

PROGRESS REPORT
SCHOOL OF KINESIOLOGY PROGRAM REVIEW

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Part 1: Introduction & Background

Acknowledgement

The success of the process of the program review and this progress report were largely due to the work of the Kinesiology (KIN) unit. In particular, the self-study group and KIN students played a significant role in the program review process, and the KIN unit has worked on progress since the review. In particular, the Director, Dr. Jason Brandenburg, made significant contributions to content of this progress report.

Process and Overview

The Kinesiology program underwent a review in 2017-18, forming a review committee which led a self-study, followed by a site visit in May 2018 by the Program Review Committee (PRC), consisting of two faculty members from external institutions with comparable programs and institutional sizes, and one faculty member from UFV. The unit responded to the PRC report with an action plan, and the Dean submitted a [Summary Report](#) to Academic Planning & Priorities Committee (APPC) in January 2019, which was accepted by Senate in April 2019.

The PRC report was thorough and overall was very positive about the quality of the KIN program, affirming the quality of the program, noting that the unit has developed a national reputation for excellence at the undergraduate level in the field of kinesiology. The reviewers summarized that there are no major problems, that the unit has begun to address some areas of concern, and provided 23 recommendations, summarizing 10 of them as key. The primary recommendations of the PRC consider personnel (faculty complement), unit structure within the Faculty of Health Sciences, accreditation, experiential learning, equipment and infrastructure, and several administrative issues (grading, curriculum alignment across lectures and labs, scheduling and course offerings, indigenization, and internationalization). The unit has made significant progress in personnel, unit structure, equipment and infrastructure, and has begun to address other administrative issues.

Recommendations, Dean's Summary Report, & Action Plan

The Program Review External Review Report summarized 10 key recommendations for the School of Kinesiology. These recommendations are summarized below along with the action plan for each recommendation:

1. **Staffing:** The unit has demonstrated year over year urgent needs for more permanent faculty (i.e. tenure track or at the very least, longer term LTAs). Justification is clear with strong enrolments as well as the excessive use of numerous LTAs and sessional appointments.

Action(s): Fill current B faculty vacancies. Base funding is fixed and constant, leading to financial challenges in altering the number of Type B Faculty. The Dean will work with the Provost and CFO in exploring options.

The department will poll recent LTA's and sessionals to discover issues related to orientation, and will then build a KIN specific resource, also including relevant human resources information and links. The Department Head will host an annual information session in late August for any new sessional instructors and LTA's. The Head will also initiate, via email, communication among instructors teaching different sections of the same course, or the lecture and lab of the same course to enhance course consistency and to allow for mentorship that is specific to a course. This has been tested at the outset of the Fall 2018 semester.

2. **Structure:** Most kinesiology units across the country are now either a Faculty or a School. Explore moving from a Department to a School as this would likely provide efficiencies and additional benefits.

Action(s): The Department Head, in collaboration with the Dean, will engage externally (with other KIN Deans/Directors in Canada) and internally (other schools at UFV) on the issues related to administrative structure, and report back to the department. After seeking approval from the department, the Head will provide a recommendation about unit structure to the Dean.

3. **Accreditation:** Continue to work toward attaining the minimum standards for accreditation as set out by CCUPEKA to ensure quality experiences for your graduates and also consider applying for this national accreditation for your programs (kinesiology and physical education).

Action(s): The department will explore how the two accreditations (Kinesiology and Physical Education) offered by CCUPEKA articulate with the current degree and the three specializations in the BKIN. In particular, possible accreditation options and any associated benefits and costs will be brought to the department for discussion. The Dean's office will provide financial support for costs associated with CCUPEKA accreditation.

Specifically, because the unit has only one degree (BKIN) with multiple specializations, accreditation of the current BKIN degree may be complex, and may not be plausible for all three specializations. It is noteworthy that the PRC delineated the current BKIN options as "kinesiology" and "physical education" as two separate entities in their review, indicating that they consider the Exercise Science specialization to align with Kinesiology accreditation and the Pedagogy specialization to align with Physical Education accreditation. Further, the field of kinesiology is shifting towards being a regulated health profession, which will likely necessitate consideration of competencies to meet regulatory bodies (e.g. [British Columbia Association of Kinesiologists](#), or a college model similar to Ontario's [College of Kinesiologists](#), should this occur in British Columbia). Under the leadership of the Department Head, the unit will explore long-term options for curricular alignment with accreditation, including consideration of new degrees to optimize alignment with accreditation, and to ensure graduates achieve competencies if and when regulation of the profession changes.

4. **Student engagement in practical experiences:** Continue to offer the highly valued experiences, consider adding new initiatives and explore the opportunity to develop a co-op program option for students in the kinesiology program.

Action(s): The Dean will explore staff structure in Health Sciences to support potential CO-OP coordination, and will explore infrastructure needs to support other experiential learning opportunities identified in the PRC report. The Department Head will explore pros and cons of a CO-OP program in the BKIN, through comparison with other KIN programs, and in consultation with UFV's Career Centre. The department will continue to explore the development of a pathway to become CSEP-CPT and CSEP-CEP certified while completing the undergraduate degree.

5. **Equipment:** There is a need to expand the lab teaching equipment if enrolments are to remain at the current level or possibly increase. Similarly, explore adding teaching technology equipment to the facilities at the Chilliwack campus.

Action(s): The department will develop a prioritized equipment list based on lab teaching needs, and which considers medium to long-term needs (i.e. 3 – 5 years) for presentation to the Dean. The department will engage in a discussion on reorganization of lab space, including how best to utilize the larger areas (A1385/1383 and A1369), and more formalized dedication and utilization of underutilized space (A1371, 1373, and A1381), with a recommendation presented to the Dean for approval. The department head will explore granting opportunities with the AVP Research, Engagement, and Graduate Studies. The department, in collaboration with the Dean, will consult with the AVP Teaching and Learning regarding specific technological teaching needs. The Dean will explore the feasibility of dedicating CEP A1105 as solely KIN lab space.

6. **Facilities:** Explore developing gymnasium and recreational facilities as well as a few larger teaching classrooms at the Chilliwack campus.

Action(s): The Lab Coordinator will develop an annual purchasing cycle for disposable items, and work with KIN staff to ensure all instructors are informed about process for equipment use and replenishment. The Dean will continue to work with the senior administration in exploring options for gymnasium and recreational facilities at the CEP campus. In the short-term, the Head will explore and trial scheduling options (see point 9) below) to enable the use of the Abbotsford facilities (e.g. gymnasia) for courses requiring such space.

7. **Administrative – working together as a unit:** Address grading differences that affect student opportunities (e.g. scholarships, Dean's list standing, acceptance to post-graduate programs, etc). Grading inconsistencies can cause undue consequences for students, therefore, it is recommended that a unit wide acceptance of an "average" grade for required and elective courses by levels be adopted, to avoid grade inflation and other unintended student behaviors. The unit is also encouraged to work together to align lab experiences and content with lecture materials in the course, especially when multiple instructors are involved in the same semester with laboratories or classroom teaching. For consistency and quality of programming, consider providing course release to allow for the development of laboratory manuals for all courses with labs as well as develop a Department or Faculty wide mentorship of new LTAs and sessional instructors. Finally, review and if warranted, address the mismatch between the lab credit value and the percentage of the final grade for the course assigned to the laboratory components.

Action(s): The department will engage in collegial discussion to develop recommendation(s) on how to eliminate grading inconsistencies that impact student opportunities, particularly between sections of courses, between lectures and labs, and between program specializations. This may include, for example, the establishment of an expected average grade. The recommendation(s) will be provided to the Dean before the end of the 2019 calendar year.

The KIN department developed and adopted a grading document in 2017, which outlines the quality of work associated with each letter grade. As part of the grading recommendation(s) to be developed, the department will consider how this will document be effectively implemented and adhered to.

The Department Head will continue to gather data on grading for each section at the conclusion of each term, and will provide regular updates to the department and the Dean including: how average grading at each level (e.g. 100, 200, 300, 400 level courses) corresponds to the KIN grading document; statistically significant discrepancies between lectures and labs, between specializations in the BKIN, and between sections of the same courses.

The department will develop, and provide to the Dean and Faculty Council before the end of the 2019-20 academic year, a recommendation and rationale for the best ratio for percentage of the final grade assigned from lab components for each 4 credit laboratory course.

The Dean and Department Head will work together to identify appropriate personnel to develop lab manuals for all laboratory courses and determine appropriate compensation for this work. Once developed, all sections of labs will adhere to the same manual.

8. **Administrative – Chair, academic advisor and administrative assistant:** Where possible provide students with longer term views of likely course offerings so that they may map with some level of confidence, their pathway through the degree.

Action(s): The Department Head will work with the Department Assistant and Program Advisor to develop a yearly timetable of courses, with a public (i.e. web link) display of planned course offerings for each term. This will be updated each year shortly after the beginning of the fiscal year.

9. **Administrative – scheduling:** It appears that scheduling of courses is sometimes problematic and student friendly schedules do not appear to be a priority. Explore developing a student friendly schedule and plan course offerings to minimize waitlists, especially in required courses. Some of these concerns could possibly be addressed by giving kinesiology students priority registration for some courses.

Action(s): In conjunction with the action in item 8) above, the Head will work with the Dean and other relevant administration (e.g. Finance and OREG) to explore options for more student friendly scheduling, and reducing waitlists without incurring unnecessary budget challenges.

10. **Other important unit/ university initiatives:** The unit is encouraged to continue their work on indigenization and internationalization initiatives and to cooperate with units at UFV to do so.

Action(s): The department will explore successful indigenization initiatives in kinesiology at other universities, and work towards implementation at UFV. Some members of [CCUPEKA](#) have had significant impact on this issue and could be a valuable resource. The department will engage with the indigenous community and consult on what forms indigenization may take, specifically in the kinesiology program.

The department will explore international opportunities beyond the study tour in Antigua (e.g. a study tour specific to other specializations, student exchange opportunities). The Head will work with the Dean and UFV International to consider scheduling of courses specifically targeting international students.

Part 2: Progress Update

The School of Kinesiology has made significant positive progress since the time of the review. Most notably, the unit has transitioned from Department to School and a Director has been hired; the number of faculty member positions has increased; since the time of the review course enrollments have increased from 3,123 to 3,379 and FTE from 343.6 to 370.9 (2017-18 to 2019-20 – latest data available); teaching technology has been acquired and dedicated anatomy lab space has been organized; the unit has developed a plan and begun to address administrative issues such as grading and aligning lab experiences for multiple instructors; and the development of road maps to success for students.

As with all areas of the institution, the COVID-19 pandemic has contributed to significant challenges for the School of Kinesiology in the past 15 months. The unit has prioritized program continuity in the virtual realm and, though I appreciate the work of the Director and the unit in moving some of the action items forward prior to and during the pandemic, there is no question the pandemic has delayed this process on some items. At the time of the review there was, of course, no way of knowing how the pandemic would impact the delivery of UFV programs. Kinesiology has done relatively well with the remote delivery of curriculum, but there are concerns with practical competencies lacking among students who have missed in-person activities (particularly laboratory and experiential learning). Along with the listed action plan items, rectifying this pandemic related issue should be a priority for the School as we move out of the pandemic and back to more extensive face to face learning. In addition, the unit is in a position to incorporate some of the pandemic related shifts to better the program going forward. This may include, for example, opportunities such as offering hybrid approaches to theory-based learning.

Action Plan Progress

1. **Staffing:** The unit has demonstrated year over year urgent needs for more permanent faculty (i.e. tenure track or at the very least, longer term LTAs). Justification is clear with strong enrolments as well as the excessive use of numerous LTAs and sessional appointments.

Progress: All faculty positions are currently filled for a faculty complement of 15 full-time faculty members and a full-time Director. In addition, the School has four Limited Term Appointments (LTA), and approximately seven sessional instructors.

2. **Structure:** Most kinesiology units across the country are now either a Faculty or a School. Explore moving from a Department to a School as this would likely provide efficiencies and additional benefits.

Progress: The unit transitioned from Department to School in September 2020. Following discussions with internal and external partners and stakeholders, the unit voted in favour of transitioning to a school, and the institution provided the resources to support a dedicated Director position. In September 2020, the first Director of the School of Kinesiology was selected. This shift is still in its infancy, and the Director has been largely dedicated to managing the School through the pandemic, but in the long term this move will help with many administrative issues, such as those listed in action items 7 – 10.

3. **Accreditation:** Continue to work toward attaining the minimum standards for accreditation as set out by CCUPEKA to ensure quality experiences for your graduates and also consider applying for this national accreditation for your programs (kinesiology and physical education).

Progress: To date no action has occurred on this action item. This has been a long-term discussion of the unit over many years, and while there may be some advantages to accreditation, it is not an action that is required or urgent. The pandemic also played a role in drawing the attention of the Director away from this action item, and prevented engagement in such activities as attendance in person to CCUPEKA accreditation meetings. The Dean encourages the unit to continue exploring this action, but achieving accreditation is not imperative to the healthy functioning of the program.

4. **Student engagement in practical experiences:** Continue to offer the highly valued experiences, consider adding new initiatives and explore the opportunity to develop a co-op program option for students in the kinesiology program.

The B.KIN. degree continues to include 225 hours of required practical experiences embedded in the program including the following minimums: 90 hours of experiential learning and field experiences ([KIN 161](#) and [KIN 455](#)); 135 hours of lab experience in the core courses with a lab component ([KIN 163](#), [KIN 170](#), [KIN 270](#), [KIN 272](#)). In addition, two of the three specializations also include mandatory practical experiences: Exercise Science includes an additional minimum 96 hours ([BIO 111](#), [KIN 363](#), [KIN 462](#)); and Pedagogy includes an additional minimum 45 hours ([KIN 122](#) and [KIN 221](#)).

Examples of new initiatives include the Director working with Elder College to create a Fall Prevention Program that would provide meaningful hands-on experience for kinesiology students; and the Director working with the BC Association of Kinesiologists (BCAK) to increase the number of meaningful practicum (KIN 455) experiences for kinesiology students.

5. **Equipment:** There is a need to expand the lab teaching equipment if enrolments are to remain at the current level or possibly increase. Similarly, explore adding teaching technology equipment to the facilities at the Chilliwack campus.

Progress: On the CEP campus room A1105 had been the area for anatomy lab instruction. This was not in proximity to the other Kinesiology lab suite and, due to not being a fully dedicated space, was not ideal as it required instructors to rearrange the space into a lab-teaching layout for each lab class. Starting in May 2021, the unit has vacated A1105 and moved all anatomy equipment into A1364, which will remain as a dedicated space.

In the past two years, the unit has purchased several key pieces of equipment to support teaching including: a virtual anatomy (dissection) table, a Biodex isokinetic dynamometer, a portable metabolic analyzer, numerous human anatomy models, a treadmill, and a cycle ergometer.

6. **Facilities:** Explore developing gymnasium and recreational facilities as well as a few larger teaching classrooms at the Chilliwack campus.

Progress: This action item is largely outside the control of the unit. A gymnasium on the CEP campus is a long-term and highly expensive proposition, as are larger teaching classrooms at CEP. Currently, the unit uses gymnasium space on the Abbotsford campus for activity courses requiring such space, and the unit is exploring

the use of gymnasium space in Stitó:s Lá:lém Totí:lt, the new K-8 school under construction adjacent to the CEP campus.

7. **Administrative – working together as a unit:** Address grading differences that affect student opportunities (e.g. scholarships, Dean's list standing, acceptance to post-graduate programs, etc). Grading inconsistencies can cause undue consequences for students, therefore, it is recommended that a unit wide acceptance of an "average" grade for required and elective courses by levels be adopted, to avoid grade inflation and other unintended student behaviors. The unit is also encouraged to work together to align lab experiences and content with lecture materials in the course, especially when multiples instructors are involved in the same semester with laboratories or classroom teaching. For consistency and quality of programming, consider providing course release to allow for the development of laboratory manuals for all courses with labs as well as develop a Department or Faculty wide mentorship of new LTAs and sessional instructors. Finally, review and if warranted, address the mismatch between the lab credit value and the percentage of the final grade for the course assigned to the laboratory components.

Progress: A grading task force was created in the fall of 2019. The task force provided the school with recommendations to address some of the grading inconsistencies, specifically:

Multi-Section Courses:

- Fall 2020 Phase One: Multi-section courses. Recommending common textbook, common course outlines, weighting of assessments, and common grading rubrics.*
- Fall 2022 Phase Two- Multi-section courses. Assess if changes have been effective (as assessed by final grades between multi-sections courses after two years.*

Lecture/Lab Courses:

- Fall 2020 Phase One- Labs/Lectures. Common Lab Manual, Common Course Outlines, common weighting of assessments, common grading rubrics, lab and lecture appropriate evaluation based on application vs. theory, common forms of evaluation in lab.*
- Fall 2022 Phase Two- Lab/Lectures. Assess if changes have been effective (as assessed by final grades between labs and lectures after two years.*

Grading Differences Between Specializations:

- The grading task force did not believe they can recommend any formative changes in the discrepancies in grading between areas of specialization. These differences are primarily the result of individual faculty grading practices – something that the unit cannot be expected to solve, and which will be addressed as part of ongoing faculty evaluation.*

8. **Administrative – Chair, academic advisor and administrative assistant:** Where possible provide students with longer term views of likely course offerings so that they may map with some level of confidence, their pathway through the degree.

Progress: The information on course offerings is regularly updated and provided to students. Currently, the School is in a good position in terms of offering upper level electives; as a result of curriculum changes in the past five years, upper level electives that previously did not fill (and were therefore in jeopardy of not running), are

now regularly full. In addition, the School is now providing [online information](#) about the upcoming offerings of courses (see [Appendix](#) for sample webpage course listing).

The unit has developed Roadmaps to Success for students (see [Appendix](#)), which are intended to provide a guide to the best pathway through the B.KIN. degree for the three specializations.

9. **Administrative – scheduling:** It appears that scheduling of courses is sometimes problematic and student friendly schedules do not appear to be a priority. Explore developing a student friendly schedule and plan course offerings to minimize waitlists, especially in required courses. Some of these concerns could possibly be addressed by giving kinesiology students priority registration for some courses.

Progress: The Director has applied the following principles in relation to scheduling:

- Widen the time of day that is utilized to schedule courses/sections.
- Offer different time patterns for multiple section courses.
- Minimize the number of courses of the same level (e.g., 100-level) scheduled in the same time slot.
- Offer different delivery styles for multiple section courses (e.g., online, face-to-face).

An increase in section offerings has been applied to core courses as well as mandatory courses (for each specialization).

10. **Other important unit/ university initiatives:** The unit is encouraged to continue their work on indigenization and internationalization initiatives and to cooperate with units at UFV to do so.

Progress: The unit organized and participated in an Indigenization workshop in the spring of 2019; in May 2021, numerous faculty members of the School of Kinesiology are participating (as a cohort) in a series of Educators Journey Towards Reconciliation and Weaving Knowledge Systems workshops.

The school of Kinesiology established an EDI task force in the Fall of 2020.

Summary

The School of Kinesiology has made significant progress on 8 of the 10 main recommendations from the program review action plan. The unit transitioned to a School in 2020; has hired new faculty; continues to engage students in significant practical experiences as well as exploring new opportunities; major equipment has been procured and space reorganization has occurred; the unit has begun to work on administrative issues such as grading inconsistencies, course offering plans and scheduling; and faculty have made significant movement in indigenization through activities such as engaging in the Educators Journey Towards Reconciliation and Weaving Knowledge Systems workshops. Some work also clearly remains on some of these actions such as exploring accreditation; continuing to explore new practical experience opportunities; continuing to work towards reconciliation; and continuing to work on administrative issues to ensure the best experience for students.

Appendices

Complete PRC Recommendations

Recommendations and brief rationale:

1. The unit is working at or above capacity with their complement of full-time faculty. Therefore, the kinesiology program would greatly benefit from additional permanent faculty (i.e. tenure-track or at the very least, longer term LTAs). With the appointment of the new Dean, the unit will immediately need a replacement faculty member. Strong enrolment numbers, and the use of numerous LTAs (one year only) and sessional instructors, year after year, also clearly demonstrate the need for investment in this area. For consistency and quality programming, it is obvious that the unit is making excessive reliance on sessional appointments and LTAs. For example, in 2016-17, there were approximately 39 sessional appointments, in 2017-18, 55 were hired and a projected minimum of 40 sessional appointments for 2018-19. A rough calculation suggests that approximately 1/3 of the courses are not taught by full-time faculty. Therefore, there is a demonstrated need for more full-time tenure-track faculty. This practice also leads to higher service workloads for full-time faculty who are already stretched. Finally, to ensure quality programming with numerous LTAs and sessional instructors, the administration is encouraged to consider developing a “new faculty orientation” which could include FAQ’s to help get started, a list of contacts for questions often posed by new employees, a kinesiology (or Faculty of Health Sciences) orientation and an HR orientation.
2. Because the vast majority of kinesiology units in Canada are now either a Faculty or a School, it may be worthwhile for the UFV Faculty of Health Sciences to explore moving the Department of Kinesiology to a School of Kinesiology. This administrative change could provide the future Director of the School with the ability to better administer the growing unit. This would also fit administratively in the Faculty of Health Sciences, which already has the School of Health Studies.
3. Minimum standards and to some extent, quality assurance measures, have been outlined by CCUPEKA accreditation standards for kinesiology and physical education programs and the unit at UFV should continue to work toward attaining the minimum standards for accreditation to ensure quality experiences for kinesiology and physical education graduates of their program. The unit should also consider applying for this national accreditation (kinesiology and physical education). Accreditation has many benefits, not the least of which is providing the university with validation of consistency of curriculum with other Kinesiology programs in Canada.
4. The students expressed satisfaction with the “hands-on” and practical experiences and also expressed an interest in having more opportunities to engage in these (e.g. development of a co-op program). Given the possible excellent experiences for students in the region, it could be worthwhile exploring the development of a co-op program option for students in the program as well as other hands-on programs (i.e. development of a fundamental movement program for children, development of a faculty/ staff exercise program, development of a peer (exercise science kinesiology student - UFV student) exercise program, development of a pathway to become a CSEP CPT and CEP during the undergraduate studies (and the associated practical testing opportunities), development of an after school exercise program for community members, etc., as is done at other primarily undergraduate institutions.
5. The limited equipment for some labs has been noted as problematic during the site visit by multiple stakeholders. Briefly, the reviewers noted that for example, anatomy models are often used at the same time by different courses, there is only one biopack/ powerlab for labs, there is no bioelectrical impedance unit, there is a need for items like foam rollers, etc. The unit should develop a “wish list” and work with the administration to prioritize the purchasing/ replacing of equipment for the program. The

unit should also work with the VP Research to develop research equipment purchases through CFI and other opportunities, especially if a graduate program is in the future plans for the unit.

6. There are challenges for sessional instructors to purchase and receive supplies for their classes/ labs (especially when they teach in the evenings). It would be worthwhile developing a regular purchasing cycle for items that are used annually like taping tape, etc and facilitate access to the necessary supplies for these part-time instructors.
7. Generally, the faculty, staff and students appear to be happy with new location of the kinesiology program on the Chilliwack campus with some concerns on teaching spaces (e.g. problems with basement rooms, not many larger classrooms, not much teaching technology in the classrooms), the lack of dedicated gym space, no adequate training facilities, no recreational facilities, and no “good” meeting space for students. The administration is encouraged to work with the unit to develop short, medium, and long-term plans to address these concerns.
8. The lack of a gymnasium for a pedagogy stream in kinesiology at CEP and the lack of training facilities for an exercise science stream as well as the lack of recreational facilities for all students, faculty and staff in a Department of Kinesiology and a Faculty of Health Sciences is puzzling. Given the student interest in having access to these for practical experiences, teaching and for the obvious links with the local community, we encourage the administration to explore developing such facilities at the Chilliwack campus. If this will be a long process, we encourage the administration to immediately reinstate the access to local facilities for faculty, staff and students. The unit is also encouraged to continue to develop the practical opportunities for their students in whatever facilities are available.
9. For a teaching intensive university, there is a relative lack of technology in the classrooms visited at CEP. Given the strengths of the teaching faculty and the availability of more teaching technology at the Abbotsford campus, the administration is encouraged to explore adding teaching technology equipment to the facilities at the Chilliwack campus.
10. Grading inconsistencies can cause undue consequences for students therefore, it is recommended that a unit wide acceptance of an “average” grade be adopted and assessment instruments adjusted to obtain this “average” grade to avoid grade inflation and other unintended student behaviors including gravitating to specific course instructors for an easy “A”. (It was noted, although not confirmed, that employment category may contribute to grade assignment. There would be value in an examination of this, and if substantiated, use on-boarding, and annual faculty/ instructor orientation activities to mitigate.) The Faculty Development Consultant could also provide a session with a panel on grade inflation for the unit. Furthermore, the development of a new common grading scheme for UFV is a positive first step in addressing some of the concerns raised around grade inflation during the review. The reviewers believe that the unit must work together to address grading differences that affect student opportunities (e.g. scholarships, Dean’s list standing, acceptance to programs after graduation). All full-time, LTAs and sessional instructors should be grading using a common expected average grade so that more accurate comparisons could be made and students are not advantaged or disadvantaged simply because they have a specific instructor. The assessment instruments and methods may need to be modified to ensure these targets are achieved over time by all instructors. Oversight of final grades, to ensure the goals are met, should rest with the Chair working with the Office of the Registrar.
11. To maintain quality programming and to ensure consistency in information delivery, the unit is encouraged to ensure the lab content aligns with (i.e. follows) course content, especially when multiple instructors are involved in the same semester with labs and/or classroom teaching. The alignment of course and lab content at UFV should be similar to other university kinesiology programs where the

primary instructor of the course (i.e. the individual teaching the lectures) works with the lab instructor to ensure the lab component of the course is delivering the requisite experiences in an order that follows the theory presented in class and that complements the lectures (instead of duplicates the lecture content or “becomes a whole new course”). Similarly, the unit should work together to determine what the best ratio for percentage of the final grade assigned from lab components for each 4 credit lab course. It may be that the current 40% is warranted but it could also be that a smaller (i.e. 25% weighting) is more appropriate. The mismatch between “averages” in both components of the course (laboratory vs other) should also be addressed (i.e. adopt an average grade standard for both portions of the course and assessment tools can be re-calibrated to ensure this is possible). Finally, to address the student concerns, as well as the diversity of content covered when different instructors deliver sections of the same lab, developing common lab manuals could provide the solution to numerous concerns. Course releases, as done for the development of the very successful anatomy lab manual, could provide the unit with the time and resources to achieve this goal.

12. Students expressed concerns about not knowing what will be offered when, in advance. The unit is encouraged to do some longer time planning (taking into consideration sabbatical leaves, course rotations, course releases, etc) and to provide students with longer term views of likely course offerings so that they may map with some level of confidence, their pathway through the degree. The students understand that there could be changes and that these would only be drafts, however, this information sharing with current students is done in other units at UFV and appears to work well.
13. Students expressed concerns about the waitlists and faculty and students expressed concerns about “bottleneck” courses and access to required courses. The administration and the unit are encouraged to work to address the lengthy waitlists with planning and resources to minimize these and also to explore methods to avoid bottleneck courses before the students have the perceptions that they may not be able to take the courses when they would like to or should to graduate on time. There is an opportunity for the academic advisor to receive training (or additional training) on the DegreeWorks student audit system, and to provide students with instructions on using the system to plan their course progressions.
14. The unit has numerous LTAs and sessional instructors hired annually. This is problematic for a number of reasons but for consistency and quality, the unit (or Faculty) is encouraged to develop a Department (or Faculty) wide mentorship of new LTAs and sessional instructors. Also, the administration should seriously consider hiring the LTAs before student registration so that availability of instructors does not impact the timetable after students have registered. Finally, because of the ongoing reliance on LTAs to deliver the program and the ongoing strong enrolment numbers, the administration should hire returning LTA’s for multiple years to avoid needing to interview them year after year and to provide them with some job security.
15. There are numerous issues that were raised with the current method of scheduling courses. The unit is encouraged to explore developing a more student friendly schedule.
16. There are numerous excellent examples of what students can do with their kinesiology degree and these are shared with current UFV kinesiology students in different ways. The unit is encouraged to continue to foster student-led and faculty-led initiatives that allow current kinesiology students to know what can be done with their degree. Consider a small budget allocated to these initiatives to provide students with information they really need to hear. The budget is necessary to get the students there in the current commuter campus context. Use it for “free pizza lunch and meet some alumni” or similar initiatives.
17. The unit is encouraged to collectively review the curriculum regularly to ensure it continues to be relevant and everyone teaching in the unit is aware of what is being done in other courses/ labs. While

engaging in this work, the unit is also encouraged to evaluate the delivery modes for the different courses and assess which ones make sense to offer in lecture, hybrid, flipped, and/ or online formats. The students expressed satisfaction with the different modes of delivery for flexibility and for their educational experiences however, the delivery format(s) best suited for the content of each course should be assessed and reviewed. This could also be done in consultation with the UFV Faculty Development Consultant. There were several mentions of elective courses at Abbotsford campus being particularly hard to get access to for students in kinesiology. While some of the proposed curriculum changes will address some of these concerns, it would be wise to continue to monitor this and if it persists, work with the units in Abbotsford to deliver some of these popular electives at the Chilliwack campus at a time that would work for kinesiology students' schedules.

18. There have been several individuals in the kinesiology unit involved with indigenization and internationalization initiatives in kinesiology. The unit is strongly encouraged to continue to encourage indigenization and internationalization initiatives and to facilitate this work by aligning with the supportive resources available at UFV to further these initiatives. The next steps for indigenization could include a group meeting with facilitators from UFV or identified experts/ consultants and then implementing initiatives like "name it and claim it". On the internationalization front, the study tour in Antigua continues to be a very valued and extremely positive experience and a differentiator for the program. Future internationalization initiatives could target new recruitment markets like Germany and development of study tours in exercise science or active health.
19. Stakeholders expressed confusion about the 'thesis' name for some students who only do one course and simply complete a literature review. The unit could consider renaming this pathway so only those students who actually complete the research project and thesis are labelled as thesis students.
20. Because of the different campuses and the "home" of some offices/ services at UFV, it is challenging to access some of these for many kinesiology faculty. Therefore, where possible, the unit or Faculty should invite individuals and/ or resources from the Abbotsford campus to "lunch and learn" or faculty meetings, etc to the CEP to explore opportunities (i.e. thinker space, interdisciplinary research opportunities, teaching innovation and best practices, etc). The reviewers were made aware of a funded "experiential learning coordinator" position at UFV and this individual should be invited to a faculty meeting to explore further opportunities in kinesiology-related areas. The unit could also explore possibilities to work collaboratively with Nursing or the Centre of Education and Research on Aging on health and wellness initiatives and research, possibly in the active healthy aging area Other potential experiential learning opportunities could include the formalization of student placements with UFV sports teams.
21. The unit or faculty should be leaders in the development of "healthy campus initiatives" including for example, Exercise is Medicine on Campus. This could provide students with more opportunities to network with professionals, more practical experiences for students, as well as provide all students at UFV with important messages.
22. The unit expressed interest in developing a graduate program in kinesiology related areas. Should additional resources to do so become available, the unit is encouraged to do so.
23. Finally, the unit (full-time faculty and staff) is encouraged to work collectively and collaboratively with LTAs and sessional instructors to ensure there is an ongoing presence on campus and long-term morale continues to be positive in the unit. It is important to continue to encourage opportunities for interactions despite the challenges of having numerous sessional appointments, LTAs, a "commuter campus", some veteran and new faculty, etc.

KINESIOLOGY

UFV / KINESIOLOGY / LIST OF UPCOMING COURSES

List of Upcoming Courses

Although we do our best to plan our course offerings well ahead of time, there are instances where a course may be changed or cancelled.

KINESIOLOGY COURSE OFFERINGS		Summer	Fall	Winter
Course Outlines	as of June 8, 2021	2021	2021	2022
103	Concepts of Physical Fitness	*	*	*
121	Physical Literacy		*	*
122	Teaching Team Sport and Games (4 cr)		*	
160	Contemporary Health Issues	*	*	*
161	Introduction to Kinesiology	*	*	*
163	Introduction to Exercise Physiology (4 cr)		*	*
170	Basic Human Anatomy (4 cr)	*	*	*
215	Introduction to Biomechanics		*	*
221	Instructional Design and Analysis...			*
222	Teaching Fitness and Lifestyle Recreation (4 cr)		*	*
260	Topics in Human Nutrition	*	*	*
261	Sociocultural Aspects of Physical Activity and Sport	*	*	*
266	Exercise and Sport Psychology		*	*
268	Introduction to Motor Learning and Control		*	*
270	Human Physiology I (4 cr)		*	*
272	Human Physiology II (4 cr)		*	*
299	Special Topics in Kinesiology			
301	Research Methods in Kinesiology		*	*
302	Measurement and Evaluation in Physical Education			*

30 – 60 – 90 STUDENT SUCCESS ROADMAP for Exercise Science



YEAR 1 ➡ **YEAR 2** ➡ **YEAR 3** ➡ **YEAR 4**

30 credits

60 credits

90 credits

120+ credits

Courses to take

KIN 103 or
KIN 160 (3)
KIN 161 (3)
KIN 163 (4)
KIN 170 (4)
BIO 111 (5)
STAT 104 or 106 or
PSYC 110 (3-4)
ENGL 105 or
CMNS 125 (3)

Electives *

2 KIN or non-KIN
electives (6-8 cr)

- Develop friendships
- Become involved on campus
- Connect with faculty or staff who care about your success
- Dedicate ample time to your coursework

Courses to take

KIN 215 (3)
KIN 260 (3)
KIN 261 (3)
KIN 266 (3)
KIN 268 (3)
KIN 270 (4)
KIN 272 (4)

Electives *

1-2 KIN or non-KIN
electives (6-8 cr)

- [Meet with an advisor](#) to declare your specialization
- Know requirements and career options related to that specialization
- Get involved with opportunities that are challenging and relevant to your goals

Courses to take

KIN 301 (3)
KIN 362 (3)
KIN 363 (3)
KIN 365 (3)
One of:
KIN 350, 371, 435, 460,
461, 470 (3-4)
2-3 UL KIN courses (6-9 cr)

Electives *

3-4 KIN or non-KIN
electives (9-12 cr)

- Expand your learning
- Become a leader
- Volunteer
- Develop your job strategy
- Become involved on campus

Courses to take

KIN 401 or 455 (3)
KIN 462 (4)
KIN 463 (3)
KIN 481 (3)
1-2 UL KIN courses (4-6 cr)

Electives *

4-5 KIN or non-KIN
electives (min 13 cr)

- Meet with an advisor
- Implement your job or grad school strategy
- Complete your Grad Application
- Attend Convocation

**BACHELOR'S
DEGREE
COMPLETED &
LEARNING GOALS
ACHIEVED!**

THROUGHOUT

YOUR

UNIVERSITY

EXPERIENCE:

- ✓ Be an active engaged learner
- ✓ Maintain good academic standing
- ✓ Complete an average of 15 credits per semester
- ✓ Monitor your learning goals and document your achievements
- ✓ Become actively involved in at least one co-curricular activity
- ✓ Develop a financial plan and maintain financial aid eligibility
- ✓ [Meet regularly with an advisor](#)
- ✓ Email your questions to kininfo@ufv.ca
- ✓ Check program [requirements](#)

*Electives: 42-44 credits; minimum 12 non-KIN credits; remaining 30-32 credits may be KIN or non-KIN courses; 48 UL credits required including at least 38 UL KIN credits.

30 – 60 - 90 STUDENT SUCCESS ROADMAP for Active Health



YEAR 1 ➡ YEAR 2 ➡ YEAR 3 ➡ YEAR 4

30 credits

60 credits

90 credits

120+ credits

Courses to take

KIN 103 or
KIN 160 (3)
KIN 161 (3)
KIN 163 (4)
KIN 170 (4)
BUS 100 (3)
STAT 104 or 106 or
PSYC 110 (3-4)
ENGL 105 or
CMNS 125 (3)

Electives *

2 KIN or non-KIN electives
(6-8 cr)

- Develop friendships
- Become involved on campus
- Connect with faculty or staff who care about your success
- Dedicate ample time to your coursework

Courses to take

KIN 215 (3)
KIN 260 (3)
KIN 261 (3)
KIN 266 (3)
KIN 268 (3)
KIN 270 (4)
KIN 272 (4)

Electives *

1-2 KIN non-KIN electives
(6-8 cr)

- [Meet with an advisor](#) to declare your specialization
- Know requirements and career options related to that specialization
- Get involved with opportunities that are challenging and relevant to your goals

Courses to take

KIN 301 (3)
KIN 360 or
KIN 451 (3)
KIN 362 (3)
KIN 365 (3)
KIN 366 (3)
One of:
KIN 350, 371, 462, 463 (3-4)
2-3 UL KIN courses (6-9 cr)

Electives *

2-3 KIN or non-KIN electives
(6-9 cr)

- Expand your learning
- Become a leader
- Volunteer
- Develop your job strategy
- Become involved on campus

Last updated 2021Apr09

Courses to take

KIN 401 or 455 (3)
KIN 465 (3)
KIN 481 (3)
2-3 UL KIN courses (5 cr min)

Electives *

5-6 KIN or non-KIN
electives (min 16 cr)

- Meet with an advisor
- Implement your job or grad school strategy
- Complete your Grad Application
- Attend Convocation

**BACHELOR'S
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COMPLETED &
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THROUGHOUT
YOUR
UNIVERSITY

EXPERIENCE:

- ✓ Be an active engaged learner
- ✓ Maintain good academic standing
- ✓ Complete an average of 15 credits per semester
- ✓ Monitor your learning goals and document your achievements
- ✓ Become actively involved in at least one co-curricular activity
- ✓ Develop a financial plan and maintain financial aid eligibility
- ✓ [Meet regularly with an advisor](#)
- ✓ Email your questions to kininfo@ufv.ca
- ✓ Check [program requirements](#)

*Electives: 45-47 credits; minimum 12 non-KIN credits; remaining 33-35 credits may be KIN or non-KIN courses; 48 UL credits required including at least 38 UL KIN credits.

30 – 60 - 90 STUDENT SUCCESS ROADMAP

for Pedagogy



YEAR 1 → YEAR 2 → YEAR 3 → YEAR 4

30 credits

60 credits

90 credits

120+ credits

Courses to take

KIN 121 (3)
KIN 122 (4)
KIN 161 (3)
KIN 163 (4)
KIN 170 (4)
STAT 104 or 106 or
PSYC 110 (3-4)
ENGL 105 or
CMNS 125 (3)

Electives *

1-2 non-KIN
electives (6-8 cr)

- Develop friendships
- Become involved on campus
- Connect with faculty or staff who care about your success
- Dedicate ample time to your coursework

Courses to take

KIN 215 (3)
KIN 221 (3)
KIN 260 (3)
KIN 261 (3)
KIN 266 (3)
KIN 268 (3)
KIN 270 (4)
KIN 272 (4)

Electives *

1-2 non-KIN
electives (4-6 cr)

- [Meet with an advisor](#) to declare your specialization
- Know requirements and career options related to that specialization
- Get involved with opportunities that are challenging and relevant to your goals

Courses to take

KIN 301 (3)
KIN 302 (3)
KIN 360 (3)
KIN 365 (3)
One of:
KIN 222* (4), 322 (3),
or 323 (3)
2-3 UL KIN courses
(6-9 cr)

Electives *

2-3 KIN or non-KIN
electives (6-8 cr)

- Expand your learning
- Become a leader
- Volunteer
- Develop your job strategy
- Become involved on campus

Courses to take

KIN 401 or 455 (3)
KIN 451 (3)
KIN 481 (3)
3-4 UL KIN courses
(min 7 cr)

Electives *

3-4 KIN or non-KIN
electives (min 14 cr)

- Meet with an advisor
- Implement your job or grad school strategy
- Complete your Grad Application
- Attend Convocation

**BACHELOR'S
DEGREE
COMPLETED AND
LEARNING GOALS
ACHIEVED!**

THROUGHOUT YOUR UNIVERSITY

EXPERIENCE:

- ✓ Be an active engaged learner
- ✓ Maintain good academic standing
- ✓ Complete an average of 15 credits per semester
- ✓ Monitor your learning goals and document your achievements
- ✓ Become actively involved in a least one co-curricular activity
- ✓ Develop a financial plan and maintain financial aid eligibility
- ✓ [Meet regularly with an advisor](#)
- ✓ Email your questions to kininfo@ufv.ca
- ✓ Check [program requirements](#)

Last updated 2021 April 09

* Electives: 44-46 credits; minimum 12 non-KIN credits; remaining 32-34 credits may be KIN or non-KIN courses; 48 UL credits required including at least 38 UL KIN credits