



UNIVERSITY OF CALGARY
FACULTY OF KINESIOLOGY

Curriculum Review: Public Report

July 30, 2020



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Acknowledgments

We appreciate the numerous contributions that current students, alumni, student advisors, and academic staff made to this report. Their ideas and perspectives are reflected in our Action Items.

Cover Photo by Stacy McGuire

Executive Summary

The Faculty of Kinesiology offers undergraduate students the opportunity to earn a Bachelor of Science in Kinesiology (B.Sc.) or a Bachelor of Kinesiology (BKin) degree. At present, majors in Mind Sciences, Biomechanics, Leadership in Pedagogy and Coaching, Exercise and Health Physiology, and a combined BKin/BEEd comprise the streams and programs available to Kinesiology undergraduate students. Each year, the faculty invites approximately 250 new undergraduates into this variety of programs. In addition, the faculty supports approximately 250 practicum placements in the community, as well as 30 to 40 undergraduate research opportunities annually (1).

The 2020 review was the first for the Faculty of Kinesiology using the University of Calgary's Quality Assurance processes and protocols for Curriculum Review (2). The last undergraduate curriculum review was completed in 2015 by the Associate Dean, Academic, Dr. Tina Gabriele, who had excellent breadth and depth of understanding of the undergraduate program. The Faculty of Kinesiology develops kinesiologists accredited by Canadian Council of University Physical Education and Kinesiology Association (CCUPEKA). Our faculty was most recently accredited in 2017 and we used the Program Level Outcomes (PLOs) from this CCUPEKA accreditation cycle to map our undergraduate programs, majors, and courses in the present review.

This review marked the first time our faculty undertook curriculum mapping, through the use of Curriculum Links. We would like to acknowledge and thank the exceptional support we received throughout the review process from the Taylor Institute of Teaching and Learning (TI), specifically Drs. Kimberly Grant and Patti Dyjur.

Our review began with a "kick-off" meeting chaired by our Associate Dean, Academic, Dr. David Paskevich, in December of 2018. The process for this review was outlined by Dr. Paskevich and explained by Dr. Kimberly Grant for all faculty members. In the spring of 2019, Dr. Patti Dyjur explained the role of curriculum mapping to this same group and Dr. Paskevich named Drs. William Bridel and Cari Din, Co-Leads of the curriculum review. In the summer of 2019, we, the Co-Leads and authors of this report, drafted guiding questions for this review and vetted them with Dr. Paskevich. In the fall of 2019, we began working closely with Dr. Grant on the crucial steps of setting up an effective review and attended workshops offered by the TI on kickstarting a curriculum review. From fall 2018 to spring 2019, Kim Grant worked with us alongside our research assistant, Simon Barrick, to design Curriculum Links specific to our Faculty. In October of 2019, Dr. Grant led a workshop with faculty members after co-creating the Faculty's unique mapping platform. From November 2019 to January 2020, faculty members and sessional instructors mapped every undergraduate course offered to students; when it was not feasible for a faculty member or sessional instructor to map a particular course, the research assistant, Simon, completed the work.

Student voices are included in this review through multiple forms of data including results of the 2017 National Survey of Student Engagement Survey (NSSE), Office of Institutional Analysis (OIA) data, peer focus groups facilitated by undergraduate students in the twelve months prior to the review, and conversations with the Students' Union Kinesiology Representative and

Kinesiology Students' Society (KSS) representatives. We also conducted a survey of current students and alumni, with quantitative and qualitative questions posed based on the guiding questions for the curriculum review. The responses to these anonymous surveys contributed rich insights on both strengths and opportunities for our undergraduate program. The findings from across the data collected from undergraduate student inform many of our Action Items.

Major findings of our review include strengths in the diversity of learning offerings, immersive volunteer experiences, and the opportunity to engage in practicums as well as undergraduate research. Many students commented on strong instructors and caring faculty members, who were committed to students' learning and experiences across a range of classes. We discovered that both students and faculty members felt a strong sense of community and connection in our faculty, and the faculty surveys revealed that the academic skills of our students are perceived to be excellent.

The opportunities for improvement and growth we discovered across our courses and programs are detailed in our Action Items. We will work over the coming five years to strengthen our alignment with the University of Calgary's strategic initiatives, carefully review our PLOs, and develop a Teaching and Learning Committee to amplify and increase progressive conversations about teaching, which enhances student learning and experience across our faculty.

We are proud of the level of collaboration we facilitated between stakeholders and the sense of commitment demonstrated by our senior leaders in implementing the Action Items, which were created in this review. In collaboration with our Kinesiology Advising Team Lead, our Dean, and our Associate Dean, Academic, the Review Team completed four iterations of Action Items—three drafts of these micro-mandates and then the final version, included later in this document as short-, medium-, and long-term items.

We are energized by the student-centered and progressive focus of our Action Items; we look forward to stewarding changes aimed at positively influencing student experiences and learning while simultaneously retaining our strengths in undergraduate programs.

Timeline

	Actions Taken	Personnel
Winter 2019	Curriculum Review (CR) Description	Associate Dean Academic Educational Development Consultant
Fall 2019	Kickstarting the CR	CR Co-Leads and Educational Development Consultant
Winter 2020	Curriculum Mapping in Curriculum Links	CR Co-Leads Faculty members (teaching) Sessional instructors Research Assistant (RA)
	Anonymous surveys distributed and collected, assessing guiding questions	Faculty members (all) Undergraduate students Undergraduate alumni
	Focus Group Facilitating discussion to collect specific program level student experiences	CR Co-Leads RA Kinesiology Advising Team
	Data Analysis In-depth analysis and integration of diverse data sources; retreat to go in-depth on curriculum mapping data	CR Co-Leads RA
	Faculty report and request for engagement with key themes and questions emerging from student survey data and curriculum mapping data, specific to their teaching theme	CR Co-Leads Faculty members (all)
Spring 2020	Series of teaching theme lead meetings: (1) to learn about questions for discussion in their theme groups, (2) within teaching themes, meet to discuss teaching opportunities and challenges which were revealed during data analysis, (3) report back to the CR Co-Leads (written and Zoom discussion)	CR Co-Leads Associate Dean, Academic Teaching Theme Leads (x 4)
	Drafting short term, medium term, long term Action Items	CR Co-Leads
	Vetting, scrutinizing, strengthening, adding specific detail for internal use and finalizing Action Items	CR Co-Leads Dean Associate Dean, Academic Kinesiology Advising Team Lead
Summer 2020	Writing up the report	CR Co-Leads

Context

The Faculty of Kinesiology at the University of Calgary is unique. As a result of the 1988 Olympic Winter Games, we have developed spaces for research, learning, and training. We are home to the Dinos varsity sport teams, the Olympic Oval, Active Living programs, the Outdoor Centre, and the Sport Medicine Centre. This integration of businesses, services, physical activity programming, and sport offers our undergraduate students special and distinct opportunities over the course of their degree program.

Kinesiology supports excellent hands-on experiences in anatomy and exercise physiology labs. We support students in volunteer positions and practicum placements across numerous community organizations and contexts.

Kinesiology undergraduates become involved in research projects:

- 1) in the Human Performance Lab where biomechanics, exercise physiology, nutrition and health-through-mobility is investigated from multiple perspectives;
- 2) in the Thrive Centre, where the influence of exercise on improving cancer outcomes is studied;
- 3) in the Sport Injury Prevention Research Centre, which is one of eleven research centres in the world that is supported by the International Olympic Committee; and
- 4) with our psychosocial scholars, where they are mentored in developing knowledge and community interventions that facilitate meaningful physical activity experiences across the lifespan

The Faculty of Kinesiology at the University of Calgary is the number one sport science school in North America and ranks number seven globally (3).

Kinesiology undergrad student associations offer peer support, study, and fun. For example, each year the Kinesiology Students' Society (KSS) presents Kindustry, an event where Kinesiology students have the chance to meet and talk with industry professionals. More than 30 different career options are presented for kinesiology-based careers. The KSS also supports peer academic mentoring, tutoring, and off-campus adventure experiences such as Kin Camp, a year-end Gala, and participation in the annual KinGames, an athletic and academic event for kinesiology students across the country.

We offer combined degrees with the Faculty of Arts and the Haskayne Business School.

Many undergraduate students in our faculty supplement their formal education and gain experience by working in campus recreation programs, services, and operations.

Average enrolment in the Faculty of Kinesiology since 2015 is approximately 1100 undergraduate students, with 30 faculty members teaching 50+ undergraduate courses from core requirements to advanced seminars across the varied disciplines.

Overview

Our Program-level learning outcomes (PLOs), which were approved in 2017 by CCUPEKA, were foundational to our curriculum mapping. Each course taught across our undergraduate programs and majors was mapped against the PLOs included in the table below.

	PLO	DESCRIPTION
STUDENT KNOWLEDGE	Systems	1. Identify and describe the different anatomical and physiological systems of the human body and how these systems interact.
	Impact	2. Explain the role and impact of exercise and physical activity on health, wellness and human performance in the socio-cultural, psychological, physiological, biomechanical, and nutritional domains.
	Prevention and Management	3. Identify the role and impact of exercise/physical activity on the prevention and management of common chronic and acute disease states. This includes the ability to identify and describe the basic pathophysiology of common chronic and acute disease states.
	Determinants	4. Define the determinants of health, wellness and human performance in socio-cultural, psychological, physiological, biomechanical, and nutritional domains.
	Growth and Development	5. Identify and describe the various stages of human growth and development and their impact on the acquisition and performance of fundamental movement skills across the lifespan.
	Health Institutions	6. Describe and critique community institutions that influence the health, wellness and performance of Canadians.
	Research	7. Describe and differentiate research methodologies and statistical analyses applicable to the disciplines of kinesiology.
	Experiential Learning	8. Experience movement activities and utilize theoretical approaches in understanding movement.
STUDENT SKILLS	Critical Thinking	9. Analyze and critique scholarly literature in the disciplines of kinesiology.
	Communication	10. Deliver effective presentations on kinesiology topics using current technology.
	Communication	11. Produce effective and accurate written work that incorporates language and concepts of the socio-cultural, psychological, physiological, biomechanical, and nutritional domains.
	Technical	12. Employ current assessment tools to measure and evaluate health, wellness and human performance outcomes.
	Technical	13. Prescribe fundamental exercise / physical activity programs that promote individual's health, wellness and human performance outcomes.
	Research and Problem Solving	14. Analyze and evaluate human performance using qualitative and quantitative measures.
	Technical	15. Develop and implement activity instruction in an effective learning environment.
Technical	16. Perform prevention, recognition and initial management of common athletic injuries.	
STUDENT ATTITUDES	Leading	17. Be a leader and role model for the promotion of healthy active living.
	Promoting	18. Appreciate and promote physical activity as a unique way of understanding the fundamental principles related to health, wellness and performance.
	Learning	19. Embrace and pursue lifelong learning.
	Collaborating	20. Be able to work effectively in a collaborative interdisciplinary setting.

Program Structure

All students require the same 54 units embedded in our 18 core courses. Each major has an additional set of required courses, specific to its area of focus. At present, students may earn a Major in Kinesiology (BSc or BKin), in Mind Sciences, in Biomechanics, in Leadership in Pedagogy and Coaching, or Exercise and Health Physiology. Each major affords enough options for students to incorporate a minor or embedded certificate, except in instances where they pursue a combined degree.

Many of our undergraduate courses have labs, tutorials, or seminars complementing lecture learning. Unique opportunities for undergraduate learning include a cadaver lab in their first year of study and hands-on learning in state-of-the-art exercise physiology and biomechanics labs. Rich experiential learning (EL), is further supported by our optional on- and off-campus practicums. Students find these work-integrated EL opportunities invaluable. Undergraduates participate in research-based EL through honours projects (KNES 490), research assistantships, a biomechanics research experience (KNES 466), and directed studies (KNES 504).

Each summer, numerous undergraduate students compete for and earn research studentships they primarily complete in the Faculty of Kinesiology but also in other faculties (e.g., Engineering). On average, we see between 20 to 30 Faculty of Kinesiology undergraduates doing funded summer research projects.

The integration of research with teaching is very strong across our four research and teaching themes. When it comes to internationalization, many undergraduate students engage in study abroad experiences and the number of those participating has tripled in the past four years as we are promoting and facilitating both incoming and outgoing exchanges. For example, our strong relationship with The Norwegian School of Sport Sciences has created numerous opportunities for enriching our student and faculty member learning and research.

Special features of the learning experiences students have across their undergraduate journey in Kinesiology include exposure to the Olympic Oval, Active Living, the pool, gymnastic centre, Sport Medicine Centre, Human Performance Lab, the THRIVE Centre, Dinos Athletics, and the Canadian Sport Institute. The unique relationships the Faculty of Kinesiology enjoys with these partners provides student access to diverse experiences and opportunities to apply classroom learning in active settings.

We reserve space for Bachelor of Community Rehabilitation and Nursing students in some of our courses. We also set aside 75 spots in our Anatomy and Physiology courses (KNES 259 and 260), in fall and winter term for students who need these courses to meet specific post-graduate program requirements. In spring and summer, we open these foundational courses to all students across campus and faculties.

The University of Calgary's Academic Plan highlights prioritizing people, connecting communities, and driving innovation. Our review process and products suggest we achieve many of these academic priorities while having room to grow and strengthen all three in our undergraduate programs. We see aspects of experiential learning yet there remains an

opportunity to improve instructors’ understandings of the University of Calgary’s Experiential Learning Plan in our faculty. We see opportunities to enrich and strengthen our alignment with the Campus Mental Health and Indigenous Strategies, as well as stakeholders’ awareness about and understandings of the University of Calgary’s additional strategic initiatives.

Guiding Questions

The following questions were established to guide all aspects of our curriculum review. While worded differently dependent upon mode of data collection and participant group, the original list of questions was designed to be answered from multiple perspectives.

Student Experience	Who are Kinesiology undergraduate students?
	How do students experience the Faculty of Kinesiology, on a daily basis?
	What do our students do post-graduation?
	How do students experience the Faculty of Kinesiology, throughout their academic journey?
	What are the strengths of our undergraduate program?
	Does the current program serve the needs of who we think our students are?
	If applicable, if students come to you (faculty, staff) with concerns, are there common themes/threads?
	If applicable, what strategies have you (faculty, staff) used to support the mental health and wellness of our students?
Structural	Do our Program Level Learning Outcomes (PLOs) reflect the knowledge, skills, and attitudes of a kinesiologist in 2020 and beyond?
	Does our undergraduate program align with strategic priorities of the University of Calgary? If so, how? If not, how?
	Do we have the right core courses? If not, what are we missing?
	Do we have the right pre-requisites for our upper level courses?
	Do the majors/streams make sense? Do they fit the needs of our students? Are there barriers or roadblocks and why?
	What are the opportunities you perceive for our undergraduate program moving forward?
Classroom	What would you consider “high impact practices” in the teaching methods used in undergraduate classes?
	Is there anything you would like to share regarding assessment methods used in undergraduate classes. For faculty: How did you decide what assessments to use, what innovative assessment methods you have incorporated, etc.?
	Please describe the relationship between research and undergraduate teaching.
	What challenges have you identified in undergraduate teaching experiences in the Faculty of Kinesiology?
	For faculty: What teaching practices would you like to strengthen?
	For faculty: How might the Faculty support your professional development in teaching and learning?

Curriculum Mapping Process

Using Curriculum Links, curriculum mapping was completed between November 2019 and January 2020. Faculty members or sessional instructors completed the mapping for the respective courses they were teaching. When a course instructor was not able to complete the mapping for various reasons, the research assistant, Simon Barrick, took on that task. In total, 58 courses were mapped. Individuals mapping courses were asked to indicate what teaching and learning activities they incorporated into their courses, what forms of assessment they used, and then how specific course level objectives (or learning outcomes) aligned with Kinesiology Program Level Outcomes (PLOs). Individuals were also asked to assess if PLOs were addressed at an Introductory, Developing, or Advanced level in the course being mapped.

A series of optional drop-in sessions were offered to assist individuals with the mapping process.

As a result of the mapping process, we were able to produce several types of reports both at a focused and broad level, such as in Figure 1, below:

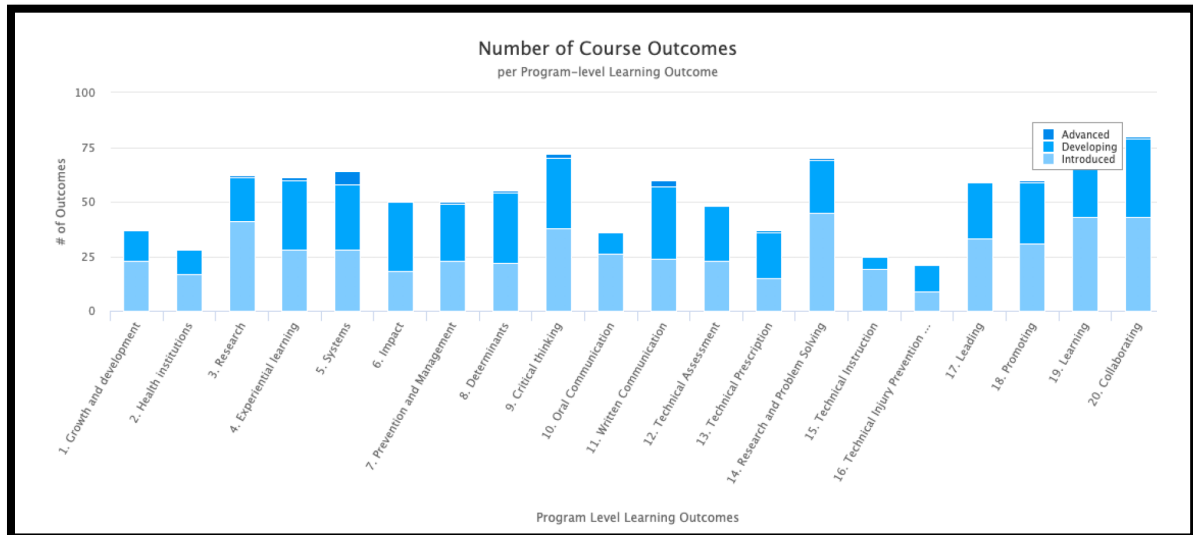


Figure 1: Overview of Program Level and Course Outcomes Across Kinesiology Undergraduate Courses

Analysis of the Curriculum Mapping Data

Analysis of the curriculum mapping data revealed many strengths in our core curriculum. Undergraduate students across our programs develop advanced collaboration, critical thinking, lifelong learning, research, and analytical thinking skills. Students are also mastering the anatomical and physiological systems of the human body and how these systems interact.

In general, we are achieving our PLOs across the core courses with some exceptions. There is a reliance on midterm and final exams for assessing learning. We discovered opportunities for

building on our strengths and scaffolding student progression through each theme in our program.

The trends and patterns in our mapping analysis supported the strengths of the program described in other data sources, and this triangulation of data gives us great confidence in the teaching and learning experiences students are benefitting from across our faculty. We see opportunities to offer professional development and to commit to ongoing strengthening of instructors’ knowledge and skills in the areas of aligning learning outcomes with teaching and learning activities and assessment methods. Through our analysis, and with input from our Educational Development Consultant, we discovered an important opportunity to create a Teaching and Learning Committee. This committee will focus on increasing our Faculty’s capacity to develop learning experiences that support students and enrich their learning through professional development initiatives, teaching and learning conversations, stronger alignment with the Academic Plan, Campus Mental Health Strategy, and Indigenous Strategy.

The curriculum mapping data and subsequent analysis informs to some extent, each Action Item included in this review. It helped us see our strengths and highlighted opportunities for scaffolding a more logical progression through each teaching theme and topic progression across specific course clusters.

Student-Provided Data

Student-provided data came from the results of the 2017 NSSE, student-led focus groups held prior to the curriculum review process, informal conversations, and anonymous surveys in which our guiding questions were framed for students (current and alumni). Themes that were created out of the analysis of these sources are captured in the table below.

Strengths of undergraduate program	Diverse learning options and degrees across the scope of Kinesiology sub-area/ future careers
	Immersive learning environments
	Labs (especially anatomy lab)
	Practicums
	Passionate, caring, knowledgeable, world-renowned professors
	Strong sense of community across the faculty
	Opportunities outside of courses for learning (e.g., volunteering)
	Appreciation of undergraduate student research opportunities
Value how some group projects are grounded in real-world issues (enriching student engagement)	
Weaknesses of undergraduate program	Course registration, scheduling, lack of seats in specific courses preventing students from graduating in four years, inability to get into courses
	Lack of availability and variety in 400 and 500-level courses
	Biomechanics courses: not scaffolded, not well executed from a teaching and learning perspective
	Over-reliance on mid-terms and final exams; mid-terms all scheduled at the same time across the Faculty
	Unnecessary repetition of content across some courses

	Lack of qualitative research content across curriculum
	Instructors more interested in research than in teaching
	Uncertainty of whether instructors read USRI feedback and/or attempt to make changes accordingly

Integration of Evidence from Other Sources

The OIA data reveals enrolment in the Faculty of Kinesiology has increased from 717 in 2014 to 1062 undergraduate students in the fall of 2018. This change, in combination with student advisory focus group data, student surveys, and many conversations with student representatives, reveals one of our major challenges as a faculty: Students have a difficult time registering in some required courses and making their way through our programs in a timely way. This finding led to the development of many Action Items that focus on addressing the barriers to student progression and the difficulties registering in the courses they need because of insufficient capacity or lack of availability.

Consultation and Engagement Process

The guiding questions which framed this review process were developed by Review Co-Leads Drs. William Bridel and Cari Din, with editing and support from the Associate Dean, Academic, Dr. David Paskevich in the summer preceding the review.

In the fall of 2019, both teaching faculty and sessional instructors were invited to map their courses, and faculty were strongly encouraged to map each course that were currently teaching. Curriculum Links was used for this process. Drop-in sessions were offered by the Co-Leads to support mapping and our RA, Simon Barrick, mapped three courses taught outside of our faculty but that are part of the required course load for some majors.

In late fall 2019, academic staff were invited to complete a survey or participate in a focus group. Faculty members and sessional instructors completed an anonymous survey comprised of the guiding questions for our review. The Undergraduate Advising Team, led by Jodie McGill, opted to complete a focus group answering the same guiding questions, whilst also providing additional information based on their extensive experience and knowledge. A survey was circulated to upper year undergraduates and alumni in late fall/early winter. At the same time, the Co-Leads had informal conversations with the KSS VP Academic, President, and our SU Kinesiology representative about the curriculum review process; while informal, the conversations were nevertheless informed by the review guiding questions. Conversations with faculty members focused on undergraduate teaching and learning were important but informal data sources during this time as well.

Once all data was analyzed, the Co-Leads presented a summary of the analysis to the Associate Dean, Academic and individuals from each of the strategic research and teaching themes in our Faculty, who had been designated as teaching theme leads: Drs. Nicole Culos-Reed, Art Kuo,

Martin MacInnis, and Kati Pasanen from the Psychosocial, Biomechanics, Exercise Physiology and Nutrition, and Injury Prevention themes respectively. A particular focus on the curriculum mapping data guided this meeting. Following this session, the teaching leads called meetings with their respective groups and worked through two questions posed by the Co-Leads: What do they imagine building (and letting go of) over the next five years in their expert area? What would they like professional development on? A follow-up meeting with the theme leads, the curriculum review Co-Leads, and the Associate Dean, Academic provided opportunity to report back on opportunities and challenges faced by their group in light of the data and questions shared.

Following this consultation, the Co-Leads drafted a body of Action Items, and circulated them to the Dean, Associate Dean, Academic, and Kinesiology Advising Team Lead. This group carefully scrutinized and vetted each Action Item in a series of five meetings in the spring of 2020.

Action Items

Action Items (AIs) were created from our analysis of multiple data sources, as described in previous sections of this report. We determined that for our Faculty the most productive approach was to organize our Action Items into short-, medium-, and long-term in order to demonstrate what we will do to improve the program over time through their implementation.

Short-Term Action Items (ST AI): We perceive these as having some urgency and being fairly achievable in a short time frame.

ST AI 1a

Recommendation	Implement immediate change to Kinesiology program offerings as first step in modernizing student experiences
Action Items	Discontinue the concurrent BKin/BEd program, offered within the current Major called: <i>Leadership in Coaching and Pedagogy</i> . Stop offering Pedagogy courses. Revise Leadership in Coaching major (see ST AI 1b)
Timeline	Effective Fall 2021 intake
Responsibility	Associate Dean Academic; academic advising team
Data Source(s)	Student feedback, curriculum maps, academic advising team focus group, faculty survey
Rationale	Align our offerings and streams with who our students are in 2020 and onward. Our students are not becoming physical education teachers. The pedagogy courses are not sustainable without long-term reliance on very high number of sessional instructors. The Werklund Faculty of Education has communicated with our Kinesiology Advising Team Lead that they find the concurrent degree offering cumbersome and limiting, something they would like us to remove.
Evaluation	NSSE responses; informal student feedback to academic advising team from students, ongoing conversations and feedback from Werklund NSSE responses, informal student feedback to Kinesiology Advising Team from students, ongoing conversations and feedback from Werklund

Comments	Courses specific to the pedagogy stream need to be audited and courses taught by sessional instructors and retired Faculty Members should be removed from the Calendar: KNES 321; KNES 391; KNES 491; PHED 321; DCED 325; PHED 333; PHED 349
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ST AI 1b

Recommendation	Develop a new Major: <i>Leadership in Kinesiology</i>
Action Items	Draft a course progression and explore student pathways through the progression. Solicit feedback from the academic advising team as well as student representatives. Revise and propose the new major following the appropriate process and working with the potential partner faculties in discovering the potential for Kinesiology student enrolment in identified courses
Timeline	Complete the draft requirements of the major and vetting with external faculties by the end of Fall 2020 semester. Move forward with processes at Faculty and institutional levels, following protocol for designing and implementing a new major
Responsibility	Dean, Associate Dean Academic; academic advising team; curriculum review co-leads
Data Source(s)	Student feedback, curriculum maps, academic advising team focus group, faculty survey
Rationale	Some of our PLOs related to leading, advocacy, and ethics are not substantively supported by our current majors. Students demonstrate a growing appetite year-over-year to positively impact marginalized populations' experiences in physical activity contexts. This new major creates a progressive, inclusive and rich learning opportunity for students interested in creating inclusive and safe physical activity spaces/movement cultures, programming, and experiences. The vision for this new major is to step into the progressive learning space where our students become change agents, activist, and leaders in supporting communities to enact physical activity and movement meaningfully
Evaluation	Student enrolment over time in the major, informal feedback to academic advising team and faculty members, NSSE, alumni survey
Comments	Please see below for a list of courses recommended for this major currently offered by our Faculty and those outside that we propose to build this major. Course calendar descriptions for courses outside our Faculty have been documented for internal use as this major is explored and created; Kinesiology core courses are not listed

Please note that this list is open to bundling:

KNES 311 Leadership Foundations	KNES 399 Sport Psychology
KNES 411 Advanced Leadership	KNES 499 Applied Sport Psychology
KNES 331 Foundations of Coaching	
KNES 431 The Art of Coaching	<i>INDG 201 or 303</i>
KNES 367 Adapted Physical Activity	<i>INNO 321</i>
KNES 433 Health and Physical Activity	<i>IPHE 501 (KNES 355 is a pre-requisite)</i>
KNES 444 Critical Perspectives on the Body	<i>CORE 205 207 or 209</i>
KNES 397 Health and Exercise Psychology	

ST AI 2

Recommendation	Examine structure of alternating labs that are part of some courses in the Faculty
Action Items	Increase capacity in KNES 251 and 253 for F2020 and onward (enables first year students to complete courses in first year). Review the purpose and efficacy of alternating labs. Assess their impact as delivered. Explore other viable, pedagogically sound and high-impact options. Identify barriers to student progression through the program as a result of this format.
Timeline	Summer 2020, for immediate implementation (capacity); Fall 2020, begin investigation of role of alternating labs in core courses.
Responsibility	Associate Dean Academic; academic advising team; course instructors and/or lab personnel
Data Source(s)	Academic advising team focus group
Rationale	Alternating labs were added in 2015, with a goal of providing experiential learning for students. Students in these courses attend a lab every 2 nd , 3 rd , or 4 th week. As such, some students only get 2 to 3 50-minute labs in a term. Barrier presented by scheduling: can't schedule around periodic labs, so clogging student schedules still occurs (i.e., they have to keep that day/time free for when they do have a lab and therefore cannot enroll in another course). There also appear to be some inconsistencies across courses. The problem primarily exists when students don't complete these courses in their first year, which is often an issue of capacity in the courses themselves.
Evaluation	Enrollment numbers; USRIs
Comments	The primary purpose of this Action Item is to streamline student pathways while also scrutinizing resources allocated to labs in a time of fiscal reduction.

ST AI 3

Recommendation	Modify specific course content and scaffolding where barriers to student learning and progressive development have been identified
Action Items	Review course outlines, including course objectives, course content, alignment with other related courses (in terms of I, D, A)
Timeline	Immediate (adjustments to course outlines for 2020-2021; discussion about larger scale changes for implementation in 2021-2022)
Responsibility	Dean, Associate Dean Academic; course instructors; teaching theme leads
Data Source(s)	Student survey; faculty survey; teaching theme meeting notes; academic advisory team focus group
Rationale	Addresses student success and progression through small changes in the immediate term while also considering longer-term strategies to create meaningful experiences for students across the Faculty
Evaluation	USRIs; NSSE; graduation statistics; informal feedback from faculty members
Comments	Specific courses were commented on and will be addressed by relevant personnel for realistic changes to be implemented in 2020-2021 as well as more significant changes to be implemented in 2021-2022, following necessary university protocol (as applicable)

ST AI 4

Recommendation	Create opportunities for regular conversations about teaching and learning and support small but significant professional development for instructors in Kinesiology
Action Items	Schedule teaching and learning conversations, workshops, “lunches-about-learning”, focusing on specific topics that emerged as areas where professional learning is needed. Each group meets regularly to discuss teaching and research within their respective research and teaching theme
Timeline	Commence Summer 2020 and then ongoing
Responsibility	Associate Dean Academic; curriculum review co-leads; teaching theme group leads; Teaching and Learning Committee
Data Source(s)	Curriculum mapping process; interpretation of mapping by the review team; teaching theme lead group discussions; student survey data
Rationale	There is a disconnect between what we know about learning experiences and what is happening in courses. Students commented on repetition as a concern in different courses (i.e., learning the same content more than once). There were also comments about the coherence of the courses and a desire to have instructors more aware of what students are learning in related and potentially intersecting courses. For example, in KNES 456, the instructor often says, “You will be familiar with this from KNES 123,” and students find this is not always the case. This will strengthen our capacity to scaffold a logical, ethical, and fluid progression through learning for our students. Regular conversations about teaching alongside research within the respective theme groups will strengthen links between the two and give greater importance to teaching in the Faculty
Evaluation	NSSE, USRIs, informal monthly conversations between Associate Dean Academic, SU Kin rep, and KSS Executive President, curriculum mapping
Comments	<p>Strengthening our focus on student learning experiences warrants this type of peer mentoring and evidence suggests small but significant conversations about teaching and learning are impactful in faculties.</p> <p><u>Meetings</u>: Each group meets regularly to discuss teaching and research within their respective research and teaching theme, including but not limited to effective and ineffective teaching practices, as well as course alignment and progression (Introduced, Developing, Advanced). These meetings could coincide with research discussions.</p> <p><u>Workshops</u>: One session per month, ideally but four per year minimum. When feasible, should be recorded so we can begin to build a “catalogue” for faculty to access. Topics for professional development noted as part of the curriculum review include: developing strong and clear learning outcomes for courses; linking assessment strategies to learning outcomes; scaffolding learning; experiential learning; linking learning activities to outcomes; learning about and leveraging peer feedback for learning; integrating low stakes-high impact learning activities; equity, diversity, and inclusion</p>

ST AI 5

Recommendation	Integration of dance as a core feature of physical activity and movement cultures into course content across faculty
Action Items	Faculty members to begin incorporating dance content across all undergraduate classes (e.g., research articles, relevant videos, guest speakers, examples provided in lectures and seminars). Produce short video and/or written text to give examples of how instructors can implement such an assignment in small, medium, and large classes.
Timeline	Begin implementing Winter 2021, then ongoing
Responsibility	Associate Dean Academic; teaching theme leads: Teaching and Learning Committee
Data Source(s)	Student feedback, teaching theme lead conversations, faculty survey
Rationale	Our classes are composed of many dance students, many former dancers, and many who do not appreciate a narrow focus on sport as the single mode of physical activity. Our dance science professor has noticed and collected informal feedback from the BKin/BA cohort on their feelings of exclusion in classes where dance is not present. This is a small change that would result in greater inclusivity of our increasing dancer population through teaching support resources (articles, slides, examples) and the use of the term dance when discussing movement cultures
Evaluation	Student feedback via KSS Executive, informal conversations, focus group with dance students
Comments	This is a strong example of the evolution of our undergraduate population and meeting their needs through seeing them and their diverse backgrounds and experiences. This is not just about dance majors (which is roughly 2.5% of our student population) but a large percentage of the student population who come to Kin with a dance background

ST AI 6

Recommendation	Implement Article Q&A (or, critique) assignment across courses in Kin
Action Items	Strongly encourage all instructors to develop an assignment where students are drawn into the discipline and current research through a low stakes-high impact assessment where the instructor suggests article(s) and students critically read work to discover answers to instructor-created questions. Produce short video and/or written text to give examples of how instructors can implement such an assignment in small, medium, and large classes
Timeline	Implement for Winter 2021, then ongoing
Responsibility	Associate Dean Academic (communication, workshop, ensure compliance)
Data Source(s)	Teaching theme lead groups and debrief conversation; curriculum maps
Rationale	We rely very heavily on exams for assessment in our core courses. Showing instructors from each unique discipline how to create a research article assignment will enrich student learning in relation to the most current research in the subject area and strengthen the links between our research and our teaching. This will also help better prepare students interested in research practicums and/or KNES 490 (honours project) by developing and honing critical thinking skills in relation to research
Evaluation	One year after the workshop, conduct informal focus group or online survey to discuss strengths, opportunities, lessons learned, and iterations of this assignment across our unique courses

Comments	Small teaching changes increase the depth of learning experience students have; developing links between learning outcomes and assessment of learning will strengthen student learning and quality across the breadth of courses we offer
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ST AI 7

Recommendation	Create a Teaching and Learning Committee
Action Items	Create a committee who meets once per month to focus on enriching and improving teaching and learning in our faculty following precedent set by the Faculty of Arts, Faculty of Science, and Faculty of Education. Create reporting protocol (i.e., committee back to Dean)
Timeline	Fall 2020
Responsibility	Dean; Associate Dean Academic; Cari
Data Source(s)	Faculty survey; curriculum mapping; academic advising team focus group; deep analysis of strategic opportunities and issues in our undergraduate program; consultation with Taylor Institute of Teaching and Learning Educational Development Consultants
Rationale	A group committed to enriching teaching and learning is required. The precedent for a Teaching and Learning committee is set by the faculties noted above and a seat for an Educational Development Consultant from the Taylor Institute of Teaching and Learning is critical to the ongoing improvement and enrichment of learning experiences. The objective would be to develop pedagogical innovations and link our work to progressive initiatives and strategies at institutional, community, national and international levels
Evaluation	NSSE, OIA data, progress made on Long-Term Action Items at the onset of our next Curriculum Review
Comments	Intentional collaboration and conversation from diverse perspectives will strengthen student learning experiences, teaching practices, and our Faculty's capacity to make progress, particularly in relation to the Academic Plan, the strategies inherent to that plan, as well as the Experiential Learning Plan.

Medium-Term Action Items (MT AI): We perceive these action items as requiring more resources and time to complete than the short-term items, given their scope.

MT AI 1

Recommendation	Update “Mind Sciences in Kinesiology” major
Action Items	Re-name “Mind Sciences” major to more current terminology. Structure of major remains unchanged
Timeline	Discussion to begin Fall 2020; follow university protocol and processes for changes at an institutional level once recommended name is decided upon
Responsibility	Associate Dean Academic; psychosocial teaching theme lead (Culos-Reed) & theme group members
Data Source(s)	Faculty survey; student survey; teaching theme group meeting notes
Rationale	To reflect current terminology in the field. To provide greater clarity to students. To more accurately align with Kin research themes
Evaluation	Curriculum mapping in 2024-2025; student comments via NSSE, KSS, SU Rep, academic advising team; enrolment numbers in the major

Comments	Could be challenging to create a name that captures the breadth of the courses included in this major that also doesn't become cumbersome for IT systems and documents (e.g., diplomas). The major includes psychology courses, sociocultural courses, and motor control & motor learning courses
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MT AI 2

Recommendation	Revise sociocultural stream courses
Action Items	Change course titles and content for KNES 244, 344, 444
Timeline	Begin Fall 2020 and follow university protocol and processes for changes at an institutional level
Responsibility	Associate Dean Academic; Jodie McGill, sociocultural academic staff (Bridel); student RA
Data Source(s)	Student survey; faculty survey; curriculum mapping; ongoing conversation with Dean and Associate Dean Academic
Rationale	To introduce key concepts of inclusion and ethics in relation to kinesiology through a core course early in the degree. To reduce (some) repetition between 244 and 344 at present. To better reflect knowledge required of kinesiology students by providing greater depth in sociocultural perspectives and critical thinking
Evaluation	USRIs; focus groups conducted by RA (after implementation)
Comments	<p>If we are to include a course that focuses on diversity, inclusion, and ethics, it should be a core class and offered at the 200-level. Specifically, this course would replace KNES 244 (currently named <i>Introduction to Socio-Cultural Aspects of Sport</i>) as the core "intro" class, so that students are introduced to these ideas across a range of topics relevant to their undergrad degree program and experience. Focus could include different frameworks for thinking about diversity and inclusion (strengths and weaknesses), different approaches to ethics (individual through to cultural), with perhaps some consideration of leadership, coaching, movement cultures, research with humans and animals, education, etc. Proposed name: <i>Ethics and Inclusion in Kinesiology</i></p> <p>When this change is adopted, KNES 344 could remain a core class but be re-titled <i>Sociocultural Perspectives on Movement Cultures</i>, which would be a hybrid of current content learned in KNES 244 and KNES 344 (<i>Gender, Sexuality, and Sport</i>).</p> <p>KNES 444 will remain the same as it is now in terms of objectives and content.</p>

MT AI 3

Recommendation	Address inconsistencies and errors in course numbering
Action Items	Revise numbering of courses for sake of alignment, progression, and increased representation of learning at the 400/500 (Advanced) level
Timeline	Begin in Fall 2020, following university protocol and processes for changes at an institutional level
Responsibility	Associate Dean Academic; academic advising team; course instructor(s)
Data Source(s)	Academic advising team focus group; student survey; outcomes of curriculum mapping
Rationale	At present, students are lacking senior-level options. A prerequisite and the corresponding upper-year class should not be offered at the same level.

	Numbering of course should follow course level objectives I, D, A (Introduce, Develop, Advance). It is imperative to support students' post-undergraduate application for professional programs and master's degrees. Feedback from post-undergraduate programs noted that students do not have enough 400/500 level courses on their transcripts, which in turn limits their competitiveness in certain cases. This change is about clarity as much as serving our student's post-grad needs as the majority strive to enter another program and need transcripts which reflect their knowledge, skills, and preparation accurately.
Evaluation	USRIs; ongoing informal survey of academic advisors
Comments	The courses mentioned for specific consideration include: KNES 372 and KNES 377 (377 should be listed as a 400-level course) KNES 236 and KNES 237 (237 should be listed as a 300-level course) Others?

MT AI 4

Recommendation	Dismantle barriers to student progression and graduation through course enrolment revisions and development of new senior courses
Action Items	Explore potential of increasing capacity of courses in the Faculty (200 and 300 levels in particular). Develop new courses, in particular at the 400 and 500-levels
Timeline	Review capacity of courses, beginning Fall 2020. Develop courses in 2020-2021; begin adding to calendar in 2021-2022, following institutional policy and processes
Responsibility	Associate Dean Academic; teaching theme leads; course instructors; academic advising team
Data Source(s)	Student survey; academic advising team focus group; curriculum mapping
Rationale	Students are struggling to graduate in four-years because of limited capacity in some courses as well as a dearth of upper-year classes. Many changes in faculty composition over recent years have left numerous senior-level specialized classes without an instructor; in addition, new hires will be supported in developing senior level courses in their area of expertise. For example, sport injury and prevention courses are scarce, despite strength of research theme and specific inclusion in PLOs. Newer faculty members bring specific expertise to Kin, which should be accessible to students through course offerings
Evaluation	Rate of students graduating in four years; USRIs; informal survey of academic advisors
Comments	Specific courses mentioned in various data collected included the following in the area of sport injury and prevention: assessments to improve performance and reduce injury (suggested at 300-level), injury epidemiology (suggested at 300-level). The need for a "dance science" class as a KNES course was emphasized. Senior-level courses in exercise physiology were also mentioned, including an upper-year course focused on <u>strength & conditioning</u> (which has now been added to the list of courses: KNES 478 with Dr. Matt Jordan). Suggestion was also made for a 500-level course on "aging". A number of new instructors in both exercise physiology and sport injury and prevention should allow for greater numbers of courses being offered over the next two to three years as teaching loads increase

MT AI 5

Recommendation	Review faculty teaching assignments
Action Items	Review course and load allocation across faculty. Consider why sessional instructors are teaching some core/key courses that full-time faculty could be teaching
Timeline	Begin investigation in Fall 2020
Responsibility	Dean; Associate Dean Academic; teaching theme leads
Data Source(s)	Teaching theme lead meetings
Rationale	There are courses taught by sessional instructors for which we have faculty members well-suited to teach. Concerns about progression of information within stream (I, D, A). Faculty members are frustrated with a lack of transparency on teaching allocation and load(s)
Evaluation	A report back to the teaching theme leads in the Winter of 2021 clarifying what courses are perennially taught by sessional instructors and why; what courses can be moved to appropriately qualified faculty members, particularly newer members building their teaching profiles
Comments	Leveraging the strength of full-time academic staff, creating depth of connection to teaching for this group and decreasing our reliance on sessional instructors in cases where faculty members are qualified and motivated to teach core courses. When sessionals are required, ensure that discussion occurs about course alignment and progression in order to ensure consistency in delivery to students and to fully prepare them for upper-year courses in that same stream

Long-Term Action Items (LT AI): These action items will take the greatest commitment and investment. They will serve us comprehensively as we evolve as a faculty, helping to set a framework for long-term progress, relevance, and success. Some items within this grouping have “shorter” timeframes than others.

LT AI 1

Recommendation	Review requirements of degrees and majors offered in Kinesiology
Action Items	Assess current structure of BKin, BSc, and all majors offered. Make recommendations for change that align with PLOS (LT 2) and university strategies (LT 3)
Timeline	Three years to gather and analyze data and provide recommendations for change
Responsibility	Teaching and Learning Committee (see ST AI 7)
Data Source(s)	Student survey; faculty survey; curriculum mapping; academic advising team focus group
Rationale	Students are asking for greater variety in their degree in terms of course options, majors, and exposure to different kinds of research conducted in Kinesiology. Academic staff were mixed in their opinions in terms of course offerings relative to current and future trends in Kinesiology. Links to the University of Calgary’s Academic Plan, Experiential Learning Plan, and specific strategies and initiatives therein need to be carefully scrutinized in relation to our undergraduate offerings and student experiences. Academic advisors noted gaps in core requirements that may impact students wanting to pursue graduate school and physiotherapy (e.g., English, Indigenous knowledges course). Some core requirements present barriers to progression due to lack of capacity, in particular in upper-year courses. Additionally, a lack of upper-year courses (400/500) can limit student opportunities for selection in professional schools (perception they have not done

	senior or advanced study). Majors do not currently have the same total credit requirements
Evaluation	Curriculum mapping 2024 (and all related feedback gathered); curriculum review in 2024 more generally, which will reveal the fidelity of these new objectives
Comments	Our continuous improvement and responsiveness to both student needs and what we know demands this big picture and detailed review. This is a major undertaking that we felt was beyond the scope of the current curriculum review—identification of the need for a full-scale review is merely the starting point. But, it seems necessary to undertake so that we are not simply offering “band-aid” solutions to critical concerns and issues over the next few years. There seems an opportunity, based on the data collected, to engage in some meaningful reflection and analysis of what we, as a Faculty, should be providing to students moving forward

LT AI 2

Recommendation	Update Program Level Outcomes (PLOs)
Action Items	Review and modernize Program Level Outcomes (PLOs) to reflect both where we are as a Faculty at present and where we want to be
Timeline	Three years to gather and analyze data and provide recommendations
Responsibility	Teaching and Learning Committee (see ST AI 7)
Data Source(s)	Student survey; faculty survey; curriculum mapping; academic advising team focus group
Rationale	Our faculty composition has changed significantly over the last eight years and our current PLOs were approved in 2015. We did not address their alignment with what a kinesiology student should learn across their degree nor whether they reflect what we are equipped to teach our students based on our unique expertise within the framework of our field during this review cycle
Evaluation	Curriculum mapping 2024 (and all related feedback gathered); curriculum review in 2024 more generally, which will reveal the fidelity of these new objectives. Informally, in the interim, application of PLOs to individual course level outcomes/objectives
Comments	Our continuous improvement and responsiveness to both student needs and what we know demand this big picture and detailed review. This is a major undertaking that we felt was beyond the scope of the current curriculum review—identification of the need for a full-scale review is merely the starting point. But, it seems necessary to undertake so that we are not simply offering “band-aid” solutions to critical concerns and issues over the next few years. There seems an opportunity, based on the data collected, to engage in some meaningful reflection and analysis of what we, as a Faculty, should be providing to students moving forward

LT AI 3

Recommendation	Assess alignment of Kinesiology courses with UCalgary strategies (i.e., Indigenous, mental health, Eyes High, global engagement, sustainability) as well as the Experiential Learning Plan
Action Items	Determine alignment of course content—as well as teaching and learning activities and assessments—in relation to UCalgary strategies
Timeline	Three years to gather and analyze data and provide recommendations
Responsibility	Teaching and Learning Committee (see ST AI 7)

Data Source(s)	Student survey; faculty survey; curriculum mapping
Rationale	Student and faculty survey results indicated mostly neutral feelings about alignment of kinesiology with UCalgary strategies and plans to support experiential learning. Specific comment was made by students and faculty that the Indigenous strategy was neglected in the faculty. Concern was also raised about the disconnect between stated support of the mental health strategy and what occurs in practice
Evaluation	Ongoing informal surveys/conversations with KSS, SU rep; NSSE results; curriculum review in 2024
Comments	Suggestion was made to include an Indigenous course as a core requirement for all Kin students; this could be offered within the Faculty or space negotiated in another Faculty/Department that offers such a course (INDG 201 & 203). Suggestion was also made to develop a faculty “assessment calendar” across all courses offered each semester, so as to better spread out learning assessments; types of learning assessments could also be considered. Comments specific to Kinesiology and the mental health strategy included a lack of resources beyond the undergraduate academic advisors and assessments across Kin courses (i.e., mid-terms all scheduled in the same week). No specific comments were made regarding Eyes High, global engagement, or sustainability strategies. As reviewers of all data, there was a sense respondents were either (1) unaware of these strategies or (2) not interested in them

Communication Plan

We will communicate the findings of the curriculum review process and Action Items to diverse stakeholders through different channels. Our Action Items will be shared with academic staff and the undergraduate advising team at a Faculty Council meeting in the Fall of 2020. A high level sketch of our findings and specific plans for change will be shared with undergraduates in the Fall of 2020 through a podcast. The title of this podcast will be, *We Listened, Here is What We are Going to Do*.

The newly created Teaching and Learning Committee (see ST AI 7) will receive the most detailed communication about our findings and Action Items through a workshop and planning session led by the Co-Leads of this review. This workshop will initiate their comprehensive work and their role in relation to our undergraduate program.

References

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<https://kinesiology.ucalgary.ca/sites/default/files/Knesiology%20Community%20Report%202020%20Finalv2%20Web.pdf>
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<https://www.ucalgary.ca/provost/sites/default/files/teams/1/Curriculum%20Review%20Handbook%20Final%20-%20GFC%20Approved%20Jan%202019.pdf>
3. ShanghaiRanking's Global Ranking of Sport Science Schools and Departments 2018
<http://www.shanghairanking.com/Special-Focus-Institution-Ranking/Sport-Science-Schools-and-Departments-2018.html>