

**FINAL ASSESSMENT REPORT**  
**Evaluation of Graduate Programs**  
**School of Human Kinetics**  
**Faculty of Health Sciences**  
**Cycle: 2020–2021**  
**Date: 2021-12-08**

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**I. Programs**

- “Research” programs
  - Master of Science Human Kinetics
  - Master of Arts Human Kinetics
  - Master of Arts Human Kinetics Specialization in Feminist and Gender Studies
  - Doctorate in Philosophy Human Kinetics
  - Doctorate in Philosophy Human Kinetics Specialization in Canadian Studies
- “Professional” programs
  - Master of Human Kinetics Concentration in Sport Management
  - Master of Human Kinetics Concentration in Intervention and Consultation

**II. Evaluation Process (Outline of the visit)**

- The Final Assessment Report for the evaluation of the aforementioned program(s) was based on the following documents: (a) the self-study brief produced by the academic unit, (b) the report produced by the external evaluators following their site visit, and (c) the comments from the School Director, Michael Robidoux, and the Assistant Director, Graduate Studies and Research, Erin Cressman, on the aforementioned documents.
- The visit was conducted virtually due to the SARS-CoV-2 pandemic. A pre-recorded walk-through of various sites was provided. The reviewers were provided a comprehensive self-study brief that had been previously presented and discussed at the School Assembly prior to revision, October 20, 2020. The virtual visit included Barbara Vanderhyden from the Faculty of Medicine, University of Ottawa as internal delegate.
- The site visit, which took place on June 10–11, 2021, was conducted by Dr. Parissa Safaissa, York University, Dr. Dany Macdonald, University of Prince Edward Island, and Graydon H. Raymer, Nipissing University.
- During the site visit, the external evaluators met with the Vice-Provost, Graduate and Postdoctoral Studies, Claire Turenne-Sjolander, the Dean of the Faculty of Health Sciences, Lucie Thibault, the School Director, Michael Robidoux, and the Assistant Director, Graduate Studies and Research, Erin Cressman, the library representative, members of the support staff, regular professors and graduate students.

**Comments from the Internal Delegate (Graduate Studies)**

- “It was my pleasure to ‘escort’ the external evaluators during their assessment of the Human Kinetics graduate program. While all meetings were virtual, there was time between meetings when the external evaluators asked many questions; they also set up an additional meeting a week later (June 17), to which I was invited. A main reason for this was that the students felt

that the time allotted to them was not sufficient, so the external evaluators offered them the opportunity to send additional comments to them directly. These were collated and distributed by one of the external evaluators for consideration by all.

- From my perspective, there was good recognition of the many strengths of the program, including its diversity and multidisciplinary, the quality and reputation of the curriculum and notably its professional programs, and the level of student satisfaction with the quality of the program, especially the research environment. They also noted that there were some areas of concern or discordance, including the challenges of delivering a bilingual program and one that is geographically divided over multiple locations, the imbalance between the goal of recruiting more students while providing internships with sufficient supervision, student confusion over shifting guidelines to access scholarships, and the (in)accuracy of information provided in the guidelines and on the website. Some of these were understood to be beyond the control of the program or even the Faculty, and it was clear that at least some of these issues were in the process of being resolved (e.g. website). At many levels, it was clear that communication and program administration need attention.
- Overall, it was clear to me that the external evaluators took their responsibilities seriously, made an effort to ensure that they had access to additional viewpoints, and asked relevant questions during the process.”

### III. Summary of Reports on the Quality of Programs<sup>1</sup>

This section aims to inform the unit on the strengths and weaknesses observed during the evaluation process in order to improve its programs.

#### 1. EMPHASIZING THE STRENGTHS AND IDENTIFYING CHALLENGES

##### Strengths

- Positive student experience.
- Excellent rankings, both nationally and internationally.
- The professional programs are unique and offer niche areas that fill societal needs.
- Quality and reputation of the research programs are high.

##### Challenges

- Although bilingualism is a strength, the limited numbers of faculty members that can actively support teaching and supervision in French, as well as the lack of registrations in the MHK programs over the last years, are challenges.
- Communication gaps between all the levels of the university and the students.
- The amount of administrative support provided by the Faculty and the University has led to some dissatisfaction among graduate students and faculty members alike.

#### 2. PROGRAM OBJECTIVES

- The unit has a clear goal of being an international leader in human kinetics. However, the last strategic planning exercise dates to 2014. There is therefore an important opportunity to engage in a holistic strategic planning exercise. Among the many benefits, this is an opportunity to define actions towards implementing the University’s Indigenous Action Plan, to define

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<sup>1</sup>Based on every document prepared during the assessment process.

indicators, namely research indicators, and to define the “bilingual environment” appropriate for the School’s programs.

- Strategically, the School had decided not to undertake a curriculum analysis of its graduate programs in the present cyclical review focusing its efforts on the curriculum analysis of its undergraduate programs. It would be valuable to undertake this analysis in the first half of the next evaluation cycle.

### **3. CURRICULUM AND STRUCTURE**

- “Across all levels, there was high praise for the content and structure of the courses presently offered” across all the programs of the School.
- An area where efforts are needed is the development of content related to equity, diversity, and inclusion. The School is responding favourably to this recommendation in its action plan.
- A self-assessment of the MHK programs would seem timely. For instance, the external evaluation suggests that the Intervention and Counselling program would benefit from its own course on ethics. Likewise, students in that MHK programs felt that they were not receiving enough guidance in their internship.”

### **4. TEACHING, LEARNING AND EVALUATION METHODS**

- The information gathered during this evaluation indicates that the quality of the teaching by faculty members is very good to excellent.
- There are a range of modes of delivery and that teaching methods, and these are appropriate and pedagogically informed.
- As is often the case, not all the faculty members seem to be aware of the specific program learning outcomes. Efforts are being undertaken to address the situation, namely through the use of an online system to manage course syllabi.
- The data collected indicates that students would like more specialized course in their program.
- Finally, it was noted that the course offerings for the MHK program in Intervention and Consultation might not be sufficient to meet accreditation standards for the Canadian Sport Psychology Association. The academic unit will want to clarify the situation.

### **5. STUDENT EXPERIENCE AND GOVERNANCE**

- The School of Human Kinetics has an excellent reputation, which is often one of the main reasons for students to select its programs.
- Students are quite satisfied with the quality and support of the research facilities.
- The students that participated to the interviews during the visit felt that they have not been consulted enough during the process leading to the writing of the self-evaluation report.
- In its self-evaluation, the academic unit lists “multidisciplinarity” as a strength. It is clear that as a whole, the School does look at the human movement science from a wide array of perspectives, from physical to social sciences. However, from the student perspective, they feel that there are few opportunities for interdisciplinarity. If these opportunities exist, they need to be better communicated to students.
- “In the end, the majority of student concerns the reviewers heard relate not directly to program quality per se, but rather the administration of the programs.” These concerns include a lack of communication between the administration and the students (regarding policies, processes, and funding opportunities). Finally, students expressed their frustration regarding the process for allocation teaching assistant positions, which could possibly be attributed to a lack of human resources.

## 6. PHYSICAL SPACES AND RESOURCES

- Due to the COVID-19 pandemic, the visit was conducted via Zoom. Although there was an attempt at showcasing the infrastructure via camera, it was difficult for the reviewers to evaluate the physical resources. Two external reviewers, MacDonald and Safai, had seen some of the spaces before. From their point of view, “lack of space was not an issue for students or faculty members as much as the arrangement of spaces”. It should be noted that the Lees campus, where some of the activities of the School of Human Kinetics are conducted, will undergo major renovations. Therefore, changes are to be expected during the next evaluation cycle.
- A common theme during the various interviews for the external visit was that “there are too few administrative support staff to serve the needs of the ever-expanding School”. Clearly, this relates to the observations of the previous section with respect to the student experience with the administration.
- “Changes to scholarships/funding packages for students were robustly discussed in many of the meetings during the site visit.” What comes out of these discussions is that the faculty members feel that they have not been consulted enough. In the sociocultural stream, faculty members fear that the changes will negatively impact their MA students, who tend to be admitted with a lower CGPA.

## IV. Program Improvement<sup>2</sup>

The programs under evaluation are in conformity with the standards of the discipline. The following recommendations aim at maintaining or increasing the level of quality already achieved by the programs.

**Recommendation 1:** Engage in regular strategic planning that includes consultation with students.

**Recommendation 2:** Decide as a unit what “bilingual environment” (2015 Mission Statement) means for each graduate program in the school, and identify actionable steps to achieve this goal.

**Recommendation 3:** Identify a strategy to promote “multidisciplinarity” with the School, including ways to address the physical separation of students as well as the separation of students by program (e.g. MA vs MSc, PhD vs MHK) or by research method (Qualitative vs Quantitative).

**Recommendation 4:** Work with the University, particularly the Vice Dean Academic, to discuss how the prioritization of international PhD students, funding requirements (i.e., minimum GPA) for MA students, as well as the 1-year funding guarantee might be adversely affecting the unit’s ability to attract students. Particular attention needs to be paid to evaluating whether and, if so, how the increased GPA cut-off and 1-year funding policy for Masters’ students is differentially impacting disciplinary streams within the School.

**Recommendation 5:** Identify a representative from the unit to become a liaison with the Library staff, to facilitate improved support of faculty and students by the Library.

**Recommendation 6:** Address student concerns related to communication, including but not limited to information available on the School website, information communicated to students about RA/TA funding, and general program policies.

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<sup>2</sup>Partially based on the External Evaluators Report.

**Recommendation 7:** Hire additional admin support for programs, particularly to assist with processing program applications and the administration of the RA/TA funding.

**Recommendation 8:** Complete a curriculum review of the MA/MSc and PhD programs, to confirm that the learning outcomes are well articulated and are matched to the Degree Level Expectations. In particular, consider: 1) Are the diverse career options (besides academic) accounted for? 2) Should the research methods courses be combined or continue to be split between qualitative/quantitative (and perhaps alternative ways of knowing? 3) Should an equity, diversion, and inclusion course should be included in some programs? and, 4) Are the opportunities for elective courses at the PhD level are sufficient?

**Recommendation 9:** Complete a curriculum review of the MHK Sport Management and Intervention and Consultation programs to identify opportunities for improvement, and in particular to address student concerns related to meeting industry certification.

**Recommendation 10:** Identify opportunities for recruitment of Indigenous students and implementation of other recommendations given in the University's Indigenous Action Plan.

## VI. Conclusion

During this evaluation, "The high calibre of the School's programs, as well as the overall research reputation of the School and its members, was summarily recognized by students, staff and faculty". Among the strengths noted by the external reviewers are the overall positive student experience and the quality and support of the research spaces. "The professional programs are unique and offer niche areas that fill a societal need." Suggestions for improvement are largely constructive in nature that is the comments focused on improving an already successful program, rather than indicating that fundamental changes are required.

In light of this positive assessment, the committee members would like to thank all participants for the evaluation of the programs. They congratulate the unit on the rigour of the work accomplished and on the quality of the self-study report, as well as that of the report produced by the external reviewers.

### Schedule and Timelines

A meeting will be organized with the program chairs, the Faculty Dean and Vice-Dean following the reception of the Final Assessment Report so that a plan of action can be put in place along with deadlines particular to each recommendation. A progress report that outlines the completed actions and subsequent results will be submitted to the evaluation committee on a date agreed upon at the time of the meeting regarding the action plan.

The next cyclical review will take place in no more than eight years, in 2027–2028. The self-study brief must be submitted no later than June 2027.

## Unit Response to the External Review Report and Action Plan

**Faculty:** Faculty of Health Sciences

**Department:** School of Human Kinetics

**Programs evaluated:**

- Master of Science Human Kinetics
- Master of Arts Human Kinetics
- Master of Arts Human Kinetics Specialization in Feminist and Gender Studies
- Master of Human Kinetics Concentration in Sport Management
- Master of Human Kinetics Concentration in Intervention and Consultation
- Doctorate in Philosophy Human Kinetics
- Doctorate in Philosophy Human Kinetics Specialization in Canadian Studies

**Cyclical review period:** 2020-2021

**Date:** September 10, 2021

**Note:** This document is submitted to the Senate, as well as the Quality Council, and will be published on the University Web site.

**General comments:**

On August 23, 2021, the School of Human Kinetics (SHK) was made aware of the External Review Report produced in the context of the cyclical program evaluation. We were extremely pleased with the positive evaluation of our graduate programs. Given that the SHK has committed to providing an outstanding training and research experience for our graduate students, we were gratified to see that the external reviewers found that our “MSc and PhD programs were of excellent quality”, that “student satisfaction was high” and that “no major issues with the program, the learning objectives, courses or management of the programs were discovered”. The report makes 10 recommendations, of which 7 are considered high priority. We take all of the recommendations seriously and feel confident that by addressing them, our graduate program will be even stronger. The recommendations and our response, produced jointly by the unit and the Faculty, are included below.

<b>Recommendation 1:</b> Engage in regular strategic planning that includes consultation with students. (presented as high priority)					
<b>Unit response</b>	<b>Priority Level*</b>	<b>Actions to be undertaken</b>	<b>Assigned to</b>	<b>Timeline</b>	<b>Curriculum change?</b>
<p>The School of Human Kinetics' (SHK) current strategic plan was developed in 2014, over the course of a 2-day retreat. In particular, the SHK developed a strategic plan that included a new vision and mission statement, strategic research directions, and an associated hiring plan to position the School at the forefront of the Faculty and University's strategic mandate.</p> <p>We recognize the benefit of revisiting and potentially revising our strategic plan. Over the coming year, we will consult with all members of the SHK (Faculty, Staff and Students), as we look to align our graduate programs with the University of Ottawa's strategic plan "Transformation 2030," which outlines six core aspirations, including: 1) transformative learning; 2) cutting edge research; 3) a vibrant Franco-Ontarian and Franco-Canadian culture; 4) outstanding leadership and management; 5) effective governance; and, 6) a sustained commitment to our community.</p>	1	<p>Explore ideas regarding formats for strategic planning sessions (e.g., holding a retreat, forming school committees, etc.).</p> <p>Consult SHK Council about main format ideas and get feedback.</p>	SHK Executive Committee	Nov 2021	Not Anticipated
	1	<p>Schedule a strategic planning session, ensuring representation from Faculty, Staff and Students (graduate and undergraduate student associations). Key items for discussion include:</p> <ol style="list-style-type: none"> <li>1. The mission-vision of the SHK and with respect to the graduate program in particular.</li> <li>2. The bilingual environment offered to graduate students (see Recommendation #2).</li> <li>3. Promoting collaboration within and outside of the SHK (see Recommendation #3).</li> </ol>	SHK Executive Committee, SHK Undergraduate Students Association, SHK Graduate Student Association	June 2022	Not Anticipated

\* PRIORITY LEVEL : 1. URGENT-IMMEDIATE ACTION REQUIRED 2. IMPORTANT-ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM) 3. ADVISED: DEVELOPMENT AND STRATEGY-ACTION TO BE DISCUSSED AND MUST BE IN PLACE BY MID-CYCLE (WITHIN 4 YEARS)

**Recommendation 2:** Decide as a unit what “bilingual environment” (2015 Mission Statement) means for each graduate program in the school and identify actionable steps to achieve this goal. (presented as high priority)

Unit response	Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
<p>As a unit, the SHK has struggled to maintain and strengthen the Francophone and bilingual character of its graduate programs. In fact, based on enrollment numbers and the number of tenured Faculty our two professional based Master’s programs (MHK) have only been offered in English for the last 5 years.</p> <p>We are committed to the bilingual nature of our programs and pride ourselves on offering our thesis based graduate students the opportunity to study in either French or English. To honour this commitment, it is critical that we offer our graduate students the opportunity to take courses in both French and English. Over the last year (2020-2021) we have conducted an analysis of the number of Francophone students by research domain. Based on average course sizes and percentage of Francophone students in our program, we do not have sufficient enrollment to offer all graduate courses in French and English. At present, the SHK is examining the feasibility of offering some graduate level courses in French and providing alternative options to</p>	1	<p>Offer selected courses in French, based on expected enrollment numbers.</p> <ul style="list-style-type: none"> <li>i. The following required courses will be offered each year: (Note these courses have been advertised as part of our program but were last offered in 2013): APA 6500, APA 6501, APA 6702, APA 6703.</li> <li>ii. Offer APA 7520 Thèmes choisis (3 crédits) based on student demand.</li> <li>iii. To advertise and allow students to take directed studies courses in French with a bilingual professor so that they can fulfill all of the required program requirements in an appropriately supportive environment for Francophone students.</li> </ul>	Assistant Director Graduate Studies, HK Director	Start: Fall 2021 (Ongoing)	Not Anticipated

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its thesis-based Francophone students.					
The SHK aims to enhance bilingualism within all of its programs. The SHK is invested in expanding its French program, looking to hire bilingual Faculty, and recruit Francophone students at both the undergraduate and graduate level.	1	Prioritize recruitment of bilingual professors.	HK Director, SHK Selection, Recruitment Committee	Fall 2021 (Ongoing)	Not Anticipated
	2	Promote bilingual graduate studies on the SHK website as a strategic mechanism for career advancement in public and private sector, nationally and internationally.	Assistant Director Graduate Studies with Faculty's Marketing and Communication Team	June 2022	Not Anticipated
	1	Work with the SHK Graduate Student Association to continue to offer events (e.g., retreats, town halls, social gatherings) as bilingual activities.	Assistant Director Graduate Studies, SHK Graduate Student Association	Fall 2021 (Ongoing)	Not Anticipated
	1	Participate in recruitment events and promotion sponsored by the SHK, the Faculty and University (e.g., Open Houses; Open Doors, Research in Action, etc.). While these events target undergraduate students, they can also be seen as a method for introducing and recruiting graduate students to our programs.	SHK Executive Committee	Fall 2021 (Ongoing)	Not Anticipated

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**Recommendation 3:** Identify a strategy to promote ‘multidisciplinarity’ with the School, including ways to address the physical separation of students as well as the separation of students by program (e.g. MA vs MSc, PhD vs MHK) or by research method (Qualitative vs Quantitative). (identified as medium priority)

Unit response	Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
<p>The SHK internal SWOT analysis revealed that the ‘diversity and flexibility of the programs offered’ was identified as a strength of the program by Faculty. Similarly, students identified the ‘breadth of programs offered’ as a strength.</p> <p>The SHK strives to ensure graduate students are aware of the breadth of research being conducted in the School, and opportunities for collaborative and multidisciplinary projects.</p> <p>The new Lees building will facilitate intermingling between students and Faculty across research domains and programs, due to the open concept design of student space and professors’ office configuration.</p>	1	Promote the ongoing research collaborations within the SHK on the School’s website, bulletin boards, etc.	Assistant Director Graduate Studies	Fall 2021 (Ongoing)	Not Anticipated
	3	Look into prioritizing space in Montpetit and maximizing space for students’ social interaction.	HK Director, Dean of the Faculty of Health Sciences	Fall 2023	Not Anticipated
	1	Relaunch of SHK bilingual research seminar series (cancelled in 2020-2021 due to COVID-19). This series aims to bring in researchers that conduct multidisciplinary research, with mixed analysis methods.	Assistant Director Graduate Studies	Jan 2022	Not Anticipated
	1	Explore possibilities to provide financial support to students and Faculty as they attempt to secure bids to host provincial, national and international conferences. For example, the SHK will host the 2022 Eastern Canada Sport and Exercise Psychology Symposium (ECSEPS), a student run conference focussed on sport and exercise psychology. As well, the SHK will host (1) the Canadian Congress on Leisure Research in May 2023 (already engaging 4 SHK Faculty members as part of the organizing committee) and (2) the World Sociology of Sport Congress in August 2023 in collaboration with the International	Assistant Director Graduate Studies, HK Director, Dean of the Faculty of Health Sciences	Mar 2022 (Ongoing)	Not Anticipated

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		Sociology of Sport Association (ISSA).			
The SHK is committed to providing opportunities for research, academic and social engagement between students and Faculty across programs, research domains and degrees.	1	Work continuously with the SHK Graduate Student Association to deliver bilingual seminars regarding such diverse topics as preparing a scholarship application, networking, etc.	Assistant Director Graduate Studies	Fall 2021 (Ongoing)	Not Anticipated
	1	Promote and participate in the annual graduate student conference, at which all students have the opportunity to present their research projects.	Assistant Director Graduate Studies	Fall 2021 (Ongoing)	Not Anticipated

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**Recommendation 4:** Work with the University, particularly the Vice Dean Academic, to discuss how the prioritization of international PhD students, funding requirements (i.e. minimum GPA) for MA students, as well as the 1-year funding guarantee might be adversely affecting the unit's ability to attract students.

Particular attention needs to be paid to evaluating whether and, if so, how the increased GPA cut-off and 1-year funding policy for Masters' students is differentially impacting disciplinary streams within the School. (identified as high priority)

Unit response	Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
<p>The University of Ottawa's new admission scholarship funds PhD students (Canadians and international students) for 4 years. Funding to Master's students has been cut to 1 year.</p> <p>The SHK appreciates the University's efforts to recruit international students.</p> <p>The SHK is concerned with how the University's new funding model will impact recruitment to its MA/MSc programs, which are feeder programs for the PhD program (in the last 5 years, 63% of incoming PhD students completed their Master's degree in the SHK). As well, the SHK is concerned with how this new funding model will impact the distribution of scholarships paid to MA vs. MSc students.</p>	1	<p>Follow-up with the Vice-Dean Academics outlining the SHK concerns and Spring 2021 findings regarding student funding. (In Spring 2021, the SHK completed an analysis of student averages in the SHK undergraduate and graduate programs. Over the last 5 years:</p> <ol style="list-style-type: none"> <li>1. the % of graduates from our undergraduate programs with a GPA &gt; 9: BHK = 2.7% and BSc = 10.7%</li> <li>2. Incoming Master's graduate students with a GPA &gt; 9: MA = 15% and MSc = 29%.)</li> </ol>	Assistant Director Graduate Studies	Fall 2021	Not Anticipated
	1	Concerns were raised with the Vice-Provost, Graduate and Postdoctoral Studies in Spring 2021 and follow up is required to obtain a release of data related to student Admission Scholarships across campus (based on student programs and degrees).	Vice-Dean Academics, Assistant Director Graduate Studies	Fall 2021	Not Anticipated
	1	Continue monitoring the GPA of newly admitted students to the SHK and their access to Admission Scholarships.	Assistant Director Graduate Studies	April 2022 (Ongoing)	Not Anticipated

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**Recommendation 5:** Identify a representative from the unit to become a liaison with the Library staff, to facilitate improved support of faculty and students by the Library. (identified as medium priority)

Unit response	Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
The SHK will seek to formalize a liaison with the Library Staff.	2	Select a Faculty member to act as a liaison between the Library Staff and the SHK.	HK Director	June 2022	Not Anticipated

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**Recommendation 6:** Address student concerns related to communication, including but not limited to information available on the School website, information communicated to students about RA/TA funding, and general program policies. (identified as high priority)

Unit response	Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
Communication, in particular a perceived lack of communication and poor communication, remains an ongoing concern in the SHK. Communication was raised as an issue in the last cyclical review (2012-2013) and again in the current cyclical review.  The SHK recognizes that the School and Faculty's websites must be updated, to ensure students, Faculty and Staff can easily access up to date information (e.g., deadlines, forms, etc.).	1	Work with the Faculty to improve the SHK website. Ensure timely communication between the SHK and the Officer, Communications and Web Development to maintain the website up to date (i.e., changes in School personnel, deadlines or processes, etc.).	Assistant Director Graduate Studies with Faculty's Marketing and Communication Team and Officer, Communications and Web Development	Apr 2022	Not Anticipated
	1	Promote the SHK Graduate Student Association's website to Faculty, Staff and students.	Assistant Director Graduate Studies	Fall 2021	Not Anticipated
The SHK recognizes that students need direct and continued access to administrators that are able to address their questions (e.g., around TA funding, programs policies, etc.).	1	Invite the SHK's Graduate Student Association representative to all school meetings and general assemblies. Time will be allocated in all meetings to discuss student questions/concerns.	Assistant Director Graduate Studies	Fall 2021 (Ongoing)	Not Anticipated
	1	Partner with the SHK Graduate Student Association to deliver regularly scheduled Town Halls between the Assistant Director of Graduate Studies and students (e.g., 2 Town Halls per term). These sessions will serve as an open question period.	Assistant Director Graduate Studies with SHK Graduate Student Association	Fall 2021 (Ongoing)	Not Anticipated
	1	Collaborate with the Vice-Dean Academics to continue hosting	Assistant Director Graduate Studies, Vice-Dean Academics	Fall 2021 (Ongoing)	Not Anticipated

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		Faculty-wide meetings and meetings with graduate student representatives to discuss TA funding, ongoing program/policy changes, etc.			
	1	Encourage individual meetings between graduate students and the Administrative Assistant of Assistant Director Graduate Studies as needed.	Assistant Director Graduate Studies, Administrative Assistant	Fall 2021 (Ongoing)	Not Anticipated

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<b>Recommendation 7:</b> Hire additional admin support for programs, particularly to assist with processing program applications and the administration of the RA/TA funding. (identified as high priority)					
<b>Unit response</b>	<b>Priority Level*</b>	<b>Actions to be undertaken</b>	<b>Assigned to</b>	<b>Timeline</b>	<b>Curriculum change?</b>
The SHK highly supports this recommendation.  Currently, there is a large administrative burden placed on relatively few individuals, causing unnecessary strain on everyone involved, decreasing morale among Faculty and Staff, and diminishing the student experience (as revealed in the SHK internal SWOT analysis).	1	Provide support for our current administrative staff, including the approval of additional work hours (if requested).	HK Director, Assistant Director Graduate Studies	Fall 2021	Not Anticipated
	1	Lobby for additional administrative support. In particular, part of the burden associated with the TA/RA file could be moved to a more centralized administrator at the Faculty level (not in the SHK).	HK Director, Assistant Director Graduate Studies	Fall 2021	Not Anticipated

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**Recommendation 8:** Complete a curriculum review of the MA/MSc and PhD programs, to confirm that the learning outcomes are well articulated and are matched to the Degree Level Expectations.

In particular, consider: 1) Are the diverse career options (besides academic) accounted for? 2) Should the research methods courses be combined or continue to be split between qualitative/quantitative (and perhaps alternative ways of knowing? 3) Should an equity, diversion, and inclusion course should be included in some programs? and, 4) Are the opportunities for elective courses at the PhD level are sufficient? (identified as medium priority)

Unit response	Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
<p>The SHK is committed to offering high quality, world-class, thesis based Master’s and PhD programs, that ensure our graduates attain the skills necessary to succeed (e.g., in industry, research, academic, etc. settings).</p> <p>At the suggestion of the curriculum consultant from the Office of Quality Assurance, a curriculum analysis was not undertaken for the current review. As both the undergraduate and graduate programs were being evaluated concurrently, it was decided that an undergraduate curriculum analysis would take precedence in terms of achieving adequate response rates. Nevertheless, a curriculum analysis was undertaken in the previous cyclical review (2012-2013).</p> <p>As well, in 2019, the MA and MSc programs underwent major modifications, in accordance with an</p>	3	Perform a curriculum analysis of the MA/MSc and PhD programs	Assistant Director Graduate Studies, SHK Graduate Committee	Fall 2025	Potentially
	2	Evaluate the feasibility and desire to create more flexible course offerings through a micro-course module (under 3 units) on various interdisciplinary topics that can be mixed and matched to provide a personalized and tailored course selection for students (e.g., 1-unit methods/analysis modules, modules related to equity, diversity and inclusion, etc.).	HK Director, Assistant Director Graduate Studies, SHK Graduate Committee	May 2022	Potentially
	1	Promote graduate courses in other programs/Faculties that can be counted towards elective courses at the SHK PhD level.	Assistant Director Graduate Studies	Fall 2021 (Ongoing)	Not Anticipated
	1	Remind professors continually to ensure that their courses are meeting the course objectives and the program learning outcomes, by circulating the approved program learning outcomes in an email prior to each teaching term. Professors will also be encouraged to use Simple	Assistant Director Graduate Studies	Fall 2021 (Ongoing)	Not Anticipated

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<p>internal review by the SHK. In particular, within Senate request: 2019-GRAD-SSAN-APA-01, six compulsory units (3 courses) were eliminated. These courses included two introductory seminars of 1.5 units each (APA 6923 – Séminaire / Seminar and APA 6924 – Séminaire / Seminar), and one interdisciplinary literature review course of 3 units (APA 6907 - Examen des écrits psychosociaux en sport, activité physique et santé / Examination of Psychosocial Literature in Sport, Physical Activity and Health).</p> <p>The abolition of six compulsory units in the thesis-based option had been a point of consensus for many years within the SHK. During undergraduate degree programs in Human Kinetics, students are exposed to a highly multidisciplinary environment (biophysical-psychosocial-sociocultural). Although this setting presents advantages at the undergraduate level, the drawback is that students do not typically receive in-depth specialisation / training in their domain of interest. The SHK deemed that, at the graduate level, it was necessary to ensure that students had the opportunity and time to specialize in their domain of interest and more fully engage in research. The elimination of the generalist courses provides</p>		<p>Syllabus, an online syllabus tool that allows for each course’s learning objectives to be mapped onto the program learning outcomes, and tracking of how the objectives are met through different evaluation types.</p>			
	1	<p>Relaunch the SHK bilingual research seminar series (see Recommendation #3). This series will promote interdisciplinary approaches to research and provide students with insight into diverse career options.</p>	Assistant Director Graduate Studies	Jan 2022	Not Anticipated

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students with more time and opportunities to pursue specialization in their chosen domain.					
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<b>Recommendation 9:</b> Complete a curriculum review of the MHK Sport Management and Intervention and Consultation programs to identify opportunities for improvement, and in particular to address student concerns related to meeting industry certification. (identified as high priority)					
<b>Unit response</b>	<b>Priority Level*</b>	<b>Actions to be undertaken</b>	<b>Assigned to</b>	<b>Timeline</b>	<b>Curriculum change?</b>
<p>The SHK is committed to offering high quality, world-class, professional based Master’s programs (MHK programs), that meet industry certification.</p> <p>As indicated in Recommendation #8, a curriculum review was not completed for this cyclical review.</p>	3	Perform a curriculum analysis of both MHK programs	Assistant Director Graduate Studies, SHK Graduate Committee	Fall 2025	Potentially
<p>The MHK in Sport Management was recently ranked #27 worldwide in 2019 for postgraduate sport business programs by SportBusiness International, attesting to the high quality of this program. As well, the course offerings of this program were recently reviewed, as it underwent transformation from a 16-month program to 12-month program (Senate Request: 2019-GRAD-SSAN-APA-03).</p>	3	Completing a curriculum review by 2025 will allow us to assess possible enhancements to the program.	Assistant Director Graduate Studies, SHK Graduate Committee	Fall 2025	Potentially
<p>The MHK in Intervention and Consultation is the only course-based professional Applied Sport Psychology program in Canada. This program rigorously prepares students to meet the certification criteria of the Canadian Sport Psychology Association and its American equivalent, the Association of Applied Sport Psychology, two organizations whose mission is to ensure and promote the competence of mental performance consultants. Course content and internship</p>	1	Consider the feasibility and demand for delivering courses and programming online. This process requires a review of current course offerings and confirmation that they meet required accreditation.	Assistant Director Graduate Studies, SHK Graduate Committee	May 2022	Not Anticipated
	1	The SHK is currently hiring a long-term appointment (LTA) position, whose primary responsibility will be to teach in the MHK Consultation and Intervention program. This individual will contribute to the ongoing evaluation of course offerings.	SHK Selection and Recruitment Committee	Fall 2021	Potentially

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opportunities are continually evaluated to ensure the program meets accreditation requirements.					
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<b>Recommendation 10:</b> Identify opportunities for recruitment of Indigenous students and implementation of other recommendations given in the University's Indigenous Action Plan. (identified as high priority)					
<b>Unit response</b>	<b>Priority Level*</b>	<b>Actions to be undertaken</b>	<b>Assigned to</b>	<b>Timeline</b>	<b>Curriculum change?</b>
The SHK is committed to working towards meeting the recommendations given in the University's Indigenous Action Plan.  In May 2021, the SHK Graduate Student Association elected a VP Equity, Diversity, Inclusion (EDI) position and formed an EDI Committee.	1	Form an SHK Anti-Racism and Inclusion ad hoc Committee (Inclusion Committee) and develop the committee's mandate. The SHK Graduate Student Association's VP EDI representative will be invited to sit on this committee and assist the committee in developing future actions.	HK Director, SHK Inclusion Committee, graduate student EDI representative	Fall 2021 (Ongoing)	Not Anticipated
	1	Revisit the SHK mission-vision by specifically looking at integrating the University Indigenous Action Plan (see Recommendation #1).	SHK Executive Committee, SHK Inclusion Committee, School Council	June 2022	Not Anticipated
	1	As discussed in Recommendation #8 and #9, future review of graduate course offerings will consider the possibility of developing new Indigenous content in other courses and encourage professors to integrate the existing Indigenous course content more clearly in course syllabi.	Assistant Director Graduate Studies, SHK Graduate Committee	May 2022	Potentially
The SHK is looking to increase its diversity, in particular with respect to its student and Faculty members.  The SHK has recently been awarded a CRC Tier II position in critical race studies within the context	1	Look to recruit and hire an individual to fill this mandate. It is expected that this new hire will be integrated into the SHK's Anti-Racism and Inclusion ad hoc Committee.	HK Director, SHK Selection and Recruitment Committee, SHK Inclusion Committee	Fall 2021 (Ongoing)	Not Anticipated

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of sport and physical activity with a focus on the Black Canadian experience (June 7, 2021).					
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**Faculty: Faculty of Health Sciences**  
**Programs evaluated: Graduate programs in Human Kinetics**  
**Cyclical review period: 2020-2021**

**Department Chair:** *Michael Robidoux*



1 February 2022

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Signature

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Date

**Faculty Dean:** *Lucie Thibault*



10 February 2022

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Signature

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Date