

KHS Faculty Unit Review

Appendix 11

SWOT Analysis Feedback

Dear Mr./Dear Ms KHS Dean (as private and confidential)

Results of your Course Evaluation

Dear Mr./Dear Ms KHS Dean,

This email contains evaluation results of your course evaluation Academic Program Review Questions / APR2022:

The global indicators are listed first, followed by the individual average values, consisting of the following scales:

In the second part of the analysis the average values of all individual questions are listed.

KHS Dean

Academic Program Review Questions (APR2022)
No. of responses = 26



Comments Report

2. SWOT Analysis

2.1)

Note: a **Strength** is an INTERNAL Characteristic - something the Faculty does well in terms of its academic programming.

Please indicate up to 5 STRENGTHS of the Faculty within the context of a comprehensive university. Where possible, link strengths back to the priorities described in the University of Regina Strategic Plan: Student Success, Research Impact, and Commitment to Our Communities, as well as the overarching themes of Indigenization and Sustainability.

- - Hands on opportunities for students
 - Innovative research

- - Inclusivity
 - Variety of programming options and delivery methods

- - variety in the area of course offerings
 - community programs
 - exploring new approaches to teaching
 - graduate student funding

- 1) Committed and invested faculty and staff that contribute to a student experience that connects students to the KHS community
 - 2) "Thought Leader" remote courses with access leaders in fields of study from other institutions (i.e. Dr. Mara)
 - 3) Growth of job opportunities and plans for enhanced Work Integrated Learning beyond field work and internship
 - 4) Established community connections with both industry and the public

- 1). The practicums are well organized and provide the students with relevant and current experiences. 2). The diversity of research within the faculty at the local, national, and international level. 3). Faculty members have pivoted well to the virtual and hybrid teaching for the benefit of the students.

- 1. KHS has many programs that include community members and is very welcoming to community members (commitment to communities)
 2. The academic program is diverse in terms of subject matter, which may appeal to a broad range of students. (student success).
 3. Our commitment to experiential learning through fieldwork and other experiences is a strength. (student success, commitment to communities).
 4. KHS is also diverse in terms of research, with an increased focus on community-based research (Research impact, commitment to communities).

- 1. Attracting graduate students to faculty
 2. Attracting research funding
 3. Collaborations within the faculty

- 1. I believe the Faculty does a good job of working with and for the communities that benefit from our fieldwork students and graduating classes. 2. I also believe that our contributions to nonprofits via board and consultative work is a strength. 3. Our communities are often involved in the production of research although I am not certain that all research impacts local communities as much as it could.

- 1. Leader in online delivery of classes. Prior to the pandemic we far exceed many other units on campus and other universities in our willingness to deliver course content in an online format. During the pandemic, we continued to demonstrate a willingness to adapt our teaching (including delivery of labs) in online, and now hybrid, formats.
 2. Numerous examples of experiential learning opportunities for students. These opportunities are beneficial to students and communities, but in some cases they also benefit researchers (win - win - win).
 3. Students are taught by faculty with quantitative and qualitative backgrounds. This may seem like a minor point, but each brings different epistemological lenses to knowledge and learning, and thus contribute to a more holistic perspective for students.

- 1. Several researchers in faculty who are working with communities or created programming for community as part of research 2. Having the practicum/experiential component as part of the degree programs 3. Research opportunities for students if interested in a variety of forms 4. Specific faculty who work with Indigenous communities 5. Faculty members able to secure grants and produce research beyond what may be considered typical at a comprehensive university

- 1. Small size
 2. Work experience

- 1. Student experiential learning opportunities
 2. Programming that brings community to campus (CHWP, Cougars, Camps, FLC, Research)
 3. Coop program that aligns education with sector needs
 - 4.
 - 5.
- 1. starting to see more experiential learning components incorporated into classes
 2. There seems to be availability and opportunity to recruit more grad students
 - 3.
- Diverse, yet complementary subject areas

Research outcomes have practical applications (at an individual level and a community level)
Most marketable students on campus; they can find/create a niche in almost all disciplines (health, education, community development, etc.)
- Fieldwork semesters help immensely with experience in the field. Having that practical aspect to tie everything together is helpful.
Work/volunteer opportunities within the school also help with the practical side of the degree and gaining experience.
- I do not think there are many strengths. The academic program improved considerably approx. 10 years ago, but it still has a long way to go. The facilities that were obtained in connection with the 2005 Canada Games were a huge step forward, so in some sense that could be considered a strength. However, the reality is that we are a small faculty with a program that is too diverse and broad in scope to really excel at anything. It would be nice to see us really support those faculty members who genuinely try to excel, in spite of their isolation.
- One-stop fitness and health services provide for all age groups and a wide array of professional fields.
Trusted advisor with strong academic/research background.
Community dedication.
Accessible.
Rams and Cougars players/coaches being the role model of future athletes.
- Our people are our strength. 90% of KHS staff are very committed and loyal not only to their work duties but to the students and community.
Not really sure about the Indigenization theme in KHS but people are committed to an enduring KHS.
- Practical experiences within the degree program, impacts student's abilities to find applicable careers upon graduation
- Some notable strengths include:
 1. The Faculty and University community fosters a diverse and inclusive environment by developing ongoing policies and plans that ensures all cultures and underrepresented groups are welcomed, embraced and considered.
 2. The goal of reducing the university's (KHS Empire) carbon footprint of 25% is commendable (could increase percentage over time) by closely monitoring and managing waste and water consumption, turning off lights in all spaces if not in use and 'sustainable forward thinking.'
 3. The student success/satisfaction rate for the Faculty has been consistent and remains relatively high according to ClassClimate evaluations and feedback. Students are appreciative of the small token gift they receive when they first enroll in the faculty, and when they graduate (Hoodies) by providing thoughtful and considerate and small tokens, says a lot about the faculty and how it is managed.
- Student Success - From my perspective, our fieldwork program seems to be thoughtfully put together and run. Related to this, I think there is a commitment from numerous faculty members to promote experiential learning in their teaching areas.

Research Impact - Researchers in our faculty have expertise in diverse topic areas, and I think this provides opportunities for interesting collaborations. Support for undergraduate research awards have been helpful.

Commitment to our Communities - We offer a variety of programming to the community through the CHWP.

Indigenization and Sustainability - We have a strong group of academics with expertise in the areas of Indigenous health and wellness (e. g., Jim, Roz, Elizabeth, Michael). Faculty members advocated for a "budget line" to support consultation with Elders regarding academic and research programming.
- Student Success and Commitment to Community-providing hands on learning opportunities upstairs with the staff of the Center for Health, Wellness and Performance, students have mentioned how important they feel it is receiving the hands on learning from the staff upstairs and value the teachings this provide them. This Center as provides a good connection to the community helping those in need of exercise.

Research-lots of opportunities exist for research with all the programming done upstairs within the center as well as with the athletics.
- The main office houses all staff making the faculty available to students. Good office moral and culture.
- We adjust well to new challenges. From what I understand, the quality of our teaching has not changed during the various phases and modalities during the past 2 years. And pre-pandemic I felt the same way as new course offerings and student growth challenged us in a different way than the pandemic. I think our research is also relevant to the population of Regina/Sask/Canada/World and we seem to be on the forefront of the research community in terms of opportunity and relevant research that people/businesses want to see. We also

seem to invest in technology appropriately to where we can be on the cutting edge of research AND directly improve the lives of our students, athletes, staff members and community by leveraging technology as part of programs and assessments. I think we also leverage our large student population with relevant student employment that provides some additional experiential learning opportunities while providing pay to the students who follow this path.

2.2)

Note: A **weakness** is something that the Faculty does not do well in terms of our academic program.

Please indicate up to 5 WEAKNESSES of the Faculty within the context of a comprehensive university. Where possible, link WEAKNESSES back to the priorities described in the University of Regina Strategic Plan: Student Success, Research Impact, and Commitment to Our Communities, as well as the overarching themes of Indigenization and Sustainability.

- - Focus on research is lacking overall. Time and efforts should be placed on faculty supports, offering new grad classes, renewal of equipment, providing matching funds from faculty for new student recruitment and external funds received.
 - Not hiring in research clusters. The faculty is built on N=1 in too many areas.

- - More options/opportunities available for hands on opportunities
 - Classes that reflect working situations (exercise therapy, programming etc.). A majority of our students want to go to physiotherapy school or work in exercise therapy to gain experience, but we don't offer classes that reflect those job situations.

- - celebrate and market the brand of the University of Regina - this faculty and its many successes

- 1) Lack of funding for access to "best in industry" equipment, facilities, and labs
 - 2) Lack of access to true multi-use space
 - 3) more integration between academic programs and non-credit retail programs is needed
 - 4) existing collective agreements

- 1. One of KHS's most significant weaknesses is the lack of discussion or consideration with regard to EDI and Indigenization. Faculty members and staff would benefit from anti-racism training and exploration of anti-oppressive pedagogies. I don't think that we do a good job of providing a safe and meaningful learning space for students who are racialized. As a faculty member I would like to be doing more in this area but feel unsupported in doing so. If we want to consider ourselves an inclusive and welcoming environment, then uncomfortable conversations have to be had at the faculty level. This links to Indigenization and student success.

- 2. KHS is not particularly good at celebrating our own research and acknowledging the faculty members' commitment to research nor their accomplishments. More could be done to celebrate our successes internally and share our research with the University community and broader community of Regina. (Research Impact)

- 3. There is lack of consultation with faculty members regarding the courses that we teach. I'm not referring here to what courses we are assigned to teach on an annual basis, but rather there is no discussion regarding the best way to offer courses and the resources we need to do so. Not all courses are the same, and thus require different resources, but decisions are made about our courses (e.g. scheduling, format, class size) without consulting with those of us who are actually in the trenches, planning and executing these courses to the best of our ability to give the students the best possible learning experience. (student success)

- 4. Communication and consultation are challenges in our faculty. Better communication is needed among and between the faculties diverse areas (preferably without adding additional meetings). I'm always surprised and dismayed when I hear that other academic staff in other units on campus are given choice about many of the decisions that are not provided to us as faculty members. I think this impacts all of the areas of the Strat Plan.

- 5. The classrooms under the fitness and lifestyle centre. Having to compete with the noise from upstairs when teaching is extremely disruptive when teaching. It's worse when students are writing exams in there. It makes for a very unpleasant learning environment, particularly in CK 185. CK 187 is better for noise, but before the pandemic the air quality was awful. Not sure if it is better now with changes in air filtration as I haven't been in there since the pandemic started. (student success)

- 6. Overreliance on graduate students to work as sessionals. I think that this is a bit better than it was a few years ago, but it is still a concern.

- 1. Fewer science based Kinesiology classes than in the past- used to offer etiology/pharmacology, pathophysiology, clinical exercise prescription all as separate classes
 - 2. fewer and fewer students write the CPT and CEP exams
 - 3. Few students pass the CEP exams- they do not seem prepared to challenge it, they do not even have all the textbooks as there are fewer classes targeted towards successfully completing this exam
 - 4. Not enough grad students to cover student jobs that we require to support teaching/programming/training etc, but there seems to be capacity to add more students.
 - 5. Inconsistent and late decisions on TA's and lab instructors will be affecting the course delivery. Would be better to have a constant Lab instructor especially for all the high level labs
 - 6. Lack of a lab coordinator means physical labs are disorganized, equipment broken, supplies missing etc. When equipment gets broken,

there is no one to report this to.

- 1. Flexibility of our graduate program(s) to have students do on-line learning. Currently graduate students need to be on campus and because of the faculty's inflexibility we have lost good students to other universities.
- 1. Have lost connection with community. Community doesn't hold faculty in high regard
 2. Don't value excellence
 3. Very poor staff morale due to culture
- 1. Lack of quantity/qualified TA's that leads to miseducative student experience for undergraduate students and difficulties for instructors 2. Sense of community at both undergraduate and graduate level seems minimal and needs more of a faculty commitment as it will not 'just happen' 3. Research spaces/labs need to be reconsidered in a way that different research areas have access/opportunity 4. While we have specific faculty focusing on aspects of EDI and Indigenization in their research, as a faculty the direction and attention to this seems less coordinated 5. We have an issue of representation within our faculty. There is not much diversity represented within our faculty at all levels.
- 1. Lack strategy for sustainability & indigenization
 2. Curriculum updates to address sector needs
 3. Gap between data collection and data usage/research
- 1. Our faculty needs to support new instructors more fully. A culture that rewards teaching collaboration or mentorship might be a place to start. 2. Our Faculty claims to have student health and wellness as a priority yet many of our students do not feel supported when they face the myriad of current student challenges. 3. To even begin to speak of Indigenization in our Faculty would necessitate the acknowledgement of the systemic racism and stereotyping that permeates our faculty, our Faculty and our institution as a whole.
- 1. While our faculty is balanced with respect to gender (similar numbers of men and women), we are not very diverse in other ways (e.g., BIPOC, sexual identities). I'm not suggesting we need a quota system for representation, but in time it would be good for the Faculty to represent a wider range of experiences and perceptions.
 2. We don't highlight enough what makes KHS different from other kinesiology / sport and recreation studies / health studies programs in Canada.
- A small weakness are the few people who dwell and perhaps expect more than they themselves are giving.
- Class selections based on different professional routes. Everything funnels towards clinical populations or working with disabilities. There is very little regarding high performance. Even the high performance specialization does not focus on high performance.
- Delayed in making impactful decisions - university in general takes a long time to adjust to changes and therefore tends to lag behind trends
- I think we could market our growth and research better through social media streams and maybe traditional media streams. Maybe even internally better to U of R staff members somehow. Linked to the above, I think we could also better explain our research and commitment to indigenous people. Do we still work with IPHRC? I personally am not familiar with what we are doing with regards to environmental sustainability.
- I think we try to be too many things to too many people. We still lack a sufficient number of courses in certain areas, basically in every major Kin discipline other than exercise physiology, which has been historically over-represented and continues to be to the detriment of knowledge that our students could have in other key areas. We need more grad students and more TAs to support our experiential learning activities in the labs. There are courses that should have labs that don't because the resources are inadequate, and it's not realistic to expect 1-2 faculty members to take on all the grad students that are needed in certain areas. This is a direct consequence of having an insufficient number of faculty in certain disciplines, which is better now than it used to be but is still an issue in certain areas.
- Lack of ability to offer more of the upper level courses

The right hand does not know what the left hand is doing in terms of the units.
The faculty is fairly siloed.
Lack of commitment to Indigenization
- My assumption is that only social science streams take up Indigenization. I believe this because in conversations with bio-science based colleagues, they do not believe that Indigenization is relevant when teaching body systems, etc., ('A human, is a human, is a human' I've been told). There may be room to incorporate Indigenous ways of thinking, being, doing into such content, so the message of Indigenization can be a collective message, throughout the faculty.
- Notable Weaknesses are:
 1. Can be more effective and efficient in program delivery- improved access to programs and services.
 2. Increased communication among executive and staff - expectations need to be clearer.
 3. Collaboration and partnerships with other universities - may shed some light on their processes, deliverables and governance (policies) - could have impact as a business partner approach.

- Recruitment: more internal/external promotion of the program, open houses, HS promotion, community sponsorship, partnership with other faculties - policing, psychology, indigenous health, marketing. Partnerships with local agencies could be better maintained. Work with SK POLY to offer our diploma there.

Are more faculty needed so that the more popular courses can be taught to more students.

- Student Success - 1) In my view, the kin program is quite rigid (many required courses, few electives and limited opportunity for specialization); 2) Despite meeting all of the requirements, we are not accredited with CCUPEKA, which could be limiting for students in the future. 3) I think that the student experience provided within our graduate program could be better in terms of: encouraging student presence on campus, introducing graduate students to each other and faculty members, providing opportunities for academic and professional development, providing quality workspaces within lab environments, providing more class options/electives, and reducing teaching workloads and introducing research assistantships to allow more focus on graduate research activities.

Research Impact: Research activities could be more clearly prioritized within the faculty. Although I understand that it is good to have humility as a group, I think that it is also important to highlight and celebrate successful research activities. If we do not communicate our excitement or enthusiasm for research conducted within KHS and to the community, then our goals to achieve research impact will not be realized.

Commitment to our Communities: On occasion it feels like there is a lack of communication within the faculty about decisions made on community programming. Activities focused on health service delivery and health promotion are critical contributions that our faculty is equipped to provide, but at times seem to be overlooked.

Indigenization and Sustainability: Plan for these activities within the faculty could be more clear and laid out in an "actionable" way for individual faculty members.

- Students-have indicated quality of teaching has gone down, with last minute changes to classes, quality of instructors. This students have expressed is very disheartening given the high tuition fee's.

Not as much community involvement as there used to be with lots of different programs from URfit/DPSC being either too expensive or too hard to get too with challenges the university has with parking etc.

- The faculty can possibly direct some resources toward student recruitment at the undergraduate level especially but to also retain well suited students for graduate programs.

2.3)

Note: **Opportunities** are external to the Faculty. They are circumstances, situations, or trends that exist in our external environment that we can take advantage of to improve our academic programming.

Please highlight up to 5 OPPORTUNITIES you see before the Faculty - again within the context of a comprehensive university. Where possible, link the OPPORTUNITIES to the priorities described in the University of Regina Strategic Plan: Student Success, Research Impact, and Commitment to Our Communities, as well as the overarching themes of Indigenization and Sustainability.

- - Develop mentorships throughout the educational process that has opportunities in a multitude of potential job fields so our student can enter the workforce with more confidence
- -New teaching options (hybrid etc) moving forward.
 - Different teaching delivery methods
 - Encouragement should be given to all faculty members to supervise grad students and seek support.
- -Students coming back to campus, chance to reconnect with the community
 - Opportunity to modify and deliver programming in new and innovative ways that align with the "new times"
- 1) hybrid classroom space and access to remote testing software creates more opportunities for non-traditional learner programs
- 2) increased "thought leader" instructed courses (maybe an entire certificate led by these individuals in specific themed areas)
- 3) "badge" pathway programming developed for a spectrum of education consumers (personal interest to career advancement)
- 4) "badge" programming specifically directed at "practitioner to management" professionals
- 1. Advancing our Brain Health initiative - there is potential for CIHR funding in this area
- 1. Continue to grow and leverage student experiential learning as a way to make UofR Kin unique from other schools and programs
- 2. Micro credentials
- 3. Financial strains can make it necessary to make hard decisions around efficiencies and priorities that may not have been addressed as it's easier to ignore when you aren't forced to make hard choices
- 1. Development of partnerships with community organizations may provide opportunities for students and strengthen commitment to community
- 2. We could consider offering fully online degrees, particularly since we are trying to increase enrolment and many students are seeking online options. Online graduate certificates and additional course-based graduate programs could be an opportunity for us, although additional resources would be needed which could be challenging (student success, sustainability).
- 3. Building stronger connections with alumni (commitment to community, sustainability, student success).

- 1. Invest in excellence
 2. Demand accountability from staff jobs
 3. Draw back community through athletics and engagement
- 1. Localizing research efforts - move beyond simply recruiting participants for research projects to engaging them in co-composition or design that will benefit their communities. Need to move beyond simply publishing in high impact journals and include local community dissemination. 2. Prioritize the many staff and faculty members that have lived experience in Indigenous matters. Understand that Indigenization is not worth a hill of beans as an add on. It needs to provide a lens from which we make all our decisions. 3. Find productive ways to bring staff and faculty back together after such an extended absence.
- 1. There are many opportunities to grow our graduate program (e.g., recruit and admit international students; offer certificates or microcredentials)
 2. Through more hybrid undergraduate class offerings, we can increase our undergraduate student enrollments without having to increase our classroom sizes / space needs.
- 1. There are numerous calls and trends happening across academia that are clearly attending to issues of EDI and Indigenization specifically in terms of representation. Whether that is hiring practices, guest speakers or something as small as having a faculty specific committee that specifically attends to these issues at a localized faculty/student level. We have an opportunity to be alongside and take part in some form or another. We have a responsibility to show our students this matters and we are taking specific, faculty coordinated steps/actions. 2. Not sure if this is the case across all teaching areas but I expect we have an opportunity to provide more senior undergraduate courses that are specific to some of our faculty strengths as a way to provide senior undergraduates optional courses to pursue within our faculty that draw on more focused and in-depth explorations of a specific topic. Would also allow for smaller class sizes in final years. 3. Consider allowing practicum agencies to pay students or provide some sort of compensation (tuition coverage) if organization is willing and able. 4. Potential micro credential or certificate programs that are targeted towards what employers see as valuable/needed within our fields. 5. Have faculty name better recognize some of the program/focus areas within our faculty.
- 1. offering virtual synchronous classes, online class delivery where appropriate. This may create opportunities for students who are not on campus to take classes.
 2. Offering credit "micro credentials" to students who volunteer to assist with program delivery for the faculties community programs
- Ability to reach students who are not physically at the University, or in the city, or potentially even in the country with the normalization of not needing to be in a class room. Potential for international enrollment increases for certain areas of programming, particular opportunity to reach international students who never come to Regina, or Sask, or Canada with microcredential/badge concepts that do not need physical aspects (ie: Sport Management theory-type classes vs Physical Therapy physical-component class where it can not be only taught as theory). As an example, look at Coursera and the number of online-only classes offered there from introductory to Master's-level sets of courses, from Universities like ours that are brick and mortar universities as well as online-only institutions.
- An opportunity is our ability to recruit non-resident students. We're getting better at clarifying the expectations for these new comers to Saskatchewan and our academic requirements - including language.
- Develop courses that work with programmers and practitioners on the non-credit side of the faculty. Discussing with both academic and non credit on how they can work together to provide practical experiences with our students. This needs to come from those that will do the supervising and not a top down approach
- I think there are a lot of non profit groups in the University that could use more volunteers that would give experience to the students as well as pull in the community tie. For example, there is work that can be done with mental health (mental health clinic, ranch ehrl0 sports adventure, etc). Salvation army, sexual assault center, local sport groups putting on and organizing events, hospital volunteer work, its endless. Adding in a component to the class where marks are given for putting in time and energy at one of these local organizations would go along way for both the student and surrounding community.
- I wonder how the faculty (students especially) might be able to support the diverse needs in our community. How might we be able to offer recreational support to older adults, families living with disability, homeless youth, etc.? Students enjoy 'experiential learning', yet get few opportunities. How might the faculty be able to support those with needs in our community?
- Institutional resources are stretched thin. Most of the academic supports have lost staff making those who remain overworked and overburdened. If we do not better support them, they will not support us in turn which will result in ongoing barriers rather than found opportunities.
- Notable Opportunities
 1. Review recruitment and retention approach and impacts
 2. Identify technology needed to continue with programs and services
 3. Need to increase outward community presence, some suggestions could include: morning segment every semester with CTV, Global News and other agencies promoting the Faculty and what programs are offered, have President, Coach or prominent athlete do media interview for Regina and surrounding communities. Get the word out about the Faculty and what it offers!!
 4. If possible have some kind of UofR Faculty of KHS involved in a Sask Rider-Half time show - KHS Dunk Tan, Ram toss or some kind of athletic activity promoting the faculty//
 5. Building on Expertise - knowledge transfer/sharing would benefit everyone - what are other faculties doing and how we can integrate collectively as 'One Team' approach - learn from one another
- Provide support to those faculty members who are actually engaged in research, publishing and the supervision of graduate students (i.e., those who actually show up to work on a regular basis). I also think we could engage with U of R Cougar and amateur sport coaches in the community to provide hands-on apprenticeship training to our students in a number of disciplines. We could also use our lab facilities in numerous ways to provide services (for a fee) to the community.

- Student Success - 1) I think there are opportunities to provide even further experiential learning opportunities within our faculty. Integrating academic programs with CHWP programming could allow us to provide a uniquely practical kin degree and set us apart from other institutions with more traditional academic programs. 2) I think that we could support professional kinesiology associations (SPKA, Canadian Kinesiology Alliance) in their pursuit of regulation of the kinesiology profession. Such regulation will promote recognition of the kin profession for students as they begin their careers.

Research Impact - To my understanding, the DPSC (now the CHWP) was originally meant to be an "Applied Research Centre". I think that the opportunity to make this happen remains and could be supported by appointment of a research steering committee for the centre.

Commitment to our Communities - Further integrating students into CHWP programming will support student development and their abilities to contribute to the community in the future. Advocating for regulation of the kin profession could also support the community in having access to professional kinesiologists in the future (i.e., via public health care or insurance funding).

Indigenization and Sustainability - Perhaps we could capitalize on the strengths of our faculty members with expertise in this area.

- Use the opportunity of remote learning to launch some online programming thus increasing student numbers.
- With the success of virtual and hybrid teaching and the resources expended to adapt to COVID there is an opportunity to recruit students to these platforms of learning. Opportunity to combine teaching and learning with research on that virtual and hybrid teaching to inform pedagogy here and in general.

2.4)

Note: **Threats** are circumstances, situations, or trends that exist in our external environment that have the potential to impact our academic programming negatively.

Please highlight up to 5 THREATS you see that may impact the Faculty - again within the context of a comprehensive university. Where possible, link the THREATS back to the priorities described in the University of Regina Strategic Plan: Student Success, Research Impact, and Commitment to Our Communities, as well as the overarching themes of Indigenization and Sustainability.

- - No accountability for not supporting our graduate program.
 - Funding support
- - Stagnation
 - Not having the available human resources to properly educate our students. ie lab TAs, people to guide students.
- - shift and want of remote learning alternatives
 - financial implications both from a university and student perspective
- 1) collective agreements/union leadership and University processes that make opportunity agility impossible
 - 2) divergent opinions (University and government/public) on the role of post-secondary education in work force development
 - 3) increased reliance on donors who may bring their own agendas to the relationship
- 1. COVID-19 and its effects are a significant threat, along with the unfortunate consequences, such as the effect on our budget and loss of student enrolment (student success, research impact, commitment to communities, sustainability).
 2. The increase in academic misconduct. This is threatening because additional resources are required to manage it, and as such, there are fewer resources for other areas of teaching development which are desperately needed.(student success, maybe sustainability)
- 1. Availability of online programming at other schools
 2. tuition increases
 3. Many students may have left or chosen other options during covid
- 1. Financial (decreased enrolment & decreased revenue opportunities) makes it difficult to invest in new areas of growth
 2. Lack of engagement and "buy in" from Faculty and Staff
 3. Collective agreements make it hard for Faculty to be responsive to sector
 - 4.
- 1. Norms of increasing class sizes (at all stages of degree) due to numerous factors may be reducing potential for student success, achievement, learning and university experience. 2. Increasing push towards neoliberal measures of research impact (i.e., prestigious grant, impact factors, university/subject area rankings) may be detracting from sustained quality work that may not fit and/or need those measures, universities/faculty at large are negotiating facades of quality. 3. When our decisions become only based in budget/economic rationalization above all else. 4. Increasing predatory research practices from predatory journals to publishing fees.
- 1. Provincial funding - with cut-backs and the recent 2 years of COVID-19, I see this as the main threat to our faculty.
- 1. The pandemic has made our Faculty more disassociated than ever before. I believe this effects every one of our Strategic Plans. 2. Without honestly taking stalk of our implicit biases, we risk missing the opportunity to understand and act on our responsibilities with regard to Reconciliation. 3. The current trend of government to dismiss the value of the liberal arts in favour of trades and professional outcomes will threaten our overall value and in turn our budgets.

- 1. University basically shut down during Covid and refused to be part of larger community. We have disappeared from community.
 - 2. Money drives everything but go after low hanging fruit. We constantly rob Peter to pay Paul rather than work hard to create new money
 - 1. While this could be seen as an internal situation (poor reputation), the external threat is that other universities and post secondary institutions have better reputations than us.
 - Although I 'get' the theme of Indigenization I think the politics of that community is problematic. The Bourassa mess has publicly brought to light issues of not having clear definition of the ancestry piece. With all the gravesites being discovered and the push to trust 'the stories' of residential school survivors and whether the gravesites are connected to the schools, I think the science of determining who might be in those gravesites might cause a backlash down the road. I worry about this and UofR jumping full in on the Indigenization theme.
 - Central budget being lower necessitates lower spending. Net-negative departments could be entirely threatened. Raising tuition as an answer for lower capacity to spend could threaten our general trend of student growth and presumably income growth if tuition rises past what people are willing to pay in a challenging economy with shorter and cheaper programs existing as well as the proliferation of non-traditional online learning (badges and microcredentials). While KHS as a faculty cannot control tuition directly, I think we have to understand that tuition rising could threaten our department if the perception is that we are not meeting the quality of experience we should be while charging more and more each year.
 - Dropping enrolment - impacts student success as it limits our resources Students finding alternate ways to attend post-secondary programs
 - I don't know if we are unique enough to compete with other KIN programs. What can we do to help ourselves stand out? How can we offer students a unique, relevant, and meaningful education? (More experiential learning! Connecting with community! Develop practical skills!)
 - I don't think we're ready for the professionalization of kinesiology, if and when it comes. I think we should be, because if we don't measure up to other programs, particularly to the north of us, we will be left out. I think we've been fortunate in the last few years re: the increase in the numbers of our students. I think we should recognize that we've been lucky and it's not going to last forever, so we should do more to actively try to recruit students.
 - Job loss-we are already at crucially low numbers within this faculty. Students notice the lack of staff/faculty and see how short cuts are often made to save money. This threatens the confidence in students in what we offer here in our faculty. Job loss creates uncertainty in staff and has shown it negatively affects mental health. Lack of knowledge of people working in new positions due to saving costs in the long run will not create stability but instability.
 - Pandemic and fiscal challenges are a given and the main threat ahead.
- Student Success - Although I see the benefits of hybrid and remote teaching approaches, I also think that over-adoption or inappropriate adoption (i.e., for practical classes) could undermine student learning.
- Research Impact - Potential concentration of University research \$ (e.g., CFIs, CRCs) into bigger faculties with greater research portfolios when we have a number of active, early career researchers.
- Commitment to our Communities - These valuable activities could be pushed aside to focus on more traditional academic activities.
- Indigenization and Sustainability - Again, may take a back seat or not be prioritized given come challenges that may seem more "pressing" (but are not).
- Primary threat is from a lack or loss of students and requirement for teaching assistants and not having enough graduate students to support the undergraduate program.
 - Threats:
 1. Not having a contingency plan. Relying on tuition, international student enrollment and a one-time provincial grant would not be considered prudent or sustainable for the long term. There needs to be some-kind of economic forecast and alternate forms of resource funding (foreign investment portfolio?) may potentially help the ballooning debt?? Just a thought...
 - Watch and review students for retention purposes to ensure they are not changing programs to one of lesser designation or leaving to another faculty.
 - lack of authentic relationships
 lack of commitment to research
 lack of commitment to Indigenization
 lack of commitment to EDI issues

3. Successful Alumni

- 3.1) We have been asked to highlight successful alumni from our academic programs.

Please highlight 1 to 2 alumni of one of our degree programs you would consider successful. Please provide their name, the program they graduated from, and what they are currently doing (or have done).

- Odd question. Why have "we" been asked, by whom and for what purpose?

- ???
- Alynn Skalicky, BSRS-TR, CTRS at College Park II
Sara Stukigs, CTRS, working in long-term care
- Brett Kozak - National Hockey League
Chase Pelletier - Saskatchewan Roughriders
- I can think of many successful graduate students (my own and others), but I'm guessing this is for undergrads. There are many students who have gone on to medical school (for example), including Jacob Sawa, Lucas Hoffert and Candelaria Arizabel.
- Ian Rowan-Legg: Strength and conditioning coach, graduated HK.
- Jenn Schultz, Program Coordinator, Special Olympics SK (BKIN)
Bonnie Cummings-Vickaryous, Executive Director, Astonished! (grassroots organization supporting young adults living with complex physical disabilities) (BKIN)
Dave Slater, Manager, City Projects; Parks, Recreation & Cultural Services Department, City of Regina (BKIN)
Kristyn White, Literacy Facilitator, Creative Options Regina (agency supporting people living with developmental disabilities) (BSRS)
- Jim Burnett retired Director from SaskSport should be awarded distinguished Alumni. His connection to SaskLotteries and funding of sport, culture and recreation has been the envy of most other Canadian provinces.
- John Odgers - BKIN, MSc - Strength and Conditioning Coach LA Kings of the NHL
- Lara Schroeder - BSRM - established a sport management consulting company - Spark Solutions
Taylor Teckchandani - director of exercise physiology and research at Gateway Alliance
John Odgers - assistant strength and conditioning coach - LA Kings
- N/A
- NA
- Patrick Ash- Endurance Journey (Owner)
Neil Thatchuk- Trench Fitness (Owner)
- Patrick Ash-Had a successful career both at the University in the faculty of Kinesiology and then the YMCA. And now is the CEO of his own Endurance Athlete company that has grown from 20 athletes to over 2000 athletes. A very successful relationship builder and greatly skilled coach from his knowledge gained as an Exercise Physiologist. BPAS Program/Masters Degree UofR
- Sandra Jackle - Sport and Rec Management - VP at REAL Alex Igual - Sport and Rec Management - World Economic Forum, Sports Platform
- Sara England, SRS, CurlSask and Special Olympics; Alicia Dorwart, SRS, REAL/Evrax;
- Sorry, I just do not know enough yet!

4. Community Service Initiatives

4.1) Please highlight 1 or 2 community service initiatives carried out by the Faculty, or members of the Faculty, that you see as important or worth highlighting (they may connected to the Academic program or not)

- June's volleyball program with the local schools.
- Brenda's work with Astonished.
Tristan and Michael's work with Growing Young Movers.
- CHWP is probably our most obvious community service and potential for expanding our presence to the community and creating ambassadors through experiential learning.
- Community Programs?
Rock Steady Boxing
Enrich Neuro rehab
Love 2 Live
All programs involve student volunteers and deliver exercise rehabilitation services to community members. These programs have also been accessed for research purposes by researchers in our faculty.

- Enrich
- Growing Young Movers research, practicum, and community-based connection; Astonished!
- Holly Bardutz's Brain Health Initiative and the work that Cam Mang has done (his neuro program, which I can't recall the name of) are worth highlighting.
- I am not aware of any and would like this to be communicated to me - Jolene
- Rams and Cougar camps/clubs to ignite the enthusiasm of youth.
- Rock Steady
Cardiac Rehab Love2Live
- Rock Steady Boxing Program (for Parkinson's Disease; run by Erin Tyson)
Mother Theresa School youth program (run by Alison Fisher)
- Summer Sport School
ENRICH
Rock Steady Boxing
- The Cardiac Rehab program and Enrich programs. Both allow the opportunity for students to volunteer and learn from the Exercise Physiologists. Learning hands on allowing them to work with individuals with disease.
- The KIN/SRS 120 practicum that has been a 25+ year partnership with the Catholic School Division. Elementary and high school students with disabilities spend 6 weeks (1 hr per week) engaging in physical activity opportunities with undergraduate students.
- The Love2Live Cardiac Rehabilitation Program is a great initiative for our Regina community - benefits individuals whom have had one or more heart and other health related issues.
- The fieldwork placement is good
There are a few units (some of the brain health units) that seem quite well supported by the faculty. Some of the leisure studies is also well supported by the faculty. Both in terms of research and student learning. This support (\$\$ and in-kind) is not cross the board and I do not want to generalize it as such.
- The myriad of community programs that are offered by our Faculty and faculty members that benefit local causes and goals. There are many !!
I would also make mention of how many nonprofit boards and committees to which our faculty and staff contribute. They would be highlighted in every members' reviews.
- We made significant contributions to the TR Innovations conference when it was last held in Regina in 2018.

5. Further Information

- ^{5.1)} If there is anything else you would like to share with reviewers about our academic activity, please do so now. We will ensure that they receive this information in an unedited form.
- I think we could do more to ensure that our students are better prepared to be successful when they come into our program (for example, many lack basic math skills and knowledge of natural science disciplines that makes some of our courses more difficult than they should be). I also don't think it would hurt us to try and raise our standards a bit, both in terms of admission requirements and in terms of some of our courses, as there are definitely some that are not very challenging, which contributes to the perception among high school students that U of R Kin is not a program worth entering if you're a good student.
 - Lets make this faculty great again. There is so much fear amongst faculty and staff. There is too many last minute changes for students which affect their success.
Students see this, they feel it.
 - NA
 - Thank you for your commitment to this process.