Undergraduate and Graduate Program Quality Assurance (QA) Review: 2024 - 25

Excerpted Report

Faculty of Kinesiology, Sport, and Recreation (KSR)

Undergraduate Program Review

Programs: Bachelor of Arts in Recreation, Sport and Tourism; Bachelor of Kinesiology; Bachelor of Science in Kinesiology; Combined Bachelor of Kinesiology/ Bachelor of Education (Secondary and Elementary Routes)

Date of Review: March 18-19, 2025

Reviewers: Robert Boushel, Chair Undergraduate, University of British Columbia; Laurene Rehman, External Member, Dalhousie University; André Costopoulos, Internal Member, University of Alberta

Program Strengths

The Faculty of Kinesiology, Sport, and Recreation (KSR) has demonstrated remarkable resilience and maintains a positive, aspirational outlook driven by strong leadership and a committed, solutions-oriented team of faculty and staff. It is striving to build on its strengths and meet its challenges, developing programs at the forefront of kinesiology, sport and recreation that attract and serve a diverse community of students, faculty and staff.

The Faculty is home to a vibrant community of highly engaged and enthusiastic students, supported by an outstanding complement of instructors and staff. Students hold faculty in very high regard, consistently noting their expertise and the high level of support provided throughout their programs. The incorporation and commitment to experiential learning is greatly appreciated by students. They spoke highly of the opportunity to engage in purpose-driven research as undergraduate students, and highlight the value and meaningful learning gained from laboratory experiences and practical courses such as In Field Learning. The quality and variety of courses, along with the Faculty's positive culture and strong sense of community, were frequently praised. KSR is recognized for research impact and productivity, with notable strengths in this area. The initiative to provide matching funding for undergraduate summer research projects was highlighted as an excellent way to introduce students to research. KSR has highly skilled and dedicated Lab coordinators, and the Faculty's advising team was noted as a standout strength, with students describing their advisors as among the very best at the University of Alberta.

Program Structure

Recommendation: Pursue steps to amalgamate the BKIN and BSc KIN degrees

Faculty of KSR Response: After consultation with faculty members at the Fall Academic Retreat in December 2024, in January 2025 KSR Faculty Council approved the mandate for the KSR Curriculum Review Committee and Chair, "… to begin the work necessary to investigate the construction of one unified Kinesiology Undergraduate degree offering in the Faculty of KSR." Since this approval, the Curriculum Review Committee Chair and Associate Dean Undergraduate have begun development of the amalgamated undergraduate kinesiology degree continuing consultation with students and relevant offices.	**Action Plan:** 1. Continued consultation with key stakeholders regarding the amalgamation of the BKin and BSc Kin degrees (e.g., prospective and current students, alumni, community placement partners, prospective employers and relevant organizations). 2. Continued construction and finalization of the proposed amalgamated and unified kinesiology degree. 3. In coordination with the Vice Provost (Programs), Provost & Vice-President Academic Office, completion of required governance approvals and ministry documentation (e.g., degree termination, degree/program proposal, minor course and program calendar change motions for UofA governance approvals). 4. Begin governance approvals process (Fall 2025).
Recommendation: Continue curricular mapping to identify efficiencies in course delivery and administration of degree programs	
Faculty of KSR Response: Throughout the KSR Curriculum Review Process, that began July 2023, a key focus of the review has been to identify efficiencies in the administration of the degree programs, the streamlining of program delivery business processes, and improving the student experience in program completion. The curriculum review process began with the identification of the faculty overall program learning objectives, which has since informed the direction of future curriculum. The work to amalgamate the BKin and BSc Kin degrees is a key driver in continuing this focus. The work of the BARST curriculum review group has also carried this focus in the review of the BARST program. The faculty has responded with a significant structural change in the undergraduate programs area, removing positional barriers and inefficiencies that existed in the faculty's organizational structure. Work is underway with the CHS Scheduling and Timetabling coordinator to identify and achieve a more	**Action Plan:** 1. Continue to work with the CHS Scheduling and Timetabling coordinator to streamline and improve the scheduling of KSR undergraduate courses, to ensure KSR is well prepared for entry of course scheduling requests at the beginning of the academic scheduling process with the ROs Exams and Timetabling (ETT). 2. Continue the ongoing focus of identifying efficiencies in course delivery and administration of degree programs throughout the curriculum review process.

coordinated and efficient course scheduling process for the Faculty in the undergraduate program area.	
Recommendation: Review recruitment messaging for the BARST degree and consider messaging around the collaboration with BSU	
Faculty of KSR Response: The past three recruitment cycles have focused intently on the BARST degree program with success, with a strong focus placed within the KSR Recruitment materials and presentations to high school direct entry audiences. We continue to work on appropriate, intentional messaging regarding our dual degree collaboration with BSU and the KSR Domestic BARST program here at the UofA. Changes to the BARST degree resulting from our curriculum review process will be manifest through both the dual degree and domestic programs.	**Action Plan:** 1. Continue discussions with the KSR recruitment partner on strategies related to this messaging. 2. Align changes to the Domestic BARST program with the BSU-International School program. 3. Build and begin internal processes where the KSR ADU and KSR Director - International School regularly discuss, identify and coordinate opportunities for collaboration between BSU dual degree and KSR domestic programming.
Recommendation: Review resourcing and opportunities to embed experiential learning more often in the BARST degree and review the case for whether to include therapeutic recreation. Conduct curriculum mapping to identify concept and theory development across the program.	
Faculty of KSR Response: In November 2024 the Faculty, with support from the CHS, appointed a Therapeutic Recreation Specialist to complete a six-month project (Therapeutic Recreation Program Project; TRPP) in assisting the Faculty in examining the case for an embedded Therapeutic Recreation (TR) program within the BARST program, including what professional registration status requirement would need to be met by the program, how KSR could achieve this through the BARST program, and what the resourcing needs would be. The results of this project are expected to be shared with Faculty leadership by the end of June. The BARST curriculum review group in parallel has been reviewing experiential learning opportunities throughout the BARST degree program. Lastly, the KSR Experiential Learning Lead (ExLL), has also been given the directive to ensure there are desirable In Field Learning (IFL) opportunities for BARST students as part of the rolling out of the new experiential learning curriculum focus of the faculty.	**Action Plan:** 1. Complete BARST program curriculum review and reconstruction of degree based upon recommendations from the BARST curriculum review group and in concert with TRPP recommendations. 2. Begin governance approvals process (Fall 2025).

<table>
<tr><td colspan="2">Recommendation: Identify synergistic strategies and initiatives at the College and university level that build stronger ties with communities, business, commercialization and entrepreneurship.</td></tr>
<tr><td>Faculty of KSR Response: In coordination and collaboration with Placement Administrators from the CHS Office of Education (OoE) Placement Administration Team, the Faculty of KSR ExLL has begun building the process for KSR students attending Alberta Health Services (AHS) or Covenant Health placements. The continued development of this collaboration between KSR and the CHS has important implications for BKin or BScKin clinical placement requirements.

The KSR ExLL has also begun communicating with and visiting placement partners regarding building stronger ties between the Faculty and community partners where KSR students are placed. This increased emphasis includes introduction of the new IFL curriculum and communication of these changes to placement partners. In March 2025 the ExLL hosted placement partners and community site representative to acknowledge and celebrate their contributions to KSR and KSR student success, sharing with those who attended updates and future directions of the Faculty placement process.

As well, the ExLL has developed placement partner and student application packages (info on new IFL curriculum, student learning goals, timelines, etc.) that are currently being shared to emphasize the partnership building between KSR and placement partners. And lastly, the ExLL is working towards identifying a communication software platform to assist with student placement management and connection with placement partners in administering placements across the Faculty, and to serve as a way to track placement data and generate trends/data/information across programs.</td><td>Action Plan:

1. Continue to integrate Alfresco training and guidelines into onboarding for KSR students and staff.

2. Identify and proceed with Placement Communication and Administration software.

3. Continue to host the annual placement partner celebration

5. Emphasize and commit to a schedule of ongoing site visits and listening sessions with current and prospective placement partners.</td></tr>
<tr><td colspan="2">Recommendation: Identify and resource practicum opportunities for the BARST program and pursue impactful and sustainable community/industry partnerships that provide both high value experiences and assist resourcing challenges.</td></tr>
<tr><td>Faculty of KSR Response: In coordination and collaboration with Placement Administrators from the CHS Office of Education (OoE) Placement Administration Team, the Faculty of KSR ExLL has begun building the process for KSR students attending Alberta Health Services (AHS) or Covenant Health placements. The process has included KSR onboarding to the archival Alfresco system, where students submit documents for review and verification by the CHS Placement Administration team. Though this is</td><td>Action Plan:

1. Continue to host the annual placement partner celebration with CHS Placement Administrators included, to showcase and acknowledge placement partners and community sites, as well as share updates and showcase student outcomes and successes with partners. This will</td></tr>
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a very small portion of all KSR students currently, it has direct implications for any future TR programming in KSR as there would be a significant clinical placement requirement of this program to meet professional registration status. The KSR ExLL has also begun communicating with and visiting placement partners regarding building stronger ties between the Faculty and community partners where KSR students are placed, with a particular focus on BARST programming placement objectives. We are encouraging all placement partners (both continuing and newly developed) to think more broadly about placements for students from all three program areas (BARST, BKin, and BScKin). This increased emphasis includes the introduction of the new IFL curriculum and communication of these changes to continuing and newly developed placement partners. In March 2025 the ExLL hosted placement partners and community site representatives to acknowledge and celebrate their contributions to KSR and KSR student success, sharing with those who attended updates and future directions of the Faculty placement process.	include organizations identified as valuable placements sites for BARST students. 2. Emphasize and commit to a schedule of ongoing site visits and listening sessions with current and prospective placement partners, including intentional focus on BARST student opportunities.
Recommendation: Develop strategies to promote the BARST degree and increase student enrollment is this program.	
Faculty of KSR Response: The past three recruitment cycles have focused intently on the BARST degree program with success, with a strong focus placed within the KSR recruitment materials and presentations to high school direct entry audiences. The curriculum review process currently underway is also intended to address updating and improving the curriculum of this program, which will then be focused on in recruitment messaging. In the last three enrollment management cycles, the BARST degree has both met and exceeded enrollment targets for the program, with increased overall enrollments within the program. The University of Alberta is currently in an institutional domestic enrollment freeze, which prevents an increase in undergraduate enrollment in the Faculty and limits the growth potential of the BARST degree.	**Action Plan:** 1. Complete BARST program curriculum review and reconstruction of degree based upon recommendations from the BARST curriculum review group. 2. Begin governance approvals process (Fall 2025). 3. Communicate changes to the Recruitment Services Centre and KSR Recruitment Partner. Update all recruitment materials.
Recommendation: Review the resourcing of the Bachelor of Education program including its viability given low enrollment trends	
Faculty of KSR Response: The Bachelor of Kinesiology-Bachelor of Education (Elementary and	**Action Plan:**

Secondary Pathways) Combined Degrees program operates on an understanding between the Faculties of KSR and Education. Both faculties however, are facing program delivery challenges and pressures. Formal discussions between the two Faculties are needed to address program delivery concerns.	1. Work with the KSR/CHS & Educ/CSSH Enrollment Management Service Partners to develop a MOU between the Faculty of KSR and Faculty of Education with set enrolment targets more in line with application demand in KSR and pressure points for student professional term placements in Education. 2. Have a focused and solution finding set of discussions with Education to set targets for Combined Degrees students. 3. Align changes to the amalgamated Kin degree (if approved),focusing on streamlining, efficiency, and continuity with KSR and Education available resources.
Program Measures and Comparative Analysis	
Recommendation: Review and strategize about how to highlight and profile the unique strengths and attractiveness of KSR degree programs as the new Bachelor of Health Sciences degree is developed. This could include marketing, and recruitment messaging for new and incoming students.	
Faculty of KSR Response: The Faculty of KSR programs continue to experience strong applicant demand in the undergraduate space. We will work to revise marketing and recruitment strategies to reflect the new need for differentiation between the BSc Health Sciences and KSR degrees, particularly Kinesiology. This will allow students to clearly understand what is offered in KSR and will support students in selecting the program that best aligns with their interests and future plans. Faculty of KSR undergraduate programs serve as both an end point degree program but also as a strong and highly recognized program for post professional degree preparation.	**Action Plan:** 1. Continue to be actively involved in the CHS work in development of the BHSc degree program. 2. At each step of the BHSc program development, KSR will continue to work with the Recruitment Centre and Recruitment Service Partner to highlight key and unique strengths, purposes, and objectives of KSR programming, with a new focused delineation between the two degree programs.
Recommendation: Continue to review the impact of administrative streamlining on the Faculty and opportunities to explore collaboration with the College.	
Faculty of KSR Response: The Faculty of KSR has streamlined services and continues to leverage	**Action Plan:** As the CHS continues to develop its processes and practices

collaborations with the CHS for our undergraduate programs in the following program administrative areas: Academic Integrity case support; Scheduling and Timetabling; Academic Standing appeal case support; Academic Petitions case support (final grade appeals, final examination reevaluations, and final examination reexamination petitions); Alfresco, document archival and secure storage of student files onboarding, onboarding to Academic Advisement (AA; an administrative feature within the student schedule platform (Bear Tracks) that allows degree requirement tracking).	in the Office of Education for support of Faculties within the college, KSR is committed to continue to leverage these supports as they become available.
Recommendation: Reconsider how the budget has been assigned to KSR based on the rating of 1.0 assigned.	
Faculty of KSR Response: The external reviewers noted that assignment of the lowest program cost category (1.0) seemed inappropriate for a Faculty offering a BSc as well as a lab and experiential learning heavy BKIN program. KSR leadership agrees with this assessment and has provided comparative data and advocated with senior University leadership for an increased assessment. We understand that program costing is challenging and the university is engaged in a process to improve our capacity in this regard. This may result in a different cost assessment for KSR.	**Action Plan:** Work with Institutional program costing mechanisms as they become available and use this to advocate for any appropriate increases to the program cost category assigned.
Recommendation: Continue to explore opportunities for advancement and philanthropy such as to support scholarships, equipment, etc.	
Faculty of KSR Response: We have a dedicated Assistant Dean Development in KSR, engaged in active and continuous work to maximize opportunities for philanthropy. This is well supported by the Institutional Development network. Historically KSR development efforts focused on Athletics.With the operational reorganization of KSR to a solely academic unit in 2021, we continue to define opportunities to build relationships with donors to support our academic mission.	**Action Plan:** Continue to work with our Assistant Dean development to define, and communicate exciting opportunities for philanthropic investment in KSR, building relationships and connections.
Teaching and Learning Environment	
Recommendation: Review TA allocation process to address shortfall in TA resourcing, and improve alignment of TA expertise and training to course content.	

Faculty of KSR Response: Based on comments shared by reviewers in the QAR closing meeting of the site visit regarding a perception of instructors that TA support should be increased, KSR has initiated an investigation of the current allocation of TA hours to KSR courses versus in other similar programs at U15 Institutions and UAlberta Faculties. This will yield greater data and context to determine whether KSR is below, at, or above current TA course hour allocations in comparison to "like sized" Faculties at the UofA as well as U15 Kinesiology programs across Canada. KSR will continue to develop Faculty led TA training, as well as instructor professional development to enhance capacity for TA mentorship and impactful utilization of TA hours.	**Action Plan:** 1. Complete investigation of the current allocation of TA hours to KSR courses versus other courses at U15 and UAlberta Faculties. Communicate results and maintain and/or adjust according to findings of the investigation. 3. Continue professional development/training for TAs and instructors regarding mentorship of TAs and utilization of TA hours. 4. Continue efforts to effectively match graduate student expertise to TA assignments.
Recommendation: Consider TA recruitment and training and work with lab coordinators on this process.	
Faculty of KSR Response: The Kinesiology Lab Coordinator position has responsibilities for TA training and over the past two years we have worked to increase the capacity of this position through the hiring of a Lab Assistant, and since the review we have increased Lab Coordinator support to undergraduate labs by 0.2 FTE.	**Action Plan:** 1. Increase Kinesiology Lab Coordinator support to undergraduate labs, including TA training. 2. Increase Laboratory Assistant FTE dedicated to undergraduate labs and TA training. 3. Create guidelines clearly defining the roles of Instructors, the Laboratory Coordinator/Assistant and TAs in laboratory courses.
Recommendation: Explore further collaboration with the College such as for TA recruitment, advancement of research, etc.	
Faculty of KSR Response: As the CHS continues to develop its processes and practices in the Office of Education for support of Faculties within the College, KSR is committed to continue to leverage these supports as they become available.	**Action Plan:** Remain up to date regarding supports offered by CHS and adopt them to best support KSR's operations and mission.

Recommendation: Explore opportunities to adapt teaching to larger classes that may be less resource intensive and support this as part of collegial interactions.	
Faculty of KSR Response: A shift in culture and alternative models of course delivery is actively underway within the Faculty. We held an information sharing session related to this in our May 2025 Faculty Retreat and continue to encourage instructors to leverage CTL and other training resources, including our own Teaching Matters presentation series, to assist in implementing effective, manageable strategies to instruct larger class sizes.	**Action Plan:** 1. Develop partnership with CTL to assist KSR Instructors specifically in exploring opportunities to adapt teaching to larger KSR classes that may be less resource intensive. 2. Audit KSR courses to determine whether lab/seminar sections are being delivered in a way that effectively utilizes the investment of resources. 4. Develop partnership with Online Learning & Continuing Education to explore different modalities of large course delivery (e.g.hyperflex and entirely online KSR course offerings) that both provide desired flexibility for students and save resources on delivery in the long term.
Recommendation: Pursue College-level supports for teaching innovation approaches and resources for effective delivery of course content in expanded class sizes	
Faculty of KSR Response: As the CHS continues to develop its processes and practices in the Office of Education for support of Faculties within the College, KSR is committed to continue to leverage these supports as they become available.	**Action Plan:** Remain up to date regarding supports offered by CHS and adopt them to best support KSR's operations and mission.
Faculty Profile	
Recommendation: Review balance of ATS and tenure-track faculty for ability to provide a balance of senior specialized undergraduate courses and research opportunities.	
Faculty of KSR Response: Consideration of teaching needs, research goals and graduate student mentorship goals all contribute to KSR hiring planning. KSR developed a short term hiring plan after consultation with the Faculty through a town hall. A multiyear hiring plan was discussed at our May 2025 Faculty retreat and will be followed up with continued consultation prior to finalization.	**Action Plan:** 1. In response to retreat feedback, communicate teaching coverage and gaps to faculty to inform consultation. 2.Complete consultative, data informed approach to develop a 3-5 year

	academic hiring plan aligned with KSR's strategic plan.
Recommendation: Pursue approaches to support research faculty with resources to increase graduate students to ensure an ample volume of qualified TA's for undergraduate courses.	
Faculty of KSR Response: In KSR we strive to use Faculty funds (primarily through TA allocations to undergraduate courses) to support at least one graduate student per faculty member. With a goal of supporting faculty member grant funding success, we use KSR internal grants as seed funding to support securing larger grants which can be used to support graduate students. We have also directed operational funding to provide small equipment grants, which can free up grant funds to be spent on graduate student support. We are actively engaged in development work to support faculty member research and we have launched a program with a goal of increasing graduate student scholarship success. Aimed at increasing faculty member grant success, we offer peer review of grant submissions through our Associate Dean Graduate and our Research Coordinator. We also leverage the support of our Research Service Partner to connect faculty with grant opportunities and advise on strategy. At our recent May 2025 retreat we held a session to discuss involvement in multidisciplinary research hubs, which receive support at the CHS level.	**Action Plan:** 1. Continue to direct operational funds to TA support with a goal of providing full funding to at least one graduate student per faculty member. 2.Continue to develop and implement strategies to improve graduate student scholarship success. 3. Continue to intentionally utilize internal funding as seed funding and contribute operational funds to increase this support strategically when possible. 4. Continue to utilize Faculty, CHS, and Institutional supports to foster grant success and leverage internal support through participation in College or Institutional research priorities (e.g. through Hubs, Centers and Institutes).
Recommendation: Consider faculty workload balance given the high student volume and low TA support (e.g., see separate recommendation about TA resources).	
Faculty of KSR Response; We are actively engaged in research to determine if the level of TA support provided by KSR is low by institutional or U15 Kinesiology/Leisure Studies standards. We have circulated a draft of workload guidelines for faculty that aims to provide transparency in expectations and assignment of workload.	**Action Plan:** 1.Complete investigation of the current allocation of TA hours to KSR courses versus other courses at U15 and UAlberta Faculties. Communicate results and maintain and/or adjust according to findings of the investigation. 2.Finalize workload guidelines for faculty and develop guidelines for career academic teaching staff.

Recommendation: Continue to review opportunities for promotion and advancement of ATS.	
Faculty of KSR Response: This is important work, bound by the articles of the collective agreement. The Vice Dean position, reintroduced in KSR in 2024, has a mandate of career development of both faculty and career ATS, including guidance through the promotion process. We hold annual workshops for ATS who are evaluated by the ATS evaluation committee. We have created a more formal annual evaluation process for contract ATS guided by the Associate Dean Undergraduate. Our committee structures and administrative appointments include strong representation of career ATS.	**Action Plan:** Seek feedback from ATS on the level of career support received by the Faculty and use this to inform adjustments in our approach.
Recommendation: Consider how the Faculty is incorporating lessons learned from the Indigenous Sport and Recreation Certificate. Pursue hiring an Indigenous scholar and creative ways to enhance connections with the Faculty of Native Studies.	
Faculty of KSR Response: KSR has received approval to hire an Indigenous Scholar and that work is in progress. Our undergraduate embedded certificate in Indigenous Sport and Recreation is offered jointly with the Faculty of Native Studies, and we regularly consult with the Faculty of Native studies, while respecting the capacity of this small and much sought after Faculty. The BHealth Sciences will include a series of courses related to Indigenous health, created through collaboration with the Faculty of Native Studies, and we will work to gain access to courses for KSR students.	**Action Plan:** 1.Complete Indigenous scholar hire. 2. Seek to gain access to Indigenous Health courses developed for the BHealth Sciences for KSR students.
Recommendation: Consider developing accessible Indigenous resources for kinesiology and movement/physical activity/sport related course content and recognize instructors who integrate Indigenous content through the curricula as is done for community-engaged scholarship.	
Faculty of KSR Response: KSR students have access to our undergraduate embedded certificate in Indigenous Sport and Recreation and KRLS 323 Indigenous Perspective on Activity, Health and Wellness in Canada. With the planned recruitment of an Indigenous Scholar into a tenure track position in KSR, we hope to develop additional content and resources. Through our curriculum review we are planning to include required Indigenous content focused courses. Through our evaluation standards we recognise work in equity. Specifically our 2025 revised faculty	**Action Plan:** 1. Update KSR ATSEC standards to incorporate EDI and TRC statements in parallel with our revised faculty standards. 2. Assign teaching workload to new tenure track Indigenous Scholar including development of resources/course content. 3. Through curriculum review work to increase Indigenous course content

standards mention recognition of the following in relation to teaching: “incorporation of equity, diversity and inclusivity (EDI) principles or content into teaching; responding to TRC calls to action or incorporating other reconciliation or Indigenous initiative (II) related principles or content into teaching.“ This is also recognised through the criteria of our internal teaching awards, and our new core values award. Core value: “Equity, diversity, inclusivity and action toward Indigenous reconciliation across our programs and activities”.	in KSR degrees.
Recommendation: Consider organizing a faculty collective for sharing of ideas, experiences and resources and cohesion amongst faculty.	
Faculty of KSR Response: KSR currently provides opportunities for discussion and interaction through multiple means including Faculty Council, held 5 times per year, retreats held in December (½ day) and May (full day), informal lunch meetings and morning gatherings, and issue specific town halls. We will seek feedback regarding current opportunities for sharing ideas, experiences and resources as well as creating cohesion, requesting suggestions/ideas for improvement.	**Action Plan:** Seek feedback regarding current opportunities to share ideas and experiences, and foster cohesion in the faculty, and solicit suggestions for improvement.
Program Environment	
Recommendation: Review advising supports and workload and continue to identify ways to work with the College or University to balance advising staff workload in the face of increased student demand.	
Faculty of KSR Response: In addition to the streamlined services and leveraged collaborations with the CHS that KSR has recently made in the undergraduate program area mentioned previously, to balance advising staff workload, the Faculty has also recently recruited a third KSR advisor position and elevated the Student Services Office Lead to Lead Undergraduate Programs. This third advisor position replaces another student services office administrative position as the duties for that administrative position have shifted primarily to the College. The Faculty is also anticipating the onboarding onto the Academic Advisement, Alfresco, and some components of the centralized advisement platform, named Fresh Service, to increase efficiencies in the advising area, assisting in managing workload for advising staff.	**Action Plan:** 1. Onboard 3rd full time advisor position in the UG students services area. 2. Continue increasing advising efficiency through technology with onboarding onto Academic Advisement, Alfresco, and components of Fresh Service.

Recommendation: Review booking of labs and teaching spaces especially with respect to systems to ensure no discrepancies and ensure availability of spaces for labs.	
Faculty of KSR Response: With the adjustment of the direct scheduling and timetabling of KSR courses by the CHS Scheduling and Timetabling Coordinator, the Kinesiology Lab Coordinator and the CHS Scheduling and Timetabling Coordinator are now working directly together to look for efficient and appropriate booking of lab spaces.	**Action Plan:** Continue to direct, support and encourage the Kinesiology Lab Coordinator and the CHS Scheduling and Timetabling Coordinator to collaborate and work together in the scheduling of lab spaces.
Recommendation: Review and create an audit of lab supports (e.g., equipment, supplies) and resourcing.	
Faculty of KSR Response: The Kinesiology Lab Coordinator position job fact sheet has been updated and is inclusive of this responsibility area. The Activity Lab Coordinator position job fact sheet will also be updated and will include this responsibility.	**Action Plan:** 1. Direct, support and encourage the Kinesiology Lab Coordinator to complete the audit of lab spaces and supports in coordination with the ADU and FGM. 2. Complete update of Activity Lab Coordinator position job fact sheet, inclusive of this responsibility area. 3. Direct, support and encourage the Activity Lab Coordinator to complete the audit of lab spaces and support in coordination with the ADU and FGM.
Recommendation: Enhance resources for experiential learning (e.g. IFL) and examine what will be required to extend the reach into the community beyond the Edmonton region and across the various programs while also maintaining the established model of experiential learning.	
Faculty of KSR Response: The KSR ExLL has begun communicating with and visiting placement partners regarding building stronger ties between the Faculty and community partners where KSR students are placed, including international placements in coordination with the KSR Manager International and Community Education. This increased emphasis includes the introduction of the new IFL curriculum and communication of changes to continuing and newly developed placement partners and expanding student placement opportunities into rural locations and beyond. In March 2025 the ExLL hosted placement partners and community site representatives to acknowledge and celebrate their	**Action Plan:** 1. Continue to host an annual placement partner celebration with CHS Placement Administrators included, to acknowledge placement partners and community site representatives, as well as share updates and showcase student outcomes and successes with partners. 2. Continue to develop sustainable rural and international placement sites.

contributions to KSR and KSR student success, sharing with those who attended updates and future directions of the Faculty placement process. Our Assistant Dean Development is also working to create an experiential learning fund to support students in IFL courses.	3. Emphasize and commit to a schedule of ongoing site visits and listening sessions with current and prospective placement partners.

Graduate Program Review

Programs: Master of Arts in Kinesiology, Sport and Recreation; Master of Arts in Recreation and Leisure Studies; Master of Science in Kinesiology, Sport and Recreation; Master of Coaching; Doctor of Philosophy in Kinesiology, Sport and Recreation

Date of Review: March 18-19, 2025

Reviewers: Gretchen Kerr, Chair Graduate, University of Toronto; Laura Misener, External Member, Western University; William Dunn, GPS Council Representative & Internal Member, University of Alberta

Program Strengths	
The University of Alberta's Faculty of Kinesiology, Sport, and Recreation is widely recognized as a top-tier destination for graduate study in kinesiology. Strong, multidisciplinary research programs of the faculty members were key strengths for attracting graduate students but for advancing graduate student education, training, and mentoring. The graduate program demonstrates high student satisfaction, indicating strong academic support, mentorship, and overall positive student experiences. Students highlighted their experiences of exceptional supervision and strong professional relationships with faculty members. They expressed a strong sense of community within their research groups and highly value the dedicated graduate space that supports community building and collaboration. Additionally, students praised the high-quality advising and support provided by the staff in the student services area.	
Teaching and Learning Environment	
Recommendation: Increase graduate course offerings for research-based students.	
Faculty of KSR Response: Graduate course offerings are planned considering the overall teaching capacity of the Faculty. Graduate students can access foundational and advanced courses across the UAlberta campus and via the Western Deans' Agreement course enrollment program. Promoting awareness of these opportunities will increase graduate student course options.	**Action Plan:** 1. Awareness campaign of course options for graduate students outside of KSR. 2. Solicitation of input from supervisors regarding perceived course needs of graduate students.

At the May 2025 Faculty retreat, KSR devoted time to discussing course needs for graduate students.	3. Review of KSR graduate course offerings and resourcing, in tandem with the KSR Graduate Certificate and undergraduate course teaching needs. 4. For any development of online courses pursue UAlberta course/online credential development funding.
Faculty of Graduate and Postdoctoral Studies (GPS) Response: GPS acknowledges and appreciates the importance of this recommendation and supports the Faculty's action plan. GPS encourages the Faculty to consider compiling a list of graduate-level research-focused courses offered within the College of Health Sciences, including advanced quantitative, qualitative, mixed-methods methodologies that are directly relevant to the KSR programs. This list will support students to diversify their learning experiences and support interdisciplinary research and learning.	**Action Plan:** The University is in the process of acquiring a Curriculum Management System that will provide systematic and comprehensive coverage of graduate courses. This system will provide the Faculty with opportunities to explore the current and existing research and KSR-relevant courses across the College of Health Sciences and the University. This will provide a more comprehensive approach to student advising on courses.
Recommendation: Consider the enrolment balance between thesis-based and course-based students. Enrolling more thesis-based students will assist in advancing the Faculty's research profile and productivity and in delivering high-quality undergraduate courses.	
Faculty of KSR Response: KSR devotes resources to recruiting both course-based master's and thesis-based graduate students and aims to fund at least 1 thesis student for each supervisor. Setting a minimum expectation for the number of supervised graduate students per eligible supervisor, and developing award and scholarship application incentives are under consideration to increase the number of our thesis-based students. KSR has implemented a KRLS 500 undergraduate thesis course, which will serve as a scaffold to move domestic students into our thesis-based Master's programs.	**Action Plan:** 1. Increase strategies to recruit KSR/ UAlberta undergraduate students into graduate thesis programs. 2. Continue investing in recruitment efforts centred on individual faculty (e.g. support for research group websites). 3. Develop training and incentives for scholarship applications. 4. Review TA assignment practices considering course based master's student TA assignment.
Faculty of GPS Response: GPS supports this recommendation and the faculty's action on marketing and recruitment. Among the strategies for addressing this recommendation could be: KSR is encouraged to ensure that its online presence effectively showcases research opportunities, faculty profiles, and success stories of thesis-based graduates.	**Action Plan:** GPS Marketing, Recruitment and Enrolment team will support KSR in developing more targeted recruitment strategies for high-quality thesis-based students, including highlighting faculty research strengths, available funding opportunities, and the potential for interdisciplinary

	research. The team is finalizing an environmental scan of the faculties to develop a graduate recruitment strategy and action plan.
Recommendation: Consider streamlining the degree program offerings; some options may include combining or deleting some degree offerings, or shifting some of the degree offerings to areas of specialization within a broader degree program.	
Faculty of KSR Response: KSR offers a PhD program, a Master of Arts and a Master of Science as appropriate for a Faculty characterized by multiple disciplinary capacities/scholars. We are reviewing our course-based master's programs. The Master's of Recreation Sport and Leisure (MA-RLS) requires only one unique course offering. The Master's of Coaching is more resource-intensive. In 2024, KSR chose to reinvest in the Master's of Coaching program and hired a full-time ATS to facilitate the delivery of the degree and mentorship of M-Coach students. KSR will actively monitor enrollment and investment in this program.	**Action Plan:** 1. During the graduate program curriculum review, the MA-RLS degree will be reviewed, and its move to a specialization within the KSR Master of Arts will be explored. 2. Support refreshment of the M-Coach program and collaboration with Athletics, providing a window to increase enrolment through program revision and promotion.
Faculty of Graduate and Postdoctoral Studies (GPS) Response: GPS acknowledges this recommendation and concurs that a thoughtful and strategic approach to program portfolio management is essential for optimizing resources, enhancing clarity for prospective students, ensuring program distinctiveness, and maximizing the impact of our graduate education.	**Action Plan:** Should any reconfigurations of graduate programs or curricula be proposed, GPS will support KSR through the approval and governance process.
Student Experience	
Recommendation: Consider creating shared learning experiences for all students across the Faculty to help support a strong, inclusive learning environment (e.g., KSR Faculty Research Seminar/Speaker Series).	
Faculty of KSR Response: KSR currently offers several opportunities for graduate students to engage in shared learning including the following: ● A monthly research seminar series that graduate students and faculty are encouraged to attend. ● KSR 685, a required 2nd-year PhD course wherein students learn about diverse research approaches, increase their awareness and appreciation of diverse disciplinary traditions, and learn critical professional skills (e.g. grant writing).	**Action Plan:** 1. Explore ways to increase the engagement and involvement of graduate students in the KSR research seminar series. 2. Review required courses (KSR 685, KSR 580 and 581) to optimise these opportunities for students to engage and learn together as a cohort.

• Two annual internal research conferences (RECON and KSR Research Day).	
Faculty of Graduate and Postdoctoral Studies (GPS) Response: GPS supports the action plan and encourages KSR to consider the following: • Explore creating workshops focused on skills relevant to all KSR graduate students, such as grant writing, research dissemination, career pathways in various sectors of kinesiology and recreation, or advanced statistical software applications. • Recognizing the presence of remote students and the benefits of flexible learning, KSR may consider emphasizing the importance of designing these shared experiences with hybrid or virtual components where feasible. This ensures that all students, regardless of their physical location, can participate and feel connected. • Advocate for including graduate student representatives in the planning and organization of these events to ensure they are relevant, engaging, and meet student needs.	
Recommendation: Review processes, supports and incentives for graduate students to apply for graduate scholarships.	
Faculty of KSR Response: Improved processes to support KSR graduate student scholarship and award applications were initiated in 2024-25 and will be expanded 2025-26. See actions.	**Action Plan:** 1. Expanded awareness campaign about KSR and GPS administered awards via calendar-email notices to students, enhanced visualization of awards scheduling and qualifications. 2. Collaboration with the Faculties of Arts and Education to offer day-long workshops for PhD (in August) and Master's students (in October) to prepare Tri-Council award applications. 3. Reminders will continue to be sent to alert students to the GPS award writing workshop.
Faculty of GPS Response: GPS supports the action plan.	**Action Plan:** GPS will work closely with KSR to ensure effective communication of awards and scholarship opportunities and workshops for

	students held by GPS to provide grant writing learning opportunities for students. GPS also continues to make effective use of communication venues such as Graduate Staff Digest, Graduate Student Digest, and Postdoc Digest to inform students and postdocs of funding and award opportunities.
Recommendation: Consider diverse funding sources (e.g., advancement) for supporting PhD students.	
Faculty of KSR Response: Graduate student support is a key development priority in KSR and the Associate Dean Graduate collaborates with the Assistant Dean Development on these efforts.	**Action Plan:** Continued development of the graduate student case for support led by KSR Assistant Dean Development in consultation with CHS Development team.
Faculty of Graduate and Postdoctoral Studies (GPS) Response: GPS appreciates the strategic recommendation to "Consider diverse funding sources (e.g., advancement) for supporting PhD students". GPS has provided data and implementation support to all faculties in order to implement the Minimum Guaranteed funding for PhD students. GPS encourages KSR to periodically review its internal allocation of funds for graduate student support to ensure fairness, transparency, and strategic alignment with the goal of supporting more thesis-based (PhD) students.	**Action Plan:** GPS has started working with the Office of Advancement to identify potential philanthropic donors (alumni, foundations, corporations, community partners) to support the graduate programs. This collaboration will provide opportunities for KSR and other faculties to consider diverse funding sources.
Recommendation: Create a plan to help improve the work experience for Teaching Assistants (e.g., setting up a task force).	
Faculty of KSR Response: KSR annually reviews and seeks to improve the TA performance and the TA experience. This work is carried out through a collaboration of our graduate and undergraduate program leadership, including the KSR Graduate Program Committee.	**Action Plan:** 1. Continue to provide professional development sessions to instructors regarding best practices and strategies for mentoring TAs. 2. Continue to provide and refine training for TAs. 3. Consider implementing an annual mechanism to gather feedback from TAs on their experience.

Faculty of GPS Response: GPS recognizes that TAs are integral to the delivery of high-quality undergraduate education, provide essential support for faculty research, and are themselves graduate students for whom the TA experience should be a valuable part of their professional development. GPS encourages the Faculty to develop standardized, clear, and comprehensive job descriptions for TA positions, outlining specific duties, responsibilities, and expected hours of work. This will help manage expectations for both TAs and supervising faculty. Providing training or guidelines for faculty supervisors on effective TA supervision, including delegation, constructive feedback, and mentorship, is another action to consider.	**Action Plan:** GPS offers a comprehensive, modularized Graduate Teaching and Learning program that provides robust pedagogical training, including effective teaching strategies, classroom management, grading practices, and inclusive and ethical teaching approaches. KSR is encouraged to strongly recommend this program to its graduate students. As part of the Graduate Student Supervision Development Training program, GPS will provide opportunities for new graduate supervisors to learn about not only recruiting, but also supervising and mentoring TAs.
Faculty and Supervision	
Recommendation: Review the expectations for faculty supervision to help create and support a strong scholarly environment for faculty and students.	
Faculty of KSR Response: Fortunately, KSR graduate students expressed high satisfaction levels with the training and mentorship their supervisors provide. Supervisory support is a priority across campus, and GPS has initiated monthly training and information workshops to address urgent needs of graduate students (e.g., preparing students for post-graduate careers, mental health assistance). KSR is currently refining workload guidelines to improve understanding regarding the expected volume of graduate supervision.	**Action Plan:** 1. The Associate Dean Graduate and GPS will continue to promote the GPS monthly supervisory improvement workshops to KSR supervisors. 2. Establish KSR guidelines for setting objectives and timelines with a graduate student not progressing satisfactorily in their program.
Faculty of Graduate and Postdoctoral Studies (GPS) Response: GPS supports this recommendation and acknowledges the KSR Associate Dean, Graduate's leadership on supervision and mentorship, and their close collaboration with the GPS- Graduate Leadership Advisory Committee to support and foster a culture of good supervision and mentorship. This past year GPS placed particular emphasis on how we can support supervisors by providing PD opportunities such as supervisors' wellness and mental health,	**Action Plan:** GPS recognizes the importance of graduate supervision development training and this coming year will offer a new series for supervisors on international student supervision, balancing expectations, and emerging topics such as AI.

how supervisors can support graduate students and postdocs career planning, and the use of generative AI in the research process and conducting literature reviews.	
Recommendation: Consider the balance of teaching-stream versus tenure-stream hirings in the complement planning to ensure support for a strong research-based graduate program and research productivity.	
Faculty of KSR Response: Consideration of teaching needs, research goals and graduate student mentorship goals all contribute to KSR hiring planning. KSR developed a short term hiring plan after consultation with the Faculty through a town hall. A multiyear hiring plan was discussed at our May 2025 Faculty retreat and this will be followed up with continued consultation prior to finalization.	**Action Plan:** 1. In response to retreat feedback, communicate teaching coverage and gaps to faculty to inform consultation. 2. Complete consultative, data informed, approach to develop a 3-5 year academic hiring plan aligned with the KSR strategic plan.
Faculty of GPS Response: GPS recognizes and agrees with this crucial recommendation as it addresses directly the foundational capacity required to sustain and advance a vibrant, research-intensive graduate enterprise.	
Recommendation: Consider onboarding and community-building initiatives for post-doctoral fellows.	
Faculty of KSR Response: KSR's Associate Dean Research has leadership responsibility for KSR postdoctoral fellows, and will review and make recommendations regarding their integration into KSR activities. The Faculty of Graduate and Postdoctoral Scholars (GPS) also hosts community-building initiatives.	**Action Plan:** 1. Increase KSR promotion of the monthly meeting of post-doctoral researchers, which is organized by the College of Health Sciences; 2. Review and consider additional opportunities for post-doctoral fellow involvement in KSR activities.
Faculty of Graduate and Postdoctoral Studies (GPS) Response: GPS supports this recommendation.	**Action Plan:** GPS has been developing various services and supports for postdocs on campus. These include: 1. GPS Associate Dean, director of the Postdoctoral Scholars Office for academic, supervision, and appointment matters 2. Holding onboarding sessions for new postdoctoral scholars

	3. Dedicated PDF Digest for scholarships, awards, and PD opportunities 4. Holding coffee hour events for community building purposes 5. PDFs' participation in several graduate student PD opportunities, such as the Graduate Teaching and Learning and the Ethics and Academic Citizenship courses.
Recommendation: Review the course buy-out policy/practices.	
Faculty of KSR Response: KSR is in the process of finalizing workload guidelines for faculty members, and a course buyout policy is detailed in this document.	**Action Plan:** Finalize and distribute the KSR workload guidelines, including the course buyout policy.
Faculty of GPS Response: GPS supports this recommendation and the associated action plan.	
Recommendation: Prioritize an Indigenous scholar(s) in future complement planning.	
Faculty of KSR Response: KSR has received approval to hire an Indigenous Scholar and that work is in progress.	**Action Plan:** Complete recruitment and hiring process for Indigenous Scholar (tenure track position).
Faculty of GPS Response: GPS supports and appreciates this recommendation and the Faculty's proactive approach to hire an Indigenous scholar. This action will expand KSR's strength in Indigenous education.	
Resources	
Recommendation: Leverage the College resources for supporting grant provision, which will in turn, help support graduate recruitment.	
Faculty of KSR Response: As the CHS continues to develop its processes and practices, KSR is committed to continuing to leverage these supports as they become available (e.g., increased grant peer	**Action Plan:** Continue to leverage the grant and research support offered by CHS.

review). We currently utilize the support of our CHS research partner and promote the CHS led research hubs, which provide additional support for work in those specific areas.	
Faculty of Graduate and Postdoctoral Studies (GPS) Response: GPS supports the Faculty's action plan. Considering the interdisciplinary nature of the KSR's research profile, the Faculty is encouraged to explore and identify other grant preparation support opportunities on campus and in other colleges to support the faculty. For instance, there are SSHRC, CIHR, and NSERC specific grant application support on campus that can be identified and shared with students and faculty.	
Recommendation: Leverage the College resources for graduate recruitment.	
Faculty of KSR Response: As outlined in our QA report, the University of Alberta has outlined bold recruitment targets for the next 10 years, including significant increases in course-based master's enrolments to appeal to a broader audience. Experts are guiding these efforts, strategically focused on marketing, enrollment, and recruitment. This work will include engagement with the Faculties in concert with the Faculty of Graduate and Postdoctoral Studies to address recruitment.	**Action Plan:** 1. Regular meetings with graduate programs dedicated Marketing/Recruitment/and Enrollment strategists, coordinating their recommendations with CHS service support staff . 2. Implement a marketing & communication action plan for KSR.
Faculty of GPS Response: GPS supports this recommendation.	**Action Plan:** GPS will work closely with KSR to support the faculty in marketing of the graduate programs and recruitment of graduate students through targeted approaches and strategies. The GPS Marketing, Recruitment and Enrolment team is well-positioned to support KSR in this endeavour.
Recommendation: Consider the complement planning related to the ratio of ATS:TT given the impact this has on the research-focused graduate program.	
Faculty of KSR Response: Consideration of teaching needs, research goals and graduate student mentorship goals all contribute to KSR hiring planning. KSR developed a short term hiring plan after consultation with the Faculty through a town hall. A multiyear hiring plan was discussed at our May 2025 Faculty retreat and this will be followed up with continued consultation prior to finalization.	**Action Plan:** 1. In response to retreat feedback, communicate teaching coverage and gaps to faculty to inform consultation.

	2.Complete consultative, data informed, approach to develop a 3-5 year academic hiring plan aligned with the KSR strategic plan.
Faculty of Graduate and Postdoctoral Studies (GPS) Response: GPS recognizes and agrees with this crucial recommendation as it addresses directly the foundational capacity required to sustain and advance a vibrant, research-intensive graduate enterprise.	**Action Plan:**
Recommendation: Examine the strategy for supporting graduate student funding, including Teaching Assistantships and research funding to support students and meet minimum funding guarantees.	
Faculty of KSR Response: KSR re-examines funding strategies every budget cycle with a goal of supporting as many students as possible. We are engaged in development work aimed at increasing funding to graduate students. We also have an active strategy to increase graduate student scholarship success.	**Action Plan:** 1. Continue to review KSR strategies to fund graduate students annually. 2. Continue to engage in development work, seeking graduate student support. 3. Continue to provide training and structure to support/increase graduate student scholarship funding success.
Faculty of GPS Response: GPS supports this recommendation.	**Action Plan:** One of the key GPS priorities is to provide a data dashboard for graduate funding. GPS has already created and made accessible a data dashboard to all graduate programs in order to support them in meeting the Minimum Guaranteed Funding for PhD students. GPS continues to expand and enhance this data platform to support the faculties in making data-informed decisions and in providing graduate funding support.
Additional Notes from the Faculty of KSR and GPS	
The GPS Action and Partnership Plan provides opportunities to enhance partnership with KSR to support graduate and postdoctoral scholars.	