

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

1. Review Summary

Program(s) Reviewed:	Bachelor of Kinesiology, B.Kin. Master of Professional Kinesiology, M.P.K. Exercise Sciences, M.Sc., Ph.D.
Division Reviewed:	Faculty of Kinesiology and Physical Education
Commissioning Officer:	Vice-President and Provost
Reviewers (Name, Affiliation):	John Bartholomew, Professor & Department Chair, Teresa Lozano Long Endowed Chair in Kinesiology and Health Education, Department of Kinesiology and Health Education, University of Texas at Austin Simon Coleman, Co-Deputy Head of School / Senior Lecturer, Institute for Sport, Physical Education and Health Sciences (ISPEHS), Moray House School of Education, University of Edinburgh Janice Deakin, Professor (former Provost and Vice-President Academic), School of Kinesiology, Western University
Date of Review Visit:	November 20-22, 2019
Date Reported to AP&P:	October 27, 2020

Previous UTQAP Review

Date: July 27-29, 2011

Summary of Findings and Recommendations

1. Undergraduate Programs

The reviewers observed the following strengths:

- Practica are closely linked with theory courses, and applied learning linkages with the sport programs are clear
- Student satisfaction very high, above average NSSE scores

The reviewers identified the following areas of concern:

- Programs require larger number of in-Faculty courses than norm (62-72% rather than more normal 60%)

The reviewers made the following recommendations:

- Consider modifications that better align the program with health and clinical kinesiology areas
- Expand experiential learning linkages with sport programs, and applied learning opportunities
- Increase the number and value of scholarships to attract best students and remain competitive with other Ontario universities

2. Graduate Programs

The reviewers observed the following strengths:

- Size and number of student awards has increased
- Significant breadth of program

The reviewers identified the following areas of concern:

- Overall funding remains comparatively low

The reviewers made the following recommendations:

- Expand/enhance research training, experiential learning linkages with sport programs, and applied learning opportunities
- Update and increase lab equipment, and space for graduate teaching and research

3. Faculty/Research

The reviewers observed the following strengths:

- With a dedicated focus on enhancing research culture, the exercise science unit has the potential to become a leader in research and graduate education in Canada
- The Faculty's strength in the socio-cultural area of study is well recognized

The reviewers identified the following areas of concern:

- Research activities among faculty are uneven and all members are not equally highly productive

- Faculty complement should be larger, more current, and with a higher performing research program

The reviewers made the following recommendations:

- Explore partnership opportunities to enhance competitiveness for external research funding
- Provide adequate start-up packages for new hires to support immediate research productivity
- Establish greater focus on health to meet prospective student interest, the needs of society, and participate in the unique and the critical role that Kinesiology programs provide in health promotion/rehabilitation

4. Administration

The reviewers observed the following strengths:

- Students are very positive about the quality and accessibility of the administrative assistance and student services
- Dean has implemented a program to build research capacity through strategic funding and repurposing of space

The reviewers made the following recommendations:

- Reviewers supported decision to change Faculty name
- Continue investment in lab equipment and space

5. Co-Curricular Programs

The reviewers observed the following strengths:

- The reviewers applaud the integration of the co-curricular programs into the Faculty

The reviewers identified the following areas of concern:

- Organizational structure appears disjointed; high number of staff members, many with blended responsibilities

The reviewers made the following recommendations:

- Conduct thorough operational review of co-curricular programs
- Continue to enhance collaboration with campus and external organizations
- More assertively use Athletic Financial Awards to recruit and support deserving student-athletes

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

- Site Visit Schedule
- Terms of Reference
- Self-Study and Appendices, including access to course descriptions and faculty CV's
- Previous review report (2011) including administrative response

- 2018 Canadian Council of Physical Education and Kinesiology Administrators (CCUPEKA) Accreditation Review
- Towards 2030: The View from 2012 - An Assessment of the University of Toronto's Progress Since Towards 2030

Consultation Process

The reviewers met directly with the following:

- Vice-President and Provost
- Vice-Provost, Academic Programs
- Dean, Faculty of Kinesiology and Physical Education
- Vice-Dean Academic Affairs
- Associate Dean Research
- Executive Director of Athletics & Physical Activity
- Director of Undergraduate Studies
- Current/Incoming Director of Graduate Studies
- Director, Master of Professional Kinesiology Program
- Registrar and Director of Student Services
- Director of Facilities
- Director, Centre for Sport Policy Studies
- Director, Mental Health & Physical Activity Research Centre
- Associate Dean Research
- Director, Centre for Motor Control
- Director of Communications
- Executive Director Advancement & Alumni Affairs
- Chief Administrative Officer
- Director of Human Resources
- Director of Information Technology
- Director of Finance
- Deans of Cognate Divisions/Campuses (or delegates):
 - ▶ Dalla Lana School of Public Health
 - ▶ Ontario Institute for Studies in Education
 - ▶ Faculty of Music
- Tenured and Continuing Status Faculty
- Pre-Tenure and Teaching Stream Pre-Continuing Status Faculty
- Vice-Dean, Students, School of Graduate Studies
- Graduate Program Coordinator
- Assistant Registrar – Admissions, Recruitment and Awards
- Recruitment, Events and Communications Coordinator
- Assistant Registrar – Registration and Records
- Student Advisor
- Academic and Experiential Program Coordinator

- President and executive members of the Kinesiology & Physical Education Graduate Society
- President and executive members of the Kinesiology & Physical Education Undergraduate Association

Current Review: Findings and Recommendations

1. Undergraduate Program

Unless otherwise noted, all bulleted comments apply to all programs reviewed.

The reviewers observed the following **strengths**:

- Objectives
 - ▶ Rigorous B.Kin. program is in alignment with the University mission and Faculty academic plan
 - ▶ Extensive curricular mapping reflects a range of learning outcomes that match or surpass those at comparable programs; program progresses appropriately from foundational to more advanced skills
- Admissions requirements
 - ▶ Admission requirements are appropriate to the B.Kin. curriculum
- Curriculum and program delivery
 - ▶ Extensive options for undergraduate student research and experiential learning
 - ▶ Curriculum aligns with the current state of the discipline; emphasis on the broad range of areas within the discipline (e.g., physical cultural studies, biophysical and behavioural studies) is rare amongst peer institutions
 - ▶ Strategic goal of increasing student participation in international experiences aligns appropriately with current practices at leading international programs
- Innovation
 - ▶ Combined B.Kin./Master of Teaching program provides an innovative opportunity for advanced training in pedagogy
 - ▶ Unique offering of a certificate program in Global Kinesiology & Physical Education
- Assessment of learning
 - ▶ Course sequencing advances students through increasing depth of assessment, ensuring that key learning outcomes are developed as students progress through the program
 - ▶ Appropriate variety of assessment methods (e.g., exams, written assignments, group work, self-reflection, case studies) reinforces numerous program learning outcomes
- Student engagement, experience and program support services
 - ▶ Outdoor Project in year 1 provides a unique opportunity for student support and to build student rapport and cohesion
 - ▶ Students enjoy opportunity to explore a breadth of options for third and fourth year courses
 - ▶ Student support through KPE Registrar's Office is well-utilized, with over 70% of students in 2018 having met with academic advisors either individually or in group meetings

- Quality indicators – undergraduate students
 - ▶ Steady increase in B.Kin. enrolments reflects successful KPE recruiting efforts and the growing international popularity of kinesiology
 - ▶ Entering averages have risen from 83.5 to 86.4 since last review
 - ▶ 90% retention rate and four-year graduation rate of 75-80% are both “quite good”
 - ▶ NSSE results for B.Kin. students align with U of T averages; KPE survey results indicate 79% of alumni would recommend the program to a prospective student and 85% were satisfied or very satisfied with their experience

The reviewers identified the following **areas of concern**:

- Admissions requirements
 - ▶ Low number of applicants to combined B.Kin./M.T. program, possibly due to the requirement to apply in Year 2 of the B.Kin. and high minimum GPA
- Curriculum and program delivery
 - ▶ Mixed responses from students regarding breadth of course options: some appreciate it while others “might benefit from more direction and a choice amongst focused structures”
 - ▶ Outdoor Projects requirements reflect the history of physical education as a discipline rather than the modern, health-focused field of kinesiology; student response is mixed, seen by some as key distinguishers of the program and by others as “a burden that causes mental and financial stress.”
 - ▶ Relatively large class sizes (compared to the rest of the University) in required courses; mostly in years 1 and 2
 - ▶ Opportunities for formal student research exist but most students who undertake a research-based course do not do so until year 4; students described several barriers to participation:
 - Ramping of statistics and methods courses: large jump in content and complexity from year 1 to year 2 can undermine confidence in research
 - A lack of sophisticated hands-on experiences in the first two years of the program
 - Specialization does not begin to occur until third year
 - Student-faculty ratio limits capacity to provide mentored research experiences for undergraduates
- Accessibility and diversity
 - ▶ Need for students to establish connections with faculty to identify research opportunities undermines equity as it favours the most outgoing and well-connected students
 - ▶ Low number of self-reported Indigenous students
- Student engagement, experience and program support services
 - ▶ Laboratory space used for course related work is limited in both quality and quantity
- Quality indicators – undergraduate students
 - ▶ Despite rising since last review, entering averages are still on the low end compared to peer institutions in the U.S.

- ▶ Mixed student survey (NSSE) results, with low scores and a rather low ranking compared to other Canadian universities
- ▶ Insufficient recruitment numbers result in an admissions rate that exceeds U of T norms
- Quality indicators – faculty
 - ▶ Relatively low number of tenure stream faculty given the size of the undergraduate program; large number of courses (~ 35% of compulsory courses and ~55% of non-compulsory courses) taught by sessional instructors

The reviewers made the following **recommendations**:

- Admissions requirements
 - ▶ Consider shifting the timing of applications for combined B.Kin./MT to year 3 of the B.Kin.
- Curriculum and program delivery
 - ▶ Make Outdoor Projects optional in year 1 and develop an on-campus alternative to build cohesion and comradery; remove Outdoor Projects for years 2 and 3
 - ▶ Consider embedding first-aid qualification within an existing, credit-bearing class
 - ▶ Develop certificates/specializations to provide students with guidance and improved structure in years 3 and 4
 - ▶ Highlight and expand research experience opportunities for students and increase participation through initiatives such as expanding laboratory space, allowing year 3 students to enrol in 400-level research courses, improving transition between year 1 and year 2 statistics and research methods courses, adding a formal laboratory internship to build research skills, and targeting teaching-steam faculty to support undergraduate research experiences in collaboration with the co-curricular program
- Accessibility and diversity
 - ▶ Track broad indicators of student diversity and continue evaluating recruitment efforts to support diverse applicant pool
- Assessment of learning
 - ▶ Consider adding a culminating experience (e.g. research project, internship, international experience)
- Quality indicators – undergraduate students
 - ▶ Monitor student survey scores to ensure that student engagement and satisfaction concerns do not affect student recruitment
- Student funding
 - ▶ Seek greater advancement efforts to increase student financial support; convert existing student employment to paid internships.

2. Graduate Program

Unless otherwise noted, all bulleted comments apply to all programs reviewed.

The reviewers observed the following **strengths**:

- Objectives
 - ▶ Program learning outcomes and core competencies are clear, appropriate, and well-mapped onto each course and assessment
 - ▶ M.Sc. and Ph.D. programs in Exercise Sciences span behavioral, biophysical, and physical cultural study, and represent the diversity expected of a graduate program in Kinesiology
- Admissions requirements
 - ▶ Admission requirements are appropriate and consistent with the degree level expectations and learning outcomes for each program; M.P.K. requirements include both high academic performance and applied experience
- Curriculum and program delivery
 - ▶ M.P.K. program:
 - Good mix of academic, applied, and professional content delivered by appropriate and highly-qualified teaching staff; includes opportunities to experience high-level study via involvement in faculty research projects
 - Well-sequenced placements build knowledge incrementally with experience in a wide variety of athletics- and health-focused settings
 - Capstone project integrates research, analytical, professional and presentation skills
 - ▶ Exercise Sciences M.Sc./Ph.D.:
 - Structure, content, methods of instruction, and learning outcomes are well articulated and communicated appropriately to students, with embedded requirements and opportunities for research, presentations, and sharing ideas across disciplinary boundaries
 - Curricular changes enacted after 2011 review have improved alignment of curriculum and program requirements
- Innovation
 - ▶ Innovative M.P.K. program was the first of its kind in Canada and continues to lead in terms of depth and quality of study
 - ▶ Laboratory spaces are equipped with state-of-the-art equipment by disciplinary standards
- Assessment of learning
 - ▶ Assessments are well-mapped onto learning outcomes for courses and activities in each program; “there is a good balance of written, verbal and practical assessments”
- Student engagement, experience and program support services
 - ▶ Dedicated M.P.K. teaching, laboratory, and common space in the Athletic Centre aids learning and helps students develop a sense of academic and professional identity
 - ▶ KPE’s three research centres contribute to a vibrant set of opportunities for graduate students including research conferences, speaker series, projects, and involvement in leading exercise intervention work

- ▶ Positive feedback from students regarding the collaborative and integrative nature of their programs, their access to clinical opportunities and cross appointed faculty members, as well as supervisor availability and responsiveness, timeliness of feedback, mentorship and support for scholarly activities
- Quality indicators – graduate students
 - ▶ M.P.K.: 93-100% complete the program within two-years
 - ▶ Significant increases in M.Sc. applications, offers, and new enrolments since last review; slight increases in Ph.D. applications and offers
 - ▶ M.Sc. average time-to-completion rate of 2.3 years aligns with other Life Science programs at U of T; 5 year average for Ph.D. is lower than in other Life Science programs and the University as a whole
- Student funding
 - ▶ Number of Ph.D. students holding tri-council or OGS awards increased from 6 in 2015-16 to 14 in 2019-20; M.Sc. external award winners have remained more or less constant

The reviewers identified the following **areas of concern**:

- Student engagement, experience and program support services
 - ▶ Difficult, manual process for enrolling in courses outside Exercise Sciences program
 - ▶ Quality of space for graduate students is highly variable; lack of graduate student lounge for informal gathering
 - ▶ Large undergraduate classes require a large number of TA positions, committing funds that might be used in other ways to support graduate students
- Quality indicators – graduate students
 - ▶ M.P.K. program intake is approximately 20% below target; significant challenges in the recruitment of students from outside the Greater Toronto Area
- Student funding
 - ▶ Students identified funding as the most critical obstacle to on-time completion; particularly when a need for additional employment results in less time to devote to their program
 - ▶ Sole use of operating funds to meet the minimum funding guarantee severely limits the size of funding packages that can be offered; availability of funding affects recruitment of students from outside the GTA

The reviewers made the following **recommendations**:

- Overall quality
 - ▶ Consider extent to which the 'Exercise Science' branding and the absence of an M.A. program may limit applications from students interested in the fields of cultural studies or sport policy
 - ▶ Consider offering a direct entry Ph.D. program

- Curriculum and program delivery
 - ▶ Ensure commitment to M.P.K. programme with continuing faculty appointments; ensure continued involvement of appropriate tenure stream faculty members
- Student engagement, experience and program support services
 - ▶ Leverage research centres for graduate recruitment and intra/inter-faculty collaboration
 - ▶ Explore process improvements for Exercise Sciences students enrolling in courses outside the faculty
- Quality indicators – graduate students
 - ▶ Increase recruitment efforts for M.P.K. program to meet longer-term goal of 150-200 applicants and 44-46 entrants per year
- Student funding
 - ▶ Reconsider funding packages to insure they are competitive with internal comparators; consider a mandatory faculty contribution from post-tenure faculty members

3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
 - ▶ Impressive increase in research funding since 2011; overall funding increased nearly 400% from 2011-2018; tri-council funding increased 450% in the same period
 - ▶ Participation rates in tri-council granting competitions has increased to 50% since 2011; KPE faculty holding tri-council funding has grown more than 300% in the same timeframe
 - ▶ Recent success rates for SSHRC Insight Grants reflect the success of some mid-career KPE faculty
 - ▶ “There was universal support of the internal seed funds for the preparation of tri-council and other major grants.”
 - ▶ KPE’s three research centres enable collaboration with internal and external partners, engage faculty and graduate students in interdisciplinary research, and reflect the breadth of the discipline
 - ▶ Research output reflects a level of scope and productivity that is consistent with peer institutions within North America and the UK.
- Faculty
 - ▶ Significant number of highly productive senior and midcareer scholars as well as a number of highly qualified new members
 - ▶ Overall faculty complement has increased since last review and now includes an externally recruited Canada Research Chair
 - ▶ Recent recruiting efforts have improved gender balance among junior faculty
 - ▶ Use of faculty complement and instructional staff in delivery of academic and co-curricular programs is appropriate, effective and efficient
 - ▶ 0.5 FCE reduction in first-year teaching workload for tenure-stream hires supports establishment of junior faculty members’ research programs

The reviewers identified the following **areas of concern**:

- Research
 - ▶ Feedback from faculty members indicates a “greater affinity for the work of the research centres and the encouragement of organic collaborations between faculty members than for the identification of official research clusters”
 - ▶ Participation rate in tri-council funding applications has improved, but remains below the rate of other Life Sciences programs (72%) and of the University overall (63%)
- Faculty
 - ▶ Too few women and too little diversity at the Professor level
 - ▶ Current complement limits ability to offer new graduate courses, enhance B.Kin. laboratory experiences, or create and support additional Masters level professional programs
 - ▶ Increases in undergraduate enrolment have outpaced increases in faculty complement; KPE student to faculty ratio is among the highest at the University
 - ▶ Teaching stream faculty are under-utilized for undergraduate research and capstone experiences
 - ▶ A number of tenure stream faculty devote less of their time to research than is normally expected

The reviewers made the following **recommendations**:

- Research
 - ▶ Continue with Dean’s seed funding in support of tri-council (or equivalent) grant applications
 - ▶ Continue to increase tri-council participation rates to match University of Toronto average
- Faculty
 - ▶ Formalize mentorship strategies to ensure pre-tenure faculty support, research success, and career advancement
 - ▶ Increase the diversity of the full professor rank with promotion of existing junior faculty members
 - ▶ Continue to support pre-tenure hires by using operating funds to support graduate students rather than requiring a faculty contribution
 - ▶ Provide additional research support and consider increasing teaching load for tenure-stream faculty members who are not research active
 - ▶ Consider cluster hires or joint appointments to address diversity issues and build innovative research programs with other faculties
 - ▶ Consider additional faculty hires to improve and expand programs and lower student faculty ratios; “We would re-affirm the commitment to hire faculty based on research potential first, with gaps in teaching filled by teaching stream faculty”

4. Administration

The reviewers observed the following **strengths**:

- Relationships
- High morale and reports of positive learning, teaching and working experiences from faculty, students and staff
- KPE has cultivated productive and rewarding interdisciplinary collaborations with cognate Divisions (e.g., Public Health, Music) and with external partners such as hospitals and research institutes
- Several successful outreach programs in which KPE faculty and students disseminate knowledge and work directly with community partners
- KPE has successfully balanced the curricular and co-curricular users of shared spaces; “much of the success of this collaboration has been due to the excellent relationships between the faculty senior management team.”
- Organizational and financial structure
- Significant financial growth since 2011; “The KPE senior management group should be congratulated for the expansion of the operating budget, particularly against a background of constraints in the domestic and worldwide education market”
- Research grant income increased by 42% in the period 2011-2019
- Effective re-development and re-purposing of existing buildings has resulted in the creation of new and enhanced laboratory and teaching space
- Long-range planning and overall assessment
 - ▶ Commendable progress and improvements since 2011 review:
 - Faculty name change reflects new direction as a “modern, research-focused Kinesiology Faculty with health at its core”
 - Successful recruitment of a senior professor to a Canada Research Chair
 - Completion of the Goldring Centre
 - Creation of Certificate in Global Kinesiology and Physical Education and establishment of the M.P.K. program
 - ▶ Strong commitment to enrolment management, indicated by hiring of student recruitment coordinator charged with increasing overall recruitment, and specific recruitment of Black and Indigenous students
 - ▶ Appropriate emphasis on Indigenous students in financial aid budget
 - ▶ Excellent fundraising efforts successfully raised funds for new construction
- International comparators
 - ▶ Having made significant progress since the last review, “KPE would be considered within the middle rank of the top Kinesiology faculties across Canada, the U.S. and the U.K.”
 - ▶ M.P.K. is a high-quality postgraduate program compared with other Master’s programs in similar fields

The reviewers identified the following **areas of concern**:

- Relationships
 - ▶ Opportunities for inter- and multi-disciplinary research may be affected by resource and time constraints
 - ▶ Challenges in ensuring student awareness of opportunities such as scholarships and exchange programs with other universities
- Organizational and financial structure
 - ▶ Separation of responsibilities between Associate Dean Research and Associate Dean Graduate Studies may be a barrier to identifying further opportunities for graduate student participation in interdisciplinary research
 - ▶ Shortage of space prevents further expansion of student enrolment and the development of junior faculty members' research programs
 - ▶ Some faculty members expressed dissatisfaction with workload, particularly uneven teaching and marking loads for various courses
 - ▶ Competing demands from academic and co-curricular programs can sometimes lead to space usage issues
- Long-range planning and overall assessment
 - ▶ "There is a sense that KPE is holding onto its previous identity as a Faculty of Physical Education."
 - ▶ Insufficient recruitment results in an admissions rate that exceeds U of T norms

The reviewers made the following **recommendations**:

- Relationships
 - ▶ Consider collaborations with other U of T divisions to develop new programs (e.g., a joint undergraduate degree program with Public Health or a program in Sports Policy/Management at UTM or UTSC)
 - ▶ Continue and expand collaborative research networks with other U of T divisions
 - ▶ Raise student awareness of international opportunities and consider ways to increase participation with incentives such as financial support
 - ▶ Monitor metrics and consider strategies for improving faculty, staff and student satisfaction; particularly for faculty and staff workloads and work-life balance, and student interactions with faculty
 - ▶ Continue and expand community outreach programmes
- Organizational and financial structure
 - ▶ Continue with Associate Dean Research position and consider a formal association with the Vice-Dean Academic, to enhance undergraduate and graduate research opportunities
 - ▶ Continued growth will require a significant increase in teaching and research space
 - ▶ Continue to transition to shared lab space from individual lab model where appropriate
 - ▶ Identify and provide laboratory space to new tenure-stream hires
 - ▶ Review reporting structure for CAO's portfolio to ensure appropriate levels of service and accountability to both academic and co-curricular leadership

- Long-range planning and overall assessment
 - ▶ Continue trajectory toward the modern health-focused Faculty of Kinesiology; consider removing “Physical Education” from the Faculty name and better communicating the specific areas of research and educational excellence
 - ▶ Increase recruitment of international students and under-represented groups (e.g. Black and Indigenous high-school students) for undergraduate and graduate programs.
 - ▶ Consider developing other professional programs once M.P.K. has been established and has reached target enrolment numbers
 - ▶ Pursue additional revenue-generating opportunities, e.g., renting sports facilities to outside agencies
 - ▶ Fund-raising efforts should focus on student awards and other student support as well as capital funding of building projects

5. Co-Curricular Programs

The reviewers observed the following **strengths**:

- Co-curricular programs are clearly aligned with the University’s mission and contribute to the Faculty’s academic plans and operational capabilities
- Faculty and graduate students benefit from synergies of the co-curricular programs in participant recruitment for exercise-based intervention studies; co-curricular programming benefits from cutting-edge research by expert faculty

The reviewers identified the following **areas of concern**:

- Co-curricular program is not being fully leveraged for educational and research opportunities, particularly for undergraduate and professional masters students
- Staff resourcing and space needs of the Faculty’s academic programs are often prioritized over the needs of the co-curricular programs
- Current structure inhibits the view of co-curricular programs as a *University-wide* resource rather than a set of programs within a single Faculty

The reviewers made the following **recommendations**:

- Convert unpaid positions for student workers within co-curricular programs to paid internships, to increase opportunities for financial support
- Make better use of co-curricular programs for developing undergraduate and graduate student research skills
- Reconsider the reporting structure of Chief Administrative Officer and the staff support units with respect to the role of the Executive Director of Sport and Recreation
- Determine the utility and viability of KPE’s integrated model prior to the change in decanal leadership

2. Administrative Response & Implementation Plan



UNIVERSITY OF TORONTO
FACULTY OF KINESIOLOGY & PHYSICAL EDUCATION

25 September 2020

Professor Susan McCahan
Vice-Provost Academic Programs
University of Toronto
65 St. George Street, Room 106.
Toronto, Ontario,
M5S 2E5

Re: Administrative Response to the External Reviewers' Report, Faculty of Kinesiology & Physical Education

Dear Professor McCahan:

This letter constitutes the administrative response to the external review report for the Faculty of Kinesiology & Physical Education dated 13 December 2019. It was gratifying to note that the reviewers recognized the many positive changes that occurred in KPE in response to the previous Review completed in 2011. The current self-study process and external review were very helpful in identifying foci for both our immediate and longer term attention, as well as in reinforcing areas of strength. In that regard, subsequent to the visit by the external reviewers our Faculty finalized its Academic Plan extension, "[*Creating Capacity, Cultivating Change*](#)" and we are actively working towards achieving the priorities set out therein.

The COVID-19 pandemic interruptions, and addressing consequences of the associated exigencies for KPE, has led to the unusual delay between our receipt of the reviewers' report and the issuance of this response. As a result, several of the issues raised are those around which broad consensus became apparent within the Faculty and the stimulus of the reviewers' comments motivated immediate action.

In your letter to me dated 28 January 2020 you requested responses to the specific areas raised by the reviewers and they are listed in the attached pages together with my responses.

We are grateful to the staff of your office for the coordination of the Review, and to the reviewers for a very insightful and constructive review that contributed significantly to our academic planning.

Sincerely,

Ira Jacobs, *DrMedSc, FCAHS*
Professor and Dean

Enclosure: 1

**Administrative Response to the External Review of the
Faculty of Kinesiology & Physical Education**

Undergraduate Program Recommendations

- **Admission requirements: Consider shifting the timing of applications for combined B.Kin./M.T. to year 3 of the B.Kin.**

Status: Implemented

From the [KPE B.Kin. guidance to students](#): “B.Kin. students in Year 3 of their undergraduate program have the opportunity to gain early conditional graduate admission on a competitive basis to the Master of Teaching (M.T.) program from the Ontario Institute for Studies in Education (OISE). Students who successfully complete their Combined Degree Program, will have earned two University of Toronto degrees (i.e. B.Kin. and M.T.), and be recommended to the Ontario College of Teachers for a Certificate of Qualification, which certifies them to teach in Ontario schools. For further details, please see the [Combined Degree Program Information Handout](#) on OISE's [Master of Teaching application](#) page.

- **Curriculum and program delivery: Make Outdoor Projects (ODP) optional in year 1 and develop an on-campus alternative to build cohesion and comradery; remove Outdoor Projects for years 2 and 3**

Status: Short to mid-term action

We agree with and have acted on the recommendation to reconsider the ODP courses, and the reviewers' recommendations stimulated the completion of a comprehensive review of the programs. The addition of the challenges for student engagement associated with remote learning provided more impetus for the development and implementation of “...a new on-campus program component to build cohesion among students...”

First some history: The ODP courses, in particular the mandatory 1st and 2nd year courses which have traditionally occurred in late August at a rented residential summer camp, have been a highlight for most, but not all students. These courses were considered by most alumni as having been integral to building of a sense of KPE community, as well as providing experiential educational leadership development opportunities for the upper year undergraduate students who participated in the planning and program delivery. These courses also provide exposure to outdoor education modules which were viewed as integral to the foundational knowledge and experience of kinesiology and physical education students. Finally, these ODP courses were one of the differentiators of our program from others. However, the recently completed ODP review revealed a small but growing number of accessibility, mental health, financial, logistical and cultural barriers to participation and satisfaction. Moreover, the academic and pedagogical rationale for the “overnight” and “up north” components of these courses is no longer viewed as strong. Since completion of the external reviewers' visit an on-campus model has been

developed for achieving the ODP objectives for orientation, cohesion and preparation for academic success through alternative delivery models. The ODP experience will therefore likely not be mandatory in the future, but may be very appealing when offered as a part of one or more upper year elective academic courses and clearly tied to academic content.

The exigencies of the current academic year expedited related planning and implementation since the traditional ODP delivery platform, at a residential summer camp, was not possible. See [KINections](#) for the new on-campus program for building student cohesion for kinesiology students.

- **Consider embedding first-aid qualification within an existing, credit-bearing class**

Status: Short-term action

Being considered by the KPE Curriculum Committee.

- **Develop certificates/specializations to provide students with guidance and improved structure in years 3 and 4**

Status: Short to mid-term actions

We agree with and acted on the recommendation. Since the completion of the review two certificates/specializations have been introduced: Certificate in [Global Kinesiology and Physical Education](#) (U of T Global Scholar); and the [Certificate in Physical Activity Instruction](#). The reviewers suggested excellent areas for specialization and our Curriculum Committee is considering the introduction of 2-3 more certificates over the next 1-2 years.

- **Highlight and expand research experience opportunities for students and increase participation through initiatives such as expanding laboratory space, allowing year 3 students to enrol in 400-level research courses, improving transition between year 1 and year 2 statistics and research methods courses, adding a formal laboratory internship to build research skills, and targeting teaching-stream faculty to support undergraduate research experiences in collaboration with the co-curricular program**

Status: Mid-term action

We enthusiastically endorse the recommendation in general. The “research experience” is one of the three high level categories of experiential education opportunities that KPE is systematically addressing, the other two being “in-field learning” and “international experience.” The recommendation of the reviewers has been incorporated into the [KPE Academic Plan](#) that was approved after the review. The capacity for augmentation of the research experience for undergraduate students is currently limited by KPE’s large student/faculty ratio and physical research space, with the latter limiting our capacity for hiring more tenure stream faculty mentors for the research experience. Since the review, focused

effort and resource commitments have directed to space planning; the result is concrete (excuse the pun) plans for significant augmentation of research space, which will facilitate the hiring of new faculty members so that undergraduate research opportunities can be significantly increased. Three net new tenure stream faculty were hired since the review.

- **Accessibility and diversity: Track broad indicators of student diversity and continue evaluating recruitment efforts to support diverse applicant pool**

Status: Immediate and continuing action

Accessibility and diversity initiatives such as this one recommended by the reviewers remain priorities that are reflected in the recommendations in the final report of the 2018 [KPE Taskforce on Race & Indigeneity](#). That report stimulated and continues to stimulate accessibility and diversity initiatives that are ongoing, completed, and in-progress described in the [KPE 2019-2020 Equity Report](#). The standing committees of the KPE Faculty Council are each tasked with initiating, planning, and reporting to Council about how the work of their committee will advance accessibility and diversity. The “tracking” recommended by the reviewers is being contemplated by the KPE Admissions Committee and the assistance of the University of Toronto central student recruitment office is being sought about best practices for such tracking. The assistance of those same offices has already been leveraged to identify specific secondary schools in the GTA for augmented recruitment initiatives with a view to increasing the applicant pool from under-represented groups.

- **Assessment of learning: Consider adding a culminating experience (e.g. research project, internship, international experience)**

Status: Mid-term action

We agree. This recommendation reinforces the work of the KPE Curriculum Committee as it considers establishing a requirement for one of research, international experience or in-field learning so that every student graduates with a culminating high-impact experience. We view this objective as achievable within 3-5 years.

- **Quality indicators – undergraduate students: Monitor student survey scores to ensure that student engagement and satisfaction concerns do not affect student recruitment**

Status: Short-term and continuing action

We agree. KPE application numbers have been increasing progressively year-over-year, as has the number of applicants with high GPAs. But, the rate of conversion of admitted applicants to students has not changed which reinforces the need to act on this recommendation. This recommendation reinforced the need to launch the new KPE program, [KINections](#), in the current academic year; it is specifically devoted to enhancing student engagement and satisfaction, including a pilot faculty-student mentorship program for 1st year BKin students.

New student survey vehicles are required and resources will be invested to commence such surveys immediately.

- **Student funding: Seek greater advancement efforts to increase student financial support; convert existing student employment to paid internships**

Status: Short to mid-term action

Yes, fund-raising to increase student financial support remains a high priority. Related organizational staffing initiatives to support this priority are in motion and scheduled to be completed in the current year. The reviewers' recommendation about converting student employment to paid internships is complex in light of collective bargaining and employment law frameworks that limit flexibilities, but the sentiment (i.e. to seek ways of leveraging the myriad student employment opportunities associated with the Faculty's sport and recreational programs) for student teaching and learning is sound and is being implemented.

Graduate Program Recommendations

- **Overall quality: Consider extent to which the 'Exercise Science' branding and the absence of an M.A. program may limit applications from students interested in the fields of cultural studies or sport policy**

Status: Implemented and short-term action

This recommendation has already been considered and partially implemented. The Faculty agreed with the reviewers' comment about the importance of changing the name in order to expand the pool of potential graduate students. The Graduate Committee of the KPE Faculty Council recommended a re-branding as suggested by the reviewers. The KPE Faculty Council approved the Committee's motion to change the graduate department name from "Graduate Department of Exercise Science" to "Graduate Department of Kinesiology," effective 01 September 2020. Similarly, the KPE Faculty Council approved changing the doctoral stream masters and PhD program from Exercise Science to Kinesiology. The sole degree within that research stream masters program is still a MSc degree. Consideration of the offering of a MA degree is ongoing.

- **Consider offering a direct entry Ph.D. program**

Status: Implemented

This recommendation has already been considered and implemented. Upon the recommendation of the KPE Faculty Council's Graduate Committee, the KPE Faculty Council passed a motion endorsing the recommended offering of a direct entry Ph.D. program into the graduate Department of Kinesiology.

- **Curriculum and program delivery: Ensure commitment to M.P.K. programme with continuing faculty appointments; ensure continued involvement of appropriate tenure stream faculty members**

Status: Short to mid-term action

Agree. It was gratifying to read the positive impressions of the reviewers about this innovative Masters of Professional Kinesiology (M.P.K.) degree program. The Faculty remains very committed to it and it is a distinguishing feature of our graduate programs. Three tenure stream faculty members were hired since the review and, one of the considerations in their selection was disciplinary expertise that can contribute to both undergraduate and graduate programs, including the M.P.K.. Moreover, with this recommendation providing further encouragement, the M.P.K. program is now being considered as a general framework that can encompass the development and embedding of more specialized graduate diplomas and/or credentials.

- **Student engagement, experience and program support services: Leverage research centres for graduate recruitment and intra/inter-faculty collaboration**

Status: Short to mid-term action

Research “centers” led by KPE faculty members are already promoted in our graduate student recruitment activities, and the recent and rapid growth of the KPE tenure stream professoriate is leading to new research centre proposals and many new inter-faculty collaborations. The reviewers appropriately pointed out that KPE graduate student recruitment materials should make more effective use of these collaborative frameworks. Resources have been allocated and are ongoing for investments in such new promotional materials.

- **Quality indicators – graduate students: Increase recruitment efforts for M.P.K. program to meet longer-term goal of 150-200 applicants and 44-46 entrants per year**

Status: Short to mid-term action

We concur that more effective recruitment efforts are required. As discussed above, we anticipate that the embedding of micro-credentialing within the M.P.K. framework will be an important innovation that will significantly increase the pool of applicants.

- **Student funding: Reconsider funding packages to insure they are competitive with internal comparators; consider a mandatory faculty contribution from post-tenure faculty members**

Status: Short-term action

The metrics of graduate student funding packages that were provided to the reviewers likely presented a picture of graduate funding that was significantly less than reality. It has become

apparent that several faculty members have been employing graduate students as research assistants and lab managers, etc. where T4 income rather than T4A income is being paid but is not captured in tables as graduate student funding. Regardless, it is indeed the case that better financial support packages are needed to attract high quality graduate students, and the relatively high dependency on operating funds for graduate student funding packages is likely not sustainable at current levels without diversion of funding away from other priorities. Compulsory operating grant contributions to that financial support, particularly from post-tenure faculty members, seems like a fair and appropriate expectation, with allowances for the widely varying grant sizes that exist in a multi-disciplinary Faculty. The suggestion of the reviewers is a good one and will be acted upon in the short term by asking the KPE Graduate Committee to consider and recommend an approach after consideration of lessons to be learned from other divisions and wide consultation with KPE faculty, SGS, KPE senior administrators.

- **Admission requirements: Consider shifting the timing of applications for combined B.Kin./M.T. to year 3 of the B.Kin.**

Status: Implemented, as per first bullet above

Faculty / Research Recommendations

- **Research:**
 - **Continue with Dean's seed funding in support of tri-council (or equivalent) grant applications**
 - **Continue to increase tri-council participation rates to match University of Toronto average**

Status: Short-term and continuing action

We are gratified that the reviewers recognized the KPE internal seed funding program as a significant component in the growth of the KPE research enterprise. And, we can confirm the intention to continue with the program, as well as to encourage continued growth in tri-council participation rates. The significant growth of the KPE tenure stream professoriate in recent years has been carefully considered in terms of areas of expertise. That consideration is now enabling the establishment of a critical mass of intellectual and research capital that has recently paid dividends and should position our scientists for increasing tri-council participation and success rates. However, we also recognize that our participation and success rates for tri-council grants in particular are not yet among the top tier of kinesiology programs in Canada. This internal seed funding program has not proven to be adequate to address this challenge. KPE Faculty Council will be asked to charge its Research Committee with proposing new initiatives to further encourage KPE faculty members to apply for tri-council funds.

- **Faculty:**
 - **Formalize mentorship strategies to ensure pre-tenure faculty support, research success, and career advancement**

Status: Short-term and continuing action

KPE has acted accordingly and established the Faculty's first Decanal Advisor on Early Career Faculty Development. KPE has had a relatively informal mentoring strategy for many years. With the significant increase in faculty complement over recent years, consultations with KPE professoriate suggested it would be beneficial to develop and provide a more formalized strategy for the mentoring of early career (Assistant and Associate Professors) tenure and teaching stream faculty. The Decanal Advisor position was established as the initial part of this more formal strategy to support and mentor faculty, particularly those who are pre-tenure and pre-continuing status. Thus, the overarching objective of the Decanal Advisor role is to help tenure and teaching stream faculty members make informed decisions about their research, teaching, service, and creative activities within FKPE and external to FKPE and the University of Toronto.

Citing the terms of reference for the position, the Decanal Advisor will:

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- a. *Regularly organize both individual and group information and professional development sessions on matters pertinent to supporting faculty members' research, teaching, service and creative professional activities within KPE and external to KPE and the University of Toronto.*
 - b. *Facilitate and encourage inclusive interactions and connections among early career faculty to discuss questions related to career and professional development.*
 - c. *Facilitate the establishment of mentoring partnerships between a newly appointed faculty member and a more established faculty member in accordance with guidelines to be provided by the Dean.*
 - i. *Encourage timely and regular interactions between mentors and mentees with a frequency that is to be determined by the mentee.*
 - ii. *Encourage and support the mentors and mentees in the development of individual short and long-term career plans.*
 - d. *Supplement the formal tenure and promotion process and related interactions that are the responsibility of the Dean by remaining current and informed about both processes and, as a mentor, review, consult with, and discuss the process and criteria for tenure and promotion within the FKPE at the University of Toronto with pre-tenure and pre-promotion faculty members.*
 - e. *Advise and direct faculty to appropriate sources that may facilitate career progress and professional development.*

- f. *Compose and submit a semi-annual report to the Dean about the general nature of the activities that are planned to take place during the upcoming academic year and have taken place during the previous year that are related to the role.*
 - g. *As needed and/or requested, consult and advise the Faculty's administrative leaders.*
 - h. *Other activities that are identified in consultation with and agreed to by the Dean.*
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- **Faculty:**

- **Increase the diversity of the full professor rank with promotion of existing junior faculty members**
- **Continue to support pre-tenure hires by using operating funds to support graduate students rather than requiring a faculty contribution**
- **Provide additional research support and consider increasing teaching load for tenure-stream faculty members who are not research active**
- **Consider cluster hires or joint appointments to address diversity issues and build innovative research programs with other faculties**
- **Consider additional faculty hires to improve and expand programs and lower student faculty ratios; "We would re-affirm the commitment to hire faculty based on research potential first, with gaps in teaching filled by teaching stream faculty"**

Status: Mid-term and continuing action

Each of the above recommendations are appropriate and supported by the Faculty. After many years of a stable and relatively small professoriate, KPE has added two or three new junior faculty members annually over the last decade, including appointments that have contributed significantly to the professoriate reflecting a more diversified demographic, but not one that yet reflects the diversity of the community around us. Yes, there have been improvements over the last ten years in the female/male ratio within the KPE faculty complement, but there remains too few women and too little diversity at the Professor level. The barriers that exist for women and minorities need to continue to be addressed. The KPE [Task force on Race & Indigeneity](#) recommended initiatives to promote diversity among the professoriate, several of which have been [implemented](#), but that Report's recommendations needs to be reviewed regularly within each year with a view to furthering the diversity among our faculty at all ranks. Our newest additions to the professoriate continue to be successful in being promoted to the associate professor ranks on the basis of merit. And, since the student/faculty ratio in KPE remains among the highest among U of T divisions, the resourcing of continued expansion of the professoriate must remain a priority for the Faculty. The related recruitment activities will continue to prioritize merit and diversity and leverage the wealth of newly promulgated recruitment vehicles, guidelines, and programs now available for exactly that purpose.

Administration Recommendations

- **Relationships:**
 - **Consider collaborations with other U of T divisions to develop new programs (e.g., a joint undergraduate degree program with Public Health or a program in Sports Policy/Management at UTM or UTSC)**
 - **Continue and expand collaborative research networks with other U of T divisions**

Status: Mid- to longer term action

KPE enthusiastically supports the principle behind these recommendations. The KPE self-study describes several extra-departmental units in which KPE already participates with other divisions. KPE is also associated with Graduate Collaborative Programs which have enriched the learning experience of a limited number of our graduate students who have taken advantage of the teaching and mentoring expertise of faculty from other divisions. The suggestions of the reviewers are very viable and consistent with the KPE Academic Plan objectives for expanded teaching and learning and research collaborations. With the growth of our professoriate and the associated growth of our graduate student complement, such inter-divisional collaborations will become increasingly important for KPE as a graduate student recruitment tool and research trainee vehicle. The recommendations are being referred to our Curriculum, Graduate and Research committees for further consideration and planning.

- **Raise student awareness of international opportunities and consider ways to increase participation with incentives such as financial support**

Status: Short to mid-term action

We support and have acted on the recommendation. It should be noted that our undergraduate experiential education framework encompasses three primary opportunities for students: **international experience**, in-field learning, and research. The new B.Kin. certificate in [Global Kinesiology and Physical Education](#) (U of T Global Scholar) provides a platform for promulgating and encouraging students to take advantage of international student experiences. Moreover, our Registrar's Office has a designated staff position that supports the international experience. Our very first undergraduate course involving international experiential education saw full registration and was scheduled to launch in the summer of 2020 but postponed because of the pandemic.

- **Monitor metrics and consider strategies for improving faculty, staff and student satisfaction; particularly for faculty and staff workloads and work-life balance, and student interactions with faculty**

Status: Short to long term action

This recommendation is consistent with our recognition of the importance of developing and monitoring of the related metrics and strategies. To date there is a history of KPE students, staff,

and faculty members usually responding to the surveys conducted university-wide about these issues, and doing so at a high rate so that there is a sound basis for interpretation of the survey results. Student satisfaction rates have usually been among the highest within U of T on surveys such as NSSE, but the most recent results are recognized as a cause of concern because they are so very different from previous survey results. Those results caught our attention and, as a result, the Faculty has invested significantly in the development of our new student engagement program: [KINections](#). KPE will be monitoring the results of this investment. Similarly, recent staff and faculty surveys point to progressively increasing concerns about work-life balance. Faculty and staff workloads are currently the subject of workload reviews that are ongoing and planned to be completed over the short and mid-term.

- **Continue and expand community outreach programmes**

Status: Ongoing

Agreed! Such programs are ongoing continuously for the purposes of our undergraduate and graduate in-field learning placements, research, alumni relations, advancement activities, and as an integral part of the Faculty's sport and recreation co-curricular programs.

- **Organizational and financial structure: Continue with Associate Dean Research position and consider a formal association with the Vice-Dean Academic, to enhance undergraduate and graduate research opportunities**

Status: Short to mid-term action

If this recommendation refers to consideration of amalgamating the responsibilities within the oversight of a single academic administrator, then the Faculty is not supportive of this recommendation. The Faculty had such a structure historically --- a position for the Associate Dean Research & Graduate Programs and another position for the Associate Dean Undergraduate Programs. The research priority that has been so significantly improved since the last review entailed intentional organizational changes that resulted in the position of a dedicated Associate Dean Research who could focus on the research enterprise, and the establishment a Vice-Dean Academic Affairs position with oversight of both undergraduate and graduate programs (supported by academic directors of those programs). We view this re-organization as an important factor that has supported the large cultural shift about the research priority since the last review, and the growth and innovation in both research and academic programs. With a large number of newer faculty and the shift in research support and productivity still being relatively new, there are no plans or appetite to revert to the prior structure. The recommendation does, however, appropriately recognize the important synergies between the two mandates and that there is always room for improving those synergies. Reference to the KPE Academic Plan is the appropriate framework for the identification of initiatives that will support those synergies and the annual review of the Plan will once again be the appropriate forum to consider such initiatives. Moreover, the Faculty has now had almost a decade of experience with its current academic and research organizational

structures. The academic program supporting organization for the office of the Vice-Dean Academic Affairs has expanded significantly during the intervening years, motivated in large part by the amplified needs associated with supporting a student complement that has more than doubled. It is now time to consider opportunities for amplification of the resources to support the office of the Associate Dean research and the Faculty's growing research enterprise. The Associate Dean research will be asked to establish a KPE task force for this purpose. These suggestions can be acted upon in the short to mid terms.

- **Continued growth will require a significant increase in teaching and research space. Continue to transition to shared lab space from individual lab model where appropriate**
- **Identify and provide laboratory space to new tenure-stream hires**

Status: Short to long-term action

We agree and these recommendations reinforce the importance of a KPE master space planning activity that commenced in the spring of 2020. This master space planning is a mid-long term objective, while a shorter-term objective is the completion of capital renovations and construction projects that will result in significantly more research space. Commitments to those projects have been made and are short to mid-term objectives.

- **Review reporting structure for CAO's portfolio to ensure appropriate levels of service and accountability to both academic and co-curricular leadership**

Status: Short term and continuing action

The Faculty was established specifically to bring together synergies between academic and co-curricular programs. Regarding this specific recommendation, the following core services are managed by the CAO in support of KPE academic programs as well as U of T-wide co-curricular sport and recreation programs: human resources and labour relations; finance; facilities; information and learning technologies. Two other core services that support both programs and report directly to the KPE dean are public relations and communications, and advancement and alumni relations. The organization of these core services and the levels of support that are attributed to the academic and co-curricular programs are considered annually in conjunction with the University's respective budget preparation and reporting schedules. This practice will continue.

- **Long-range planning and overall assessment: Continue trajectory toward the modern health-focused Faculty of Kinesiology; consider removing "Physical Education" from the Faculty name and better communicating the specific areas of research and educational excellence**

This recommendation is not supported by the Faculty's current leadership at this time. The implication that the inclusion of "Physical Education" in the name of the Faculty is not

compatible with a health-focused Faculty is, in my opinion, at best controversial, albeit the sentiment is obviously supported by the majority of post-secondary institutions in North America which have done so. The name of the Faculty was changed to its current name in 2012 and, the raising of this issue by the reviewers notwithstanding, there is no appetite to consider another name change currently. There was consideration of their suggestion during the consultations and discussions that preceded the 2012 name change --- consultations that were fulsome, comprehensive, and, frankly, polarizing until the current name was accepted as representing an appropriate compromise. Some history may be helpful. The Faculty was created in 1998 through a merger of the School of Physical and Health Education and the U of T Department of Athletics and Recreation (formerly a student services unit), which provides co-curricular programs, services, and facilities to the entirety of the U of T community, including members of the broader community around us. At the same time the Graduate Program in Exercise Sciences, which was historically administered within the School of Public Health in the Faculty of Medicine, became a department within the Faculty. The concept guiding the amalgamation of these units was to create a 'teaching health centre,' in which research, teaching, and practice are closely linked to the benefit of both students in the Faculty's degree programs, and other U of T students. In January 2012, the Faculty changed its name to the Faculty of Kinesiology and Physical Education (formerly, Faculty of Physical Education and Health), a name that better reflects the breadth of its degree programs, the evolution of the academic discipline now recognized as "kinesiology," the scholarship and research of its faculty members, and the range of activities that happen under its umbrella. The retention of "Physical Education" was viewed as important to demonstrate that the Faculty still provided academic preparation for those who aspired to become physical educators, and also that U of T expected the Faculty to be the framework for the provision of co-curricular sport and recreation opportunities and experiences for all students of the University as an integral part of their academic experience.

This link of kinesiology and physical education, and the associated duality of our academic and co-curricular mandates are important points of distinction of U of T's organizational structure compared to other universities, points that we consider integral to our position as a leading university in Canada and the world. U of T was the first university in the British Commonwealth to offer a degree in Physical and Health Education; although that degree name was replaced with the Bachelor Kinesiology degree, the inclusion of Physical Education in the Faculty's name is a tribute to this history. We bemoan the decline of the support of physical education by public school boards and the consequences for public health because of the associated attrition of secondary school students' interest and engagement in healthy physical activity. The paucity of academic programs in North America that explicitly identify with the preparation of physical educators has been interpreted by several scholars, including some in KPE, as a contributing factor to the pandemic of physical inactivity. Finally, the KPE professoriate is multidisciplinary --- spanning the humanities, social, physical, and biological sciences --- and the retention of Physical Education in the Faculty name is considered advantageous for applications for those colleagues who seeking funds from granting agencies that support education research; in contrast those of our colleagues who are physical and biological scientists may consider the current faculty name a liability. We recognize that some high school students may not apply to

our Bachelor of Kinesiology degree because of the name of the Faculty, but others may be attracted because of a sincere interest in pedagogy and education at a time when such interest is so needed.

- **Increase recruitment of international students and under-represented groups (e.g. Black and Indigenous high-school students) for undergraduate and graduate programs**

Status: Short term and continuing action

The Faculty has acted on this recommendation and doubled our targets and intake of international students over the last two years compared with prior years. We look forward to the inauguration of a planned institutional survey of race among U of T students so that progress can be measured in the recruitment of under-represented groups of students. New initiatives have resulted in the identifications of secondary schools for our recruitment activities specifically with a view to increasing the representation of Black and Indigenous students in our academic programs. The [KPE Taskforce on Race & Indigeneity](#) included in their final report several related recommendations that are being incorporated into our recruitment activities. Lessons learned from the successes of other divisions, e.g. Faculty of Medicine, are being sought and studied for application in our own recruiting activities.

- **Consider developing other professional programs once M.P.K. has been established and has reached target enrolment numbers**

Status: Short to mid-term action

Definitely! We view this recommendation as crucial and consistent with our desire to augment our graduate student population. The Faculty's Graduate Committee and academic leadership are currently engaged in these discussions now.

- **Pursue additional revenue-generating opportunities, e.g., renting sports facilities to outside agencies**

Status: Ongoing and continuing action

As are all divisions of the University, KPE is eager to augment revenues that will lessen dependency on tuition and grant revenue. The last decade saw great success in raising sufficient revenues to have completely paid for a \$70M construction project within 5 years of its opening. We will continue with those activities and there are several exciting project proposals in the works that we hope will attract individuals and organizations as donors. The specific recommendation about renting of sports facilities is already a major contributor of revenues to the co-curricular sport and recreation budget. None of that rental revenue currently accrues to the academic budget.

- **Fund-raising efforts should focus on student awards and other student support as well as capital funding of building projects**

Status: Ongoing and continuing action

We agree, and see the above response.

Co-curricular Programs Recommendations

- **Convert unpaid positions for student workers within co-curricular programs to paid internships, to increase opportunities for financial support**

There is no question that KPE embraces any recommendation about augmenting student financial support. In fact, KPE's co-curricular sports and recreation programs are the largest employer of students at the University of Toronto. But this recommendation suggests that the reviewers were not informed about the relatively recent changes in the Province of Ontario about the important differences between co-op programs, student placements/internships, etc. that render their recommendation unviable because of the evolution of academic, employment law, and collective agreements. The Faculty is committed to advancing diverse opportunities for KPE student experience, including student employment (casual or work-study), course-based experiential education (in-field learning, student research, international experience), as well as connecting students with employment opportunities beyond the U of T that are aligned with their area(s) of study.

- **Make better use of co-curricular programs for developing undergraduate and graduate student research skills**

This is an important recommendation upon which the Faculty is acting. The KPE Sport and Recreation programs provide a rich potential platform for research and the training of research trainees, and the volume and quality of interactions have never been higher than what has developed over the last couple of years. Yet, the size of the co-curricular programs in sport and recreation are huge because they are open to the entire of U of T community, and we agree with the reviewers that the potential is still relatively untapped. The Faculty's leaders of the teaching and learning, research, and sport and recreation programs are committed to developing systems and processes that will continue to enrich each of those sectors. The leveraging of the co-curricular programs as a research platform has been explicitly identified as an important initiative that supports the vision of the Faculty's Academic Plan. Similarly, the Plan also speaks to the advancement of participation rates of students' physical activity and sports, and improvements in performance success of varsity athletics; and, it is recognized that the knowledge and expertise of KPE scientists has been and will continue to be important supports of those objectives in the future. This objective and its related activities is ongoing and will be a continuing recommendation.

- **Reconsider the reporting structure of Chief Administrative Officer and the staff support units with respect to the role of the Executive Director of Sport and Recreation**

Status: Short to mid-term action

The Governing Council established the Faculty with a view to intentionally supporting both the academic and co-curricular mandates with a single supporting administrative framework that reports, as is the case with all divisions, to the Faculty's dean. It is the current dean's view that the reporting structure should continue to support the fundamental premise and, as is the case with all U of T divisions, this should continue to include a CAO who reports directly to the dean. Regular review of the Faculty's organization and operations are important and should include a review of this recommendation with a view to improving operational efficiencies and effectiveness.

- **Determine the utility and viability of KPE's integrated model prior to the change in decanal leadership**

This recommendation addresses the essence of the Governing Council's decision to establish the Faculty as an organizational entity that, on the one hand generates and teaches knowledge about physical activity, exercise, and sport over a wide spectrum of physical activity levels, and the interactions with individuals, groups and societies; and, on the other hand, applies that knowledge in the form of co-curricular student programs that enrich the U of T student experience. The issue is indeed one that is asked with increasing frequency among the Faculty leadership, suggesting that a "deep dive" into the topic in the form of a formal review is warranted. Given that the change in decanal leadership will happen in a few months, it is unlikely that such an important review can be completed before the change in leadership.

This report is a "Decanal Response" and my own views on this matter have been equivocal and evolved during my decanal term. But, in the absence of an analysis of the organizational structures that could evolve if there was disaggregation of the current Faculty, my view is that the current integrated model is advantageous to the University of Toronto. It should be retained because of the benefits that accrue to both the academic and the sport and recreational programs of the University; this decanal response to an external reviewers' report is not the appropriate framework for a detailed description of the rationale for my view. Any review of the "utility and viability" of a different model should include the presentation of potential disaggregation plans about the organization and administration of both KPE academic and sport and recreational programs.

END OF DECANAL RESPONSE

3. Committee on Academic Policy & Programs (AP&P) Findings

The spokesperson for the Reading Group reported that the summary covered the full Review. The Group commented on the excellent quality of the Dean's administrative response and agreed that it fully addressed the issues identified.

No follow-up report was requested.

4. Institutional Executive Summary

The reviewers highlighted the Faculty's significant positive trajectory since its 2011 review; they noted its expanded and renovated facilities, and increased and successful efforts to attract and promote highly research-productive faculty as key developments; they commended the diversity of KPE's junior faculty, who with appropriate support and mentoring could continue to substantially enhance the Faculty's profile; they applauded the remarkable progress the Faculty has made towards its goal of becoming a modern Kinesiology faculty, and highlighted the development of the M.P.K., the Certificate in Global Kinesiology and Physical Education, and the Mental Health and Physical Activity Research Centre, and finally the construction of the Goldring Centre for High Performance Sport and other major capital renovations as innovative and impressive efforts in pursuit of this goal. The reviewers recommended that the following issues be addressed: considering the removal of "Physical Education" from the Faculty name to reflect the modernizing, health-focused trajectory of both the Faculty and the discipline; enhancing the B.Kin program by a) reating a new on-campus program component to build cohesion among students, and making the Outdoor Projects optional elective courses, b) developing B.Kin. certificates or specializations, c) adding a capstone experience to the program; exploring further collaboration with other Faculties or campuses; enhancing the M.Sc and PhD programs in Exercise Sciences by a) considering a mandatory faculty contribution to funding packages for post-tenure faculty members, b) addressing challenges in the recruitment of students from outside of the University of Toronto and the GTA, c) consider offering a MA program in Exercise Sciences to attract socio-cultural and policy applicants, as well as offering a direct-entry PhD program; formalizing a role for the Associate Dean Research with respect to graduate education; considering redistribution of workload allocation; addressing challenges related to the limited availability of teaching classrooms and laboratory space for researchers; and developing "a specific plan to better leverage the co-curricular programs to support education and research, particularly at the undergraduate and the professional masters levels."

The Dean's Administrative Response describes the Faculty and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

5. Monitoring and Date of Next Review

The Dean will provide an interim report to the Vice-Provost, Academic Programs on the status of the implementation plans, due midway between the year of the last and next site visits.

The next review will be commissioned for a site visit to take place no later than eight years from November 2019.

6. Distribution

On June 30, 2021, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Kinesiology and Physical Education, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance.