

## **External Reviewers' Final Report**

Unit Review, Faculty of Kinesiology and Health Studies, University of Regina

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## **Executive Summary**

In accordance with the University of Regina's Academic Unit Review Policy, the Faculty of Kinesiology and Health Studies (KHS) underwent an Academic Unit Review in the spring of 2022. Dr. Troni Grande (Internal, University of Regina), Dr. Jess Dixon (External, University of Windsor), and Dr. Douglas Brown (External, University of Manitoba) served as the Review Team. They were provided with the Faculty's Self Study as well as key institutional documents, census data, and financial data in advance of the site visit on April 7 and 8, 2022.

During the site visit (agenda appended) the Review Team met with a broad representation of stakeholders including students, faculty members, faculty staff, Faculty administrators, and university administrators. For the most part, the meetings occurred in-person with a couple of exceptions where a hybrid (remote and in-person) format was used. The broader historical context in which this Academic Unit Review took place warrants a comment. The process of conducting a self study and engaging in reflective interviews with external reviewers is a complex and challenging exercise for academic units at the best of times. Doing so under the long shadow of the global coronavirus pandemic introduced another layer of complexity to the process and experience. Over the course of the site visit, the Review Team learned about the strengths, weaknesses, opportunities, and challenges of this academic unit. They learned about the challenges of reconciling the personal and professional experiences of the last two years and the uncertainty about delivering academic programs and advancing research in a post-COVID era. At the same time, the Review Team was struck by the eagerness of faculty, staff, and students to rebuild a sense of community and cohesion that had been compromised by the circumstances of the past couple of years.

Following the site visit, the Review Team organized the Final Report around the ten areas of focus detailed in the University of Regina's Academic Unit Reviews Policy. These ten areas delineate sections in the final report. Overall, the Review Team believes that the Faculty's operations are guided by the sound priorities defined in their strategic plan and that they are achieving the associated goals. The academic programs and research enterprise of the Faculty are effective, high quality, and meet the needs of many different stakeholders. Current students and recent graduates spoke highly of the quality of their education and the student experience provided by the Faculty. Members of the academic complement are engaged with, and invested in, the future of the academic programs and their productivity as researchers and leaders in their respective disciplines.

Several dominant themes emerged from the Review Team's work. These themes provide general categories of recommendations. The 19 recommendations cited in the Final Report are listed below. The categories are: A. Faculty Culture, B. Program Structures, C. Curriculum Review and Curriculum Mapping, D. Research, E. Indigenization and Equity, Diversity, and Inclusion, and F. Career Pathways.

## **KHS Unit Review - RECOMMENDATIONS**

### **A. Faculty Culture**

1. Providing resources and opportunities for faculty to gain competence and confidence in teaching in alternative delivery modes would likely go a long way to overcoming some of the real and/or perceived challenges these alternative modes currently pose. (p. 2)
2. We see a tremendous opportunity to engage new and returning employees and students through informal social and other networking activities that will surely improve the Faculty culture, and may also lead to highly rewarding research, teaching, and other collaborations that were sorely missed during the pandemic. (p. 2)
3. Providing safe and accessible common space(s) for students (both undergraduate and graduate) to study and/or socialize between classes will also go a long way toward fostering stronger relationships between student cohorts. (p. 2)
4. Whatever the future holds for university instruction, it is clear that consultation, debate, and consensus-building will be crucial to success. (p. 8)
5. The Faculty might consider introducing a seminar or colloquium series to highlight graduate student work and expose them to the world of academia. (p. 8)
6. An Alumni Advisory Board could be struck, perhaps with the help of University Advancement and Communications/Donor Relations. Alumni could also be incorporated into the Annual KHS Research Day to help demonstrate how people use research in both traditional and non-traditional ways. (p. 15)

### **B. Program Structure**

7. KHS is encouraged to explore additional ways of introducing (more) cornerstone laboratory, clinical, research, and other high-impact practices within core and major-level courses to complement and better inform and prepare students for their capstone fieldwork placements. (p. 2)
8. We encourage KHS to consider finding ways to provide students with greater flexibility and/or more elective course options as part of their degree programs. As an alternative (or in addition) to pursuing these options, KHS may wish to consider introducing a “General Studies” major program to provide students with the flexibility they seek in trying to customize their degrees to better achieve their personal educational and career goals. (p. 3)
9. We would encourage the Faculty to consider keeping the number of new major programs to a minimum. If the Faculty were to introduce a “General Studies” major, we feel that a “Socio-Cultural” major would be somewhat unnecessary. Similarly, we would encourage the Faculty to ensure that there would be adequate uptake and faculty resources before introducing “Nutrition” and/or “Coaching” concentrations. (p. 6)
10. The BKIN Program Reviewers agreed that structural adjustments to the delivery of fieldwork ought to be examined and considered in a curriculum review. The Review Team supports this perspective. (p. 6)

### **C. Curriculum Review/ Curriculum Mapping**

11. Based on our review of the self-assessment documents and from conversations with various stakeholders, it is our opinion that KHS would benefit tremendously from participating in a curriculum mapping exercise. (p. 3)
12. The BSRS could benefit from a curriculum review and possibly a reframing (overhaul). (p. 4)
13. We learned that the faculty is eager to integrate more experiential learning (EL) throughout the curriculum. This is an excellent goal that would best be achieved through a thorough curriculum review and curriculum mapping exercise. (p. 6)

### **D. Research**

14. We encourage KHS to build on the successful redesign of KIN 220 by providing senior undergraduate students with more opportunities to leverage and develop these research skills. The Faculty could introduce an elective individual/independent study course and/or provide more flexibility for students who wish to pursue the honours (thesis) program and introduce the honours program where it does not currently exist. (p. 11)
15. We think a stronger effort may be made to help researchers convert internal seed grants (for which they have been quite successful during the review period) into funded Tri-Council applications. Options for doing so may include, but are not limited to, improving the internal review process to ensure that all grant submissions receive a thorough internal vetting before receiving the Dean's endorsement for submission to the various external competitions. (p. 12)

### **E. Indigenization and Equity, Diversity, and Inclusion**

16. It may be effective to form an internal Indigenous Advisory body that could inform and support a curriculum review as well as Indigenization initiatives within KHS, in consultation with the AVP of Indigenous Engagement. (p. 7)
17. A thorough curriculum review and curriculum mapping exercise could be used to ensure diversity issues are addressed progressively throughout the programs. (p. 7)
18. More consultation with the AVP of Indigenous Engagement, and more input from faculty members who have demonstrated experience and expertise in working with Indigenous communities, could set the Faculty on a strategic path to Indigenize academic content, to meet the needs of Indigenous students and programming, and to work together towards Truth and Reconciliation aims. (p. 16)

### **F. Career Pathways**

19. More could be done to showcase graduate success and inform students of the kinds of career opportunities available to them after graduation. Resuming the career fair featured in the past could serve as a worthwhile recruitment tool, a welcome support for graduating students, and a celebration of alumni success along with industry and community partnerships. (p. 10)

## **1. The priorities and aspirations of each unit and the extent to which they are being realized**

In 2021, the Faculty of Kinesiology & Health Studies (KHS) updated its previous strategic plan. This plan, which is intended to provide direction for the Faculty from 2021 through 2026, highlights four new pillars: 1. Student success, 2. Quality programs, academics and research, 3. Community connections, and 4. Strong operational foundation. Specific objectives and action items associated with each of these pillars are clearly articulated, along with an indication of who has responsibility for bringing them to fruition, and an estimated timeline for doing so. A high-level summary of this plan and the four pillars are proudly displayed on a wall adjacent to the main academic offices of the KHS Building.

Despite this document being in place for over a year now, and reference to it in a very public location (although many faculty and staff worked remotely during 2021-2022 academic year and may not have seen this display), some faculty members expressed not being familiar with the strategic plan, while others were unsure if decisions were being made in accordance with its contents. To help establish and ensure faculty buy-in with this plan going forward, it is recommended that those responsible for carrying out the various action items explicitly communicate how decisions are supporting the four pillars and specific objectives noted throughout the strategic plan.

When considering these four pillars, we believe KHS is already on a path toward realizing many of the priorities and aspirations that they have laid out in this document. Their students (and alumni) are having tremendous success and thoroughly enjoying their experiences in the Faculty. The various certificate, diploma, bachelor's, master's, and doctoral programs are all of high quality and students commented quite favourably on the quality of teaching and mentorship they receive from their instructors. Research is thriving in several sub-disciplinary areas of KHS, with grant capture and other research outputs and metrics being at acceptable levels. Whether it be through student fieldwork experiences, faculty and student research and/or consulting, mutually beneficial collaborations with Cougars/Rams varsity athletics, Recreation Services, and/or the Centre for Health, Wellness, & Performance (CHWP), among others, the Faculty is strongly embedded within the local community.

Based on our review of the KHS Self Study report, appendices, and in-person meetings with faculty, administrators, students and alumni, we identified the following priorities and aspirations, which we have expanded upon in various other sections throughout this report:

- recruit more and stronger graduate students
- acknowledge and work with the current decline in student enrolment
- enhance opportunities for hands-on, experiential (including service, and work-integrated) learning opportunities throughout all years of the curriculum to complement the fieldwork experience in fourth year
- establish course delivery modes and scheduling to increase flexibility and accessibility
- grow the academic complement to support the corresponding growth in student enrolment over the past decade.

The External Review Team's perception of how the KHS Strategic Plan aligns with the University's vision, mission, goals, and priorities can be found in Section 9 below.

## **2. The challenges and opportunities faced by the unit**

After spending the better part of the past two years navigating the COVID-19 pandemic and a lengthy period of remote work, learning, and instruction, recovery was front and centre in the minds of everyone with whom we met during our site visit. In particular, we heard concerns and anxieties raised by faculty about future course delivery modes (in-person vs. online vs. hybrid/hyflex). Many faculty expressed that they received inadequate training about how to teach using the alternative delivery modes that were imposed throughout the pandemic. Consequently, they are fearful of the negative implications this may have for both the quality of students' learning experiences and the impact of poor teaching evaluations on their career progression. As an applied discipline, Kinesiology has a strong and inherent need for in-person activities (e.g., labs and tutorials) to prepare students to perform in clinical and other health-, recreation-, and sport-related settings. However, there is no denying the benefits to programs that can find creative ways of incorporating alternative and/or blended course delivery modes to engage students who may wish to commence or continue their studies from a distance. The challenges associated with alternative course delivery modes are not unique to KHS. Indeed, they are being faced by kinesiology programs all across Canada (and beyond). While some KHS programs and courses may lend themselves better to alternative delivery formats than others, providing resources and opportunities for faculty to gain competence and confidence in teaching in alternative delivery modes would likely go a long way to overcoming some of the real and/or perceived challenges these alternative modes currently pose.

At the same time, we heard from employees (both faculty and staff) and students (both undergraduate and graduate) who suggested that the unit is struggling to re-establish its cohesiveness following a long period of isolation. There appears to be a strong desire to re-establish and/or create new norms within KHS that include opportunities for socialization among employees and students. While some staff expressed interest in exploring flexible work arrangements, most seemed thrilled to be back on campus and engaging with their peers again. It became clear that some of the graduate students in the program had never met one another prior to our virtual meeting with them, while the undergraduate students suggested there were few opportunities outside of the classroom for them to get to know others in their program and/or the Faculty. With pandemic restrictions softening and a positive outlook toward a return to 'normal' in the Fall semester, we see a tremendous opportunity to engage new and returning employees and students through informal social and other networking activities that will surely improve the Faculty culture, and may also lead to highly rewarding research, teaching, and other collaborations that were sorely missed during the pandemic. Moreover, providing safe and accessible common space(s) for students (both undergraduate and graduate) to study and/or socialize between classes will go a long way toward fostering stronger relationships between student cohorts. Within classes, enhanced opportunities for experiential, service, and/or work-integrated learning may also help students overcome some of the potential complacency that may accompany online learning and better appreciate and value the in-person experience. To that end, KHS is encouraged to explore additional ways of introducing (more) cornerstone laboratory, clinical, research, and other high-impact practices within core and major-level courses to complement and better inform and prepare students for their capstone fieldwork placements. KHS is uniquely positioned to offer many of these opportunities 'in-house' via mutually beneficial collaborations with Cougars/Rams varsity athletics, Recreation Services, and the CHWP.

Leading up to the pandemic, the Faculty experienced tremendous student growth, led primarily by the “Human Kinetics” major within the Bachelor of Kinesiology program. Growth was also witnessed in “Health Studies,” with enrolment increasing in the bachelor, certificate, and diploma programs. Enrolment in many of the other degree programs and majors seemed to have ebbed and flowed throughout the review period, while some (i.e., “Health Promotion,” “Gerontology,” joint BBA/BSRS) never really seemed to take hold. Despite the large net increase in student numbers during the review period (total enrolment appears to have more than doubled), there was far less incremental growth in the size of the faculty complement.

The External Review Team was impressed by the flexibility offered to students by scheduling sections of most core courses in every semester using a variety of delivery modes. It might be worthwhile for KHS to consider if this flexibility in the early years of the program limits their ability to offer more specialized electives at the senior undergraduate level. The External Review Team heard concerns from several groups regarding the rigidity of existing programs and a real or perceived lack of elective course offerings. These concerns were echoed in the feedback from students and in the internal BKIN Program Review that was conducted in 2020. To that end, we encourage KHS to consider finding ways to provide students with greater flexibility and/or more elective course options as part of their degree programs. As an alternative (or in addition) to pursuing these options, KHS may wish to consider introducing a “General Studies” major program to provide students with the flexibility they seek in trying to customize their degrees to better achieve their personal educational and career goals. Despite being supportive of introducing a “General Studies” major program, we would not recommend introducing any additional specialized programs or streams (e.g., Coaching and/or Nutrition) without first investing in faculty resources to support and take ownership of these areas, as this lack of faculty resources appears to have held back other specialized areas (e.g., Gerontology and Adaptation & Rehabilitation) from reaching their full potential. Although KHS appears to have a satisfactory faculty complement in the areas of Sport & Recreation Management and Therapeutic Recreation, the lack of student growth in these areas provides some cause for concern. Blended or alternative course delivery modes and creative international programming could provide opportunities for these programs to grow and thrive.

Based on our review of the self-assessment documents and from conversations with various stakeholders, it is our opinion that KHS would benefit tremendously from participating in a curriculum mapping exercise. Among other benefits, such an exercise would enable the faculty (and select staff) to establish clear and measurable program- and course-level learning outcomes (consider Bloom’s Revised Taxonomy), and more clearly understand and appreciate how teaching methods, assessments, and courses may be scaffolded to ensure that students achieve mastery in all outcome areas upon completing their degree requirements. This may also help KHS identify and reduce potential redundancies in course content (students expressed concerns about the considerable overlap between the content of KIN 120 and KIN 241, and some of the undergraduate social issues courses). Incorporating program-level learning outcomes related to social justice, equity, diversity, inclusivity, Indigeneity, decolonization, and accessibility will help KHS better meet the high expectations of our society by ensuring that students obtain and can apply these principles in their professional careers. Finally, upon clearly identifying characteristics of KHS graduates (which should be different for each program and degree level), the Faculty would gain information that could be used as an invaluable tool for both recruitment and retention, while also

helping instructors in a diverse Faculty better understand and appreciate their respective places and value within the academic unit.

### **3. The structure and quality of programs and instruction**

#### Part 1: Structure and Quality of Undergraduate and Graduate Programs

The KHS Faculty offers four degree programs: 1. Bachelor of Health Studies, 2. Bachelor of Kinesiology, 3. Bachelor of Kinesiology (Honours), and 4. Bachelor of Sport and Recreation Studies. Students can take the Bachelor of Kinesiology as a joint degree with a Bachelor of Education. Students can also pursue Bachelor of Sport and Recreation Studies as a joint degree with a Bachelor of Business Administration. Within the Bachelor of Kinesiology, students must select one of three majors: 1. Gerontology, 2. Human Kinetics, or 3. Health Promotion. In 2021, 96% of students selected the Human Kinetics Major. Within the Bachelor of Sport and Recreation Studies, students must select one of two majors: 1. Sport and Recreation Management, or 2. Therapeutic Recreation. In 2021, 55% of students selected the Sport and Recreation Management major. There are no majors in the Bachelor of Health Studies; however, students can pursue a concentration in Indigenous Health and Well-Being. The Faculty offers a certificate and diploma in Health Studies, and also offers a wide range of pathway and pre-professional non-degree options.

The **Bachelor of Health Studies** (BHS) is offered jointly between KHS, the Faculty of Arts, and First Nations University of Canada. The core curriculum is designed around four main areas: 1. Research Methods, 2. Indigenous Health, 3. Health and Society, and 4. Health Studies. The program also includes 15 credit hours of field work, 12 credit hours of approved electives, and 24 credit hours of open electives. From the documentation provided in the Self Study, appendices, calendar descriptions, and in-person meetings with faculty and administrators, no concerns were expressed about the structure and quality of the BHS program. Relative to feedback we received on the other degree programs, the BHS appears to have more flexibility and more elective options for students. This is likely due to the absence of majors.

In terms of the program's position within KHS, reviewers heard concerns from faculty who have teaching assignments in this program that the BHS is perceived as less rigorous than the other degrees. Faculty also expressed frustration that the BHS does not have an honours option similar to the Bachelor of Kinesiology program. Some faculty members perceived that the inclusion of certificate and diploma students in courses with degree-seeking students creates pedagogical challenges for instructors because of the differing backgrounds of the students.

The **Bachelor of Sport and Recreation Studies** (BSRS) program includes a core of 51 credit hours regardless of the major, a major specific core of 39 credit hours (with some electives), 15 credit hours of fieldwork, and 15 credit hours for open electives. Feedback from faculty and administrators suggests that the BSRS could benefit from a curriculum review and possibly a reframing (overhaul). Concern was also expressed about declining enrolment in BSRS; however, the enrolment data from the past 10 years does not indicate a sustained downward trend. The recently created joint degree with the Bachelor of Business Administration may bring in more students but it is too early to tell. The Dean and ADU commented that the Therapeutic Recreation

major has not grown as they had expected. They indicated that alternative delivery modes (online and hybrid/hyflex) may entice more students into the program. From the documentation provided in the Self Study, appendices, calendar descriptions, and in-person meetings with faculty, students, and administrators, no serious concerns were expressed about the structure and quality of the BSRS program. As in the Bachelor of Kinesiology program, students' options for senior level electives appear limited. A future curriculum review might consider reducing the volume of core courses to provide more flexibility in third and fourth years. The Faculty is certainly invested in experiential learning (EL) and strives to enrich the curriculum with more EL woven throughout the curriculum. Discussion about the role and impact of the 15 credit hours of fieldwork is relevant to all the degree programs and will be considered separately, below.

The **Bachelor of Kinesiology (BKIN)** program underwent a thorough review in the lead-up to this Academic Unit Review. The program review was led by Dr. Paul Bruno and a committee of six. Their Report was included as part of the KHS Self Study (Appendix 7) and offers a series of recommendations that address much of what the external reviewers learned about during the site visit in April. The structure of the BKIN program is similar to the BSRS program. The common core consists of 54 credit hours. Each major has a core of 33 credit hours (with some electives). BSRS students also take 15 credit hours of fieldwork and 18 credit hours of open electives.

The Faculty itself questions the need/benefit of the concentrations within the undergraduate programs. The program review indicates that the Faculty is open to changes in the majors and concentrations.

In-person meetings with faculty and students revealed the lack of flexibility to take electives in the upper years was a common theme across all degrees. To resolve this concern, the BKIN Program Review recommended decreasing the number of required courses and increasing the number of elective courses within existing majors. Students also suggested that they have experienced duplication in course content and a disproportionate emphasis on disability-related courses. The volume of mandatory upper-year courses in the BKIN was challenged in the report and during our meetings. Faculty and students expressed concern that these courses limit students' ability to pursue courses that may be more relevant to their unique career aspirations.

While the overall need/benefit of majors was questioned, the BKIN Program Review suggested that current students and alumni supported the introduction of two new majors: 1. "Adaptive Physical Activity Studies" and 2. "Nutrition." The proposal of an "Adaptive Physical Activity Studies" major stems from a twofold desire to reduce the number of required courses that address disability-related courses in the core, and to create more options/choices.

Ultimately, the BKIN Program Review Committee made several recommendations related to majors and concentrations.

- retain and resource the Human Kinetics, Physical Literacy, and Health Promotion majors
- create a "Socio-cultural" major and a "General Studies" major
- retain the "Adaptation and Rehabilitation" and "High Performance" concentrations
- change "Athletic Therapy" and "Gerontology" from majors to concentrations within the "Human Kinetics" major
- consider "Nutrition" and "Coaching" as possible new concentrations

The External Review Team appreciates the recommendations put forward in the BKIN Program Review. However, given the lack of uptake in current major programs, we would encourage the Faculty to consider keeping the number of new major programs to a minimum. If the Faculty were to introduce a “General Studies” major, we feel that a “Socio-Cultural” major would be somewhat unnecessary. Similarly, we would encourage the Faculty to ensure that there would be adequate uptake and faculty resources before introducing “Nutrition” and/or “Coaching” concentrations.

The BKIN program is the only KHS degree with an honours option. Faculty and students described the honours route as valuable and are puzzled/frustrated by the lack of uptake. Since 2007, only 37 students have taken the honours option. The honours route is a great opportunity for students to pursue research questions of personal interest and gain a better understanding and appreciation for graduate studies. The ability to identify and recruit qualified undergraduate students into the Graduate Program was a dominant theme of this Academic Unit Review. The volume of required upper-year courses and the required 15 credit hours of fieldwork are perceived barriers for students who might otherwise pursue the honours route.

### ***General Observations on Experiential Learning (EL)***

The Faculty is clearly committed to the principles of EL and alternative modes of teaching and learning. Indeed, EL is a cornerstone of the KHS curriculum, and the fieldwork program is the hallmark of that commitment to, and investment in, theory-to-practice pedagogy. Is 560 hours for fieldwork too many? Concerns were raised about students not being able to work on top of their fieldwork and having to pay tuition while working an unpaid placement. Others expressed the view that anything less would be detrimental to the experience and the partner organizations.

From multiple sources, we learned that the Faculty is eager to integrate more EL throughout the curriculum. This is an excellent goal that would best be achieved through a thorough curriculum review and curriculum mapping exercise. During our interviews with different stakeholders, we learned that the fieldwork program, while highly valued, might be packaged differently to enable students to experience workplace learning earlier in their academic careers. Feedback from faculty and students suggested that a progressive exposure to fieldwork-type learning could also resolve some of the upper-year elective challenges currently experienced. Decreasing the number of prescribed credit hours in the final year may encourage more students to consider the honours route. This may create an opportunity to explore the possibility of introducing some form of co-op program.

The BKIN Program Reviewers agreed that these structural adjustments to the delivery of fieldwork ought to be examined and considered in a curriculum review.

### ***General Observations on Indigenization and Equity, Diversity, and Inclusion (EDI)***

There is a strong desire within KHS to increase the Faculty’s commitment to Indigenization and decolonization. This is a pressing challenge that all Faculties in all universities are confronting. To address systemic anti-Indigenous racism and advance Indigenous achievement, a systematic and multi-pronged approach is needed. It may be effective to form an internal Indigenous Advisory body that could inform and support a curriculum review as well as Indigenization initiatives within KHS, in consultation with the AVP of Indigenous Engagement.

Students and faculty also expressed a desire to introduce students earlier in the programs to issues of social justice, equity, diversity, inclusivity, and accessibility. The undergraduate students we met in-person spoke highly of KIN 420 and felt that they would have benefited from exposure to these important issues earlier in their academic program. The reviewers also heard concerns from faculty that replacing KIN 420 with a new lower-level course would not address the growing need to fully integrate social justice knowledge throughout the degree programs. A thorough curriculum review and curriculum mapping exercise could be used to ensure diversity issues are addressed progressively throughout the various programs.

### ***Graduate Programs***

The Faculty offers a Master of Science (MSc) program where students can pursue studies in one of four general areas: 1. Bio-sciences in Sport, Exercise, and Health; 2. Humanities and Social Sciences in Sport, Leisure, Exercise, and Health; 3. Management in Sport, Leisure, Exercise, and Health; and 4. Health Studies. KHS also offers a Doctor of Philosophy (PhD) in Kinesiology and Health Studies. Our review of the KHS Self Study, appendices, and in-person meetings did not reveal any structural concerns about the graduate programs. Graduate students noted their satisfaction with the core components of their degrees, the comprehensive exams, and the dissertation proposals and defenses. We did not hear about any challenges related to accessing required courses, availability of elective courses, or course instruction.

Faculty and administrators commented on the lack of growth in the graduate program over the past 10 years. The census data indicate that the average MSc enrolment is 25-35 students. Average enrolment of PhD students is approximately 12. The distribution of graduate students is not even across faculty members and could be challenging for those faculty whose research programs are dependent on research assistants in a lab setting. Faculty expressed concerns and frustrations over the difficulty of identifying and recruiting qualified graduate students. Some faculty indicated that the Faculty of Graduate Studies and Research is encouraging programs to consider distance/online or remote course offerings to increase accessibility to potential students who are not physically located in Regina.

### **Part 2: Quality of Instruction**

Feedback on the quality of instruction was primarily related to the BKIN program and was derived from the BKIN Program Review led by Dr. Bruno, which included the results of a student survey. From students, we heard many positive comments about the quality of teaching at the undergraduate level in the BKIN program. Appreciation was expressed for the professors' knowledge, expertise, teaching skills, and support of students. The positive comments certainly outweighed the negative comments. Students seem to really value the different opportunities for their courses to engage with community groups. As mentioned previously, they would like even more hands-on, service, and/or work-integrated learning opportunities earlier in the programs.

The COVID-19 pandemic has certainly amplified concerns about accessibility to learning. It has also accelerated administrators', faculty members', and students' awareness of technology that can enhance learning and accessibility to learning. During our site visit and throughout the documentation that accompanied the KHS Self Study, the uncertainty about the future state of university instruction was a prominent theme. We heard frustration about the expected use of

technology and different modes of hybrid/hyflex teaching and learning models. We also noted many expressions of gratitude for the faculty's use of hybrid/hyflex teaching (both synchronous and asynchronous). Whatever the future holds for university instruction, it is clear that consultation, debate, and consensus-building will be crucial to success.

During the site visit, reviewers toured several classrooms/learning spaces that have been developed to facilitate hybrid/hyflex instruction. These spaces are impressive and suggest that the Faculty will continue to provide innovative and flexible learning environments to support instructors' and students' strengths. Student feedback indicates that access to hybrid/hyflex learning models is now perceived as a necessity within their programs.

The diversity of disciplines in all KHS degree programs is generally perceived as an asset. Students are exposed to different epistemological perspectives. For example, they are exposed to quantitative and qualitative methods of interpreting the world. Some feedback also reveals how challenging this diversity of disciplines and paradigms can be for students. This is especially evident among students who enroll in their degree program with specific career aspirations or among students who do not have a good understanding of the careers to which their degrees may lead. For many students, the career outcomes related to the BKIN degree are unclear. This is a common concern that we hear from many kinesiology programs in Canada. And yet, kinesiology programs continue to be popular, and admission is typically competitive.

KHS faculty have a long history of connecting curriculum and learning experiences to a wide range of community groups and unique demographics. The SWOT Analysis included positive feedback on the hands-on experiences in the Centre for Health, Wellness, & Performance (CHWP). Some feedback also suggested that even more learning activities could be developed within the CHWP.

In terms of the student experience, students and faculty members described the graduate program as siloed. In our meeting, graduate students told us that they would like the Faculty to assign a common space where they could collaborate, socialize, and build a culture. The Faculty might consider introducing a seminar or colloquium series to highlight graduate student work and expose them to the world of academia.

#### **4. The contribution of each program to related disciplines and fields of study**

KHS programs are interdisciplinary by design, with collaborations across several faculties, disciplines, and research units at the University of Regina. The Faculty participates in and promotes lively engagement with many organizations, including government agencies, schools, industry, and the community. The activities of faculty members, students, and associates span a broad array of disciplines in humanities and the social sciences (social work, justice studies, psychology, education), as well as business, and the biological sciences. Fields of research being actively investigated in research grants include but are not limited to the following: chiropractic science, brain research, patient-oriented research, epidemiology, nutrition, exercise physiology, health research, gerontology, workers' compensation, Indigenous gender and wellness, Truth and Reconciliation, anti-racism, status of women, coaching practice and theory, sport psychology and history, police studies and national defense, disability studies, community-engaged research, and kinesiology and health studies pedagogy. This is an impressive and diverse range of research areas and interdisciplinary collaborations.

Faculty members contribute to a number of research institutes outside the Faculty: the Centre for Aging and Health; the Humanities Research Institute; SPHERU (the Saskatchewan Population Health and Evaluation Research Unit directed by both the University of Regina and the University of Saskatchewan). The Brain Health Hub, along with the Athlete Health and Performance Initiative, makes important contributions in sharing faculty members' research and in supplying other researchers, students, and community members with increased educational, training, and treatment opportunities.

### ***Internal University of Regina Collaborations***

In 2021, the Faculty created a joint degree with the Faculty of Business—the Bachelor of Business Administration/Bachelor of Sports and Recreation Studies (Internship). This program, which culminates in two degrees, aims to expand career options for graduates. The Self Study points out that data on this joint program is currently too limited to reveal its success or “draw any conclusions” (p. 34).

In terms of Health Studies, the Bachelor, Certificate, and Diploma are also offered in collaboration with the Faculty of Arts, primarily the Psychology Department, and draw modest but steady enrolments from First Nations University students, as well some enrolments from Campion and Luther students. The graduate degrees (MA and MSc) in Aging Studies (formerly Gerontology) similarly draw students from a number of backgrounds: KHS, Arts, and Social Work. In general, however, the Gerontology program has had very low uptake and few course offerings. Other programs that have had limited faculty support are Athletic Therapy, and Strength & Conditioning, despite the PhD students registered in the latter. Students have expressed interest in more courses in Nutrition and Coaching, but there are no faculty with the expertise to drive these areas.

### ***Intraprovincial Collaborations***

A degree in Kinesiology or Health Studies appeals to students interested in the medical or other allied health professions, particularly those self-identifying as “pre-med.” However, students wanting to pursue professional degrees such as medicine and physiotherapy expressed concern that they were not provided enough support from their Academic Advisors. More could perhaps be done to support “pre-med” students. Of the KHS students interested in pursuing medicine, the vast majority will apply to pursue an MD at the University of Saskatchewan (which currently provides the option to complete the entire degree in Regina). Apart from a helpful annual information session conducted by the University of Saskatchewan, students did not feel they received sufficient support to transition to medicine at the University of Saskatchewan. They were merely redirected to the pre-med club run by University of Regina students. Intraprovincial opportunity exists for greater cooperation with the University of Saskatchewan, which would result in smoother transitioning for students and possible recruitment and collaboration opportunities on both sides.

More could be done to showcase graduate success and inform students of the kinds of career opportunities available to them after graduation. Resuming the career fair featured in the past could serve as a worthwhile recruitment tool, a welcome support for graduating students, and a celebration of alumni success along with industry and community partnerships.

## 5. The scope and significance of research being pursued within the unit

The External Review Team was provided with faculty members' citation data for the past 10 years as well as a table detailing their internal and external research funding. Reviewers also met with several faculty members, the Associate Dean Research (ADR), the KHS Dean, and Vice-President (Research). As external reviewers, it is difficult to assess the overall productivity of the KHS research enterprise without knowing metric-based institutional expectations. Nevertheless, research within the Faculty appears to be thriving in several sub-disciplinary areas. During the review period, 92 research grants and contracts equalling more than \$5.4 million were obtained by KHS faculty. Eight faculty members were successful in securing 17 national-level grants from either NSERC ( $n = 1$ ), SSHRC ( $n = 8$ ), CIHR ( $n = 7$ ), or CFI ( $n = 1$ ); nine of these were obtained within the last five years of the review period (i.e., since 2018). Additional external research funding has been obtained from Own the Podium, the Saskatchewan Health Research Foundation (SHRF), Mitacs, the Canadian Centre on Disability Studies, Sask Sport Inc., Special Olympics Canada, the Coaching Association of Canada, and various other sources. Internally, 15 faculty obtained 34 grants to support their various research programs.

As reported in the Self Study, 342 refereed journal articles, 15 refereed conference proceedings, 13 technical reports, 29 book chapters, 4 books, 388 conference presentations, and a variety of multi-media and other creative knowledge mobilization outputs were produced by KHS faculty during the review period. Moreover, with 10 researchers (50% of those with scholarly output as a requirement of their jobs) reporting *h*-indexes (via Google Scholar) in the double-digits, research being published by KHS faculty is being cited on a regular basis by others in their respective fields. To the External Review Team, the research enterprise of KHS is both innovative and impactful.

While research is thriving in several sub-disciplinary areas of the Faculty, our impression is that the research culture within KHS has room for improvement. Evidence supporting this claim includes:

- variable research output across faculty (we acknowledge this is not uncommon in academic units)
- some faculty and few graduate students receiving or even applying for Tri-Council funding in a given year (although several faculty have benefited from SHRF grants and some undergraduate students have benefited from NSERC USRA and FGSR UGRA grants, most grad students we met with did not seem to be aware of these opportunities)
- a perception by some researchers that KHS does not provide matching funds to bolster their grant applications
- low enrolment in graduate programs and ongoing concerns about recruiting future grad students (which also has implications for TA support for undergraduate programs)
- limited collaboration between graduate students and faculty members on research projects, outside of their thesis/dissertation work
- low enrolment in the undergraduate honours (thesis) option (where available) and no option for students to complete an individual/independent study for course credit
- low attendance and engagement by faculty and students in the KHS Research Day and Faculty Colloquium Series
- teaching schedules that do not accommodate faculty who conduct research in 'the field' and/or remote locations

- no opportunities for students to complete fieldwork placements conducting research under the supervision of KHS faculty advisors (although this is permitted at other institutions), and
- expressions from senior administrators that the unit is underperforming in this area.

Although there are symptoms of a weakened research culture in KHS, the root cause is difficult to determine and seems to pre-date the onset of the COVID-19 pandemic. Nevertheless, based on anecdotal conversations we had with faculty during the site visit, we sense there is an inherent desire and commitment among faculty and students to advance the research enterprise of KHS and the University of Regina. We believe this can start by getting students engaged with and ‘turned-on’ to research at the undergraduate level.

Based on the discussions we had with students and faculty, we believe recent changes in the teaching of KIN 220 are having a positive impact on students by introducing them to several different ways of collecting and analyzing research data (both qualitative and quantitative) to provide insights that can inform decision-making. We encourage KHS to build on this success by providing senior undergraduate students with more opportunities to leverage and develop these skills. The Faculty could introduce an elective individual/independent study course and/or provide more flexibility for students who wish to pursue the honours (thesis) program and introduce the honours program where it does not currently exist. Doing so may require KHS to reconsider whether the honours (thesis) option should be pursued as an alternative to the fieldwork experience and/or whether fieldwork placements should be allowed to be completed under the supervision of KHS researchers. After all, research has provided most of the people reading this document with viable and highly rewarding careers. Such curricular changes would not only provide undergraduate students with enhanced high impact practices (the products of which can be shared at the annual KHS Research Day) but would also help in recruiting more internal applicants to the master’s and doctoral programs. Moreover, these early research experiences and outputs will help make future graduate students more competitive when applying for Tri-Council (and other) funding and provide much-needed TA support for the undergraduate programs. For researchers, an enhanced undergraduate research culture would further their experience in developing highly qualified personnel, which is a general expectation of those applying for Tri-Council research grants.

Finally, we are wondering what the Faculty and/or institutional expectations are regarding the conversion rates from internal grants to external grants. Similarly, it would be interesting to know if larger academic units with internal grant facilitators have higher conversion rates. Nevertheless, we think a stronger effort may be made to help researchers convert internal seed grants (for which they have been quite successful during the review period) into funded Tri-Council applications. Options for doing so may include, but are not limited to, improving the internal review process to ensure that all grant submissions receive a thorough internal vetting before receiving the Dean’s endorsement for submission to the various external competitions. This vetting process could be coordinated through the Associate Dean of Graduate Studies & Research and facilitated through a panel of KHS and other University of Regina researchers. KHS faculty could also benefit from peer review and cohort programs facilitated through the University’s Research Office.

## **6. The degree to which academic programs meet students' learning needs and goals**

This Academic Unit Review reveals that the students' learning needs and goals are generally well met by the academic programs. Most of the structural and quality concerns have been addressed in Section 3 of this report.

The Faculty does a good job of providing access to all of its required introductory courses, which are offered in all three terms. Core courses for the majors are offered at least once per year, as are electives for the majors. As mentioned previously, students expressed a desire to be able to take more electives in third and fourth year and to be able to tailor these electives to some of their career goals.

For undergraduate students, the most common theme to emerge from the Self Study documents and site visit relates to the degree-specific career pathways. This concern is especially evident among the Kinesiology students. They are not sure what they can do with a BKIN degree. At the same time, many students stated that they chose the Human Kinetics major as a stepping-stone to professional degrees such as physiotherapy, occupational therapy, medicine, chiropractic, etc. Related to this, students would like to see the Faculty provide more guidance and direction on preparing for, and applying to, professional programs.

As described previously, the pandemic experience has changed students' expectations for program delivery. For example, students expressed a desire for more online and hybrid/hyflex options. The Dean described a commitment to building the technology infrastructure to provide greater hybrid/hyflex learning access. The immediate and future challenge will be resourcing this commitment to a more flexible and accessible learning model.

The graduate students we met with described TA work and teaching assignments as a valuable part of their overall education. They expressed the need for special training in teaching and grading, as well as mentorship related to professional development: they would benefit from exposure to Centre for Teaching and Learning training, as well as opportunities to become involved in academic societies and conferences.

## **7. Staffing complements**

KHS is an integrated Faculty where the Dean and the Executive Leadership Team oversee: 1. undergraduate and graduate programs, 2. the research enterprise, and 3. sport, community engagement, and athlete development. The academic unit is non-departmentalized and consists of 23 faculty members inclusive of the Dean and two Associate Deans. This academic complement includes 8 Assistant Professors, 5 Associate Professors, 7 Professors, 2 Instructors, and 1 Experiential Learning Coordinator. Between 2012 and 2016, the academic complement increased from 17 to 23 (+29%). The current complement of 23 has remained constant since 2016. In the last ten years, student enrolment increased from 554 to 867 (+56%). The External Review Team notes that the increase in enrolment is disproportionate to the investment in faculty resources to support the programs.

The KHS faculty-to-student ratio (approximately 1 to 34) is quite high relative to some of the larger academic units at the University of Regina. Based on the information provided to the

External Review Team, the faculty-to-student ratio for Arts is approximately 1 to 17, Science is approximately 1 to 21, and Engineering is approximately 1 to 11. Reviewers noted that the discrepancy in the faculty-to-student ratio is evident between groups of Faculties at the University of Regina. KHS falls into a group (alongside Business, Social Work, and Education) with significantly higher ratios of students taught per individual faculty member.

During the site visit, some administrators and faculty noted the disproportionate higher increase in student enrolment relative to the lower increase in the academic complement. This has resulted in some faculty stating that they feel they are relegated to teaching core courses rather than upper-year electives.

The undergraduate academic programs are supported by 1 Academic Advisor and 1 Academic Coordinator. This ratio of advisor-to-student seems to align with the sectoral standards with which we are familiar.

During the site visit, several people mentioned a desire to see more unit-specific student recruitment. A perceived shortage of resources was cited as a reason why recruitment has not happened in a more robust fashion. The Dean described some innovative ways he has engaged current students to serve as social media ambassadors for the academic program. The External Review Team noted that the varsity sport program employs a marketing and communication team of three individuals. Perhaps some of this team's work might be directed toward marketing and promoting the academic programs.

The fieldwork program is supported by 1 Experiential Learning Coordinator, who is part of the academic complement of the Faculty. This position supports 75 student placements each academic year. As the Faculty has increased the accessibility and flexibility for students, fieldwork placements now occur throughout the year. Conceivably, this could increase the Experiential Learning Coordinator's workload. As the Faculty strives to increase its experiential learning options for students, the associated workload assigned to this position may need to be reassessed.

TAs and grader/markers are essential resources for academic program delivery. We learned that the relatively low number of (graduate) students who are qualified and willing to accept TA assignments can make resourcing these programs challenging.

Staff in KHS have a deep knowledge and commitment to the unit's operation. Several staff are graduates of the Faculty and eager to share their insights and ideas. Several of the systematic channels for collaboration and communication were paused during the pandemic. Staff are eager to resume these collaborations.

From the Self Study documents and site visit, the challenges of meeting the mental health and wellness needs of students and staff emerged repeatedly as a theme. If the pandemic has a silver lining, it has taught us that supporting mental health and well-being within the university community needs to be managed systematically and proactively. KHS and the University of Regina, like the entire postsecondary sector, will need to factor these support systems into the management of its staffing complements. The External Review Team is confident that KHS and the University of Regina leadership teams are committed to this change.

## **8. The degree to which the unit is meeting its internal and external service responsibilities**

### ***Internal Service: Teaching***

The Self Study's list of undergraduate service teaching (p. 33) shows the Faculty's dedication to supporting numerous external programs:

- first-year KHS courses (131, 132, 135) can be taken for elective credit by students across the University of Regina, in addition to KIN 120 and 275
- 11 courses (6 KHS, 5 KIN) support Education, with 2 additional SRS courses serving as electives for the minor in Outdoor Education
- 3 KIN courses support Arts requirements—an Indigenous Arts core requirement; a Sociology requirement for Science, Culture, & Knowledge; and a Justice Studies requirement
- 3 KIN courses support Nursing, with 4 additional courses supporting pre-professional programs.

### ***External Service: Centre for Health, Wellness, & Performance, Paul Schwann Centre***

KHS has a unique organizational structure compared to other academic units at the University of Regina. The Faculty provides oversight and direction to all of the sport and recreation programs that serve the entire campus community. This is an organizational structure seen at 7 other kinesiology, physical education, and sport and recreation faculties in Canada. Beyond the varsity sport programs and recreation programming, KHS also directs the activities of the Centre for Health, Wellness, and Performance (CHWP). This multi-faceted clinic offers a variety of services, therapies, and research activities that are accessible to the University of Regina community and beyond.

### ***Student Recruitment and Alumni Relations***

The Student Affairs team expressed appreciation for how well the Faculty's academic advisors work with them to host recruitment events on campus and at local high schools. In fact, Kinesiology is one of the most responsive Faculties at the University of Regina in trying to serve students and meet their needs. The alumni front presents more opportunities to organize and engage. Nobody seems to have responsibility for connecting with alumni, many of whom have gone on to fill important and high-profile roles in the community and beyond. An Alumni Advisory Board could be struck, perhaps with the help of University Advancement and Communications/Donor Relations. Alumni could also be incorporated into the Annual KHS Research Day to help demonstrate how people use research in both traditional and non-traditional ways. This strategy would provide an effective response to the view expressed by students that they were not guided to see research as a viable career path. Including alumni in the annual research celebration could stimulate more interest in research and serve as a recruitment tool, while enriching alumni and community relations.

## **9. The role the unit plays in meeting the University's vision, mission, goals, and priorities**

In 2021, the Faculty updated its previous 2016-2021 Strategic Plan by setting new objectives in each of the four guiding pillars: student success; quality programs, academics, and research; community connections; and strong operational foundation. A streamlined version of these objectives is proudly posted on a public wall in the KHS Building. In the *KHS Strategic Objectives*

2021-2025 document, Action Items are clearly specified, along with those individuals (e.g., directors, personnel, or teams) responsible for pursuing each item and achieving it within a proposed timeline.

The Faculty's four guiding pillars fit well within the University's overall 2020-2025 Strategic Plan, *All Our Relations: kahkiyaw kiwâhkômâkaninawak*, particularly its values of Equity, Diversity, and Inclusion; Indigenous Ways of Knowing and Being; and Communities and Social Responsibility. KHS's Strategic Objectives match the emphasis in four out of five of the University's key areas of focus: Discovery; Truth and Reconciliation; Well-being and Belonging; and Impact and Identity.

In terms of Well-being and Belonging, students and faculty expressed concern that the Faculty name no longer represents the breadth of academic and other activities taking place therein. "Kinesiology and Health Studies" does not explicitly include students and faculty engaged in the Bachelor of Sport and Recreation Studies, just as the "Kin Society" does not reflect the larger Faculty makeup, and therefore on the basis of the name is not perceived as inclusive. Bachelor of Sport and Recreation Studies students lack a sense of community or connection with other students who have similar interests.

"Promote EDI in the Faculty" is one of the Faculty's laudable Strategic Objectives (B2). This objective includes an action item to reassess how representative the Faculty name is. Other commendable action items include providing EDI training to faculty, staff, and students, and establishing a Faculty EDI Committee. The Faculty aims to demonstrate inclusiveness by displaying artifacts (such as a Pride flag or Treaty 4 acknowledgement) and facilitating Indigenous initiatives. More could be done to incorporate EDI, which is already prominent in the socio-cultural areas, into the BKIN program. There is also a perception that EDI courses are being introduced too late in the curriculum. Students expressed feeling disoriented when they encountered paradigm-shifting EDI content in third- or fourth-year courses, after their educational habits had already been perhaps too firmly set.

The Faculty's Strategic Objectives seem to include Indigenous initiatives under the promotion of EDI in the Faculty. While these two areas are clearly related with respect to meeting the needs of diverse student populations and creating a welcoming environment for all, more clarity could be achieved by focussing separately on Indigenous Ways of Knowing and Being, and on Truth and Reconciliation, as in the University's Strategic Plan. Faculty want to incorporate more Indigenous content into their courses but are concerned about saying or doing the wrong thing in a classroom setting and being reprimanded for it. More consultation with the AVP of Indigenous Engagement, and more input from faculty members who have demonstrated experience and expertise in working with Indigenous communities, could set the Faculty on a strategic path to Indigenize academic content, to meet the needs of Indigenous students and programming, and to work together towards Truth and Reconciliation aims. Incorporating these concerns into program-level learning outcomes as part of a curriculum mapping exercise would also help to ensure that every KHS student graduates with a baseline understanding (at minimum) of EDI concepts.

## **10. The financial resources of the unit**

The financial resources of KHS are varied and more complex than most academic units. This is due to the sport and recreation operations that fall under the portfolio of the Dean. As such, there are revenues and expenses related to sales and services.

The University of Regina operates with a centralized incremental budget model. Increases and decreases in the Faculty's annual allocation are determined centrally and reflect larger trends in the University's overall financial position. In other words, tuition revenue generated by KHS programs does not flow directly back to the Faculty.

The Faculty does take advantage of an opportunity to generate tuition revenue through the Centre for Continuing Education (CCE). CCE employs a tuition revenue-sharing model when it partners with academic units like KHS. These partnerships involve the development and delivery of distance/online courses as well as courses offered outside of the common academic schedule (evenings and weekends, for example). Since 2016, the annual CCE revenue share has increased from \$175,392 to \$501,491 (+286%). The Faculty is considering additional revenue-sharing partnerships through the introduction of micro-credentials (certificates, diplomas, etc.). Enrolment in the Health Studies diploma and certificate has increased significantly over the past several years. The SWOT Analysis cites provincial funding cuts as a threat to the University's and Faculty's fiscal well-being. Enrolment at the University of Regina has decreased over the past two years. KHS has also experienced a decrease in enrolment, which the Dean describes as concerning. As program enrolment has decreased slightly over the past two years, so too has the number of credit hours taught.

The financial information provided to the External Review team does not include enough detail to fully understand the Faculty's ability to finance non-salary related expenses. Nevertheless, the Self Study and the site visit revealed that the Faculty's financial position creates real and perceived deficits in the delivery of the academic programs. The Faculty is not able to increase the academic complement of faculty. KHS has one of the highest instructional staff to FTE student ratios at the University of Regina. Similarly, KHS has the highest ratio of instructional staff to undergraduate credit hours (CH) taught. The KHS ratio is 1 FTE/566 CH, where the ratio in Arts is 1 FTE/334 CH, and Science is 1 FTE/315 CH. Undergraduate enrolment (all programs – degree and non-degree) has effectively doubled since 2010, yet the number of instructional staff (professors, instructors, lecturers, and lab instructors) has only increased by 35% (23 positions from 17).

The Self Study indicates that upgrading and maintaining equipment and facilities are impacted by the Faculty's financial resources. Faculty members expressed concern that the value of start-up funding for new academic hires is insufficient. Limited financial resources to support graduate students is also described as a concern. The added expense of retrofitting teaching spaces to accommodate hybrid/hyflex learning has put stress on the Faculty's financial resources.

While the financial position of the Faculty creates challenges, the Dean described several innovative initiatives to address these concerns. He has proposed introducing clinical instructor positions that can contribute to the academic program, while serving the CHWP's operation. The Dean has created employment packages that will ensure graduate students have a consistent level

of funding during their studies. He has also identified and utilized students as social media ambassadors to promote KHS activities and programs in the digital landscape.

KHS, like most academic units at this moment in time, is facing a potentially deteriorating financial position. The External Review Team believes that the leadership of KHS is making sound financial decisions and resourcing the unit's priorities effectively under these conditions.



External Unit Review Site Visit: **Thursday 7 April 2022**

Time	Who/What	Participants	Where
<b>8:30am</b>	<b>Pick-up from Hotel</b>	<b>Douglas, Jess Harold Riemer</b>	<b>Atlas Hotel 4177 Albert Street South</b>
8:45-9:30am	Dean of the Faculty of Kinesiology and Health Studies	Harold Riemer	Faculty Boardroom CK 170.15
9:30-10:15am	Faculty Academic Coordinators/Advisors	Jennifer Love Green, Heather Wickenheiser	Faculty Boardroom CK 170.15
<b>10:15-10:45am</b>	<b>Nutrition Break</b>		Faculty Boardroom CK 170.15
10:45-11:30am	Academic Planning and Program Committee (APPC)	Elizabeth Cooper, Jennifer Love Green, Michael Dubnewick, Patrick Neary, Rebecca Genoe, Tyler Meadows	Faculty Boardroom CK 170.15
11:30-12:15pm	Support Staff	Echo Ward, Shauna Machnaik, Jolene Goulden, Dani Ing, Lily Chu, Brennan Kayter, Shirley Plessl	Faculty Boardroom CK 170.15
<b>12:15-1:00pm</b>	<b>Lunch – Boxed Lunches Provided</b>		<b>Faculty Boardroom</b>
1:00-1:45pm	Business Operations	Eric Exner	Faculty Boardroom CK 170.15
1:45-2:30pm	Associate Dean – Graduate Studies, Research, and Special Projects	Larena Hoeber	Faculty Boardroom CK 170.15
<b>2:30-2:45pm</b>	<b>Nutrition Break</b>		
2:45-3:30pm	Fieldwork Focus	Brandy West-McMaster, Korinne Lott	Faculty Boardroom CK 170.15
3:30-4:15pm	Dean of the Faculty of Graduate Studies and Research	Aziz Douzi	Faculty Boardroom CK 170.15
4:15-5:00pm	Associate Dean, Undergraduate Program	Doug Cripps	Faculty Boardroom CK 170.15
5:00-5:30pm	Review Team Debrief	Review Team and Dean	Faculty Boardroom CK 170.15
<b>5:30pm</b>	<b>Return to Hotel</b>	<b>Douglas, Jess</b>	<b>Atlas Hotel 4177 Albert Street South</b>
<b>6:30pm</b>	<b>Dinner</b>	<b>Review Team Alumni – Sara England, Alynn Skalicky, Bonnie Marko</b>	<b>Earls South Albert</b>

*\*This agenda is subject to change. Updated 6 April 2022 YG*

External Unit Review Site Visit: **Friday 8 April 2022**

<b>Time</b>	<b>Who/ What</b>	<b>Participants</b>	<b>Where</b>
<b>7:45am</b>	<b>Pick-Up from Hotel</b>	<b>Douglas, Jess</b>	<b>Atlas Hotel 4177 Albert Street South</b>
8:00-8:45am	BKIN Review	Paul Bruno	Varsity Boardroom CK 173
8:45-9:30am	BKIN Faculty Focus 1	Patrick Neary, Darren Candow, Julia Totosy, John Barden, Cam Mang, Erica O'Neill, Barclay Dahlstrom, Katya Herman	Varsity Boardroom CK 173
9:30-10:15am	BSRS Faculty Focus	Cory Kulczycki, Michael Dubnewick, Roz Kelsey, Tristan Hoppr, Rebecca Genoe	Varsity Boardroom CK 173
<b>10:15-10:45am</b>	<b>Nutrition Break</b>		
10:45-11:30am	Undergrad Students	Avery Lightfoot, Rob Rooney, Kayleigh Strinholm, Tiffany Sotomi Allyson Schneider, Jadyn Kushniruk,	Varsity Boardroom CK 173
11:30-12:15pm	Grad Students	Tyler Meadows, Jessica Lewgood, Abby Galenzoski, Ed Toledo, Erica O'Neill	Varsity Boardroom CK 173
<b>12:15-1:00pm</b>	<b>Lunch – Boxed Lunches Provided</b>		<b>Faculty Boardroom</b>
1:00-1:45pm	BKIN Faculty Focus 2	Brenda Rossow-Kimball, Jim Daschuk, Kim Dorsch, Elizabeth Cooper, Holly Bardutz	Varsity Boardroom CK 173
1:45-2:30pm	Student Affairs and UR International	Christine McBain, Shauna Koester Haroon Chaudhry	Varsity Boardroom CK 173
<b>2:30-2:45pm</b>	<b>Nutrition Break</b>		
<b>2:45-3:45pm</b>	<b>Tour of Facilities</b>		
<b>3:45-4:00pm</b>	<b>Travel to Provost/Executive Offices</b>		
<b>4:00-5:00pm</b>	<b>Exit Interview</b>	<b>Provost; Vice-President (Research)- Zoom; and Associate Vice-President (Academic)</b>	<b>AH 527 Boardroom and Zoom</b>

*\*This agenda is subject to change. Updated 6 April 2022 YG*