



Office of the Provost &
Vice-President (Academic)

4401 University Drive
Lethbridge, Alberta, Canada

Phone (403) 329 2202
Fax (403) 329 2097

TO: Mike Mahon
President and Vice Chancellor

DATE: June 1, 2023

FROM: Alan Siaroff
Chair, Academic Quality Assurance Committee

RE: Kinesiology and Physical Education Program Academic Quality Assurance Review

In accordance with the U of L *Academic Quality Assurance Policy and Process*, the Academic Quality Assurance Committee approved the review of the Kinesiology and Physical Education Program at its May 25, 2023, meeting.

The Self Study Committee for this review was comprised of: Robert Kossuth and Ilsa Wong (Program Review Coordinators), Ian Bennett, Jon Doan, Scott Rathwell, and Fred Trinh.

The review produced 4 documents:

1. Self Study Report. Written by the Self Study Committee. Received on December 2, 2022.
2. External Review Report. Written by Pam Bryden (Wilfred Laurier University) and Philip Sullivan (Brock University) based on a site visit (February 2 to 3, 2023). Received on February 28, 2023.
3. Program Response. Written by the Self Study Committee. Received on April 17, 2023.
4. Dean's Response. Written by Matt Letts, Dean of the Faculty of Arts and Science. Received on May 12, 2023.

Self Study Report

The Self Study Report asked for External Reviewer feedback on several areas:

- Should the department remain a department in Arts and Science, or should there be an effort to become a school either in Arts and Science or possibly in the Faculty of Health Sciences?
- Is there a value for seeking CCUPEKA accreditation for physical education, kinesiology, or both?
- How or should the department address the problem of insufficient access to upper year courses?

The body of the report noted several strengths of the XX (Review Name):

- The department fits well within the University of Lethbridge's liberal education mandate.
- There has been growth in student numbers (22.6%) across all KNES programs since the most recent departmental review in 2012.
- Most students have been able to find employment or move into graduate programs in a reasonable period following graduation.
- The department possesses a well-structured degree program for students that can provide a quality education if sufficient resources are made available.
- The Co-Chair department chair model continues to operate effectively.
- Members of the department continue to function in a collegial and supportive manner.

The following weaknesses and challenges were mentioned in the body of the report:

- There is a need to improve and expand engagement with Indigenous students.
- There are no Indigenous faculty and no courses that specifically address Indigenous physical activity and wellness.
- Retention of undergraduate students from first to fourth year is only 65%.
- There are insufficient course offerings at the 3000 & 4000 levels. This would be best solved through growth positions; however, the department continually works to maximize instructor resources in the attempt to provide adequate senior level offerings.
- Sufficient resources are not available for funding teaching laboratory equipment and materials requirements. Faculty are often required to provide these from personal research funds.
- A lack of stable and continuing funding for professional development opportunities persists (e.g., Hart Cantelon Distinguished Lecture).

Recommendations from the body of the report:

- One potential solution to the problem of students accessing upper-year courses could be the streaming of students based on their post-degree goals to better plan for and hopefully alleviate bottle necks in accessing these courses.
- Finally, the issue of whether Kinesiology could or should become a school in either the Faculty of Arts and Science or the Faculty of Health Sciences needs to be explored further, this is a change that emerged out of the recently abandoned university restructuring exercise and now cannot simply be ignored.
- So, the future of kinesiology at the University of Lethbridge may require:
 - 'streaming' of our degrees to offer pathways for majors, i.e., rehab medicine, teaching/education, health promotion; in these pathways, students could be placed into cohort groups and enroll into a pathway of courses;

- 'streaming' would provide us with the ability to predict courses and seats required to meet the needs of the students and increase our ability to predict human resources needed to meet these needs;
- streaming' might enable the department to meet the criteria for and apply for CCUPEKA certification;
- To better place the department for CCUPEKA certification, we would require additional human resources in Motor Learning/Control

External Review Report

The External Review Report contained fourteen (14) recommendations for improving the Kinesiology and Physical Education program:

Recommendations from the body of the report:

- Recommendation 1: We recommend that the department carefully examine the pros and cons of moving to the Faculty of Health Science after the Dean has been selected.
- Recommendation 2: We recommend that the department seek CCUPEKA accreditation for the Kinesiology program.
- Recommendation 3: We recommend that the department create a set of program-level learning outcomes for the BA and BSc programs.
- Recommendation 4: We recommend the following with respect to issues seen in the upper-level courses, workload allocation, and program resources:
 1. Consider creating a 4th-year thesis course where a faculty member is assigned to facilitate. This could alleviate some of the overload felt in the independent research courses.
 2. Considering creating a practicum course that would replace some of the Applied Studies courses thus creating experiential learning opportunities for more students.
 3. Consider strategically increasing the class sizes of certain courses so that resources are used more effectively. For example, can some courses be larger in 4th year than the cap of 24 students? Consider working with Teaching and Learning to develop assessments that facilitate learning in larger class sizes.
 4. Consider offering non-laboratory-based upper-year courses during the summer term (e.g., KNES 3100, 3120, 3200, 3300, 3400, 3430, 3500, 3630, 3645, 3680, 3740, 3780, 4200, 4300, 4400, 4500, 4615, 4640, 4680, 4720, 4725).
 5. Consider eliminating Kinesiology 1160 and 1161 as these courses are an additional burden on teaching resources but no additional funds are provided to the Department.
 6. Consider whether KNES 4900 (and subsequently 5900) are meeting the needs of students currently. Consider alternative models for how to ensure interdisciplinary crosstalk of undergraduate students.
- Recommendation 5: We recommend that the department is provided with their budget in a transparent manner.
- Recommendation 6: We recommend that the department engage with the Dean in a discussion regarding workload and compensation for unreasonably high levels of independent study supervision.

- Recommendation 7: We recommend that the department explore ways of formalizing practicum courses in the programs.
- Recommendation 8: We recommend that the department begin to engage in outreach to the community.
- Recommendation 9: We recommend that the department seek ways of generating revenue from alternative sources.
- Recommendation 10: We recommend changing all Physical Activity (PHAC) courses to the KNES course code.
- Recommendation 11: We recommend the department seek ways to address race and diversity within the curriculum and the program.
- Recommendation 12: We recommend that the Kinesiology programs be considered as a priority for growth within the Faculty along with the appropriate new resources to manage that growth.
- Recommendation 13: We recommend that the department request a tenure-stream hire in the Sciences to help alleviate the long waitlists for upper-year courses and ensure that the department is better positioned to apply for accreditation in CCUPEKA.
- Recommendation 14: We recommend that the department request authority over the deployment of all graduate students supervised by members of the department, even doctoral students.

Challenges discussed in the report:

- Graduate teaching assistant positions are not consistent, not under the direct control of the department and underfunded. Doctoral students' teaching assistantships are not being deployed in the department even though their supervisors are faculty members in KNES. This is a resource challenge to a program that is already highly depleted (see Recommendation 14).
- The department has seen significant growth since the last program review, such that by the Fall of 2020 there were well over 750 students enrolled in the various Kinesiology programs. The growth in the program has not been met with increased resourcing. A significant portion of our discussion during the site visit was spent on discussing ideas for how to manage the growth in enrolment coupled with the restraints on resources. We have provided several suggestions within Recommendation 4 on how the unit could manage this growth while still providing a high-quality product.
- Of note, students commented on the difficulty of getting into upper-year courses (discussed in the self-study document as well) and their desire for more experiential learning opportunities. We provided several suggestions under Recommendation 4 on how the unit could address the issues of not getting into upper-year courses (specifically on the Science side of Kinesiology) and the long wait lists. We also recommend the creation of some practicum-type/experiential learning opportunities in Recommendation 7 and 8.
- Resources for faculty, staff. It became clear during the site visit that the Department was not adequately resourced for faculty. We recommend that the Faculty prioritize providing additional faculty positions for Kinesiology given the large intake of students in the programs, and the significant issue with students not being able to register for upper-year courses, ultimately creating additional workload for faculty by students requesting independent directed studies courses. The hiring of additional faculty should also help to improve the retention rates across

the undergraduate programs in Kinesiology, ultimately providing more revenue for the University.

- Equipment resources. The concern here is that equipment for teaching is not adequately resourced, and as such faculty are often utilizing research grants to pay for teaching supplies. The equipment utilized for teaching laboratories should be made a priority within the Faculty. Importantly, transparency in budgeting would allow the Department to potentially save year over year for larger cost items (see Recommendation 5).
- Resources for students. Over discussions with undergraduate and graduate students, it was heard that at times students were not getting the support they needed. The loss of an academic advisor related specifically to Kinesiology was also felt by the faculty and instructors in the department. We also recognize that the program has very good and strong support staff and strongly recommend that the department not lose such an excellent resource (nor be asked to share that resource with other units).

Opportunities discussed in the report:

- Potentially, the department could engage in a retreat to focus on the creation of the program learning outcomes and how courses currently offered align. Such course mapping exercises may also help the department realize where gaps may be or where future resources requests should be focused.
- One point to consider in the future is the notion of whether Alberta would look to registering Kinesiologists as a health profession. In Ontario, Kinesiology is a registered health profession, which has afforded graduates of Kinesiology a larger wealth of job opportunities upon graduation.

Program Response

In their Program Response, the Self Study Committee addressed the recommendations from the External Review Report:

Recommendation 1: We recommend that the department carefully examine the pros and cons of moving to the Faculty of Health Science after the Dean has been selected.

Discussion related to the Department of Kinesiology and Physical Education and its home Faculty have been ongoing for several years. Recent outcomes of the Transformational Task Forces (Faculty Restructuring) have re-introduced the notion that the department could move to another Faculty. The external reviewers “commend the Department of Kinesiology and Physical Education for their dedication to providing an excellent education to the students in their program.” and this is the goal of the department, regardless of which Faculty we may be housed in. As such, we offer the following actions:

Actions

- Now that the Dean of the Faculty of Health Sciences has been named, the department will strike a Department Structure committee to investigate the pros and cons of both remaining in the Faculty of Arts and Sciences, and of becoming a unit within the Faculty of Health Sciences. The committee’s work may
-

	<p>include discussions with Deans' Offices from both Faculties and members of upper administration if needed. The committee will report their findings back to Department Council for full review.</p> <ul style="list-style-type: none"> • The department will convene its members for a Departmental Retreat at which the committee report will be included as part of the agenda. <p>Priority</p> <ul style="list-style-type: none"> • Department Structure Committee – High • Departmental Retreat – Low
<p>Recommendation 2: We recommend that the department seek CCUPEKA accreditation for the Kinesiology program.</p>	<p>Accreditation through the Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA) would mean that the kinesiology program at U of L meets the minimum standards of education and training for our graduates. We would join the University of Alberta, University of Calgary, and Mount Royal University as the provinces accredited programs. As the External Reviewers note, accreditation could be viewed as a recruitment tool for future students and faculty and could act as further leverage to the professionalization of kinesiology in the provincial health care system. This might be accomplished through the following actions.</p> <p>Actions</p> <ul style="list-style-type: none"> • The department will seek assistance from the Dean's Office to engage a senior Faculty member to coordinate the CCUPEKA Accreditation process. Along with the co-Chairs they will investigate the steps the department would need to undertake to meet the qualification standards and whether moving through the process would be advantageous for the students in the kinesiology program. • Recommendations on the CCUPEKA Accreditation process will be reported back to Department Council. <p>Priority</p> <ul style="list-style-type: none"> • Departmental CCUPEKA Accreditation Process – High
<p>Recommendation 3: We recommend that the department create a set of program-level learning outcomes for</p>	<p>Neither the Faculty nor the department currently guide programming based on program-level learning outcomes (PLLO). While the external reviewers suggest some clear advantages of creating PLLOs, it may also be prudent to understand whether any University-based or Faculty-based PLLOs are likely to be developed soon. Regardless, there are opportunities for the department to begin understanding how PLLOs could contribute to student learning. As such, we propose the following actions.</p> <p>Actions</p>

-
- The department will strike a PLLO committee to investigate whether there is the potential for University-wide or Faculty-wide PLOs to be introduced. The committee will become informed of PLLOs employed by other kinesiology programs at similar institutions that could be used as a template for the creation of PLLOs within the department's programs.
 - The department will convene its members for a Departmental Retreat at which the committee's purpose and goals will be included as part of the agenda.

Priority

- Departmental PLLO Committee – Low
 - Departmental Retreat - Low
-

Recommendation 4: We recommend the following with respect to issues seen in the upper-level courses, workload allocation, and program resources:

1. Consider creating a 4th-year thesis course where a faculty member is assigned to facilitate. This could alleviate some of the overload felt in the independent research courses.
2. Considering creating a practicum course that would replace some of the Applied Studies courses thus creating experiential learning opportunities for more students.
3. Consider strategically increasing the class sizes of certain courses so that resources are used more effectively. For example, can some courses be larger in 4th year than the cap of 24 students? Consider working with Teaching and Learning to develop assessments that facilitate learning in larger class sizes.
4. Consider offering non-laboratory-based upper-year courses during the summer term).
5. Consider eliminating Kinesiology 1160 and 1161 as these courses are an additional burden on teaching resources but no

The External Reviewers clearly noted that the department performs quite well in an 'under-resourced environment'. Whether that be funding, personnel, space, or equipment in lab teaching areas, our ability to service the large number of majors and general majors is becoming exceedingly difficult. These recommendations, therefore, provide an opportunity to consider some actions.

Actions

- #1 and #6 - These recommendations may tie into one another as KNES 4900 currently acts as a capstone course for the major that we hope most students will consider taking. Currently, neither the BA nor the BSc require students to take KNES4900, nor are they required to enroll in the 6-credit, two-semester Honours Thesis course offered by the department. As such, the department should strike a Curriculum committee to investigate the potential to add a 4th year three credit thesis course to the existing BA and BSc degrees (separate from the existing six credit Honours Thesis course). This course could be placed into the workload of department members and as a parallel response to Recommendation #6, could also lead to a reduction in the number of Independent Study courses the department provides each semester. The committee could also review the existing KNES 4900 course and determine if this course meets those needs and/or the Department should consider changes to and/or the cancellation of this course.
 - #2 – The Curriculum committee could review the potential introduction of a practicum course in the existing BA and BSc (see Recommendation #7) that is placed into the workload of department members. In addition to reducing the number of Applied Study courses the department offers, this could also assist in the process of accreditation with CCUPEKA.
 - #3 – Course enrollments across all levels have increased over
-

additional funds are provided to the Department.

6. Consider whether KNES 4900 (and subsequently 5900) are meeting the needs of students currently. Consider alternative models for how to ensure interdisciplinary crosstalk of undergraduate students.

the last 5-8 years. All 4000-level courses were increased by 25% (at the low end) within the past 3- 4 years. Pedagogy is an instructor's preference and while some courses are limited by equipment availability, there may be some opportunities for engagement with the Teaching Centre. The Curriculum committee could be tasked with investigating potential opportunities for faculty to learn about assessment techniques that might facilitate learning in classes with large numbers.

- #4 – The teaching of required courses in the summer semesters is a challenging concept because of the number of non-local students who attend U of L. Providing opportunities in individualized courses (i.e., applied study or independent study) is most successful but also increases workload for faculty who receive no workload compensation for those courses. On the other hand, offering required courses in a summer semester for 10 students does not maximize our faculty resources. The Curriculum committee could be tasked with understanding whether summer course offerings would be beneficial.

- #5 – Historical data suggests that over the past 3 years there has been a decline in the number of students enrolled in both the Fall semester offering of KNES 1160 (from 75 in 2020 to 68 in 2021 and 49 in 2022) and the Spring semester offering of KNES 1161 (56 in 2021 to 42 in 2022 to 28 in 2023). These numbers suggest that we continue to use valuable human resources for a relatively small number of students who are not our majors. The Curriculum committee could be tasked with understanding the implications (i.e., on Faculty of Health Sciences programs) of a decision by the department to discontinue teaching these two courses. In addition, the potential deployment of the faculty resources that would be saved should be identified.

Priority

- Departmental Curriculum Committee Task (#1 and #6) –

Moderate

- Departmental Curriculum Committee Task (#2) – Low
- Departmental Curriculum Committee Task (#3) – Low
- Departmental Curriculum Committee Task (#4) – Low
- Departmental Curriculum Committee Task (#5) – High

Recommendation 5: We recommend that the department is provided with their budget in a transparent manner.

Awareness about how the departmental budget functions has long been unclear. Co-Chairs and Administrative Assistants have not had a good understanding of our budgetary resources, and this has likely led to unused resources (i.e., funds returned to central budget) over time. However, over the past 6 months, the Administrative Assistant has developed a strong working relationship with the Financial Analyst in the Faculty of Arts and Sciences Dean's Office. This has resulted in a much better

	<p>understanding of the nuances of the department's budget and a capacity to make decisions related to our use of those funds.</p> <p>Actions</p> <ul style="list-style-type: none"> • The Administrative Assistant will continue to learn about the department budget and the role that the department can play in understanding how to manage resources. • The department Co-Chairs will work with the Administrative Assistant to translate this understanding into good budgetary practices that include awareness of lab teaching supplies, office needs, and funding opportunities related to departmental speaker series. <p>Priority</p> <ul style="list-style-type: none"> • Continued awareness of department budget – High
<p>Recommendation 6: We recommend that the department engage with the Dean in a discussion regarding workload and compensation for unreasonably high levels of independent study supervision.</p>	<p>During meetings with the External Reviewers, questions about Independent Study courses were often a topic of conversation. Given that the Department of Kinesiology consistently offers some of the highest numbers of Independent Study courses across the Faculty with no compensation, it is no surprise that it was suggested that some changes needed to occur. This suggests an opportunity for the following actions.</p> <p>Actions</p> <ul style="list-style-type: none"> • The department co-Chairs should discuss with the Dean, the potential for faculty compensation based on an accumulated number of completed independent study courses. • The department should task a Curriculum Committee with investigating the potential to add a 4th year thesis course to the existing BA and BSc degrees. The committee should also be tasked with determining a more stringent set of requirements to complete an individual Independent Study course. <p>Priority</p> <ul style="list-style-type: none"> • Co-Chair meeting with Dean - High • Department Curriculum Committee Task (4th Year Thesis Course) – Moderate
<p>Recommendation 7: We recommend that the department explore ways of formalizing practicum courses in the programs.</p>	<p>Another area of workload and resources that was heavily discussed was Applied Study courses. Like Independent Study courses, Applied Study courses are also in high demand but provide no workload reduction, and the Department of Kinesiology consistently offers similarly high numbers of Applied Study courses across the Faculty. Considering the Response to Recommendation #4-2, the creation of a practicum-based course that is faculty-supervised and placed in the department</p>

	<p>members' workload is not a key requirement of the CCUPEKA accreditation process. However, the following actions may be warranted.</p> <p>Actions</p> <ul style="list-style-type: none"> • The department should task a Curriculum committee with investigating the potential to add a practicum course to the existing BA and BSc degrees. This should include conversations with Career Bridge at U of L, the on-campus department responsible for Applied Study courses and the Cooperative Education programs. <p>Priority</p> <ul style="list-style-type: none"> • Department Curriculum Committee Task (Practicum Course) – Low
<p>Recommendation 8: We recommend that the department begin to engage in outreach to the community.</p>	<p>Many, if not all, faculty members engage in community outreach either through their research programs, teaching in the community, or through their service activities. Outreach during personal time is yet another natural by-product of working at a prominent institution in a small community. Converting those professional or personal interactions to transactional interactions related to practicum placements is something that many faculty members have helped students take advantage of – this is partly why Recommendation #7 should be examined more closely. Increasing these forms of relationships should not be the sole responsibility of the department members but in consultation with and driven by Community Engagement and the Career Bridge Office that manages co-operative educational opportunities.</p> <p>Actions</p> <ul style="list-style-type: none"> • The department Curriculum Committee could investigate the levels of outreach in which courses are currently engaged. • The department could confer with Community Engagement and Career Bridge about the potential to develop student opportunities in the community. <p>Priority</p> <ul style="list-style-type: none"> • Department Curriculum Committee Task (Outreach) – Low • Departmental Coordination with Community Engagement and Career Bridge – Low
<p>Recommendation 9: We recommend that the department seek ways of generating revenue from alternative sources.</p>	<p>Revenue-generation requires concrete business plans and the potential need for up-front resources that might result in revenue in the long-term. As an under-resourced department (in terms of both equipment and human resources), putting in place</p>

	<p>efforts to generate funds is a time-consuming effort that should be carefully considered.</p> <p>Actions</p> <ul style="list-style-type: none"> • The department could investigate the potential impact of revenue generation for the department. <p>Priority</p> <ul style="list-style-type: none"> • Department Council Investigation (Revenue Generation) – Low
Recommendation 10: We recommend changing all Physical Activity (PHAC) courses to the KNES course code.	<p>The historical naming of the PHAC courses stems from before the 2011-12 Program Review when the department taught many Physical Activity courses (1.5 credits). After the 2011- 2012 Program Review, 2 PHAC courses (1.5 credits) were retained, and the remaining courses were renamed and offered at the 3-credit level. Given the changes to those courses, this recommendation suggests the following actions.</p> <p>Actions</p> <ul style="list-style-type: none"> • The department Curriculum committee will convene and discuss implications for changing PHAC courses (both 1.5 and 3.0 credit courses) to KNES designations. The committee will then make a recommendation to Department Council for potential curriculum changes. <p>Priority</p> <ul style="list-style-type: none"> • Departmental Curriculum Committee Report – High
Recommendation 11: We recommend the department seek ways to address race and diversity within the curriculum and the program.	<p>The department appreciates the recommendations of the external reviewers and Nachman, Joseph, and Fusco (2022), and is committed to ensuring diversity of the department-as-a-whole. In doing so, the following actions are considered.</p> <p>Actions</p> <ul style="list-style-type: none"> • Review the University policy on Equity, Diversity, and Inclusion, and understand steps that the department must take to align with the policy. • Seek expertise of Associate Department member Dr. Jay Laurendeau, specifically in decolonizing the department. <p>Priority</p> <ul style="list-style-type: none"> • Review EDI policy and seek input – Moderate
Recommendation 12: We recommend that the Kinesiology programs be considered as a priority for growth within the Faculty along with the appropriate	<p>The department would relish an opportunity to ‘do more with more’ within an environment that recognized the potential for growth in kinesiology and physical education. Exploring these possibilities suggests the following areas for action.</p>

added resources to manage that growth.	<p>Actions</p> <ul style="list-style-type: none"> • Co-Chairs to meet with Dean to discuss ways that the department can seize opportunities for new resources that can grow the capacity of the department. <p>Priority</p> <ul style="list-style-type: none"> • Meeting with Dean – High
Recommendation 13: We recommend that the department request a tenure-stream hire in the Sciences to help alleviate the long waitlists for upper-year courses and ensure that the department is better positioned to apply for accreditation in CCUPEKA.	<p>As noted, CCUPEKA accreditation would require some changes to course offerings and human resources that are currently unavailable. Depending upon information provided by the CCUPEKA Accreditation Committee the following actions may be warranted.</p> <p>Actions</p> <ul style="list-style-type: none"> • Co-Chairs to meet with Dean to discuss a Staffing Plan that considers CCUPEKA accreditation (Recommendation #2) and the prioritization of the department (Recommendation #12). <p>Priority</p> <ul style="list-style-type: none"> • Meeting with Dean – High
Recommendation 14: We recommend that the department request authority over the deployment of all graduate students supervised by members of the department, even doctoral students.	<p>While the amount of graduate assistantship (GA) is centrally controlled, the way graduate assistantships are dispersed has recently transitioned to the department. As the department does not offer a PhD program, doctoral students from other departments who work under the supervision of faculty in kinesiology and physical education are often (but not always) deployed in the department. This recommendation could result in the following actions.</p> <p>Actions</p> <ul style="list-style-type: none"> • Co-Chairs to meet with Dean of School of Graduate Studies and Postdoctoral Affairs to discuss the funding offers to MA and MSc students. • Confirm with the Dean's office how additional Faculty of Arts and Sciences GTA funding is allocated to the department in addition to the School of Graduate Studies funding. <p>Priority</p> <ul style="list-style-type: none"> • Meeting with School of Graduate Studies and Postdoctoral Affairs – Low • Meeting with Dean of Faculty of Arts and Sciences – Low

Dean's Response

The Dean of the Faculty of Arts and Science responded to the fourteen (14) recommendations from the External Review Report:

Recommendation 1: We recommend that the department carefully examine the pros and cons of moving to the Faculty of Health Science after the Dean has been selected.

The Faculty of Arts & Science believes that any decision on the move of a Department to another unit must be based on a proposal from that Department, passed through the Councils of both Faculties. The Faculty selected has a significant bearing on the future direction of the scholarship and academic programs delivered for our students and society and the optimal faculty would depend on the vision and goals of the Department members.

The Faculty of Arts & Science offers several advantages. Firstly, we have a long-established culture of research intensity and thesis-based graduate supervision. Kinesiology and Physical Education is a field that encompasses the Social Sciences, Humanities and Sciences, in alignment with the Liberal Education philosophy upon which the university was founded. Leadership in this large Faculty will always have multiple individuals with expertise that extends across these broad themes. Although the University of Lethbridge is small enough that cross-Faculty relationships can be built and maintained, the Faculty of Arts & Science facilitates cross-disciplinary collaboration across a range of fields, both new and existing, such as Sociology, Neuroscience, Biological Sciences and Psychology. As students tend to select many elective courses within-faculty, it also facilitates a diversity of perspectives in the classroom. The Faculty of Arts & Science is also home to several faculty members who have taken on prominent roles in Dean's Offices, the Office of the Provost and the Office of the President.

The Faculty of Health Sciences also offers opportunity. The selection of a Dean from Kinesiology and Physical Education demonstrates that its disciplines are valued by the faculty. There would be the potential to work more closely with Nursing, Public Health, Addictions and Mental Health, Health Services Management and a new Medical Training Facility that may or may not cross faculties, with connections to Athletics.

This is a decision that is in the hands of the faculty members of the Department, we support their decision to invoke a Department Structure Committee to examine pros and cons, and the Dean's Office will be supportive of what the Department decides is best for the institution.

Recommendation 2: We recommend that the

Accreditation is increasingly being viewed as important in a variety of fields. The advantages of accreditation for student recruitment,

<p>department seek CCUPEKA accreditation for the Kinesiology program.</p>	<p>industry reputation and professionalization are important, especially considering the recent achievement of CCUPEKA accreditation at a third university in Alberta. Accreditation promotes quality, accountability and standards. On the other side, accreditation can reduce the flexibility of faculty members to creatively direct a research program in unique and academically-defined directions, can be costly in terms of resources that need to be directed toward specific, externally-defined goals. In the opinion of the Dean, the advantages to seeking such accreditation in the competitive environment of Alberta outweigh the disadvantages, which can be mitigated through creative collaborations. We support the recommendation to have the Department select a senior academic staff member to coordinate the CCUPEKA Accreditation process.</p>
<p>Recommendation 3: We recommend that the department create a set of program-level learning outcomes for</p>	<p>The Department of Kinesiology may pursue program-level learning outcomes (PLOs), while the Dean's Office will consider the question of implementation of such an expectation Faculty-wide and, if so, its timing. PLOs may assist with accreditation and course transfer processes among institutions and provide clarity of expectations for our students in terms of the knowledge and skills they will acquire through their programs in the Department. If the Department decides to pursue this direction, it will have the full support of the Dean's Office, but we recommend that the Department be mindful of the fundamental importance of maintaining individual faculty members' autonomy with respect to the design, structure and content of individual courses within the context of the overall goals of the program, unless there is an agreement among Department members delivering particular courses for standardization.</p>
<p>Recommendation 4: We recommend the following with respect to issues seen in the upper-level courses, workload allocation, and program resources:</p> <ol style="list-style-type: none"> 1. Consider creating a 4th-year thesis course where a faculty member is assigned to facilitate. This could alleviate some of the overload felt in the independent research courses. 2. Considering creating a practicum course that would replace some of the Applied Studies courses thus creating experiential learning opportunities for more 	<ol style="list-style-type: none"> 1. Before adding an additional course that sounds like it would serve a similar goal to the existing Interdisciplinary Research Dialogues (KNES 4990/5990), the Dean's Office would like to see data and a plan outlining how the addition of such a course would deliver the program more efficiently while providing students a quality experience. 2. External reviewers might not have had the time to fully appreciate the differentiating emphasis on experiential learning at the University of Lethbridge. However, workload has been identified as a key issue in the Department and, in the context of Provincial budget cuts, we may need to look at reducing the number of Applied Studies and Independent Studies courses to assist in this regard. The Dean's Office would like to see additional data and a plan outlining how such a course would offer the program more efficiently while maintaining or enhancing the learning experience of our students and differentiation from other universities' programs.

<p>students.</p> <p>3. Consider strategically increasing the class sizes of certain courses so that resources are used more effectively. For example, can some courses be larger in 4th year than the cap of 24 students? Consider working with Teaching and Learning to develop assessments that facilitate learning in larger class sizes.</p> <p>4. Consider offering non-laboratory-based upper-year courses during the summer term).</p> <p>5. Consider eliminating Kinesiology 1160 and 1161 as these courses are an additional burden on teaching resources but no additional funds are provided to the Department.</p> <p>6. Consider whether KNES 4900 (and subsequently 5900) are meeting the needs of students currently. Consider alternative models for how to ensure interdisciplinary crosstalk of undergraduate students.</p>	<ol style="list-style-type: none"> 3. The Dean's Office is open to considering increased caps in certain courses, balancing budgetary pressures with the impact of such decisions on the student experience and faculty workload. The Department suggestion to engage with the Teaching Centre with respect to assessment techniques and pedagogical approaches in large classes is wise. 4. The Department response outlines well the challenges of required course offerings in the summer semester in Lethbridge, especially at the upper year levels, and how this can exacerbate difficulty offering the courses students need in the Fall and Spring semesters when delivered by tenure-track and continuing faculty members at an institution with 70% of its students coming from outside of Lethbridge. Most students need to work in the summer. However, we have found that online delivery of courses in summer term to expand options for our students and can relieve pressure on Fall and Spring. 5. We would need to examine the implications of eliminating these courses on students seeking the chance to study introductory anatomy outside of the Department. Another option might be to reduce the frequency of the offering or to look at the implications of offering only one course. The assumption that this would reduce faculty workload is flawed in that it assumes that course options, including those thought of as "service" courses, are not accounted for at all in staffing plans and department needs. Given that the Department has rated this as a high priority, the Dean's Office will examine the implications and potential benefits of this elimination. 6. The Dean's Office is open to learning details from the Department about the reported unmet student needs in KNES 4990 / 5990 and whether a course such as that outlined in 1 (above) might serve needs more effectively. It is noted that the Department has indicated a hope that all students take KNES 4900, so the issue identified is unclear.
---	---

Recommendation 5: We recommend that the department is provided with their budget in a transparent manner.

The Dean's Office was unaware that there was a perception that budgetary information was not available and is pleased to see that this matter is being addressed as outlined in the Department response. The entire faculty budget was provided to DAC members in Fall 2022 at a high level and specific needs requests are addressed by the Financial Analyst. There is a task force looking at the possibility of a more decentralized budget, including the potential to provide more oversight of budgets to Dean's Office and Departments than at present, but this is a decision that will be made at an institution-wide scale in the coming year or two.

Recommendation 6: We recommend that the department engage with the Dean in a discussion regarding workload and compensation for unreasonably high levels of independent study supervision.	As we engage in hiring some additional faculty members, we anticipate this will help increase seat availability in 3/400-level classes for Kinesiology majors. This should enable faculty members in Kinesiology to be more selective with respect to Independent Study students they want to work with or include in their research projects. The suggestion of creating practicum classes and thesis classes is interesting and could be explored to further increase opportunities for Kinesiology students to participate in research and work-integrated learning in a manner that can be delivered more efficiently. The Dean's Office would be happy to discuss these ideas with the Kinesiology curriculum committee. The higher per-student number of Independent and Applied Study courses available to students in their programs is a distinguishing hallmark of the University of Lethbridge that makes it an outstanding place to prepare for graduate studies and it is a shame that the aggressive reductions to the Provincial Operating grant have resulted in faculty attrition that requires a reduction in the number of such offerings to prevent increased workload while maintaining our program offerings.
Recommendation 7: We recommend that the department explore ways of formalizing practicum courses in the programs.	The Dean's Office supports the Department recommendation that their curriculum committee consider the potential benefit of a practicum course in consultation with CareerBridge.
Recommendation 8: We recommend that the department begin to engage in outreach to the community.	Having examined the Professional Activity Reports of faculty members in the Department of Kinesiology, the Dean does not see a lack of outreach and community engagement but is pleased to see that the Department seeks to examine the level of outreach in its courses and the potential to expand student opportunities in the community.
Recommendation 9: We recommend that the department seek ways of generating revenue from alternative sources.	The Dean's Office agrees with the approach outlined by the Department. Where appropriate, the Department could consider whether there are opportunities for a Core Research Facility. If we move to a more decentralized model in the future, there would be additional incentive for revenue generation, but, in the meantime, if there are ideas, the Dean's Office can consider how funds raised could be returned to the Department.
Recommendation 10: We recommend changing all Physical Activity (PHAC) courses to the KNES course code.	The Dean's Office would be supportive of this recommendation and the Department plan. However, there are implications to the overall curriculum in the Faculty of Arts and Science that need to be considered. The number of activity-based classes (e.g., PHAC and MUSE) are limited within their specific programs and they are restricted as electives in all programs, so changing their unique identification will require changes to all program planning. We

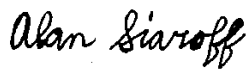
	recommend the Department consult with our Director of Curriculum, Shawn Johnsrude, to discuss this proposal.
Recommendation 11: We recommend the department seek ways to address race and diversity within the curriculum and the program.	The Dean's Office is supportive of the Department plan to take steps toward addressing race and diversity through understanding the steps to align with EDI policy and seeking expert advice on decolonization in the Department.
Recommendation 12: We recommend that the Kinesiology programs be considered as a priority for growth within the Faculty along with the appropriate added resources to manage that growth.	This recommendation would not represent a change. Under the current centralized budget model, we will continue to seek added resources for growth in Departments. Limited resources and staffing challenges are not limited to the Department of Kinesiology and Physical Education in the face of the unprecedented reductions to the Provincial Operating Grant and the resulting reductions to faculty budgets. Kinesiology is a Department with robust growth and student: faculty ratio metrics that assist with rationales for resources, but there are many critical and competing priorities.
Recommendation 13: We recommend that the department request a tenure-stream hire in the Sciences to help alleviate the long waitlists for upper-year courses and ensure that the department is better positioned to apply for accreditation in CCUPEKA.	The faculty request for a tenure-stream hire in Exercise Physiology was accepted and a search is underway. A request for a second position was not supported. The Dean's Office looks forward to discussing how to find efficiencies and/or resources to support CCUPEKA accreditation.
Recommendation 14: We recommend that the department request authority over the deployment of all graduate students supervised by members of the department, even doctoral students.	Recent changes in the School of Graduate Studies allocation of GA resources address this request, with departmental authority over the allocation of graduate student teaching assistants. The Dean's Office has limited funding to allocate additional GA's and these decisions are based on teaching needs across the Faculty and the availability of expertise.

While the External Reviewers' Report contained 14 recommendations for improving and/or maintaining the History program, the History area, Dean Letts, and the Academic Quality Assurance Committee each felt that the recommendations were too narrow in focus and were better presented as broad goals to be met before the next review. The committee modified and consolidated most of the 14 recommendations into the following four:

1. The Department of Kinesiology and Physical Education will complete a curriculum review to see how the program can be delivered more efficiently to lessen issues seen in the upper-level courses, workload allocation, and program resources.
2. The Department of Kinesiology and Physical Education will explore ways of formalizing practicum courses in the programs.
3. The Department of Kinesiology and Physical Education will seek to change all Physical Activity (PHAC) courses to the KNES course code. The Arts and Science Dean's office will support the department with the administrative requirements of these changes.
4. The Department of Kinesiology and Physical Education will seek CCUPEKA accreditation for the Kinesiology Department, with this process coordinated in collaboration with the Dean of the Faculty of Arts and Science.

The Academic Quality Assurance Committee is satisfied that the Kinesiology and Physical Education program academic quality assurance review has followed the U of L's academic quality assurance process appropriately and acknowledges the successful completion of the review.

Sincerely,

A handwritten signature in black ink that reads "Alan Siaroff". The signature is written in a cursive, flowing style.

Dr. Alan Siaroff
Chair, Academic Quality Assurance Committee
Professor Emeritus, Department of Political Science

cc Erasmus Okine, PhD., PAS, FICN
Provost & Vice-President (Academic)