their education in the program and why 100% of the ASIA graduates from 2019–2021 said they thought they received a “quality education.” The faculty members are active in their disciplines and have the necessary expertise to deliver the curriculum. The quality of instruction, teaching methods, and assessments can be seen in many aspects of the data, including the grade distribution, DFW rates,<sup>1</sup> and repeat rates for courses, which all align with or are superior to those across the Faculty of Arts.

The program’s interdisciplinary and multidisciplinary design helps ensure that we can offer a broad variety of courses and approaches that appeal to students of many different backgrounds and help develop varied skills. The courses we offer support our Program Learning Outcomes (PLOs), although (as addressed below) some could be further supported. Our survey of discipline/sector representatives indicates that our PLOs address important skills for a variety of workplaces, and our surveys of students and alumni indicate that they feel the program by-and-large achieves most of its objectives. Moreover, the program helps students acquire most of the essential skills as outlined by the Ministry of Education. This study found that the skills acquired the most effectively were Writing Clearly and Concisely, Reading and Comprehending Material, Analyzing and Thinking Critically, Learning on Your Own, and Developing Multicultural Sensitivity and Awareness (recently removed from the Ministry’s updated list).

Asian Studies’ cost structure is another strength. When compared to other Faculty of Arts and KPU undergraduate courses, the average ASIA course earns more than twice the average net revenue per class. This is due to ASIA courses having higher average numbers of seats filled and higher percentages of international students filling those seats.

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<sup>1</sup> DFW rate is the percentage of students who either received a grade of D or F or withdrew from the course.

### Challenges

The chief challenge we face is our limited faculty resources (1.75 full-time equivalencies). It is one thing for students, faculty, the Program Advisory Committee (PAC), and the external reviewers to express interest in us expanding our course offerings, but it is another thing to recruit and retain qualified faculty to teach such courses. A recent search to add a full-time regular instructor was cancelled due to present uncertainty around international student enrollment numbers given recent changes at the federal level. This highlights one of the challenges regarding growing our program in light of changing circumstances in post-secondary education in British Columbia.

The Faculty of Arts has recognized the regular demand for ASIA courses, especially the introductory courses, regularly awarding one-time additional sections to the program's educational plan in recent years, and hopefully the search for a new faculty member will be renewed soon. We have had success offering courses with cross-listed and non-regular faculty and will continue to do so. However, taking advantage of our opportunities to grow and improve remains a major challenge with our limited resources. Our external reviewers said there was "a significant issue with service for this small program, which lacks sufficient dedicated personnel to undertake in full the service required to further develop the program" (EER, p. 3).

### Opportunities for improvement

One of the key opportunities is to revise our curriculum to better integrate content about Indigenous groups and decolonization, as well as content addressing parts of Asia outside of our core areas of China, Japan, and India. Our students and our PAC have encouraged us to offer more courses that address Southeast Asia, Korea, and Western Asia. We have also discussed collaborating with INDG to create a cross-listed course on Indigenous Asia. While we have made some attempts to recruit qualified faculty in these areas and offer special topics courses in these areas in the past, we have not yet successfully integrated them into our core curriculum.

Another key opportunity is when it comes to teaching methods, especially regarding experiential learning and technology. The respondents to our surveys of current students, alumni, and faculty all emphasized preferences for more experiential learning opportunities to make the curriculum more engaging and better prepare students for employment post-graduation. As mentioned above, this would help address our current weakness revealed in our curriculum map and might include revising course outlines to include more course learning outcomes related to experiential learning, especially in lower-level courses. Regarding technology, we can offer more online courses and find ways to make these courses more engaging. Online courses can give students more flexibility to take ASIA courses while also pursuing professional opportunities outside KPU. We can also integrate technology into our in-person courses in new ways, including using assessments like digital portfolios, bringing in guest lecturers via video conferencing, and collaboratively developing Open Education Resources.

One final opportunity is the opportunity to continue growing as a program. The administrative data report shows that our enrollment growth rate and fill rates are higher than those of the Faculty of Arts and KPU as a whole and demonstrate unmet demand for our popular first-year courses, ASIA 1100 (Introducing Asia) and 1111 (Religions of India).

### RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS

*The Recommendations from the Self-Study Report and External Review Report that this Plan does not address as provided below, with a brief rationale for why these Recommendations cannot be addressed.*

Recommendations	Indicate Self-Study Report (SSR) or External Review Report (ERR) and page number	Rationale for Not Addressing
“Time to support expansion and program building should also be achieved through targeted and sustained (not ‘one off’) time release opportunities for faculty to take on projects within the Asian Studies program: special considerations for a small program of this size may be necessary, to make program development viable”	ERR, p. 5	We appreciate the external reviewers’ thinking “outside the box” to try and get more service work for our small program, but we don’t think this is a feasible option.
“It is recommended that the program consider the delivery of some courses online”	ERR, p. 9	We already offer about 1/3 of our courses online, in line with Faculty of Arts guidelines
“Additional office space should be allocated to the program to allow faculty and students to meet and interact, and to root the program in the campuses that it is meant to be present in”	ERR, p. 10	This recommendation is not something that our program can reasonably achieve. We will pursue the related recommendation of exploring the possibility of expanding our course offerings to Civic Center campus.

### QUALITY ASSURANCE FIVE-YEAR ACTION PLAN

The Quality Assurance **Goals** for improving or maintaining program quality over the next five years are:

**MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: September 2024**

**GOAL 1:** Curricular review and revision to ensure effective reflection of University, Program, disciplinary, and sector goals

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
“We recognize a need to strengthen several dimensions of our curriculum [including] Indigenization and decolonization ... Southeast Asia, Western Asia, and Islam.”	SSR, pp. 6-7
“We would like to better integrate experiential learning throughout our curriculum”	SSR, p. 7
“Integrating experiential learning both within and outside the classroom would provide hands-on learning opportunities that would also help to prepare students for the workplace by applying their learning at each course level... Members of Asian Studies could work with KPU’s work integrated learning advisor, Larissa Petrillo, to identify additional opportunities for students, especially those in lower-level courses, to gain skills beneficial to their professional goals”	Deans’ Memo, SSR, p. 2
“Experiential learning and connecting Program learning to real-world careers was an opportunity identified by students, faculty and the PAC”	ERR, p. 10
“We recommend a review and revision of some of our course outlines to better align our course learning outcomes (CLOs) with our newly created program learning outcomes (PLOs), to integrate experiential learning opportunities into the curriculum, and strengthen the focus on some of the essential skills where we are currently less strong.”	SSR, p. 36
“We recommend our faculty make efforts to engage with real-world examples into our classrooms that deal with contemporary social issues that affect ordinary Asians and Asian Canadians, as well as policy and applied research regarding Asia-Canada relations.”	SSR, p. 37
“We also recommend that faculty familiarize themselves with experiential learning opportunities that are already in place like the co-op program and the ARTS 4800 student practicum and make in-class announcements about these programs to help ensure that students are aware of these opportunities.”	SSR, p. 38
“We recommend that faculty familiarize themselves with the resources at KPU for students to complete projects involving mapping, filmmaking, and/or podcasting.”	SSR, p. 38

## Asian Studies Quality Assurance Plan

Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Review and revise existing course outlines to integrate Indigenous / decolonization content, with proper consultation with Indigenous Studies	Kamala Nayar	9/24	5/25	This project has already begun and was supported by a course time release; there will be further Indigenization / decolonization updates after the completion date as well
Hold series of consultations and faculty workshops (including with KPU employees like Larissa Petrillo [Lead Advisor, Work-Integrated Learning, Office of the Provost and Vice-President, Academic], Mina Sahota [Melville School of Business], and Craig Wright [Teaching and Learning Strategist]) to identify what experiential learning opportunities we are already using, and how we can better promote and implement experiential learning opportunities for our students	Justin Stein	1/25	5/26	
Explore feasibility for KPU Asian Studies to engage in international experiential learning opportunities, including Collaborative Online International Learning (COIL), as well as potentially developing its own field school(s) in Asia and/or collaborating with another Lower Mainland institution to send our students on their programs	Justin Stein	5/25	5/26	
Hold an annual meeting or faculty retreat (tentatively scheduled in June) to share and discuss use of real-world examples in our courses	Asian Studies Advisory Board	6/25	6/29	
Invite representatives to our department meetings to help improve our faculty's literacy with various digital technologies, potentially including COIL, e-portfolios, generative AI, website construction, digital mapping, filmmaking, and/or podcasting. If there is interest in one or more follow-up workshops on one of these resources, these should be scheduled subsequently.	Justin Stein	9/25	8/29	

### Resource Requirements (if applicable)

Resources required to achieve this Goal: Access to and consultations with Indigenous content expert, Work Integrated Learning (through Office of the Provost), Teaching and Learning, and other KPU faculty as described above

When resources will be required: As needed for our consultations

Faculty and/or Institutional support required: As described above

## Asian Studies Quality Assurance Plan

**GOAL 2:** Departmental development to offer more courses, more varied courses, have more support for departmental service, and recognize our commitment to the study of Asian diasporas, especially in British Columbia

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
“The key issues for Asian Studies stem from challenges associated with being a small program, with most instructors having primary appointments in other departments. The Dean’s office would be happy to explore possibly adding another faculty member to teach courses that would meet the demand for lower-level introductory courses, and upper-level course on the areas identified (Korea, Iran, Philippines, etc.). Courses on Southeast Asia and Western Asia, including courses on Islam in Asia, could be designed in relation to, and complement efforts to strengthen, areas of Indigenization and decolonization.	Deans’ Memo, SSR, p. 2
“We would like to continue to expand our course offerings, a goal that is supported by our PAC and our survey of graduates from the program.”	SSR, p. 8
“The issue of greater breadth will be addressed in part by the planned hiring of another core faculty member for the program... we heartily agree that this is an important step that should be taken as soon as possible.”	ERR, pp. 3–4
“We ... suggest consideration of the possibility of formally expanding the remit of Asian Studies to include Asian Canadian Studies”	ERR, p. 4
“It is ... recommended that faculty who are appointed in other Departments as their main affiliation [but teach cross-listed or Asia-approved courses] be ‘lent out’ to the Asian Studies program for their service, receiving less or no service in the home department for a designated period of time”	ERR, p. 4
“The Program should consider opportunities to meet this unmet student need for additional sections of first-year courses through asynchronous online courses.”	ERR, p. 7
“It may be best – as the Dean’s office recommended – to work first on the expansion of course content offerings and the expansion of the [program’s] “footprint” ... and then on new instructional delivery options.”	ERR, p. 9
Civic Plaza “should be considered as a potential campus for course offerings” because of transit accessibility and potential for collaboration with SFU Central City	ERR, p. 10



## Asian Studies Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Renew our cancelled search for a new permanent faculty position	ASIA Chair	9/25	5/26	Dependent on funding; if not possible in 2025-2026, hopefully in 2026-2027
Continue to pursue opportunities for future hires	ASIA Chair	1/25	8/29	
Consult with the Dean of Arts Office and the Provost’s Office regarding changing program title to “Asian and Asian Diaspora Studies.” If the University is supportive, this would be a long-term project that may not be complete within the five-year scope of this program review	ASIA Chair	6/25	8/29	
Determine interest and consult with Associate Dean about offering sections of Asian Studies courses at Civic Plaza; if supportive, pursue for 2025-2026	ASIA Chair	1/25	8/25	
Explore other models for service work among ASIA and ASIA-affiliated faculty	ASIA Chair	1/25	8/25	

Resource Requirements (if applicable)
Resources required to achieve this Goal: Funds to hire one (or more) new instructor(s)
When resources will be required: As soon as possible
Faculty and/or Institutional support required: Funding for new hire(s)



**GOAL 3:** Building bridges between the Asian Studies program and other resources & institutions within and without KPU

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
“There is an opportunity for faculty members to bolster already forged relationships with other departments (HIST, LANC, GEOG, etc.) and engage in collaborative planning with Indigenous Studies. There may also be opportunities to collaborate with the Canada Research Chair in South Asian Literary and Cultural Studies on special events, if the program is interesting in contributing to such multi-department events as the South Asian Arts Festival.”	Deans’ Memo, SRR, p. 1
“In our discussion with the Dean’s office, it was suggested that the Program focus first... on developing the ‘footprint’ of the program at the University, through public events and student-interest-building activities, as well as through developing partnerships with other entities on campus, such as the Department of English and the CRC in South Asian Literary and Cultural Studies.”	ERR, p. 4
“Build institutional partnerships with local universities with graduate programs in related fields, such as UBC and SFU, to build graduate student awareness about teaching at KPU and pre-certify students as potential instructors... potentially drawing on connections with UBC’s [Asian Studies Department, including its new focus on Indigenous Asia, as well as its] Asian Canadian and Asian Migration Studies Program, and UBC’s Centre for Asian Canadian Research and Engagement.”	ERR, p. 4
“Building ... program connections with other entities on campus (programs and departments). For example, the Melville School of Business where experiential learning is well developed...”	ERR, p. 7
“It is recommended that the enthusiastic members of the PAC be mobilized to support the program and its ‘real world’ engagement through lunch and learn-interactions with students, and other opportunities for students to see what kinds of professional careers might await them.”	ERR, p. 7
“It is recommended that the Program work with internal KPU advisors and the PAC to build a plan for the Program’s growth, supported with time releases, administrative support and other KPU departments as required.”	ERR, p. 9
“It is recommended that the Program explore how KPU’s Career Services department, KPU’s Future Students Office and other such departments can support dedicated career development programming for the Program... It is recommended that additional administrative resources be allocated to support the development of experiential learning and career development programs for the [Asian Studies] program, where the current teaching team may act as consultants.”	ERR, p. 10
“We recommend strengthening our connection with community partners and offering more opportunities for students to work with other people from outside of the KPU classroom.”	SSR, p. 37
“We recommend consulting with students, alumni, and Counselling Services to explore ways to meet the students’ needs in terms of emotional and physical safety that apply to all our courses.”	SSR, p. 38

## Asian Studies Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Explore feasibility of working with Indigenous Studies as well as the UBC Asian Studies Program to develop a new course on Indigenous Asia	Asian Studies Internal Advisory Board	9/25	8/27	
Collaborate on special events with other Asia-oriented faculty and projects at KPU, such as the Canada Research Chair in South Asian Literary and Cultural Studies and the South Asian Arts Festival, and develop other opportunities	Asian Studies Internal Advisory Board	9/24	8/29	
Explore the feasibility of building relationships with departments at UBC and SFU to recruit doctoral students for our Qualified Faculty List	Asian Studies Chair	6/25	5/26	
Continue to build relationships with local community members and organizations, including organizations represented on our Program Advisory Committee, towards holding co-sponsored events to benefit our students and the broader community	Asian Studies Internal Advisory Board	9/24	8/29	
Consult with Counselling Services to explore ways to meet student needs in terms of emotional and physical safety that apply to all of our courses	Asian Studies Chair	6/25	8/25	
Discuss if the faculty would like training in resources at KPU for students to complete projects involving mapping, filmmaking, and/or podcasting. If so, pursue organizing one or more workshops	Asian Studies Internal Advisory Board	9/25	8/29	

Resource Requirements (if applicable)
Resources required to achieve this Goal: Funding for events will largely come from department budget, but we may ask for additional support as needed
When resources will be required: As needed
Faculty and/or Institutional support required: Consultations with other departments and university offices as described above

**GOAL 4:** Promote the program through networking, events, programs, and projects

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
“In our discussion with the Dean’s office, it was suggested that the Program focus first... on developing the ‘footprint’ of the program at the University, through public events and student-interest-building activities.”	ERR, p. 4
“Greater support from the Faculty [of Arts] and University in drawing attention to the Asian Studies program, its students, and its classes would help to draw more students to the program.”	ERR, p. 7
“The development of greater public awareness of the program through outreach and publicity support from the University/Faculty, and public events to draw in students and address student interests.”	ERR, p. 7
“It may be best – as the Dean’s office recommended – to work first on the expansion of course content offerings and the expansion of the [program’s] “footprint” (through advertising and the development of public-facing and student-facing programs), and then on new instructional delivery options.”	ERR, p. 9
“We could do more to promote our social media accounts among our students and encourage students to repost our posts to reach a larger audience, including prospective students.”	SSR, p. 22
“We recommend ... more communication, networking, events, programs, and projects that engage with community partners. If this networking included opportunities to promote the program among high school students in the Lower Mainland, this could also help with student recruitment.”	SSR, p. 37

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Discuss working with Arts Communication & Events and other programs to increase Asian Studies’ on-campus visibility by organizing or co-sponsoring on-campus events	Justin Stein	9/24	8/29	
Exploring working with student assistants or interns to create engaging content for our social media accounts and increase student engagement	Justin Stein	1/25	6/25	
Explore reinstating ASIA 1111 (Religions of India) as a Dual-Credit Course	Justin Stein	1/25	8/25	
Discuss with Program Advisory Committee whether they are interested in meeting with our students. If so, arrange a preliminary event. If that goes well, arrange subsequent events	Justin Stein	12/24	12/25	If this is successful, repeat in future years



# Asian Studies Quality Assurance Plan

Resource Requirements (if applicable)
Resources required to achieve this Goal: Possible funding for student assistant social media coordinator(s), possible funding for events
When resources will be required: Starting in 2025, and possibly in subsequent years
Faculty and/or Institutional support required: Support from Arts Communication & Events

PLAN SUPPORTED BY:

*The Provost and Dean’s signatures are to give consent to forward the Asian Studies program’s quality assurance plan to the SSCPR for review and approval.*

Diane Purvey

9 October 2024

Provost’s Name

Provost’s Signature

Date

Shelley Boyd

7 October 2024

Dean’s Name

Dean’s Signature

Date

Fergal Callaghan

October 11th, 2024

Name of SSCPR Chair/Vice Chair

SSCPR Chair/Vice Chair Signature

Date approved by SSCPR



## Asian Studies Quality Assurance Plan