

Final Assessment Report

Submitted by SUPR-U to SCAPA

Name of Program

Philosophy Modules, Huron University College

Degrees Offered

BA [Hons Spec, Spec, Major, Minor]

External Consultants

Dr Shannon Dea - Waterloo University
Dr Moira Howe - Trent University

Internal Reviewers

Dr Mark Blagrove - Huron
Dr Donna Rogers - Brescia

Date of Site Visit

March 11, 2015

Evaluation

Good Quality

Approved by SUPR-U

May 20, 2015

Executive Summary

The external review team of Dr. Shannon Dea (Waterloo) and Dr. Moira Howes (Trent) made their site visit on 11 and 12 March 2015, meeting individually or collectively with twenty different individuals or groups. Dr. Donna Rogers (Brescia) served as internal reviewer. The reviewers judged that the department "maintains and promotes high standards for student performance, quality of instruction, and research," noting in addition "ample opportunities to learn outside the classroom, and a strong sense of community for students." They determined that the program is rigorous, promotes diverse perspectives, and "meets the values and standards of the discipline of philosophy as a whole" through its address of metaphysics, epistemology, ethics, political philosophy, and aesthetics. Learning outcomes were judged to be appropriate and clearly articulated on course syllabuses, with opportunity provided "to develop meta-cognitive skills such as the ability to recognize cognitive biases, and modes of course delivery and evaluation were characterized as "impressively diverse." The reviewers encouraged the department to continue its dialogue on aligning assessments with program-level learning outcomes, and, for purposes of curriculum mapping, to recalibrate its notion of "mastery." They suggested that program-level learning outcomes would be well served by the creation of one or more capstone courses, a suggestion that the department reports, in its response, to have begun work on implementing. They observed that more could be done to clarify the transferability of many of the learning outcomes to pursuits other than graduate work in philosophy. Closer work with academic counselling and with the registrar's office at Huron was suggested as means of helping students plan and helping the department plan. In order to enhance departmental cohesion, the reviewers suggested that faculty offices and common spaces be co-located. They expressed some concern over the ratio of full-time to per-course instructional faculty and enthusiastically supported the plan to make Huron's next academic hire a woman philosopher with teaching competence in feminist philosophy and legal or political philosophy.

Significant Strengths of Program

- strong community of students
- opportunities for learning outside the classroom
- clearly articulated learning outcomes on course outlines
- "impressively diverse" modes of course delivery and assessment methods
- opportunities for students to develop metacognitive skills
- alignment with Huron's mission and goals

Suggestions for improvement & Enhancement

- further work on aligning assessments with program-level learning outcomes
- development of a capstone course or sources
- work on articulating the transferable outcomes of the degree (for those not proceeding to graduate study in the discipline)

Recommendations required for Program sustainability:

Recommendation	Responsibility	Resources	Timeline
Further review of alignment of assessments and overall objectives and work on articulation of transferable outcomes	Department and Dean	Workshops and meetings	annual, ongoing
Enhanced mentoring of students in context of enhanced understanding of student demographics and registration patterns	Academic Advisors, Registrar, and Department	Routine process	ongoing
Development of more senior capstone course(s)	Department, Educational Policy Committee	Routine academic process	July 2017
Hiring of philosopher with teaching competence in feminist and legal/political philosophy	Dean, Principal (have endorsed)	Faculty budget line	when budget allows