

# Two-Year Progress Report

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

### February 2022

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#### Background

The last review was completed in November 2019. In 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, which was submitted with the Final Assessment Report in 2021. The next cyclical review for this program is scheduled for 2025-2026.

#### Enrollment over the past two years

	BSc			MSc		PhD
	General	Honours	Honours Co-op	Research-Based	Course-Based	
<b>2021-22</b>	30	322	685	53	13	47
<b>2020-21</b>	39	349	677	52	25	50

	Medical Physiology Minor	Ergonomics and Injury Prevention Minor	Human Nutrition Minor	Rehabilitation Sciences Minor
<b>2021-22</b>	207	22	27	37
<b>2020-21</b>	206	32	27	64

Based on Active Students Extract in Quest, February 8, 2022.

## Progress on Implementation Plan

### 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.

Status: **in progress**

Details: The Department recently hired a new tenure-track Assistant Professor in Biomechanics and we are actively pursuing other opportunities to increase our faculty complement: (1) The Schlegel-UWaterloo RIA has approved two new Research Chair positions, one of these positions may be recruited to Kinesiology and Health Sciences; (2) The Faculty of Health has approved two new Tier 2 CRC positions, one of these positions may be recruited to Kinesiology and Health Sciences; (3) 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; (4) The Department is participating in the Black Excellence and Indigenous Excellence cluster hire initiative to recruit one faculty member; (5) Through advancement, the Faculty of Health is pursuing the establishment of endowments that support faculty recruitment in the scholarship of aging. 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.

The Undergraduate Committee is also reviewing plans to restructure the Rehabilitation Sciences Specialization to provide more flexibility to students. Finally, the Department is proposing a change to our Co-op sequence, which will increase flexibility to students and allow for the introduction of new electives that reflect emerging areas of Kinesiology and Health Science research.

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.

Status: **completed**

Details: 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 (Jan. 27, 2022).

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

Status: **completed**

Details: We 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 attend the Departmental Seminars, and 40-50 persons attend each of the Stream-specific seminars.

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

Status: **completed**

Details: 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 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.

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.

Status: **completed**

Details: 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.

We plan to provide more senior PhD students an opportunity to teach KIN 470. Normally, we offer 4-5 KIN 470 seminar sections per term (fall/winter) and we plan to assign 1-2 sections 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 Centre for Teaching Excellence (CTE) training and workshops, so students are encouraged to register for those workshops as soon as they become available.

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.

Status: **in progress**

Details: 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.

We initiated conversations to secure support from the Dean to start planning and follow through with these much-needed renovations in BMH. The Dean agrees with this recommendation and considers this as a priority for the Faculty. BMH has been approved for a complimentary accessibility rating through the Rick Hansen Foundation Accessibility Certification, along with 7 other campus buildings. The Faculty could conduct a review of need for space upgrades for the 1<sup>st</sup> and 3<sup>rd</sup> floors of the BMH. In fact, we recently learned that we have funding to renovate the 1st floor of BMH, including graduate student office space. We have met with the designer and renovations are scheduled to begin in spring 2024.

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.

Status: **in progress**

Details: Decolonization of the academy and anti-racism are priorities for the University, Faculty and Department. The President's Anti-Racism Task Force actively started its mandate in January 2021 and task force members include members of the Faculty and Department. 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 through the Black Excellence and Indigenous Excellence cluster hire initiative. The Department EDI-R committee was formed in September 2021, following recommendations from a Department retreat in

May 2021. The committee includes one KHS faculty member rep, one KHS staff member rep, one KHS graduate student rep, one KHS undergraduate student rep, and is chaired by the Department Chair. The EDI-R committee works closely with the Kinesiology Executive Committee in developing a department statement regarding EDI-R policy and initiatives and develops/advises on EDI strategy both reflective of the needs of the department and aligned with the Faculty of Health, and centrally led mandates incorporating available UW resources where possible. The committee advises on such things as internal and forward-facing communication (i.e., website) and required training, keeping the department up to date on new developments in policy, resources, and requirements as they occur.

**Address any significant developments or initiatives that have arisen since the program review process, or that were not contemplated during the review**

Significant developments and initiatives that have arisen since the program review that were not already described above, include: 1) three staff retirements and one staff resignation, which were replaced with new hires; and 2) two Definite-term Lecturer resignations, which we have approval to replace (the job ad for one of the positions closes March 31<sup>st</sup> and we are currently interviewing for the other position).

**Updated 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 is actively pursuing opportunities to increase our faculty complement, restructure our Rehabilitation Sciences Specialization and Change our Co-op Sequence.	Department Executive Committee and Undergraduate Committee	We have recently hired 2 new Faculty members with expertise in new and emerging areas in Kinesiology and Health Sciences (Human-centred robotic technologies – Dr. Jordan Cannon) and in Exercise and Health Psychology (Dr. Sheereen Harris), which fills an important gap in our curriculum. We have also revised our co-op sequence (approved by DC in March 2022 and by Senate in April 2023). Finally, we have restructured our rehabilitation Specialization (approved by DC in Nov 2022). Collectively, all of these actions will allow us to introduce



				<p>electives that reflect emerging areas of Kinesiology and Health Science Research. To date we have introduced the following new electives:</p> <ul style="list-style-type: none"> <li>- KIN 305 Human Anatomy of the Thorax, Abdomen, and Pelvis</li> <li>- KIN 397, Exercise Assessment and Program Development for Athletes</li> <li>- KIN 455 Brain and Behavioural Development</li> </ul>
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	Completed
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	Completed



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	Department Executive Committee	Completed
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		allows us to better manage the enrolment for the minors.		
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	Completed
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	In-progress
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.	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 will be responsible, list partnerships and resources required, time lines, and evaluation process, including milestones and metrics.	All Department members	In-progress

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

2025-2026

Date of next program review: \_\_\_\_\_

Date

Signatures of Approval:



Feb. 7, 2022

Chair/Director

Date

AFIW Administrative Dean/Head (For AFIW programs only)

Date



Aug. 15, 2023

Faculty Dean

Date

**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.



July 11, 2023

Associate Vice-President, Graduate Studies and Postdoctoral Affairs  
(For graduate and augmented programs)

Date

On behalf of the Associate Vice-President, Academic