

**School of Human Kinetics and Recreation**

**Memorial University of Newfoundland**

**Academic Program Review**

**Self-Study Report**

**2007-2015**

## Table of Contents

<b>Introduction .....</b>	<b>3</b>
<b>History and Overview.....</b>	<b>3</b>
<b>Draft HKR Vision, Mission and Values.....</b>	<b>5</b>
<b>Summary from Kinesiology Group .....</b>	<b>6</b>
<b>Summary from Physical Education Group .....</b>	<b>14</b>
<b>Summary from Recreation Group .....</b>	<b>18</b>
<b>Co-operative Education .....</b>	<b>20</b>
<b>Undergraduate Student Focus Group Report by the Centre for Institutional Analysis and Planning .....</b>	<b>23</b>
<b>Graduate Program .....</b>	<b>25</b>
<b>Kinesiology Graduate Student Focus Group Summary.....</b>	<b>29</b>
<b>Research Overview.....</b>	<b>29</b>
<b>Athletics .....</b>	<b>32</b>
<b>Appendices.....</b>	<b>32</b>
<b>Appendix 1: Faculty and Staff Complement.....</b>	<b>32</b>
<b>Appendix 2: CVs of HKR Faculty .....</b>	<b>34</b>
<b>Appendix 3: Athletics Task Force Report.....</b>	<b>34</b>

## Introduction

The preparation of this AUP report was a collaborative group effort. Each section was drafted by the individuals most closely related to that particular area. Interest groups responded to guiding questions that were provided to help facilitate discussion. Thus, many voices can be heard throughout the document, which is reflective of our unit. We are a diverse school with research and teaching interests that range from lab to life, and we strive to respect all voices in the conversation about how to make HKR the best school possible. Generating this report created lively discussion and promoted reflection on past practices, as well as our goals for the future. Through the development of this document we had many valuable conversations that have shaped the path toward our future and we look forward to outside perspectives as well.

## History and Overview

The physical education program at Memorial University began as a two-year diploma program in 1953. From its inception, the unit was named The Department of Physical Education, until 1964 when "Athletics" was added to the title. The early mandate of the department was to provide leadership in training physical education instructors for the Newfoundland and Labrador school system.

Along with many changes occurring throughout the university at this time, the diploma program moved to a four-year full degree program (Bachelor of Physical Education) in 1963. In 1967, a five-year conjoint degree option was added giving graduates of the program degrees in physical education and education (BPE, B.Ed.) The conjoint degree continued to be a significant component of the program until it was phased out in the late 1970s. In 1973, a small graduate program was offered and the first MPE degree was granted in 1975. A year later the unit was formally designated a professional school.

During this time the School of Physical Education and Athletics was responsible for the overall organization and administration of all recreational activities on campus; including overseeing club sports such as judo and fencing, and providing students, faculty and staff with recreational and sport activities through intramural and inter-residence programs. The school also supported and ran a fairly successful varsity programs involving 8-10 sports for men and women athletes, despite woefully lacking proper, modern training facilities.

Early in 1990, a committee was struck to determine the merits of implementing a co-operative education model for the school's program. Following formal approval in 1992, a full-time co-op coordinator and a small staff were hired to administer the program. The ensuing years saw a number of changes to the school's original mandate as well as its curriculum. To reflect some of these changes in 1998 the school changed its name to Physical Education, Recreation and Athletics. The undergraduate co-op Kinesiology degree was introduced in 1998 and the Kinesiology regular degree in 2001. In response to this, in 2001 the name of the school changed again to the School of Human Kinetics and Recreation, which remains in use today.

Throughout this time significant increases in student enrolments were taking place and the three degree streams-physical education, kinesiology and recreation were admitting more than a 100 students each fall. By now students had options in the three streams in both co-op and non-co-op for completing their

program. As well offerings of large enrolment online courses were developed. This growth took place with a budget model that reflected student enrolment (our current budget model is incremental and does not reflect enrolment).

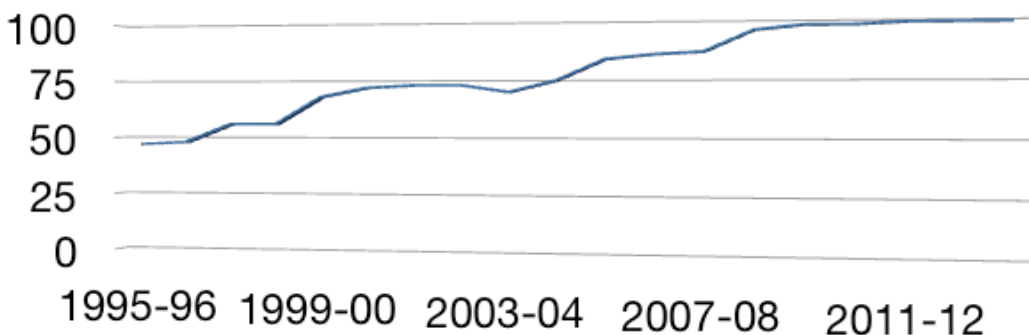


Figure 1. Changes in the number of courses listed in the University calendar from 1995 to 2014.

At this time, just as the undergraduate programs in the School of Human Kinetics and Recreation were undergoing substantive changes, so too was the graduate program. While the graduate program may have languished in the 1980s and 90s by 2003-4 with the renewal of a number of faculty members and a greater university wide emphasis on research, the graduate program began to take on a different look. A Kinesiology masters degree was added to the program and soon had full enrolments with waiting lists. However, perhaps, one of the most important developments in the graduate program came when in 2007-08 the school began offering the MPE as a fully integrated, online graduate degree program. The success of the online program was recognized when in 2010 it earned an international award for innovation in continuing education; however, there was no ongoing funding associated with the addition of this program and resourcing has sometimes been a challenge.

Today, the School of Human Kinetics and Recreation remains responsive to the needs of students in both the undergraduate and graduate programs. However, the number of undergraduate courses offered to students in the faculty and to the general student population both on campus and online continues to stretch resources. While the number of faculty has remained unchanged and their role as teachers is no less important, there is now a greater expectation toward scholarly research. In the fall of 2012, the teaching load was changed from six courses to five courses.

To fill much of the void in the teaching areas, the school must use a large number of per course instructors. Currently there are 344 students registered in our undergraduate programs: 79 kinesiology

regular; 113 kinesiology co-op; 56 physical education regular; 20 physical education co-op; 29 recreation regular; 37 recreation co-op. Our MPE program has 64 students enrolled, and M.Sc. (Kin.) has 58 students. These programs are covered by 16 faculty (3 who are involved in administration and have reduced teaching loads) and 1.5 Academic Staff Members in co-operative education. Refer to Appendices 1 and 2 for details.

More general information about HKR can be found on our website:

<http://www.mun.ca/hkr/>

A list of HKR courses can be found at:

<http://www.mun.ca/regoff/calendar/sectionNo=HKR-0366>

## Draft HKR Vision, Mission and Values

### Vision

To be leaders, promoting physical activity and wellness as a crucial path towards healthier people, communities and society.

### Mission

To educate professionals to transform and enrich lives of individuals and communities by creating and sharing knowledge in areas of exercise science, physical education, recreation, leisure studies and health promotion.

### Values

- *Excellence and integrity*: in our teaching, research and administration
- *Inclusiveness and fairness*: for students, colleagues and community
- *Collaboration and teamwork*: within HKR, the university and beyond

### Teaching and Learning Commitments

- We prepare graduates to serve the present and future needs of individuals and communities in a variety of professional settings related to health and wellness.
- We aim to optimize the learning experience for diverse student populations.
- We facilitate relevant, engaged active learning through cooperative and experiential education.

### Goals/Aims

- To complete curriculum mapping that focuses on identifying educational outcomes important for professional success
- To provide quality and innovative teaching resources

- To increase full time faculty and term appointments for teaching
- To maintain undergraduate enrolment numbers
- To increase graduate student program opportunities
- To work with alumni to develop a mentorship program
- To provide accurate, timely and responsive student advising

### **Research & Scholarship Commitments**

- We are committed to supporting innovative and quality research.
- We encourage collaboration with researchers of national/international stature.
- We promote inter-disciplinary collaboration within the School.

### **Goals/Aims**

- To become a leader in educational research and basic and applied health and wellness research within the university and beyond.
- To continue to pursue meaningful, impactful research.
- To use our expertise to mentor researchers from other locales.
- To engage with government and industry to identify issues important to the province and beyond.
- To develop appropriate laboratory and study spaces for faculty and students.

### **Engagement Commitments**

- We aspire to support faculty, staff and students to engage with and provide service to Memorial, the community and beyond.

### **Goals/Aims**

- To create a framework that will outline the engagement activities of faculty, staff and students.

## **Summary from Kinesiology Group**

It is important to recognize that our kinesiology programs, as they currently exist, are strong. We meet the CCUPEKA accreditation standards for kinesiology programs and are producing exceptional graduates. A large number of our graduates further their education in graduate school or become physiotherapists (PTs), occupational therapists (OTs), medical doctors or chiropractors. More and more of our graduates are finding work (or are self-employed) in the health/wellness/fitness industry as kinesiologists.

The feedback received from graduating students about their experience in our program is overwhelmingly positive. Also feedback received from institutions where our students study after graduation has always been extremely positive. For example various faculty have talked with PT faculty

from Dalhousie, Queens, Dublin and Scotland; graduate school supervisors from UBC and Dal; faculty at Memorial's Faculty of Medicine – feedback in all cases has highlighted how well prepared and exceptional our students are. Similarly, competition for entry into our kinesiology programs remains extremely high. We typically receive upwards of 300 applications for the 80 spots available. The kinesiology program has the highest admission average of all programs in HKR. In the recent past, high school students who apply to kinesiology are accepted with an average of 85% or higher, while current Memorial students who apply to kinesiology require an average of 78% for an admission offer.

Based on these reflections and observations the general consensus is that our kinesiology program is strong and continues to attract a solid cohort of students. Faculty want to ensure that this high quality remains and are concerned that our extremely high workload, the increased research expectations and the potential for increased class sizes have the potential to threaten program quality. To deal with the high workloads faculty reported doing one of two things: they cut corners on teaching to ensure the quality of their research did not suffer OR they cut corners on research to ensure the quality of their teaching did not suffer. All agree that this is not the ideal we should be striving for – we should not feel that we need to cut corners on either teaching or research because in the end the quality of both will suffer.

Since the last academic review kinesiology has undergone several changes. Most, but not all, of these changes were tied to the process of program restructuring that occurred in order to go from a teaching load of 6 to 5 in Fall 2012.

While the general consensus among faculty is that the changes have helped to further strengthen our program there is some concern that the removal of computer science has meant students are no longer taught fundamental computer skills (primarily spreadsheet management and word processing). These deficiencies are evident particularly in the later years of their degree when they require spreadsheet management and extensive word processing for labs and term papers. We have discussed a number of alternatives to remedy this concern.

Faculty are cognizant that growth in class sizes has led to a decline in our ability to give students the opportunity to develop their writing skills. Larger class sizes make it impractical to assign term papers or projects to individual students. While there are some courses where term papers or lab reports are required (HKR 4703 or HKR 3310 for example), we need to find ways to ensure that our students are graduating with sufficient writing skills. Some suggestions as to how to address this issue were:

- Have students take a non-fiction writing course from the English department.
- Developing a critical reading/writing course that would be a required course for HKR students.
- Add a larger writing component to HKR 2000.

While there are pros and cons to each of the solutions outlined above, faculty feel this is an issue that must be addressed to ensure our students are graduating with the writing skills that you would expect in a university graduate.

The increased number of students has also caused some changes in laboratory delivery [issues with space and equipment in addition to group size]. For several courses (HKR 2320, 2340, 3300, 3310) lab slots now contain at least 20 students. These lab slots, which are bigger than the class sizes of some smaller courses offered in HKR, make it increasingly more difficult for students to truly engage with learning material.

Based on this preliminary discussion we talked about several ways in which we see the program changing over the next five years. The overarching goal in these discussions was to ensure that changes have positive impacts on workload while at the same time improving (or at the very least not negatively affecting undergraduate/graduate program delivery).

Although faculty agreed that the structure and content of the program was strong we recognize that the program needs to go through a curriculum mapping exercise. While kinesiology program content meets accreditation standards and provides students with a knowledge / skill set that is similar to other such programs in the country we do not have a good grasp on who is teaching what details, how much repetition is there or where students are getting some of the non-fact based competencies they need (professionalism, writing skills, problem solving skills etc.). We have begun the process of working with Dr. TA Loeffler, our new Teaching and Learning chair, in a curriculum mapping exercise. We feel that completing this exercise will provide us with much needed insight into the strengths and weaknesses of our program and will give us the knowledge needed to make the program even stronger. In particular overlap in course content needs to be systematically investigated. Some overlap is good as typically students only remember 30% (or less) of what is taught so review is necessary in subsequent courses. Curriculum mapping will help us determine if the level of overlap is adequate to ensure optimal student learning takes place.

In addition to the curriculum mapping exercise we have identified several other areas where changes could be made:

Course delivery / content:

i) Modular teaching: Rather than the traditional approach of 1 faculty / course, modular teaching would see content experts deliver specific portions of courses that were related to their expertise. While this idea may have application in multiple teaching areas it was discussed as fitting well with the current slate of physiology courses delivered by Kinesiology faculty. This delivery method would for example see cardio-respiratory, metabolism, basic and applied neurophysiology and muscle physiology portions of all our physiology courses delivered by faculty member who are content experts. This delivery method would have two primary benefits: a) it would ensure students are being taught by content experts all of the time which would potentially provide more in-depth knowledge and also more continuity between courses b) it may help facilitate the move from 5 to 4 (although this approach would need further examination and planning to determine if this would indeed be the case).

ii) Hybrid course delivery: we are also discussing the possibility that some courses currently taught in the classroom may benefit from an online, interactive component. For example, a hybrid course would involve traditional didactic style lectures with part of the course done through a D2L shell that uses both



videos and lecture notes. The idea is that the online module can be done by students on their own time with some class time allotted to the discussion of the material done online (e.g. answer questions related to the online lecture). All faculty agree that this model has the potential to improve student learning and enable more class time to be used for student engagement in the learning process. We do need to ensure, however, that implementing this hybrid course delivery method does not result in a decrease of contact hours with students – free class time created by using online technology, should be used to allow students to engage in class learning activities.

iii) Increased hands-on, practical experience for students: while feedback from graduating students indicates they are happy with their time in HKR a common complaint is the lack of practical, hands-on skills they experience in our program. This is due, in large part, to issues related to the number of students in labs or to the availability of equipment and/or facilities. For example students in Exercise Physiology have approximately 20 students/lab. Labs where VO<sub>2</sub> max testing or a Wingate test is being performed are often done with the majority of students standing around watching while 2 or 3 participate. In Advanced Fitness Leadership labs it is often difficult to get access to The Works so that students can be exposed to a variety of exercise equipment. Our Fitness Leadership course has approximately 80 students enrolled in it. With 20 students per lab it is difficult to provide individuals with quality exercise instruction to ensure they acquire the practical skills needed in this area.

Some suggestions made to help improve our ability to enable students to acquire more hands-on, practical skills include:

- A dedicated lab teaching space with equipment and resources dedicated to teaching. Currently we share equipment between teaching and research. It is always a juggling act to make sure the needs of the two (teaching and research) can be met. In an ideal world we would have a dedicated teaching lab equipped with 4 or 5 stations that would enable students to collect EMG, do a Wingate, measure force etc.
- The possibility of using videos to deliver lab content (i.e. maybe videos illustrating how different types of exercises are done) was also discussed.
- Better access to The Works – this has improved greatly in recent years, but there is still room for improvement.
- Smaller numbers in labs to ensure students can ‘do’ more and ‘watch’ less.
- The hybrid teaching model may also help with this – online lecture will free up lab time which could then be used to engage students in learning exercises and activities, some of which could be based on the acquisition of practical skills.

Currently we have a generalized kinesiology program that provides students with a broad approach to the field. We discussed whether or not students would be better served by enabling them to graduate with an area of specialization (for instance Ergonomics, neurophysiology etc.). This model, which is common at many institutions in Canada, is beneficial to students as it enables them to graduate with advanced knowledge and skills in their primary area of interest. While faculty agree that this program model would be ideal for our students, delivering such a program would require the introduction of more specialized senior level courses for students to take. Given that teaching loads of all faculty are

currently at capacity, addition of these new courses is likely not possible. As such it was felt that this approach, although desirable, is likely not feasible at this time.

We also discussed whether it would be pertinent to adopt a model that follows the College of Kinesiology (Ontario) whereby students are eligible for professional accreditation at the end of the curriculum. In Ontario, where Kinesiologists are now recognized as health care professionals, individuals must pass a written exam prior to being licensed to practice. While we are likely a long way from this model being adopted in NL, we discussed the possible role that HKR would/could play in this process.

The majority of kinesiology students use the degree as a stepping stone medicine, PT, OT, Chiropractic etc. As such our current degree structure, which provides students with a broad overview of all areas of kinesiology, with no opportunity to specialize, is likely best to meet the needs of our current students. As discussed previously, our current degree does not do a good job of providing students with practical, hands-on skills that they would need to enter practice as a kinesiologist. As the job market changes and the demand and recognition of kinesiologists in the NL workforce continues to grow, we should focus on graduating students from our program with strong kinesiology skills.

One challenge faced by kinesiology faculty arises from both kinesiology and physical education students taking the same classes in the same classroom. The admission averages of the two groups are quite different (typical admission average for PE is between 65 – 70%). As a result there are two distinct groups of students with different academic abilities.

This less than ideal learning environment arises for two main reasons:

1. The two programs have different degree requirements. This is particularly a problem in HKR 3320 (Intro biomechanics). The course focuses on introductory biomechanics concepts and ideas. Approximately 50% of this course covers material that would be found in any introductory physics course. As a result students with a physics background have an advantage and those without physics find the course more difficult. Due to requirements for the two programs all kinesiology students enrolled in the course must have already taken introductory physics while PE students will not have any physics background. While efforts are made to deliver the course in a manner that ensures maximal student learning and success it is difficult to optimally challenge both groups of students in the classroom. The end result is, unfortunately that a large number of PE students struggle with the course while many Kinesiology students progress through the course without being challenged.
2. The two groups of students need different outcomes. PE students need a basic understanding of physiology and biomechanics as they relate to human movement and more importantly need to be able to apply this knowledge to the activity courses they take. The kinesiology students take these courses to get as prerequisites for more advanced courses in Biomechanics, Ergonomics and Exercise Physiology. Current delivery methods for these courses meet the needs of our kinesiology students (however, they could certainly be challenged more in these introductory courses). We are however, doing a disservice to the PE students as we are not providing them

the opportunity to learn how to apply the knowledge in a way that is relevant to their career goals. For example rather than teaching students about reaction forces in the classroom we need to be showing them why reaction forces are relevant to skating, skiing and swimming or why understanding how the cardiovascular system works is relevant to teaching high school students about the benefits of daily exercise. We need to do a better job of making this knowledge relevant and applicable to our PE students – our current method of delivery is inadequate in this regard. The ideal way to do this would be to have two separate offerings of the courses – one for PE and one for kinesiology students. This however is not practical given our current workload issues.

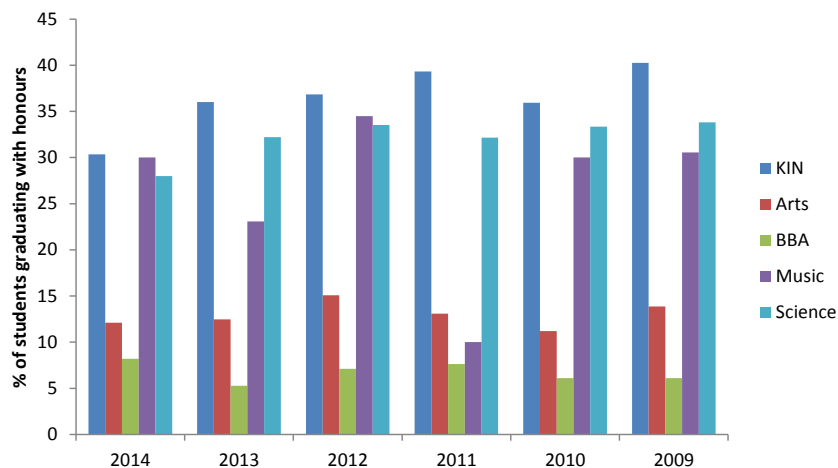
The second challenge identified by the kinesiology faculty focused on our undergraduate capstone course, HKR 4610. Historically this research course has been open to any students wishing to pursue an honours degree. Five years ago, approximately 40 students registered in HKR 4610. As all students in this course must complete a group research project, these high numbers placed exceedingly high demands on faculty, who were required to supervise the research groups. Recent changes in honours requirements meant HKR 4610 enrolments have reduced (there were 26 students in 2014, 32 in 2015). Despite these reduced numbers the workload associated with this course is high. As faculty continue to grow and develop their research programs several are changing their philosophy related to HKR 4610 and using it as a means of training potential future graduate students. As such several faculty are making the decision to not take on large groups for supervision (group size is typically four to five), but rather just have one or two students. While this model is ideal for the development of individual faculty research programs (and most would say better suited for an honour's learning experience) this model means we will not have the capacity to accommodate the approximately 30 students that usually wish to do honours.

The relatively large numbers of students doing honours research also creates an additional problem because for many of the projects HKR 4610 requires the use of expensive scientific / academic equipment. It is not uncommon to have equipment not functioning properly after being used by some untrained / non-expert undergraduate students. This sometimes results in graduate student project delays while equipment is repaired. On more than one occasion this has negatively impacted graduate students' progress.

Based on faculty discussion of the issues with HKR 4610 several possible solutions were identified:

1. Faculty supervision of honours research projects could be done using an application-based system. Students will provide a brief summary of the research they are interested in conducting and faculty will use these applications to determine which student(s) they want to work with. Once all faculty willing to supervise students have filled their quota for honours groups then any remaining students will be unable to do the course and therefore unable to get an honours degree. **This represents a major philosophical shift in our honours program.** It must be clearly communicated to students until this culture is developed and the approach routine so as to ensure all students are aware that finding a supervisor for honours is not a right, but a privilege that not all students will get.

2. There was some discussion about removing the honours degree all together and instead going with the classification system for degree (i.e. student graduate with a first or second class degree based on their GPA). This would remove HKR 4610 from our curriculum and eliminate the issues with supervising so many honours research groups. If this were the option selected then we would also have to add some sort of research practicum to our degree. This practicum could be used by faculty members to give select undergraduates (i.e. those looking to enter graduate school) research experience prior to graduation.
  
3. We examined the percentage of honours degrees awarded across campus and noted that kinesiology students appear to be graduating with honours more frequently than in other programs. On average, in the period from 2009 – 2014, 58% of graduating kinesiology students were awarded an honours degree. For comparison, rates in other units are given in the graph below. While the comparatively high admission average of our students needs to be considered, one could argue that we are awarding too many honours degrees and need to make honours degree requirements more stringent. This would in turn reduce the number of honours degrees awarded and as such reduce the number of students needing supervisors in HKR 4610. Some suggestions for changes include not permitting students who have to repeat courses as part of their degree to be granted honours degrees and increasing the average from 70 – 75% in non-HKR courses and consider increasing average in HKR courses to 80%. We view these suggestions as a starting point in this process and feel we need to spend considerably more time examining this issue to determine what, if anything needs to be done with respect to our honours requirements. We are aware that the honours requirements were reviewed approximately 2-3 years ago and changes were made; however, we feel another look at these requirements is needed.



**Figure 2.** Percentage of students graduating with honours across the Memorial St. John's campus.

4. There was some discussion about making HKR 4610 an 8-month experience for students. The current course occurs during the Winter semester and some faculty feel this is not enough time to carry out a research project. While this is an option that may enhance the quality of the learning / research experience that students will be exposed to it is unlikely to alleviate the workload issues described above. In addition, there would be new challenges with kinesiology students who are on their final work term in the fall semester prior to graduation.

A third area of concern surrounds the elective and service courses we deliver. Although everyone feels we need more electives, the faculty resources don't exist. Hybrid graduate/undergraduate courses may be helpful. If other English speaking universities in the world have online courses it might be beneficial to enter into an agreement with them where we can access some of their courses of interest and they might be able to access some of our online courses (i.e. HKR 1000, 1001 etc.). Additionally, we offer more service courses relative to our number of faculty than any other unit in the university. The previous budget model (students in seats) supported the use of grad students and part-time instructors for these courses and was a successful strategy for funding our grad students and generating more funds for HKR. The current budget model does not support this practice.

The current mandate from the university is to sustain undergraduate enrolment numbers. Fortunately we are not being asked to grow the kinesiology program, as enrolment numbers are at the maximum levels. This is due primarily to the fact that higher student numbers impact the quality of the education. Many of our courses are lab based and higher numbers mean more teaching lab resources (supplies, equipment and personnel) are needed. These resources are currently not available. Higher numbers of students would also make it more difficult for students to gain hands-on, practical experiences in labs. Higher numbers also dissuade from writing based assignments and exams – as such students are graduating with less than optimal writing skills.

We are challenged at senior level courses to engage students in learning. Our graduating class currently fluctuates between 50 and 65 students. This number makes it incredibly difficult to provide students with the type of learning experience they need. If we offered a specialized program, numbers would not be an issue. We would not have the whole graduating class taking Advanced Biomechanics for example. Some would likely choose to take Advanced Neuro-Physiology or Advanced Ergonomics or Advanced Fitness Leadership so then numbers would be much lower.

Over the past 3 years, faculty in the school taught over 6000 students in on-campus courses and over 5400 students online. Of these, 73% (4420/6000) of the on-campus students and 74% (3923/5400) of the online students were taught by faculty members in Kinesiology. These numbers reflect kinesiology faculty involvement in delivery of required kinesiology courses, courses that apply to all three degrees and service courses. It follows from these numbers that on average these class sizes are also much higher than all other faculty in HKR. Clearly kinesiology faculty are interacting with a substantial number of students. There certainly appears to be a disparity across the faculty. This is something that has been discussed at length by the group. While some would argue that a course is a course (20 students or 100 students the workload is the same) there are some that would argue the higher student numbers mean higher workload. There is no 'right' way to think about this and valid arguments can be

made supporting each side. There was no consensus among the group as to what should be done about this. If anything the discussion served to reiterate for the group the need to address the workload issues we currently face. These issues are further heightened by the increased research expectations all faculty now face. It is unrealistic to expect faculty to have successful research programs, teach these high student numbers year after year and remain healthy and balanced individuals outside of work. We feel adjustments to workload need to be made to ensure kinesiology faculty can continue with the current level of excellence in teaching and research. Keeping the status quo is going to result in a decline in teaching quality for some, a decrease in research productivity for others and for those who try and 'do it all' the result will be an unhealthy work/life balance.

## **Summary from Physical Education Group**

The Bachelor of Physical Education (BPE) program has two streams, the teaching option and the general option. Co-operative opportunities exist for both streams; however, there has been a reduction in co-op students over the past few years. Since the last review a number of new faculty have been hired in the PE area; however, as a result of new faculty course remissions many PE courses are still being taught by per course instructors.

The BPE teaching option focuses on students who are going on to be teachers. There is interest in reviewing this option to ensure that it reflects: a) changes in the Physical and Health Education Teacher (PHETE) research and literature and the PHE Canada Research Council, b) the key Knowledge, Skills & Attitudes required for professional certification for teachers in NL and abroad, and c) the CUPEKA accreditation, if accreditation continues to be deemed important. Overall, we aim to continue to strengthen the BPE teaching option and to offer a more holistic, wellness-oriented approach thereby supporting not only the PE curriculum of this province, but as well as a changing curriculum worldwide.

Unfortunately, recent messaging about the lack of teaching positions in Newfoundland and Labrador may be impacting our application numbers and enrolment trends. However, it is important to think beyond our own borders. Recent graduates of the BPE teaching option are now employed regionally, nationally and internationally. Representatives from England (Uteach, Engage Education, Impact, Timeplan), Atlantic Education International, Fort Vermillion and Yellowknife visit the campus every year to actively recruit new graduates.

Furthermore, a BPE degree does not limit graduates to teaching alone. It prepares them for a variety of professions such as firefighter and police officer, among others. We should focus on ways to market the BPE program as one of only a handful of programs that can meet the needs of students wanting to pursue careers that include the pedagogy and practice of being a leader in their field.

Similarly, the BPE general option could be promoted as offering opportunities to students not just in schools but also outside of schools anywhere in NL and around the world. There is interest in re-visioning this option to meet changing needs and opportunities within society related to healthy active living and health promotion initiatives in various settings such as schools, communities, and society at large. This would meet a growing interest in programs related to understanding inequalities in health to

inform health promotion interventions and wider efforts to promote social justice and change. We might also want to consider sub-certifications within the BPE teaching option and general option (e.g., fitness leadership, coaching certification, healthy schools). Alternatively, we may wish to reimagine the BPE general option as one that focuses on preparing students to lead healthy active living and health promotion initiatives in various settings such as schools, communities, and society at large.

Collectively, we strive to promote holistic, socially, and culturally responsible approaches to teaching and learning. This involves teachers and students in the BPE teaching option and general option taking ownership in the learning process where learning becomes student centered, social justice focused, and socially connected. To ensure courses are meeting the needs of students and the dynamic fields relevant to BPE, we would like to explore if the courses in the BPE program are meeting the needs of the students in the teaching and general options, and if not how we can better meet their needs. For example, could we offer science-based courses that are woven into activity courses while ensuring students also take courses in areas such educational programming, evaluation/assessment, legal issues, and leadership.

As a group we are focused on and committed to students' personal growth in becoming ethical and socially responsible PE educators/practitioners for school communities and beyond. We guide, facilitate, and encourage students' critical thinking and self-reflection, and inspire students to have passion for lifelong learning. We need to continue to consider our theoretical approach and how it informs our pedagogical practices in all that we do (i.e., wellness-oriented approach, social critical pedagogy, practice-referenced, and inquiry-oriented teaching, comprehensive school health) and how this fits into our communities of practice within our province, our country, and the larger global community. Since the last review however, BPE activity courses are being delivered conceptually (as stated in the university calendar) on a more consistent basis.

To be able to accurately assess curriculum content and delivery issues, there needs to be a more formal analysis of the courses within HKR. We strongly support completing a curriculum mapping process for the school.

Given a recent retirement we would like to advocate for another faculty member for the BPE teaching option. We would like to see this person have extensive and successful physical education teaching experience in the K-12 system (preferably with more than 10 years of teaching experience). Alternatively, perhaps we can create faculty positions that are teaching intensive, which could alleviate some of the teaching load for other faculty. This is a trend in many universities across Canada.

Similar to the lab coordinator for kinesiology, we believe there is a need for a teaching/learning coordinator that helps coordinate teaching equipment (i.e., ipads, smartboard, teaching spaces, etc). There have been significant efforts to bring technology into BPE program (ipads, smartboard, etc)

Overall there is interest to reduce the teaching load from 5 to 4 courses. With that said, we understand that this may be quite difficult to do. However, given the increased demand for research productivity, we feel this is an important step for our faculty.

Given the large number of course releases in our faculty due to a variety of circumstances (i.e., administrative leave, banked courses), much of the course load falls to untenured faculty members. We feel there is a need to explore ways to ensure that teaching loads are fairly and equitably distributed within HKR and that everyone is engaged in teaching the students in HKR.

Overall, we feel that there are inefficiencies with administrative and operational procedures in HKR that are impacting faculty's workload. Perhaps we could explore ways of working to address some of these inefficiencies.

As educators, practitioners, health promoters, and researchers we want to shape our students, the future professionals, to be able to restore, promote, and maintain their future students' health and wellness. Some suggestions to help improve our ability to teach practical knowledge, attitudes, behaviours and skills include:

- Ensure that the entrance and program requirements are meeting the needs of BPE students. For example, the math requirement has been reconsidered in the Faculty of Arts and it might be worthwhile to explore such options in the BPE program.
- Explore ways of promoting interdisciplinary approaches in teaching and learning (maybe applicable to kinesiology and recreation programs).
- Develop/re-purpose a course (or incorporate within a course) focused on inclusion, accessibility, equity, and social justice in physical education contexts early in the undergrad program; ensure these aspects are emphasized during the students' entire undergrad program (maybe applicable to kinesiology and recreation programs)
- Re-organize/re-purpose activity courses by providing an introductory (overview) course to the conceptual approach. They could be structured as a module approach or an overview course (taught by faculty members) with several physical activity sub-courses (taught by per-course instructors or grad students) that could also include short observation or 2-3 lesson practical experiences.
- Develop/re-purpose courses (or incorporate within existing courses or collaborate with other programs) to cover the following topics that we feel are important in the BPE teaching and general options:
  - Organization, administration, and programming
  - Applied ethics and legal issues
  - Evaluation and assessment
  - Curriculum theory and pedagogy
  - Leadership and professional development
  - Coaching (connecting CS4L, LTAD, PL, PE)
  - Provide a research methods course during the earlier years of the undergrad program with the emphasis on diverse ways of inquiry, critical thinking, and writing (maybe applicable to kinesiology and recreation programs)
  - Explore ways of collaborating with recreation to repurpose Physical Literacy Experience (PLE)



- Explore ways of better engaging BPE students in pursuing HKR 4610

A number of concerns were identified with sessional instructors. Although a Per Course Instructor Manual exists, HKR does not offer mandatory information sessions for these instructors. While sessional instructors are key to the success of our programs and provide a needed link to the professional community, we need a process to make sure sessional instructors understand the philosophy of the program so that there is consistency in delivery. Team leaders for each program could be responsible for making sure philosophy, expectations, assessment, etc. is consistent and ensuring consistent messaging and themes are throughout all courses in HKR.

A course mapping exercise would be helpful to see efficiencies, redundancies, and possible ways to improve curriculum delivery. Specifically, core courses shared with kinesiology and physical education students need to be reconsidered. Additionally, students have expressed concerns about their available electives in HKR and the current timetable of offerings, the intensity of the summer semester, and the lack of opportunity for field experiences in various settings such as schools and healthy active living programs.

We are also concerned about the availability of the gym, field and classroom space. In particular, the gym and field are not being seen as a classroom and constantly competing for those spaces negatively affects curriculum and teaching. The lack of sound system makes it particularly difficult to teach effectively.

We acknowledge that many of the BPE courses should include field experiences, where learning and teaching draw from practice-referenced, inquiry-oriented approaches where theoretical and practical knowledge is intertwined. This does not always happen.

Overall a discussion about research space and how to allocate research space fairly and equitably within HKR is needed. We feel there needs to be initiatives to help create a research culture within the faculty. We recognize that a course reduction has put more focus on research in PE.

As well, given that all PE faculty are non-tenured early career academics and researchers with above average expectations (as compared to similar faculties across Canada) within all three pillars (teaching & learning, research, and public engagement), it will take time for the involvement in research, creative activity, and scholarship to come to fruition and reach the level of other academic programs. But, given the above ideas regarding philosophy and vision, research has the potential to become symbiotic with recreating the BPE and MPE degrees as premier degrees across Canada and eventually beyond.

We are concerned about the lack of communication between the leadership committee and faculty related to issues such as space, equipment, staffing, teaching and learning, assessment, and administrative processes. The process for what and how decisions are made is unclear and contributes to the division between the faculty and staff. For example, communication and faculty-related information (e.g. meeting minutes) need to be made available in a timely fashion.

## Summary from Recreation Group

While the recreation degree program had been strong in the past, at the time of the last review the recreation program received a maximum of 10 applicants per year and accepted approximately six students. After several years of focused, recreation faculty work, enrolment in the Bachelor of Recreation programs has stabilized with the admission pool being academically stronger thereby creating a competitive admission process. We are now receiving 60-80 applicants (with cross-over applicants to PE and/or Kin.) and are enrolling 25-30 students. Students now have the option of applying to either the Bachelor of Recreation (Co-operative) or Bachelor of Recreation (with no work prerequisites) or completing an optional minor.

One strategy that helped HKR go from a six to a five teaching load, was that we created “slash” courses. These courses, which have different titles and different course names, cover the same course content, but have slightly different evaluation criteria/assignments. These slash courses (essentially a second section of the original course) were created to allow students interested in sitting for the Certified Therapeutic Recreation Specialist certification exam to use core courses to meet their eligibility requirements (while not adding additional faculty resources).

Overall, these paired courses have worked exceptionally well. There is one exception: the pairing of HKR 3340 Adapted Physical Activity and HKR 3685 Assessment and Documentation in Therapeutic Recreation. It would be more effective to offer HKR 3340 and HKR 3685 as separate courses and we would suggest that students with an interest in therapeutic recreation should be taking both courses.

While the “slash” courses have worked fairly well for students they have added some additional and uncredited workload (we don’t get extra course equivalency for these courses). For example, slash courses require different readings, slightly different assignments, and projects.

We also created courses with “alternate year offerings” (“or” courses as we call them). The intent of the change was to double enrolment in core courses by offering them every second year. Though this change seemed simple enough in the planning stage, it has turned out to be quite complex in the operational/implementation phase and actually has resulted in much frustration for both students and faculty. This situation is not ideal for student learning (sequence would be better).

We have been unable to alternate with HKR 2585 since all students pursuing the TR area of concentration need this course before completing the remaining TR courses. In addition, we’ve ended up having to offer many directed studies/independent offerings each term for a few students who need them to graduate, ultimately increasing faculty workload.

The alternate year offerings have also resulted in increased overall number of courses taught by our faculty (e.g., six to seven different core courses (not including the one slash course) which is high for a teaching portfolio. So, in reality, this change that was imagined to reduce teaching loads has not. With the stabilization of enrolment in the programs, we are proposing that this change be reversed and we return to offering each core course once during each academic year.

A reduction in the number of core recreation courses, as a move from a teaching load of six courses to five has left some content holes in the curriculum. The following courses were moved from core to elective offerings (though never offered as electives since), HKR 3525 (Can Rec Delivery Systems), HKR 4525 (Planning), HKR 4545 (Facility Management), and HKR 4565 (Marketing in Rec). We strongly support that curriculum mapping take place to see if any or all of these courses need to be re-integrated into the curriculum or if courses could be combined into a sequence of two to three management and administration courses. The process of curriculum mapping should also help us align common core courses within the school, determine if electives are needed, and review current course offerings from Business and Math.

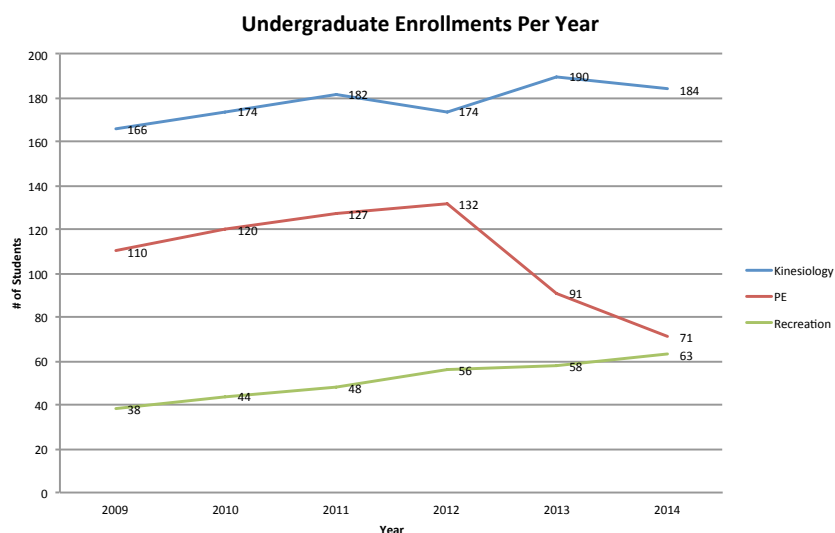
Over the next five years, we envision the program to continue to develop skilled recreation professionals for the province and beyond. We want to re-strengthen the program in the important content area of recreation administration and we will continue to work hard to deliver relevant courses coupled with community engagement, experiential learning opportunities to our students. Our ultimate goal is to have the Bachelor of Recreation programs accredited by the National Recreation and Parks Association. Ideally, we will have more than three faculty members teaching in the recreation degree program. We envision all of our courses being offered by faculty members or by appropriate per course instructors. We believe that both kinesiology and physical education students can benefit from having greater exposure to the some of the unique skills and knowledge areas learned in some of our recreation courses. Additionally, we need to review a block transfer system that will allow students who began their education in a two-year diploma program at another institution to have a more engaged and relevant program of study at Memorial.

Within HKR we see many opportunities to create synergies and efficiencies by working more closely with our physical education colleagues in delivering degree programs that prepare students to be leaders/professionals of wellness and healthy, active living in multiple settings ranging from community centres to hospitals to municipal recreation departments. Ultimately this will lead to an active and supported social science research group where undergraduates and graduate students can be involved in research.

There were originally four faculty members in recreation, but two faculty members left just before 2002. Two hires, December 2002 and in 2006, followed by an un-replaced recreation faculty retirement in 2006 has meant that a large portion of core courses in the recreation degree programs are taught by sessional instructors especially in the area of recreation administration and management. Three core recreation faculty is not sufficient to deliver the recreation program. This incomplete recreation faculty complement has also meant that the work of recruiting students, curriculum development, and academic service has fallen heavier on the shoulders of the remaining recreation faculty. Additionally, these three identified recreation faculty members all teach courses outside of recreation.

We do not have the faculty resources to cope with leaves of absence (e.g., sabbaticals, maternity leaves, illnesses). If HKR were to seek reducing from five to four courses per year, the recreation program could not be delivered without an additional faculty member. Finally, we have concern that a single faculty member is teaching all of the therapeutic recreation programs.

Our workload is exceptionally high due to the fact that recreation faculty have a greater teaching load as we teach a greater number of courses due to teaching many 1.0 courses and we are teaching a greater number of courses due to the introduction of the slash and alternate year course offerings. No matter how many students are in a course, each additional course that one teaches is extra work (course preparation and class time is greater). We also have increased service and administration duties due to lacking one faculty in our ideal complement.



**Figure 3.** Undergraduate enrolment numbers for kinesiology, physical education and recreation for the past six years.

## Co-operative Education

The School of Human Kinetics and Recreation's Co-operative Education program is the third largest at Memorial University, following the faculties of Engineering and Business. The school has been providing co-operative education degree programs to students for the past 23 years.

In 1992 the original Bachelor of Physical Education degree became a co-operative degree program with an annual intake of approximately 40 students. The Bachelor of Recreation Co-op degree was added in 1997, followed by the Bachelor of Kinesiology Co-op degree in 1999. Non co-op degrees soon followed, resulting in six undergraduate offerings.

In 2008 accreditation of the Bachelor of Kinesiology (Co-op) degree program was sought and granted from the Canadian Association for Co-operative Education. In 2014, the school was successful in its application for re-accreditation which was granted for a further six year period.

Our Co-op programs are well integrated within the school, and are a fundamental part of the school identity. The co-op unit has historically been staffed by two full-time Academic Staff Member for Co-operative Education (ASM-CE), and one support staff until this year. ASM-CEs work closely with faculty and are members of the Memorial University Faculty Association (MUNFA). They sit on committees within the school including the Undergraduate Studies Committee and Academic Council; teach professional development seminars (HKR 1123) to prepare students for the work term process, and grade students on work terms. ASM-CEs are responsible for all aspects of the operations of the work term component of the degree programs.

According to the Memorial University Fact Book (2013) for the period 2009- 2013, 45% of kinesiology graduates, 58% of recreation graduates, and 11% of physical education graduates were co-op students. During this period, a higher percentage of co-op students received honours degrees compared to graduates from our non-co-op programs:

Program	Co-op students graduating with honours	Non co-op students graduating with honours
Kinesiology	71%	52%
Physical Education	17%	11%
Recreation	10%	0

Memorial University Fact Book 2013

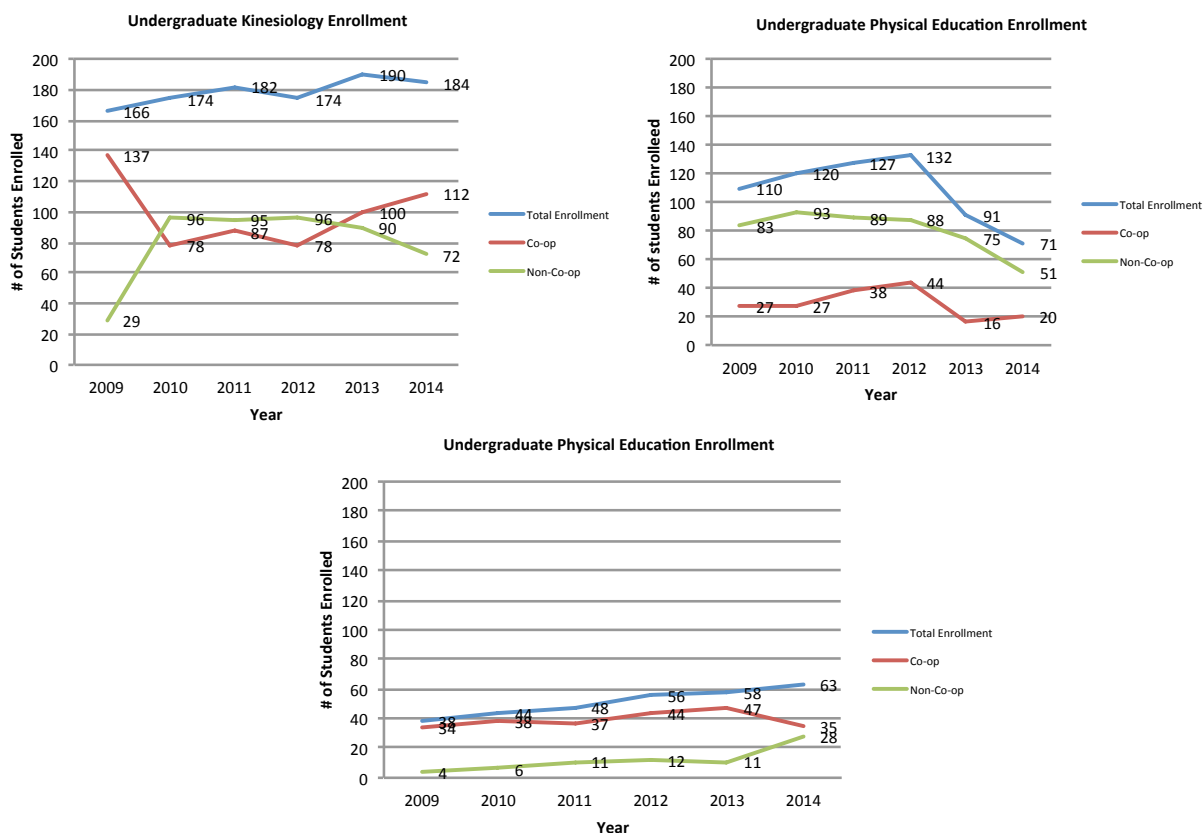
In 2006 Memorial restructured Co-operative Education centralizing all co-operative education activities, ASMs and staff in a new unit called the Division of Co-operative Education. Under this system, co-op staff remained physically located in the Physical Education Building, but reported to the Director of Co-operative Education on all administrative matters and to their respective deans on academic matters.

In 2014, Memorial again restructured co-operative education, decentralizing activities and returning responsibility for all administrative and academic activities to individual faculties and schools.

In May 2015 the School of Human Kinetics and Recreation lost ½ of an ASM-CE position. The school will now operate its three co-op programs with 1.5 ASM-CE positions as compared to the two full-time positions that have been filled for the past 20 years. The immediate concern for this loss in the half position for ASM-CE is the impact on admission numbers into co-op programs for 2015, numbers will have to be set to reflect this loss in staffing complement. Other than this concern, how this loss of the 0.5 position will affect the program has yet to play out.

This past Fall 2014 discussions took place regarding the possible merger of the School of Human Kinetics and Recreation Co-op unit with the Faculties of Arts and Science co-op unit. This plan would see the new co-op department housed in the Arts and Science buildings, with no physical presence in the HKR building. This plan was placed on hold in November 2014 and has yet to be re-visited. The HKR ASM-CE's felt that this was not a positive direction to go for HKR co-op programs and would likely harm the programs. It is believed that having a presence that is visible and accessible to students and faculty/staff was important to the success of the HKR co-op programs, and that the sharing of the HKR ASM-CE resources with the Faculties of Arts and Science would take away from the focus on and development of HKR co-op programs.

The co-op programs of the School of Human Kinetics and Recreation are currently in this transitional period. All of these circumstances, the recent dismantling of the Division of Co-operative Education at Memorial, the loss of the ½ ASM-CE position, the uncertainty of a future partnership with the Faculties of Arts and Science, collectively make it challenging to vision the future of HKR co-op.



**Figure 4.** Undergraduate enrolment as a function of program (kinesiology, physical education, recreation) for both co-op and regular.

## **Undergraduate Student Focus Group Report by the Centre for Institutional Analysis and Planning**

The student feedback session was moderated, recorded and summarized by the Centre for Institutional Analysis and Planning. The purpose of the session was to obtain feedback from undergraduate students on their experiences with the programs of the School of Human Kinetics and Recreation. A total of six students participated in the session that took place March 25, 2015. The main points of the feedback are summarized below, according to themes of the broad questions used to structure the session. Most of the points reflect the views of more than one student, or by the majority of the students present. In cases where a comment was voiced by only one person, or there were points raised where student view was mixed on an issue, this will be noted. All participants may not have shared the views outlined in this report, as in some cases people did not indicate agreement or disagreement with points that were raised.

### **Academic/Program Curriculum**

Program content: Overall, the student participants found the program curriculum to be relevant and to have a good transition from theory to eventually applying it to practice. In addition, for those students completing work terms, they find them helpful. One suggestion from the students to improve the program content is to create courses that all majors in the school have to complete. This would demonstrate to students how each area relates to the others in a real life setting.

### **Course Organization and Registration**

The students were generally satisfied with the program organization; however, the following specific comments were raised:

- The students completing a Bachelor of Kinesiology expressed appreciation that the co-op and non-co-op students begin their program together and the co-op students join in with another kinesiology group after they complete their work term.
- The honours students (HKR 4610) find that their honours projects are rushed over two semesters; therefore, they cannot do the calibre of project that honours students do in other programs.
- One student said that professors will agree to supervise honours projects earlier if you ask them, but another student said professors were not receptive to an early start.
- The small class sizes are an asset and the students get to know each other through academic and non-academic activities.
- The amount of group work in the program can be a challenge.
- The Bachelor of Recreation students commented that they have limited gym time and sometimes feel their training is limited in scope.
- Registration for the Bachelor of Kinesiology students is a problem since they have to get special permission each semester to register for their sixth course. They do appreciate that their academic advisor, who is responsible for this, now uses email to expedite the process.

- More choice of electives within the school to complete their program would be appreciated, as students would like to take electives that interest them.

### **Faculty/Staff Support**

- The professors are a great asset to the school. The students feel they are approachable, knowledgeable in their field and always have time for a student. The students appreciate the staff as well.
- The students would like more consistency in who is teaching certain courses to ensure that professors teach in their specified fields. Sometimes an instructor will fill in for a course and end up teaching a subject outside of their specialty and it was observed that these gaps occur when instructors become full-time faculty.

### **Academic Advising**

The students stated that academic advising for the school does not offer the support or guidance that is needed. This is particularly important because if a student receives misinformation this could extend their program. Most students use the Memorial University *Calendar* or ask professors or fellow students for help to plan out their semester.

### **Communication**

A common suggestion from the group is that more information regarding academic planning would be appreciated as most get their advice from fellow students. The following additional suggestions were made although a few individuals said they would not take advantage of some of the ideas below:

- More information on how to plan out each academic semester would be an asset to students. For example, a student could take one or two courses during their work terms to alleviate the workload during their academic semesters; this and other suggestions could be offered to students.
- Some students would like to have an information session regarding their honours projects during the Winter semester before they begin it in the Spring semester.

### **Facilities**

Lecture capture is extremely helpful. The students really appreciate any classes that take advantage of this technology because they can review the class a second time or watch it if they could not make it to class. They do not feel that lecture capture decreases student attendance and wish that all of their classrooms could be retrofitted with lecture capture capabilities.

The students appreciate some of the improvements to the building like the lounge on the main floor and several other renovated classrooms; however, they also communicated that they do not have a common area or a society room to congregate in. Most have to go to other buildings to socialize or study and accessibility can be an issue for students. Some students felt that improvements to one of the oldest buildings on campus should be given higher priority. Examination period is also an issue for the



students since it uses space and creates a lot of noise in the building so students and faculty go elsewhere to avoid it. There was an expectation that the Works building could be utilized by students in the HKR programs; however, they do not have access to the building or the equipment. Despite paying their fees each year, they do not feel that the building is for students and faculty.

## Graduate Program

The School of Human Kinetics and Recreation currently offers two graduate programs, M.Sc. (Kinesiology) and a Masters of Physical Education. The Associate Dean Graduate Studies and Research, a new position created in 2008 is responsible for both programs. There have been concerns raised that internal policies and regulations regarding issues such as student annual reports, program approvals etc., have not been formally developed or are not being adhered to. In 2015 GSC's main activity has been to review current policies and regulations and develop clearer procedures (e.g., thesis regulations, funding regulations, etc.).

### **MPE**

The online MPE program started in 2007-08. During the first few years this program received many applicants. Fewer applications are being received currently and the quality of applicants (particularly related to teaching experience) has reduced. However, we are still able to accept 20-25 qualified students each year. Initially, students had the option of either taking the thesis or comprehensive examination routes. A third option for action-research/applied project was added in order to meet the needs of many of our students who are currently professionals in their field.

The MPE program target marketing needs to expand outside of NL now, as there may be market saturation in NL. This is easily accomplished by advertising in provincial Teachers' Associations bulletins and list serves across Canada, as well with PHE Canada and other national/international associations.

A curriculum mapping exercise will be useful to examine online MPE courses to determine if they can be made more relevant to non-physical education teaching, social science students. In this way these courses could serve both MPE students and MSc students who are studying in the social science stream.

Concurrently, we need to continue to celebrate and promote the MPE Program, a master's degree that is uniquely designed for teachers that has won national and international prizes for creative programming and best new program. This is a program that needs to retain its focus and continue to be the successful model that it is. It allows HKR to register higher levels of graduate students but does stress our resources (financial and teaching faculty). There is great need in the teaching community for this type of program so possibilities for expansion need to be explored.

### **M.Sc. (Kin)**

At the last review, the current Master of Kinesiology degree offered program areas in Exercise and Work Physiology, Biomechanics/Ergonomics and Sport Psychology. In 2011-2012 the addition of the Socio-cultural Studies of Physical Activity and Health, as a program area within the existing degree, was

approved. Further, in March 2012 Academic Council approved a new program area: Psychology of Sports, Exercise and Health.

Degree requirements previously included a total of 15 credit hours of courses. In 2014-2015 this requirement was reduced to 12 credit hours (4 courses). This was primarily done because faculty members were finding it challenging to identify courses for students to complete and often resorted to offering multiple independent research/readings courses

We have recently addressed a number of issues within the M.Sc. program. First, we now adhere to an application deadline of May 1 in order for applicants to be properly considered for baseline School of Graduate Studies funding and teaching assistant positions. This was approved in April 2009. The rationale was that there was great concern regarding the timeliness of providing teaching assistant positions both for the potential student and the professors. Late applications are still considered with the proviso that the student may not receive baseline funding or a teaching assistantship in the fall semester.

In winter 2012, GSC recommended a “soft cap” of 15-20 M.Sc. students per year to allow for a quality educational experience. Although we renovated graduate student space several years ago, this area is at capacity and with limited funding available we must be more mindful of M.Sc. enrolments. Thus, it will be challenging for us to meet the University’s suggestions that we substantially increase graduate enrolment over the next several years. This is especially true in the lab based sciences where space and equipment (and class sizes) are limiting factors. Numbers in the social sciences have more room to expand due to traditionally smaller admission numbers in these areas. With new faculty hires in these areas grad student numbers will certainly grow, but we are constrained as to their office space. In response to this growth in social science, research efforts are underway to develop courses that meet the needs of a broader range of our students.

Triggered by poor compliance by HKR to submit progress reports to SGS, in winter 2015 HKR GSC developed an internal progress report to accompany the Graduate Student Annual Progress Forms. All students are now required to submit their annual progress report to the AD by August 1. Failure to submit the progress report will result in a loss of baseline funding and TA positions.

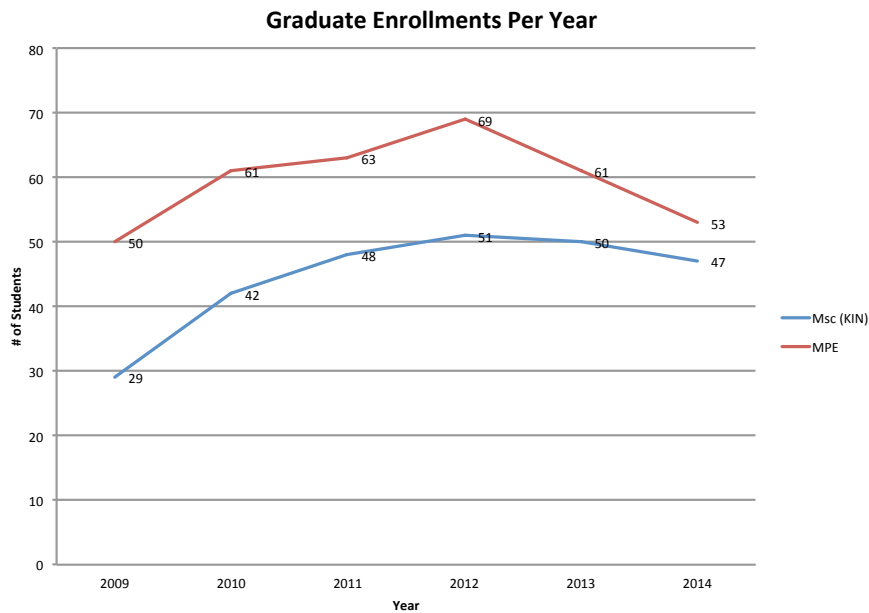
### **Thesis Proposals**

Since 2011-2012 students completing a Master of Science in Kinesiology or MPE (thesis option) are now required to present a thesis proposal for his or her proposed thesis normally by the end of the third semester. The thesis proposal normally consists of a full written proposal (includes literature review), a summary to be distributed to graduate students and faculty one week prior to the presentation and a formal presentation normally at the seminar series. We have developed some internal regulations for thesis proposals and these policies are currently being review by our GSC. There have still been concerns that a) proposals are not following a consistent structure or quality and b) thesis presentations may not be appropriate in seminar series.

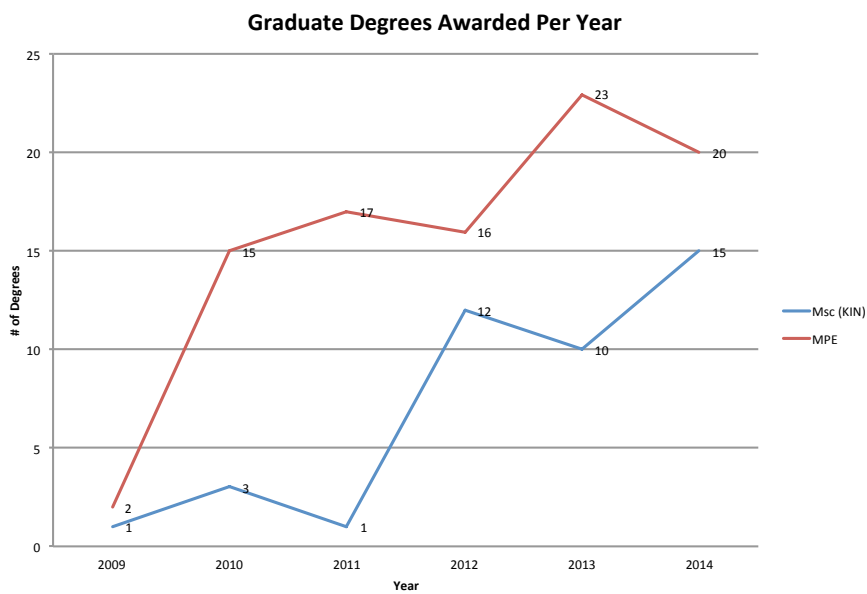
### **Future Directions**

The development of a Master's of Recreation degree was a recommendation from the last review; it has yet to even see pen on paper. We envisioned the creation of a master's degree that would be truly appropriate for recreation graduate students. We have placed our students in the MPE and M.Sc. (Kin.) programs, but they are, in reality, not a good fit for our graduate students and therefore, make recruiting graduate students difficult thus hampering research productivity. Through more recent conversations, there is interest in developing a Masters of Arts degree for graduate students interested in social science research related to healthy, active living and community health promotion. We acknowledge there are very few on-campus courses that are appropriate for social science graduate students. It is recommended that some courses be developed and offered annually.

A proposal for the addition of a new PhD program was developed and presented to faculty council in 2013. Faculty council did not approve the proposal as it felt that we needed to review and improve our existing programs. The general consensus of faculty is that we must progress on the development of a PhD program in the not too distant future. Such a program will have many benefits for HKR. It is essential for the continued success and growth of faculty research programs; students in such a program will provide leadership and mentorship to M.Sc. and undergraduate students that will in turn enhance their learning experience and it is in line with Memorial's renewed emphasis on graduate student enrolment. While we recognize the benefits of a PhD program to the School we are also aware of the challenges that adding such a program create. The GSC has discussed at length if/why/how such a program could be implemented. A variety of different models have been considered and we had lengthy discussion about whether the program should be Kinesiology focused or be structured in a way that would cross all three of our study areas. These discussions ultimately ended with the GCS recommending that an external review of our current graduate level programs be done in an effort to enable the School to better gauge both the feasibility and design of a PhD program for SHKR. We are hopeful that this review will provide added insight to assist us in this process.



**Figure 5.** Graduate enrolments for the past six years for the M.Sc. and MPE programs.



**Figure 6.** Graduate degrees awarded for the past six years for the M.Sc. and MPE programs.

## Kinesiology Graduate Student Focus Group Summary

The focus group session was facilitated by Ralph Wheeler who was also the coordinator for the Academic Unit planning, Self-Study process. The focus group was attended by approximately 25 students who were divided into groups and assigned a number of previously distributed discussion questions. Each group engaged in a 15-20 minute discussion around their questions and were asked to record their discussion on flip chart paper. Each group then presented their position on the questions assigned and the whole group had an opportunity to contribute to the points raised. Some areas /questions generated quite a bit of discussion while others were not viewed as important.

In general, the students in attendance appeared to be reasonably satisfied with their program of study. The faculty that teach in this program were identified as an important element of the program. Students commented on the accessibility and the support coming from the professors and supervisors. Along with this the kinesiology lab manager was singled out as critical for the students. In terms of the appropriateness of the curriculum, it was specific to their field, however, a number of concerns were expressed:

1. Students indicated that there is sometimes a lack of available courses
2. The number of courses with labs were seen to be onerous for students
3. Some students felt that they were given assignments that were too difficult and too complex
4. A fourth concern dealt with having to take courses where the material wasn't specific to their area. One student suggested that these courses could be modularized and students attended only the modules that were relevant to them.

When asked about ways to improve the programs the students had some specific ideas on how the program could be enhanced. These included:

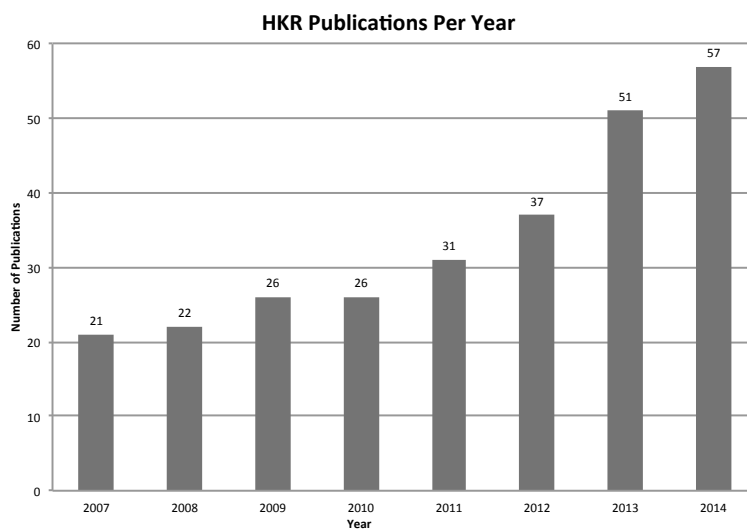
1. Lab space and adequate grad office space was an area that students felt strongly to be lacking. The fact that they had no way to secure their personal files, lap tops, etc. was troubling for some students. Along with that, some felt that better accessibility to upstairs area for testing and the use of allied health space was needed.
2. Graduate funding support was another area that students felt needed improvements. Specifically, that the process of applying and receiving grants /supports was not clear. The how, when, and what of getting a graduate grant and the amount of "red tape" left students frustrated.

## Research Overview

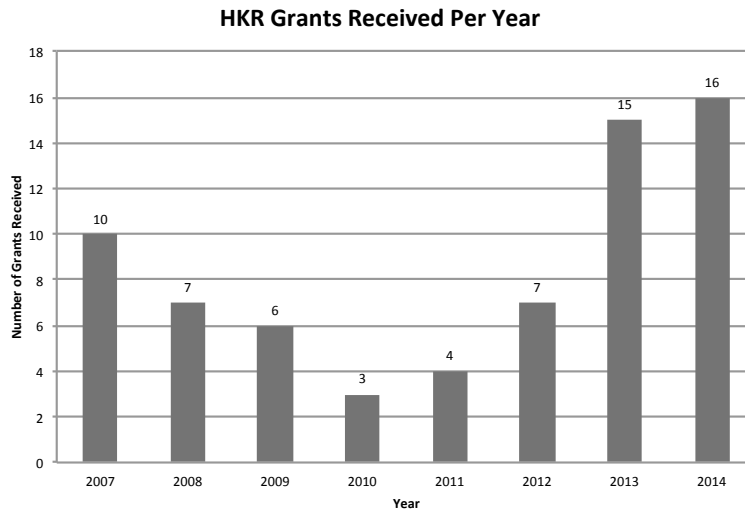
The figures below demonstrate the growth in research productivity since 2007. This is likely in part due to the reduced teaching load that occurred in 2012 (six courses to five) and to the use of teaching equivalencies earned for each convocating master's student. As well, recent hires of assistant professors who are all research active has contributed to the productivity as well as a couple of our most senior researchers have incredibly successful and productive research programs. We are especially proud that Dr. David Behm was recently awarded the University Research Professor designation from Memorial

University to acknowledge his many research contributions. We have also had the opportunity to hire a CRC chair in population health. We have identified a candidate and are currently awaiting a decision from the granting agency. This research growth is consistent with the recently announced research intensity plan where Memorial University has declared a goal by 2020 of increasing master and doctoral graduates and research productivity by 100%.

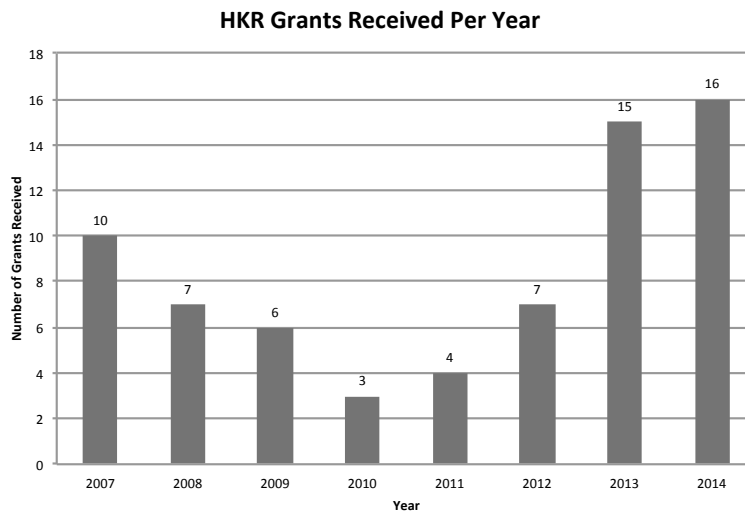
Issues of concern for future research growth are: lab space, teaching load, and development of a doctoral program.



**Figure 7.** Number of peer reviewed publications by HKR faculty since 2007.



**Figure 8.** Number of peer reviewed presentations by HKR faculty since 2007.



**Figure 9.** Number of grants received by HKR faculty since 2007.

## Athletics

While athletics is an important unit within the School of Human Kinetics and Recreation they are not discussed in this present review because in 2013 they went through a thorough review that has resulted in many changes to the program. Details of this review are seen in Appendix 3.

## Appendices

### Appendix 1: Faculty and Staff Complement

\* Indicates new hires since last program review in May, 2006

Behm, David	Professor
Carnahan, Heather	Professor* (Dean)
Loeffler, TA	Professor
MacKinnon, Scott	Professor (Associate Dean Graduate Studies and Research)
Basset, Fabien	Associate Professor
Byrne, Jeannette	Associate Professor
Kavanagh, Basil	Associate Professor
Loucks-Atkinson, Angela	Associate Professor
Rohr, Linda	Associate Professor (Associate Dean Undergraduate Studies)
Sullivan, Anne Marie	Associate Professor
Button, Duane	Assistant Professor*
Cameron, Erin	Assistant Professor*
Kilborn, Michelle	Assistant Professor*
McGowan, Erin	Assistant Professor*
Power, Kevin	Assistant Professor*
Yi, Kyoung June (David)	Assistant Professor*
Dianna DeCarvalho	Cross Appointed Assistant Professor*
Michelle Ploughman	Cross Appointed Assistant Professor*
Downey, Julie	Academic Staff Member – Co-operative Education Coordinator
MacKenzie, Theresa	Academic Staff Member – Co-operative Education Coordinator*

### 3. Sessional and per-course instructors employed since 2007:

Adams, Nichole	Arora, Shruti
Baker, Kellie	Betts, Scott



Bishop, Bonne	Blanks, Simon
Boyer, Trish	Brewer, Jill
Brown, Brian	Bluehardt, Cliff
Butt, Amy	Butt, Jeremy
Byrne, Shannon	Clark, Glenn
Evely, Kerri Ann	Forward, Ken
Flood, Antony	Flood, Vickie
Gleddie, Doug	Godden, Thomas
Goodridge, Alan	Harris, Daniel Luke
Hurley, John	Hutchings, Deborah
Innes, Gail	Legg, David
Lehman, Graeme	Lovell, Morgan
McCarthy, Heather	McErlean, Liam
MacDonald, Graham	Maher, Travis
Martin, Desmond	Mosher, Terry
Mullaly-Dobbin, Krista	Norman, Moss
Partridge, Doug	Peach, Ashley
Power, Mike	Redmond, Kevin
Samson, Michael	Saunders, John
Shallow, Lisa	Stanoev, George
Wadden, Andrew	Walker, Earl
Walsh, Hollie	Wissink, Maria
Wood, Greg	Wheeler, Ralph

#### 4. Adjunct appointments to HKR:

Drinkwater, Dr. Eric\* (Edith Cowan University, Joondalup, Australia)  
 Hall, Dr. Amanda\* (George Institute for Global Health, University of Oxford, UK)  
 Fletcher, Dr. Tim\* (Brock University in St. Catherines, ON)  
 Kibele, Dr. Armin (University of Kassel in Kassel, Germany)  
 Legg, Dr. David\* (Mount Royal University in Calgary, AB)  
 Taber, Dr. Michael\* (Falck Safety Services in St. John's, NL)

#### 5. Administrative Staff:

Alkanani, Tim – Research Coordinator  
 Cole, Nicole – Administrative Staff Specialist I\*  
 Doyle, Jenna – Clerk Stenographer  
 Hall, Diane – Secretary to Co-op  
 Harding, Michael – Manager, Finance and Administration\*  
 Hickey, Marie – Intermediate Secretary  
 Hilliard, David – PC Support\*  
 Kelly, Liam – Allied Health Services

Moloney, Paul – Senior Clerk/Building Coordinator\*  
Saunders, John – Academic Program Officer  
Willis, Janice – Intermediate Clerk Stenographer  
Woolfrey-Fahey, Sandy – Communications Coordinator\*  
Alyssa-Joy Spence – Lab Instructor\*

## **Appendix 2: CVs of HKR Faculty**

Refer to file <CV Masterfile>

## **Appendix 3: Athletics Task Force Report**

Refer to file <Athletics Report>