

# Final Assessment Report

## Kinesiology (BSc, MSc, PhD), Minors

### November 2021

#### Executive Summary

External reviewers found that the Kinesiology programs (BSc, MSc, PhD) and Minors delivered by the Department of Kinesiology were in good standing.

“Overall, the Department of Kinesiology at the University of Waterloo offers a high quality, rigorous undergraduate program with strong enrollment, and a very high quality graduate program supported by excellent research faculty.”

A total of 7 recommendations were provided by the reviewers, regarding flexibility in the undergraduate program, professional development opportunities in the graduate programs, and space. In response, the program created a plan outlining the specific actions proposed to address each recommendation as well as a timeline for implementation. The next cyclical review for this program is scheduled for 2025-2026.

#### Total Enrollment (All Years)

	BSc			MSc		PhD
	General	Honours	Honours Co-op	Research-Based	Course-Based	
Fall 2020	45	366	695	60	31	61
Fall 2019	73	378	638	55	8	53
Fall 2018	64	440	608	51	11	49

\*based on Active Students Extract retrieved from Quest December 17, 2020

#### Total Enrollment (All Years)

	Medical Physiology Minor	Ergonomics and Injury Prevention Minor	Human Nutrition Minor	Rehabilitation Sciences Minor
Fall 2020	216	32	11	65
Fall 2019	159	24	11	75
Fall 2018	101	26	20	96

\*based on Active Students Extract retrieved from Quest December 17, 2020

#### Background

In accordance with the University of Waterloo’s Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal

response of the Kinesiology (BSc, MSc, PhD), Medical Physiology (Minor), Ergonomics and Injury Prevention (Minor), Human Nutrition (Minor) and Rehabilitation Sciences (Minor) programs delivered by the Department of Kinesiology. A self-study (Volume I, II, III) was submitted to the Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs on June 4, 2019. The self-study (Volume I) presented the program descriptions and learning outcomes, an analytical assessment of the programs, including the data collected from a student survey, along with the standard data package prepared by the Office of Institutional Analysis & Planning (IAP). The CVs for each faculty member with a key role in the delivery of the program(s) were included in Volume II of the self-study.

From Volume III, two arm's-length external reviewers were selected by the Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs: Dr. Panagiota Klentrou, Professor of Kinesiology, Brock University, and Dr. Julie Côté, Professor of Kinesiology and Physical Education, McGill University.

Reviewers appraised the self-study documentation and conducted a site visit to the University on November 21-22, 2019. An internal reviewer from the University of Waterloo, Dr. Toni Serafini, Professor of Sexuality, Marriage and Family Studies, was selected to accompany the external reviewers. The visit included interviews with the Vice-President, Academic & Provost; Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs; Dean of the Faculty of Applied Health Sciences; Faculty Associate Deans; Chair of the Department, as well as faculty members, staff and current undergraduate and graduate students. The Review Team also had an opportunity to tour the facilities and meet with representatives from the library.

Following the site visit, the external reviewers submitted a report on their findings, with recommendations. In response, the program responded to each recommendation and outlined a plan for implementation of the recommendations. Finally, the Dean responded to the external reviewers' recommendations, and endorsed the plans outlined by the program.

This final assessment report is based on information extracted, in many cases verbatim, from the self-study, the external reviewers' report and the program response.

### **Program Characteristics**

**Kinesiology (BSc):** The program educates students to optimize health and performance and prevent injury and illness through an understanding of human movement. The interdisciplinary aspects of health, injury, and illness require a broad core knowledge base in the biological, physical, mathematical, behavioural and social sciences as well as expert knowledge in the movement-specific areas of anatomy, biochemistry, biomechanics, motor control, behaviour management, physiology, nutrition, and societal factors. There is strong emphasis on

experiential learning within the program to prepare and inspire students, both inside and outside the classroom, through hands-on laboratories that emphasize practical skills, applied, clinical and research volunteer opportunities, elective research-based courses and co-op. The curriculum, including its flexible elective scope, has a long-standing record of educating students to successfully enter graduate studies, diverse health professions, related MSc, MA, and PhD programs, as well as teacher preparation, with 50% of students pursuing post-graduate study within one year of graduation. There is strong evidence that the undergraduate curriculum prepares students for advanced study in several disciplines and to be leaders in their chosen fields.

**Kinesiology (MSc):** There are two streams within the MSc program: 1) a thesis-based and 2) a course-based stream. While the requirements are different for the streams the overall goals are similar: to advance knowledge in human health and movement science and to foster an interdisciplinary approach to research in health and movement. All students develop a facility with quantitative methods, critical appraisal and obtain an understanding of the components that together make up the multidiscipline of kinesiology.

The course-based MSc degree is a coursework/experiential stream that is typically completed in 1 year. Course-based students typically hold a full course load (four courses per semester) in the first 2 semesters and then complete an internship for the final semester, which includes presentation at a capstone colloquium. Thesis-based students typically complete their degree requirements within 2 years, which includes courses and the defense of a research thesis. A primary goal for both streams is to prepare students to be successful in future graduate studies, professional health care schools such as medicine, physical therapy, occupational therapy, chiropractic, nursing or higher standing positions in the private sector.

**Kinesiology (PhD):** The goal of the program is to prepare candidates for a career in teaching, research, or industry. Students complete graduate level courses, including cross-disciplinary seminars, as well as specialized research seminars and professional development workshops. The PhD program also requires that students complete comprehensive examinations, conduct research, and submit their work to peer reviewed presentations and publications. It is anticipated that students will achieve high levels of autonomy in design, conduct, and interpretation of their research topics. Graduates from our PhD program are prepared to continue their education at the post-doctoral level, take positions within academic institutions, or research positions within government and the private sector. Doctoral students within our Department specialize in biomechanics, neuroscience, or physiology & nutrition.

In addition, the Department offers a collaborative doctoral degree that specializes in aging, health and well-being.

**Kinesiology (PhD – Aging, Health and Well-Being):** The Aging, Health and Well-Being (AHWB) program provides an interdisciplinary platform to develop a broad understanding of the issues related to the health and well-being of our aging population.

**Medical Physiology (Minor):** The Medical Physiology minor is designed for students who have specialized interests/career plans in Medical Physiology (i.e. Medicine, Biomedical/Physiology Research), and will prepare them to be highly competitive and successful in these areas upon graduation. The Medical Physiology minor will also assure prospective students that the Kinesiology program is a viable path towards medical school.

**Ergonomics and Injury Prevention (Minor):** The Ergonomics and Injury Prevention Minor provides students with a thorough background in the biophysical and behavioural sciences of human motion and related measurement and problem-solving skills directly relevant for further study/certification/practice in ergonomics and injury prevention.

**Human Nutrition (Minor):** The Human Nutrition minor examines the effects of diet and food on health and disease in human individuals and at the population level. Fundamental and applied knowledge in human nutrition is deemed crucial for a variety of health professions.

**Rehabilitation Sciences (Minor):** The Rehabilitation Sciences minor is designed for students who have specialized interests/career plans in Rehabilitation Sciences (i.e., Physical Therapy, Chiropractic, Occupational Therapy, Athletic Therapy, Clinical Kinesiology), and will prepare them to be highly competitive and successful in these areas upon graduation.

### **Summary of Strengths, Challenges and Weaknesses based on Self-Study**

#### **Strengths**

- *Faculty (tenure stream and lecturers)* – The tenure stream faculty are distinguished as extremely successful with respect to research by all conventional metrics (publications, grant funding, graduate student supervision). Faculty are leaders in their respective fields, lead initiatives with significant impact on knowledge translation as it relates to human health and wellness, and provide exceptional training opportunities for both graduate and undergraduate students.
- *Staff* – Strong staff support for teaching and research is also an asset within the Department of Kinesiology. In the past 5 years, the Department has increased the number of teaching and research support staff by 6 to continue to ensure high quality support for students and faculty. There is an excellent cohort of senior demonstrators and new support teaching staff to guide and direct experiential learning as well as a new group of technical support staff to continue to help advance teaching and research innovation.

- *Students* – Feedback from faculty and staff frequently note the high quality of both undergraduate and graduate students. Not only do many achieve high levels of academic success (scholarships, awards) but many students also actively volunteer in the program, through several outreach and research activities. Feedback from co-op employers and from individuals who attend outreach events shows clearly that Kinesiology students are outstanding ambassadors for the program.
- *Experiential learning* - The experiential learning opportunities (including co-op) are a major strength of the program and align with an important strategic priority of the University. Lab experiences have expanded with recent additions to the core undergraduate curriculum and additional infrastructure. Over the last 3 years, there has been a period of revitalization and transformation of the content and delivery of these lab experiences. The program intends to extend this focus of enhancing experiential learning opportunities in upper year undergraduate and graduate courses in the coming years.
- *Infrastructure* – At the time of the previous review the lack of space was recorded as the most significant barrier to growth and to improving the student experience. Over the past 5 years, there has been tremendous growth and revitalization of space for teaching and research, allowing opportunities to invigorate and expand many teaching and research activities. This has allowed development of new upper year experiential learning labs (to supporting courses, independent study work and outreach programs).
- *Links with Clinical/Research Centres* - Formal links, and associated leadership roles, with three clinical/research groups that are closely linked with our faculty (CRE-MSD, Schlegel-UW RIA and CCCARE) provide unique research and education opportunities. These links provide significant research opportunities and also partnership and experiential learning opportunities for students.

### **Challenges and Weaknesses**

- *Teaching capacity, course offerings and faculty complement* – Due to the size of the faculty complement and teaching capacity, there has been an inability to expand offerings in upper level undergraduate and graduate courses (as well it has limited potential for growth in the course-based MSc). Upper year elective class sizes often have very large enrollments due, in part, to the limited quantity of offerings that can be connected to limited teaching capacity. Some of the needed faculty complement growth has been secured more recently, though still below the level recommended 7 years ago.
- *Identity (academic program versus the profession)* - While kinesiology is a regulated health profession, the name ‘kinesiology’ is increasingly associated with the professional designation. This does not reflect the full scope of the programs and only reflects the career path of a small portion of graduating students. The program has begun to address this challenge with a planned proposal for a departmental name change, promotional material, potential for new degree pathways, and new collaborative relationships (both education and research) with other units.

- *Planning for and managing growth in the course-based MSc* - Interest in the course-based program has grown beyond what was originally planned when it was created. There is an opportunity to expand enrolment, and there have been discussions around the creation of streams (e.g., Ergonomics) and meeting employment gaps. In order to grow, a sustainable model must be created that considers faculty and staff support, specific course offerings and potential inclusion of specialty streams that would support a range of student interests and prior experiences.
- *Graduate student cross-discipline interactions* – The graduate program has been historically organized around three main disciplines: 1) biomechanics, 2) neuroscience, and 3) physiology and nutrition. While this approach has served the program well historically, some have the view that this approach is limiting to graduate students' exposures to other disciplines and techniques. The program attempted to confront this challenge over the past several years with limited success (e.g., cross discipline seminars). The challenge is to determine a more effective mechanism to provide a broader educational experience for graduate students without negatively impacting discipline-focused meetings and interactions.
- *Program overlap and service teaching for other programs* - A growing challenge is the high demand for service teaching from units that depend on our human health science expertise (including fundamental teaching such as human anatomy and applied work such as applied exercise physiology). This places increasing pressure on class sizes in specialty courses (e.g., anatomy) and upper year elective courses, to a point of having to limit the courses to kinesiology students and students enrolled in one of our minors. One particular challenge is that there is no support at present for the service teaching provided for students in the School of Public Health and Health Systems.

### **Summary of Key Findings from the External Reviewers**

The external reviewers found that the Department of Kinesiology offers a high quality, rigorous undergraduate program with strong enrollment, and a very high-quality graduate program supported by excellent research faculty.

In the reviewers' opinion, the faculty have continued to be very productive irrespective of the substantial growth in enrollment, with an impressive publication output and grant success rate. This excellent research productivity could provide an opportunity for further growth at the graduate level, but such growth would need an increase in the supervisory capacity through new appointments. In addition, the external reviewers found that the Department is dedicated in offering almost all of their courses by full-time faculty while it must also sustain the capacity to support service teaching to other units and Faculties in UW, such as by offering Minors. Admission requirements, curriculum, teaching, and assessment were all found to be appropriate. A notable strength of the undergraduate program is the degree of experiential and hands-on learning that was strengthened by the addition of new teaching lab space and by the emphasis on laboratory training. The retention of undergraduate students, especially those in the co-op

program has been very good. The quality of the academic experience at the graduate levels is also very high, with some concerns at the doctoral level around time to completion.

The external reviewers offered several recommendations for consideration. In particular, recommendations for a more structured graduate seminar and increased flexibility in the undergraduate program allowing students more freedom to explore electives that reflect emerging areas of Kinesiology and Health Science research. This will require an increase in the faculty compliment. The alternative is to restrict access to Minor programs and allow the PhD students to teach one course during their last two years of study. It was also recommended to re-consider the degree designation for the course-based master's to differentiate it from the thesis-based MSc. Attention to allocating and upgrading graduate student office and service spaces is also recommended.

### **Program Response to External Reviewers' Recommendations**

1. Increase flexibility in the undergraduate program is needed to allow for the introduction of electives that reflect emerging areas of Kinesiology and Health Science research. This is a choice that the University of Waterloo will need to make when allocating faculty positions, especially when it comes to replacements of lost FTEs due to administrative or research chair appointments and retirements. From a strategic point of view, UW would benefit from an investment in new faculty positions in areas that will easily connect with CCCARE and RIA and will also support teachable areas of the kinesiology undergraduate and graduate programs.

#### **Program Response**

There are two elements to this recommendation. The first is regarding our undergraduate curriculum. The recommendation most certainly relates to the fact that our 1st and 2nd year curriculum provides no room for electives. In a student's 3rd and 4th year, almost every course is a Kinesiology elective or free elective and we offer 50 unique Kinesiology elective courses for students to choose from. This strategy, of providing a standard core content, was implemented to ensure that our students begin with a strong foundation for success across the many domains that relate to kinesiology and health sciences. The first two years feature a rich mix of content including 10 kinesiology specific courses that not only provide essential breadth of knowledge but also develop the necessary lab/experiential skills through their linked labs.

The second part of the recommendation relates to faculty positions. This certainly stems, in part, from the fact that we have been confronted by relatively high student to faculty ratios and many of our upper year elective courses have very large enrolments (many 4th year courses have over 100 students and some up to 200). Therefore, we certainly agree that we need to continue to attend to this concern. Towards this end, we have been able to hire two new faculty members since the program review (starting Spring 2020) and we have several

faculty members who are still ramping up to their full teaching load. Once these new (pre-tenure) faculty are at a full course load, we will be able to offer more courses that fill curricular gaps in our 3rd and 4th years that will also continue to improve our student to faculty ratios. That said, we continue a plan for significant growth in the course-based MSc program, and support for this growth will require additional faculty which would support both increased course offerings in the graduate and undergraduate programs. As noted by the reviewers, faculty that link into the translation research hubs such as CCCARE, will be an important consideration in the future hires.

**Action:** We will develop a business plan, which will include requests for new staff and faculty positions, to support growth of our coursework master's program. This plan will also result in increased support for undergraduate course offerings for minors and upper year courses.

### **Dean's Response**

There exist opportunities for the Department to increase its faculty complement: (1) The Schlegel-UWaterloo RIA has approved two new Research Chair positions, one of these positions may be recruited to Kinesiology; (2) The Canada Excellence Research Chair (CERC) in the Faculty of Engineering is targeting one of its positions to be in Kinesiology with funding for 7 years; (3) Through advancement, we are pursuing the establishment of endowments that support faculty recruitment in the scholarship of aging.

2. Change the degree designation for the 1-year course-based Master's to differentiate it from the 2-year thesis-based MSc. The options are to: change the course-based degree designation to Master of Kinesiology (MKin); or to change the thesis-based MSc to a 1-year transition pathway to PhD.

### **Program Response**

We appreciate the Reviewers' attention to this issue. While the two pathways to an MSc degree have been successful in addressing the differential needs/goals of incoming graduate students, we acknowledge that the successful growth in these programs has been accompanied by some challenges. There is value in discussing approaches that may either distinguish the course-based and thesis-based components of the MSc or unify them. While the Reviewer recommendations were focused on the MSc program, we feel there is value in even broader consideration of graduate program structure, and how different models could potentially impact all facets of the graduate student experience and alignment with Departmental strategic plans.

**Action:** The graduate and executive committees are developing the framework for a comprehensive review of programming at the graduate level. In addition to examining Masters-level programs (e.g., the course-work vs. thesis-based programs), this review will



more broadly consider factors including programs, fields, streams, and courses at the MSc and PhD levels. Actions have already taken place as part of this review process. For example, the graduate program committee has taken leadership in completing a curriculum review at the graduate level, including review of existing courses, identification of curriculum gaps, and proposals for new graduate level courses that address the identified gaps. Next steps include undertaking a review of options to prepare recommendations to present to the Department at our June 2021 retreat.

### **Dean's Response**

This is an ideal opportunity for the Department to address the recommendation and re-brand the two MSc streams. The recent change of the Department's name to the Department of Kinesiology and Health Sciences presents opportunities for renaming the graduate degrees. The June 2021 retreat will no doubt inform directions that will be exciting and embraced by the members of the department and faculty.

3. Consider putting in place a more structured graduate seminar, in order to advance graduate program cohesion and professional development opportunities.

### **Program Response**

We thank the Reviewers for identifying this as an issue that could further build upon our leadership position in graduate training. We fully agree with this recommendation. In recognition of the added value this could provide to our Departmental culture, we have already implemented an invigorated, exciting new Departmental Seminar Series, which started fall 2020. While a comprehensive set of guiding principles were established, in brief, some of the primary goals included:

- Increasing interactions between graduate students, faculty members, and staff.
- Fostering the development of networks of graduate students, faculty, and staff beyond individual labs, and across research streams/disciplines.
- Encouraging multi-disciplinary perspectives to emerging health issues from both basic and applied research lenses.
- Support critical skills and professional development for graduate students (e.g., presentations, critically reading and evaluating research, generating and asking questions, effectively responding to questions, journal clubs, engaging with external speakers, etc.).

Towards addressing these principles, Department-wide seminars are held several times each term, with more focused stream-specific seminars (i.e., biomechanics, neuroscience, and physiology/nutrition) held 2-3 times per month. Attendance at these seminars has been excellent – ~150 people attended the September and November Departmental Seminars, and

40-50 persons attending each of the Stream-specific seminars. Plans are already in place for the winter offering of this exciting Seminar Series.

#### **Dean's Response**

I commend the Department on the impressive outcome of recent efforts to address this recommendation. Interdisciplinarity is a focus of the University of Waterloo's 2020-2025 Strategic Plan. Conceivably, these seminars could be opened to colleagues across campus in order to foster innovations that cut across disciplines. This would also enrich the learning experience of our students and foster collaborations.

4. Consider restricting access to Minor programs until more important initiatives described above are put in place.

#### **Program Response**

This recommendation is presumably linked to the demands that such minors place on our class sizes (a concern raised indirectly in recommendation #1). The purpose of developing Minors was to help our students engage in courses that interest them in a specific area of kinesiology and health science. In addition, the Minors also serve to support students from other units and faculties. So, while we are not eager to restrict access, we continue to view this matter as important as it relates to our ability to support more course offerings (as noted previously). Managing the enrolment for the Minors is also facilitated if students can properly plan their course selections and the Department can properly plan course offerings so that we are not caught at times where students may have limited access to courses necessary to complete the minor successfully. As a result, we have recently (2020-21 academic year) implemented a Departmental 3-year teaching plan.

**Action:** We have implemented a rolling 3 -year plan of course offerings that is shared with undergraduate students (<https://uwaterloo.ca/kinesiology/current-undergraduates/course-enrollment-and-planning#Syllabuses>), thus, allowing them an opportunity to plan their courses for the duration of their degree. We feel that this enhanced level of transparency and forward-looking approach will give students the ability to effectively plan their 3rd and 4th years such that they can successfully attain the course requirements for a Minor or Specialization.

#### **Dean's Response**

I commend the Department for implementing this creative approach to offer choices while considering limited resources. We will monitor the effectiveness of this approach and adjust accordingly.

5. Consider allowing PhD students to teach one undergraduate course during their last two years of study. Such initiative will address some of the growth challenges and will enrich the doctoral experience while adding to their career preparation. The students are positive towards such initiative but limiting to one course during their degree is important for their progress. It is important that this not be done at the expense of a reasonable time to completion. Doctoral project scope seems to be the main element to attend to ensure reasonable time to doctoral program time to completion.

### **Program Response**

We agree there is value for some doctoral students to gain experience in teaching. In recognition of this, we have allowed specific students to teach a full undergraduate course under very specific circumstances. However, we do not support a wide application of this to all PhD students for the following reasons:

- 1) We currently provide numerous opportunities for our PhD students to gain teaching experience during their time at Waterloo. All of our graduate students are provided the opportunity to act as Teaching Assistants (TA) throughout their programs. For students accepted under standard funding conditions (i.e., not supported by scholarships), this involves eight TA positions throughout their four-year program. The specific TA assignments are often determined by the experience-level of the student to support growth opportunities for the graduate students as they progress through their program. This provides a rich opportunity for our doctoral students to gain experience in teaching.
- 2) Each year, senior PhD students have been able to facilitate sections of our 4th year seminar course, KIN 470.
- 3) Where of interest and appropriate, graduate students are also able to provide individual lectures in undergraduate and graduate courses, supported by faculty members.
- 4) There are specific teaching training opportunities provided by CTE. Many of our students interested in teaching pathways engage in these programs, which are taught by leaders in all aspects of teaching.
- 5) With a rare exception, we do not permit PhD students to be responsible for full courses (except for the KIN470 seminar course). We believe it is important for full-time faculty to lead the educational experience for our undergraduate and graduate students.
- 6) Finally, our doctoral program is research intensive. Our doctoral students require the time in their final two years to advance their program of research with few distractions. Their research productivity and translational work will be the key elements defining future success in securing PDFs and academic or industry positions. That said, for students who identify their

path as teaching (e.g., lecturers) we have provided expanded opportunities to teach, with mentorship. However, these decisions are rare and evaluated on a case by case basis.

**Action:** It is appropriate that we make teaching opportunities for doctoral students clearer. We propose creating a clearly defined “Teaching Opportunities” forum / resource guide for our graduate students by spring 2021 for fall 2021 implementation. These will include, but are not limited to: seminars/workshops administered by CTE, Fundamentals of University Teaching (CTE), Certificate in University Teaching (CTE), Teaching Assistantships, KIN 470 seminars, guest lecturing and running a full course (when appropriate and supervision is available). Communication between the graduate student, the supervisor, the Associate Chairs and Chair is encouraged to ensure progression through the graduate program is not hindered and that the undergraduate students in Kinesiology receive a quality learning experience.

We plan to provide more senior PhD students an opportunity to teach KIN 470. Normally, we offer six KIN 470 seminar sections per term (fall/winter) and we plan to assign one section per term to a senior PhD student. Senior PhD students also serve as stream (Biomechanics, Neuroscience, Physiology and Nutrition) leads for our new graduate seminar series (see response to recommendation #3). Finally, we propose that each term the Kinesiology Teaching Fellow, in coordination with the Associate Chairs Graduate Studies and Undergraduate Studies, query the graduate students to identify those interested in pursuing Teaching Opportunities. If the possibility of guest lecturing or running a full course is available in a term, the graduate student must receive approval from their supervisor and the Associate Chairs Graduate Studies and Undergraduate Studies. They will also have had to complete CTE training and workshops, so students are encouraged to register for those workshops as soon as they become available.

### **Dean’s Response**

I support wholeheartedly the Department’s compelling rationale and thoughtful action plan. Our average time to completion of 5 years is an indication a strong program that produces high quality and quantity research output. Successful careers depend on this timeline. Recent changes in CTE will provide our graduate students with opportunities to engage with 5 new curriculum developers who will focus on Indigenous and anti-racism curriculum development. This will help prepare future cohorts of educators toward creating learning and research environments that reflect decolonialization and anti-racism.

6. Attend to the coordination and identification of graduate students and administrative staff space. There seems to be a need to improve visibility of the administrative and student service areas. Similarly, we observed that graduate student office spaces are in need of improvements. Alternatively, it appears that some other spaces could be used more optimally and made available for graduate student use, for instance using a system of bookable offices.

This would further improve the quality of the graduate student experience and social cohesion between students.

#### **Program Response**

This is most certainly a concern for the Department as the space on the 1st and 3rd floor of the BMH building are substandard for both the administrative staff and graduate student needs (from service and visibility, usability, privacy and even health and safety perspectives). The possibility of optimizing space use for graduate students would be possible but would require renovation. There has been discussion with the Dean about renovation of this space, following recent renovations of the 2nd floor of the same building.

**Action:** We will initiate conversations immediately to secure support from the Dean to start planning and follow through with these much-needed renovations in BMH.

#### **Dean's Response**

We agree with this recommendation and identify this as a priority for the Faculty. Indeed, the BMH has been approved for a complimentary accessibility rating for BMH, through the Rick Hansen Foundation Accessibility Certification, along with 7 other campus buildings. We could conduct a review of need for space upgrades for the 1<sup>st</sup> and 3<sup>rd</sup> floors of the BMH.

7. Increase awareness of equity, diversity and inclusion issues, such as gender and race balance in the student body, and at all levels of the professoriate, all the way to the level of Full Professor and leadership positions.

#### **Program Response**

The reviewers reinforce the importance of our continued attention in the Department, Faculty and University to equity, diversity, and inclusion. We continue to strive, supported by the University and Faculty, to both educate and to ensure policies and practices that translate into ensuring equity, diversity and inclusion. Every aspect of the Department, Faculty and University needs to be evaluated with a diversity, equity & Inclusion lens. The Faculty recently published our 5-year (2020-25) strategic plan and our Department was highly engaged and had strong representation on the Advisory Committee and working groups that helped develop the mission, vision, values, priorities and goals. We list 'Equity' as one of our core values, with a commitment to recognize and respect lived experiences, especially relating to Indigenous persons, while eliminating barriers for all in our greater community. One priority involves ensuring an inclusive curriculum design that reflects diverse examples. In order to create an environment in which diversity and inclusion are the norm, we plan to prioritize assessing our current hiring processes to consider if there are any barriers to diversity and inclusivity, improving the accessibility of our buildings, and creating mechanisms

to recognize needs and support success among our diverse faculty, staff and students. Kinesiology, Faculty, Staff and Students will be highly engaged in the implementation of our Faculty strategic plan, including increasing awareness of equity, diversity, and inclusion issues, through participation on Priority Sub-committees of the AHS Strategic Plan Implementation Advisory Committee.

**Action:** To amplify this awareness, we are supporting our faculty/staff/students to participate on the AHS Strategic Plan Implementation Advisory Committee (Dec. 2020 – July 2021) to develop objectives for the strategic priority to create an environment of equity, diversity and inclusion, along with implementation steps, identify who will be responsible, list partnerships and resources required, time lines, and evaluation process, including milestones and metrics.

### **Dean's Response**

Decolonization of the academy and anti-racism are priorities for the University and Faculty. The President's Anti-Racism Task Force actively started its mandate in January 2021 and task force members include members of the Faculty. Representation across the student population and faculty is being addressed. For example, with the current 2021 admissions intake, we have modified our process for notifying Indigenous applicants so that they receive admission notifications sooner. We are monitoring to see if this enhanced opportunity increases the number of students admitted to our undergraduate programs, including Kinesiology and Health Sciences. We are developing initiatives to increase representation of tenure-track faculty members who are Black or Indigenous. We are also creating initiatives to provide "safe spaces" for our students, staff and faculty through increased expertise resources. On campus, mandatory anti-racism modules are being created for incoming students and these modules will be scaled up for graduate students, staff and faculty. We are invested in ways for self-education, and supporting each other to create a Department and Faculty that is equitable, diverse and inclusive.

### **Recommendations Not Selected for Implementation**

N/A

**Implementation Plan**

	<b>Recommendations</b>	<b>Proposed Actions</b>	<b>Responsibility for Leading and Resourcing (if applicable) the Actions</b>	<b>Timeline for addressing Recommendations</b>
1.	Increase flexibility in the undergraduate program is needed to allow for the introduction of electives that reflect emerging areas of Kinesiology and Health Science research.	The Department will develop a business plan, which will include requests for new staff and faculty positions, to support growth of our coursework master's program. This plan will also result in increased support for undergraduate course offerings for minors and upper year courses.	Department Chair, Associate Chair Graduate Studies and Executive Officer	We are currently evaluating this and expect to complete a draft plan by June 2022.
2.	Change the degree designation for the 1-year course-based master's to differentiate it from the 2-year thesis-based MSc.	The Department will be undertaking a review of options that may either distinguish the course-based and thesis-based components of the MSc or unify them. This will be completed as part of a comprehensive program review of the entire graduate program.	Department Graduate Committee and Executive Committee	The Department recently approved a motion to change the coursework study option degree type/designation from Master of Science (MSc) in Kinesiology (Coursework) to Master of Kinesiology (MKin), which was also just approved at Faculty Council. .
3.	Consider putting in place a more structured graduate seminar, in order to advance graduate program cohesion and professional development opportunities.	The Department has already implemented an exciting and invigorated Departmental Seminar Series, which started fall 2020.	Department Chair, Associate Chair Graduate Studies, Graduate Program Committee	Enacted

4.	Consider restricting access to Minor programs until more important initiatives described above are put in place.	We are not eager to restrict access to Minor programs for several reasons. However, the Department has developed a 3-year teaching plan so students can properly plan their course selections and the Department can properly plan course offerings, which allows us to better manage the enrolment for the minors.	Department Executive Committee	Enacted
5.	Consider allowing PhD students to teach one undergraduate course during their last two years of study.	We do not support a wide application of this to all PhD students because we believe it is important for full-time faculty to lead the educational experience for our undergraduate and graduate students. It is appropriate that we make teaching opportunities for doctoral students clearer. We propose creating a clearly defined “Teaching Opportunities” forum / resource guide for our graduate students. These will include, but are not limited to: seminars/workshops administered by CTE, Fundamentals of University Teaching (CTE), Certificate in University Teaching (CTE), Teaching Assistantships, KIN 470 seminars, guest lecturing and running a full course (when appropriate and supervision is available).	Kinesiology Teaching Fellow, Associate Chair Undergraduate Studies, Associate Chair Graduate Studies	Enacted
6.	Attend to the coordination and identification of graduate students and administrative staff space.	This is outside of Department governance, but we will initiate conversations with the Dean immediately to secure support for these much-needed renovations in BMH to improve graduate student and administrative staff office space.	Department Chair and Dean of Health	Enacted
7.	Increase awareness of equity, diversity and inclusion issues, such as gender and race balance in the student body, and at all levels of the professoriate, all the	The Department supports all of our faculty/staff/students to participate on the AHS Strategic Plan Implementation Advisory Committee (Dec. 2020 – July 2021) to develop objectives for the strategic priority to create an environment of equity, diversity and inclusion, along with implementation steps, identify who	All Department members	Enacted



	way to the level of Full Professor and leadership positions.	will be responsible, list partnerships and resources required, time lines, and evaluation process, including milestones and metrics.		
--	--	--	--	--

The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for the Implementation Plan.

Date of next program review \_\_\_\_\_ 2025-2026  
Date


---

### Signatures of Approval


  
Chair/Director \_\_\_\_\_ Date  
Nov. 4, 2021

---

AFIW Administrative Dean/Head (*For AFIW programs only*) \_\_\_\_\_ Date

  
Faculty Dean \_\_\_\_\_ Date  
Dec. 3, 2021  
**Note:** AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.

  
Associate Vice-President, Academic \_\_\_\_\_ Date  
(For undergraduate and augmented programs)  
November 1, 2021

  
Associate Vice-President, Graduate Studies and Postdoctoral Affairs \_\_\_\_\_ Date  
(For graduate and augmented programs)  
September 29, 2021